

TEXAS CHARTER SCHOOLS

2006-07 Evaluation

May 2008

Prepared for
Texas Education Agency

Prepared by
Texas Center for Educational Research

Credits

Texas Center for Educational Research

The Texas Center for Educational Research (TCER) conducts and communicates nonpartisan research on education issues to serve as an independent resource for those who make, influence, or implement education policy in Texas. A 15-member board of trustees governs the research center, including appointments from the Texas Association of School Boards, Texas Association of School Administrators, and State Board of Education.

For additional information about TCER research, please contact:

Catherine Maloney, Director
Texas Center for Educational Research
12007 Research Blvd.
P.O. Box 679002
Austin, Texas 78767-9002
Phone: 512-467-3632 or 800-580-8237
Fax: 512-467-3658

Reports are available on the TEA's website at <http://www.tea.state.tx.us/opge/progeval/charterschools/index.html> as well as TCER's website at www.tcer.org

Contributing Authors

Texas Center for Educational Research
Catherine Maloney, Ph.D.
Daniel Sheehan, Ed.D.
Veronica Brinson, Ph.D.
Fanny Caranikas-Walker, Ph.D.
Ryan Reyna, M.P. Aff.

Moak, Casey & Associates, LLP
Chang-Ross Consulting
DataSource

Prepared for

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

Research Funded by

Texas Education Agency

Copyright © Notice: The materials are copyrighted © and trademarked ™ as the property of the Texas Education Agency (TEA) and may not be reproduced without the express written permission of TEA, except under the following conditions:

- 1) Texas public school districts, charter schools, and Education Service Centers may reproduce and use copies of the Materials and Related Materials for the districts' and schools' educational use without obtaining permission from TEA.
- 2) Residents of the state of Texas may reproduce and use copies of the Materials and Related Materials for individual personal use only without obtaining written permission of TEA.
- 3) Any portion reproduced must be reproduced in its entirety and remain unedited, unaltered and unchanged in any way.
- 4) No monetary charge can be made for the reproduced materials or any document containing them; however, a reasonable charge to cover only the cost of reproduction and distribution may be charged.

Private entities or persons located in Texas that are **not** Texas public school districts, Texas Education Service Centers, or Texas charter schools or any entity, whether public or private, educational or non-educational, located **outside the state of Texas** *MUST* obtain written approval from TEA and will be required to enter into a license agreement that may involve the payment of a licensing fee or a royalty.

For information contact: Office of Copyrights, Trademarks, License Agreements, and Royalties, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494; phone 512-463-9270 or 512-936-6060; email: copyrights@tea.state.tx.us.

Table of Contents

Executive Summary	i
Data Sources	i
Background.....	i
Major Findings.....	iii
Chapter 1: Introduction	1
Overview of School Choice	1
Charter Schools: The National Picture	2
Charter Schools in Texas	5
Evaluation of Texas Charter Schools.....	8
Methodology	8
Evaluation Report	10
Chapter 2: The Legal Framework for Texas Charter Schools	13
Home-Rule School District Charter (Subchapter B)	16
Campus or Campus Program Charters (Subchapter C)	18
Open-Enrollment Charter Schools (Subchapter D)	19
University Charter Schools (Subchapter E).....	23
Other Education Policies Affecting Texas Charter Schools	23
Policy Challenges for Texas Charter Schools.....	24
Summary	24
Chapter 3: Characteristics of Texas Open-Enrollment Charter Schools	27
Open-Enrollment Charter Schools and Campuses.....	27
Classification by School Type and Years of Operation.....	29
Student Demographics	31
Staff Characteristics	34
Summary	38
Chapter 4: Characteristics of Texas Campus Charter Schools	41
Campus Charter Schools.....	41
Classification by School Type and Years of Operation.....	42
Student Characteristics.....	44
Staff Characteristics	46
Summary	49
Chapter 5: Charter School Revenue and Expenditures	51
Background.....	51
Methodology	54
Campus Charter Schools.....	63
Summary	65

Chapter 6: The Survey of Traditional District and Charter School Principals	69
Methodology	69
Principal Characteristics	70
Educational Programming	73
Charter School Student Admissions Trends and Recruitment Strategies	76
Student Discipline and Behavior	78
Governance and Management.....	81
The Effects of Charter Schools on Traditional Districts.....	88
Summary	92
 Chapter 7: Survey of Parents	 95
Methodology	95
Parent Characteristics.....	97
How Parents Find Out About Charter Schools.....	98
Factors Affecting School Choice	99
Parent Satisfaction with School Attributes	100
Parent Participation in Schools	103
Summary	105
 Chapter 8: Survey of Campus Charter School Students	 109
Methodology	109
Previous School Experience	111
Factors Influencing School Choice.....	112
Satisfaction with Charter Schools.....	113
Student Grades	116
Future Plans	117
Students in Grades 4 and 5.....	119
Summary	123
 Chapter 9: Open-Enrollment Charter Student Performance	 125
Methodology	125
Accountability Ratings.....	128
Statewide TAKS Performance.....	133
Comparisons between Open-Enrollment Charter Schools and Similar Traditional Public Schools	135
Other Performance Measures.....	142
Factors Associated with Student Performance	146
Summary	154
 Chapter 10: Campus Charter School Student Performance	 159
Methodology	159
TAKS Participation.....	161
Accountability Ratings.....	161
TAKS Performance.....	163
Other Performance Measures.....	167
Summary	170

Chapter 11: Summary of Findings.....	173
The Legal Framework for Texas Charter Schools.....	173
Open-Enrollment Charter Schools.....	174
Campus or Campus Program Charter Schools.....	178
Charter School Revenues and Expenditures	181
Survey Analyses.....	182
 Glossary of Terms.....	 187
 References and Source Material	 189
 Appendices.....	 193
Appendix A: Charter School Characteristics and Demographics.....	193
Appendix B: Instruments	223
Appendix C: Hierarchical Linear Modeling (HLM) Analyses for TAKS Achievement	261
Appendix D: 2006-07 Accountability Ratings of Charter Schools	287
Appendix E: Student Performance for Charter School Campuses	303
Appendix F: Charter School Revenue and Expenditure Data: 2005-06.....	319

EXECUTIVE SUMMARY

This year's evaluation of Texas charter schools differs from those of previous years in that it includes all classes of Texas charter schools—open-enrollment charter schools, campus charter schools, university charter schools, and home-rule charter schools. Past evaluations were limited to open-enrollment charter schools, which comprise the largest class of Texas charter schools, and expanding the 2006-07 evaluation to include all types of charter schools provides a valuable opportunity to examine the differences that may exist between types of charter schools as well as between charter and traditional district schools.

DATA SOURCES

As in past years, the 2006-07 evaluation relies heavily on archival data collected by the Texas Education Agency (TEA) through the state's Public Education Information Management System (PEIMS) and the Academic Excellence Indicator System (AEIS). In addition, the evaluation includes data collected through surveys of charter school directors, charter students, traditional district representatives, and parents of students enrolled in charter schools as well as parents of students enrolled in traditional district schools.

Throughout the report comparisons are made between open-enrollment and campus charter schools as well as with traditional district schools. In order to keep this year's open-enrollment findings consistent with those of previous years, analyses do not disaggregate university charter schools from the larger class of open-enrollment charter schools. Because no home-rule district charter schools operated in 2006-07, home-rule charter schools are not included in analyses. However, the report does include a discussion of the legal framework for home-rule charter schools.

In addition to analyses by school type, the evaluation also presents findings for charter schools rated under standard and alternative education accountability (AEA) procedures. Texas has established separate accountability procedures for schools serving predominantly at-risk students and registered as AEA campuses because such schools often confront different educational challenges than schools that serve proportionately fewer at-risk students. In 2006-07, 44% of Texas' open-enrollment charter schools were characterized as AEAs. In contrast, 9% of campus charter schools and only 3% of the state's traditional district schools were registered as AEAs in 2006-07.

BACKGROUND

Texas' program of charter schools began with legislation passed in 1995. Texas' charter school law initially provided for three classes of charter schools: home-rule, campus, and open-enrollment charter schools (Texas Education Code [TEC] §12.002). In 2001, Texas legislators amended the state's charter school law to provide for university charter schools, a form of open-enrollment charter granted to public senior colleges or universities. Although the regulatory provisions vary by class, each type of charter school operates relatively free of most state and local school requirements. Texas operates one of the nation's largest charter school programs. In the fall of 2007, Texas charter schools ranked fourth in terms of the number of students enrolled

and fifth in terms of the number of schools operated (Center for Education Reform [CER], 2008).

Classes of Texas Charter Schools

Home-rule charter schools (Subchapter B). A home-rule charter is established when an entire school district elects to convert to charter status. Home-rule charter proposals may be adopted if approved by majority vote in an election in which at least 25% of the district's registered voters participate (TEC §§12.021-12.022). The voter participation requirement of the home-rule charter is a substantial hurdle for districts, and as of this writing, no Texas district has sought home-rule conversion.

Campus charter schools (Subchapter C). Individual schools within a traditional school district may opt to convert to charter school status under Texas provisions for a campus or campus program charter. In order to become a campus charter school, a majority of the school's teachers and the parents of a majority of students in the school must sign a petition requesting conversion. The petition is presented to the district's governing board, which may not arbitrarily deny the request. In addition, the district's governing board may grant charters for a new district campus or a program operated by an entity that has contracted to provide educational services to the district (TEC §12.0521). Campus charter schools remain the legal responsibility of the district's school board and receive state and local funding (TEC §§12.051-12.065). Fifty-six campus charter schools operated during the 2006-07 school year. Campus charter schools were located in nine districts across the state, and 86% were located in either the Houston Independent School District or the San Antonio Independent School District.

Open-enrollment charter schools (Subchapter D). Texas open-enrollment charter schools are entirely new public schools created by "eligible entities," such as nonprofit organizations, universities, or local government groups (TEC §12.101). Open-enrollment charter schools are sponsored by the State Board of Education (SBOE) and are authorized for a period of five years. Charter schools receive state funding and are eligible for federal categorical programs, such as special education and Title 1 funding for disadvantaged students. Because open-enrollment charter schools have no taxable property, they do not receive local property tax revenues and are more reliant on state funding than traditional district schools. The charter school's governing board retains legal responsibility for the management, operation, and accountability of the school (TEC §12.121) and is permitted to contract school management and instructional services from for-profit educational vendors (TEC §12.125). With 314 campuses operating in 2006-07, open-enrollment charter schools comprise the largest proportion of Texas charter schools.

College or university charter schools (Subchapter E). In 2001, the Legislature amended Texas' charter school law to allow for an "open-enrollment charter school to operate on the campus of a public senior college or university or in the same county in which the campus of the public senior college or university is located" (TEC §12.152). University charter schools are subject to largely the same regulatory provisions as open-enrollment charter schools, but must be supervised by a faculty member with expertise in educational matters and the school's financial operations must be overseen by the university's business office (TEC §12.154). Only 17 university charter schools operated during the 2006-07 school year. As noted above, results for university charter schools are not disaggregated from the larger class of open-enrollment charter schools in the evaluation's analyses.

As shown in Figure 1, campus charter schools have grown at a much slower rate than open-enrollment charter schools. Texas' open-enrollment charter schools experienced a period of rapid expansion from 1998 through 2000. This growth was largely the result of 1997 legislation that raised the number of permissible charters to 100 and allowed for an unlimited number of "75% Rule" charters designed to serve large proportions (75% or more) of students at risk of failure or dropping out. During the 2000-01 school year, nearly a third of Texas' 160 operating charter schools (32%) were characterized as 75% Rule charters.

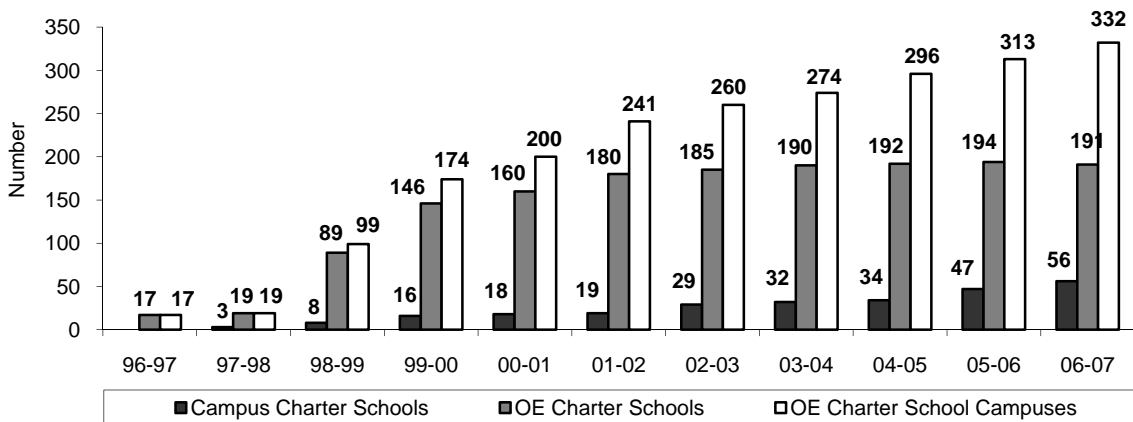


Figure 1. Number of Texas campus charter schools and open-enrollment charter schools and campuses, 1997-2006.

The rapid growth of open-enrollment charter schools coupled with concerns over the new schools' academic and fiscal accountability caused the Legislature to cap the number of permissible open-enrollment charters at 215 and to eliminate the 75% Rule designation in 2001. In addition, SBOE and the TEA revised the open-enrollment charter school application process to include more detailed information about charter school applicants and more rigorous examination of their educational plans. These changes have slowed the expansion of open-enrollment charter schools, but because Texas allows charter schools to operate multiple campuses under a single charter, the growth of open-enrollment charter campuses has remained steady as existing schools replicate their programs in multiple locations.

MAJOR FINDINGS

Characteristics of Texas Charter Schools

- Forty five percent of open-enrollment and 66% of campus charter schools operating in 2006-07 had been in operation five or fewer years.
- Open-enrollment charter schools enroll about 243 students and campus charter schools enroll about 389 students, on average, compared with enrollments of about 568 students in traditional district schools.
- Charter schools enroll larger proportions of minority and low-income students and smaller proportions of White students than traditional district schools statewide. Campus charter schools serve predominantly Hispanic and low-income student populations (see Figure 2).

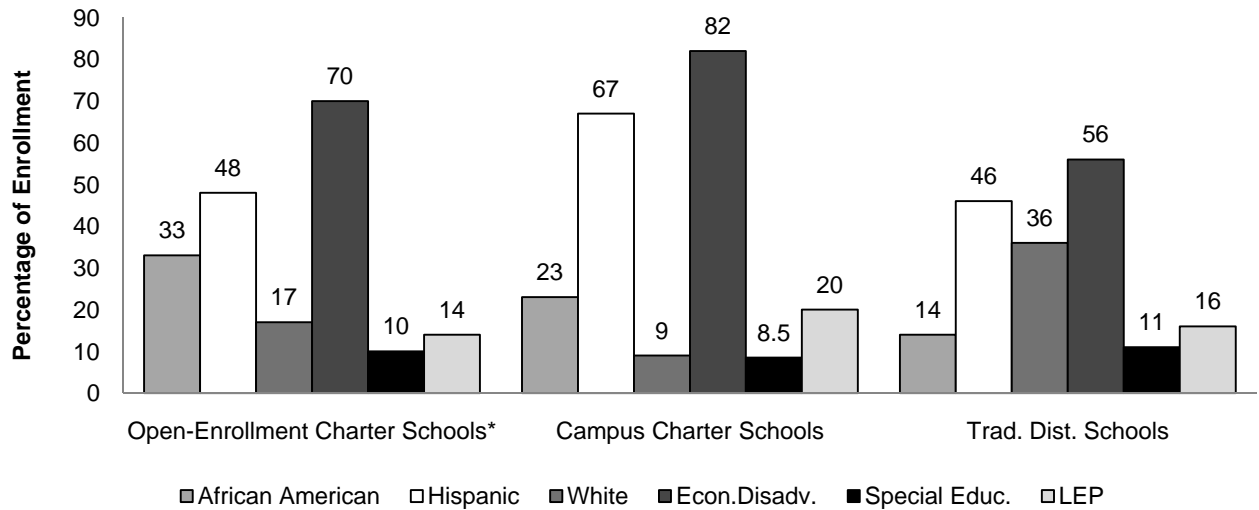


Figure 2. Demographic characteristics of open-enrollment charter schools, campus charter schools, and traditional district schools.

*Open-enrollment totals include university charters

- Administrators and teachers at open-enrollment charter schools earn substantially less than their peers in traditional district schools. Open-enrollment charter school teachers are less experienced and have higher rates of turnover than teachers statewide. Salaries for campus charter school administrators and teachers are comparable to salaries for administrators and teachers and within the sponsoring district. Campus charter teachers are similar to statewide averages in terms of experience and turnover rates.

Open-Enrollment Charter School Revenues

- As shown in Figure 3, open-enrollment charter schools received about \$752 less per student in average daily attendance (ADA) than traditional districts in 2005-06 (the most recent year for which financial data are available). Because open-enrollment charter schools are not able to levy local property taxes, they do not have the same access to local funding as traditional district schools. Texas attempts to offset differences by providing open-enrollment charter schools with proportionately more state revenue than it provides to traditional district schools.

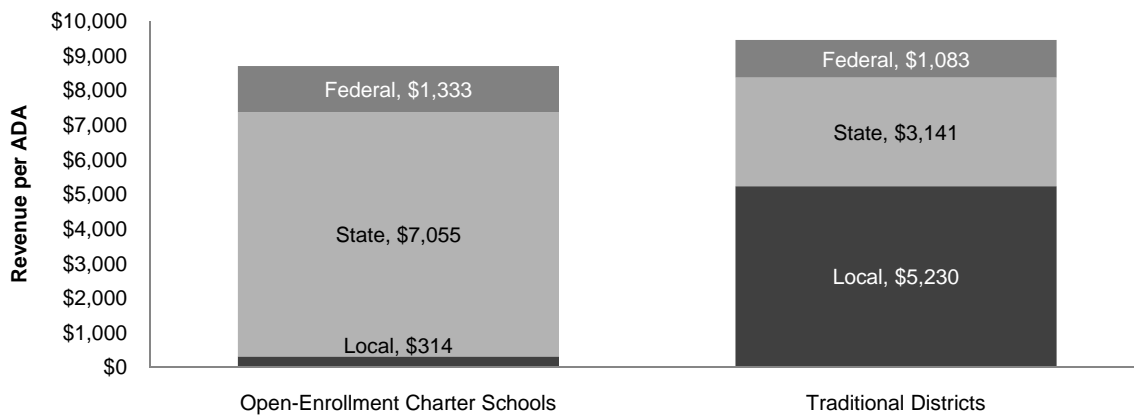


Figure 3. Charter and traditional district revenue per ADA by source: 2005-06.

- The revenue gap between open-enrollment charter schools and traditional districts nearly doubled between 2002-03 and 2003-04, growing from \$313 to \$623 per student. By 2005-06, the gap had expanded to \$752. Consistent with prior evaluations (TCER 2005, 2006, 2007), the primary source of this variation is facilities funding. Traditional districts received \$887 per student through voter-approved bonds and related state facilities support in 2005-06. Open-enrollment charter schools did not have access to a similar revenue stream and must use other resources in order to pay for facilities.

Charter School Academic Performance

Texas requires that charter schools participate in its statewide standardized testing program, and it holds charter schools to the same accountability standards as traditional district schools. Like the state's traditional district schools, charter schools and campuses receive accountability ratings based on their performance on standardized tests as well as school completion and dropout rates. Note that results for open-enrollment and campus charter schools are not directly comparable because of differences in the data available and the types of analyses conducted for each type of schooling.

Open-Enrollment Charter Schools

- In 2006-07, 33% of open-enrollment charter school students were enrolled in AEA programs compared with one-half of 1% of traditional district school students.
- Students at open-enrollment charter schools had lower Texas Assessment of Knowledge and Skills (TAKS) passing rates in all tested areas compared to traditional district schools statewide; however, open-enrollment charter middle school students (Grades 6, 7, and 8) performed nearer to statewide averages than elementary or high school students.
- Students who remained continuously enrolled in an open-enrollment charter school for three or more years had higher TAKS reading/English language arts (ELA) and math achievement, controlling for students' academic and social backgrounds.
- Better attendance rates as well as higher teacher and campus administrator salaries were associated with improved TAKS performance in open-enrollment charter schools.
- Compared to traditional public high schools, open-enrollment charter schools have lower graduation rates, lower percentages of students who complete the Recommended High School Program, and lower advanced course completion rates.

Campus Charter Schools

- Campus charter schools were more likely to be rated *exemplary* or *recognized* than traditional district comparison campuses or traditional district campuses statewide.
- Campus charter schools average TAKS performance exceeded comparison schools and statewide averages in all subjects tested except reading/ELA. Campus charter school students also achieved commended performance at higher rates than comparison schools and schools statewide in all areas tested. Grade level comparisons of TAKS scores indicate that campus charter schools generally had the highest test scores across comparison traditional district schools and district schools statewide for students in Grades 6 through 10.
- Campus charter high schools have lower graduation rates, lower percentages of students who complete the Recommended High School Program, and lower advanced course completion rates compared to comparison schools and state averages.

CHAPTER 1

INTRODUCTION

This year’s evaluation of Texas charter schools differs from those of previous years in that it includes all classes of Texas charter schools—open-enrollment charter schools, university charter schools, campus charter schools, and home-rule charter schools. Past evaluations were limited to open-enrollment charter schools, which comprise the largest class of Texas charter schools, and expanding the 2006-07 evaluation to include all types of charter schools provides a valuable opportunity to examine the differences that may exist between types of charter schools as well as between charter and traditional district schools.

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

OVERVIEW OF SCHOOL CHOICE

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

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

The strength of these arguments motivated a variety of experiments with choice-based school reform. Milwaukee, Cleveland, the state of Florida¹, and Washington, D.C. have implemented

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

programs of publicly funded vouchers that permit low-income, inner-city parents to send their children to tuition-charging private schools. A few states have experimented with tax credit plans that reimburse parents for tuition costs at non-public schools. Many states have initiated interdistrict enrollment programs that allow students to attend public schools that lie outside of traditionally defined attendance zones. The nation's most widespread approach to choice-based school reform, however, has been an entirely new form of public school called a charter school.

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

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

The political appeal of charter schools coupled with increasing public interest in choice-based school reform has made charter schools a fast growth industry, both nationally and in Texas. Since the first charter schools opened in Minnesota in 1992, 40 states and the District of Columbia have passed charter school legislation, and in the fall of 2007, more than 4,000 charter schools were educating over 1.2 million students nationwide (The Center for Education Reform [CER], 2008).

CHARTER SCHOOLS: THE NATIONAL PICTURE

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

have placed caps on the number of charter schools they allow, which according to one estimate left only 725 available slots for charter schools nationwide in 2005 (Lake & Hill, 2005). While some policy makers endorse the use of caps until charter schools prove to be a sustainable and effective approach to school reform, others, such as Margaret Spellings, the U. S. Secretary of Education, argue that caps are “rationing opportunity by limiting the number of charter schools” (2006). State-imposed caps, however, are not the only reason for the slowed growth of charter schools. A lack of individuals and organizations with the interest, resources, and skill sets needed to start new schools, as well as increasingly stringent state and federal accountability provisions also restrict the expansion of charter schools (Hassel, 2003).

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

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

Most charter schools are located in urban areas and are generally smaller than traditional district schools. Charter schools may serve students across grade levels and may use a variety of grade configurations and instructional approaches. Some charter schools offer programs tailored to particular academic or cultural interests. Others design programs to serve the needs of low-income students or students at risk of failure or dropping out. Many states have underscored the importance of serving at-risk and low-income students in their charter school legislation. The charter school laws of Arkansas, California, Colorado, Delaware, Florida, Illinois, Louisiana, Missouri, New York, North Carolina, Oklahoma, Rhode Island, Tennessee, Virginia, and Wisconsin express preferences for charter schools that serve low-income or low-performing students (Education Commission of the States, 2008). In a U.S. Department of Education survey of charter school operators nationwide, 28% of charter schools reported targeting at-risk and low-income students and 74% reported attracting such students irrespective of their educational missions (2004, p. 26).

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

Questions of fairness have also been raised with respect to states' methods of funding charter schools. National and state-level analyses of charter school finance consistently report that charter schools receive less funding than traditional district schools (Fordham Institute 2005; Osberg, 2006; TCER, 2003, 2005, 2006, 2007; Zimmer et al., 2003). And while funding differences vary across states and across regions within states, the lack of access to local and facilities funding are the primary sources of revenue disparities for charter schools nationwide (Fordham Institute 2005; Osberg, 2006). Because charter schools are not able to levy local property taxes, they do not have the same access to local funding sources as traditional district schools. Some states, including Texas, attempt to offset differences created by the absence of local funds by providing charter schools with additional revenue from state sources (e.g., see Figure 5.4 in Chapter 5), but these efforts generally do not make up for the lack of a local tax base (Fordham Institute, 2005). In addition, most states do not provide charter schools with funding for facilities, which means that some charter schools must divert instructional resources in order to pay for facilities.

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

CHARTER SCHOOLS IN TEXAS

The Center for Education Reform, a Washington, D.C., based organization that tracks the growth of charter schools nationally, reported that Texas operated 300 charter schools enrolling more than 90,000 students statewide in the fall of 2007, making Texas the nation's fourth largest charter school program in terms of enrollment and the fifth largest in terms of the number of schools operated (2008). In spite of Texas' ranking among charter programs nationally, its charter schools remain a relatively small component of the state's system of public education, enrolling less than 2% of the more than 4.5 million students who attend Texas public schools. Like charter schools nationally, Texas charter schools are generally located in urban communities and tend to be small.

As in other parts of the country, Texas' charter school legislation came about during a time when many saw a need for public school reform aimed at improving student achievement. George W. Bush backed school choice in his campaign for the governorship in 1994 and the Texas Legislature enacted the state's charter school law in 1995. Texas' charter school law initially provided for three classes of charter schools: home-rule, campus, and open-enrollment charter schools (Texas Education Code [TEC] §12.002). In 2001, Texas legislators amended the state's charter school law to provide for university charter schools, a form of open-enrollment charter granted to public senior colleges or universities. Although the regulatory provisions vary by class, each type of charter school operates relatively free of most state and local school requirements. The following section offers a brief overview of the legal framework surrounding each class of Texas charter schools. Chapter 2 provides a more comprehensive discussion of the legal and regulatory frameworks that structure each type of charter.

Classes of Texas Charter Schools

Home-rule charter schools (Subchapter B). A home-rule charter is established when an entire school district elects to convert to charter status. Home-rule charter proposals may be adopted if approved by majority vote in an election in which at least 25% of the district's registered voters participate (TEC §§12.021-12.022). The voter participation requirement of the home-rule charter is a substantial hurdle for districts, and, as of this writing, no Texas district has sought home-rule conversion. Given the absence of home-rule charter schools in the state, this class of charter is omitted from the report's analyses; however, Chapter 2 provides a detailed look at how the legal structure for home-rule charter schools has affected districts' interest in pursuing this charter option.

Campus charter schools (Subchapter C). Individual schools within a traditional school district may opt to convert to charter status under Texas provisions for a campus or campus program charter. In order to become a campus charter school, a majority of the school's teachers and parents of a majority of students in the school must sign a petition requesting conversion. The petition is presented to the district's governing board, which may not arbitrarily deny the request. District governing boards may also grant campus charters to entirely new district schools or to entities that have contracted with the district to provide educational services (TEC §12.051). Campus charter schools remain the legal responsibility of the district's school board and receive state and local funding (TEC §§12.051-12.065). As shown in Table 1.1, 56 campus charter schools operated in Texas during the 2006-07 school year. These charter schools were located in

nine districts across the state, and 86% were located in either the Houston Independent School District or the San Antonio Independent School District. This year’s report marks the first time campus charter schools are included in the annual evaluation of Texas charter schools, and several of the report’s analyses focus on this class of charter school.

Open-enrollment charter schools (Subchapter D). Texas open-enrollment charter schools are entirely new public schools created by “eligible entities,” such as nonprofit organizations, universities, or local government groups (TEC §12.101). Open-enrollment charter schools are sponsored by the State Board of Education (SBOE) and are authorized for a period of five years. Charter schools receive state funding and are eligible for federal categorical programs, such as special education and Title 1 funding for disadvantaged students. Because open-enrollment charter schools have no taxable property, they do not receive local property tax revenues and are more reliant on state funding sources than traditional district schools. Although Texas charter schools are prohibited from discriminating in their enrollment policies, they are permitted to exclude students with documented histories of discipline problems, criminal offenses, or adjudication (TEC §12.111[6]). The charter school’s governing board retains legal responsibility for the management, operation, and accountability of the school (TEC §12.121) and is permitted to contract school management and instructional services from for-profit educational vendors (TEC §12.125). With 314 campuses operating in 2006-07, open-enrollment charter schools comprise the largest proportion of Texas charter schools.

Texas’ charter school law requires that open-enrollment charter schools are evaluated annually (TEC §12.118), and previous evaluations of Texas charter schools have focused exclusively on this class of charter schools. Although the focus of this year’s report includes all classes of charter schools, open-enrollment charter schools continue to figure predominantly in analyses.

College or university charter schools (Subchapter E). In 2001, the Legislature amended Texas charter school law to allow for an “open-enrollment charter school to operate on the campus of a public senior college or university or in the same county in which the campus of the public senior college or university is located” (TEC §12.152). University charter schools are subject to largely the same regulatory provisions as open-enrollment charter schools, but must be supervised by a faculty member with expertise in educational matters and the school’s financial operations must be overseen by the university’s business office (TEC §12.154). Only 18 university charter schools operated during the 2006-07 school year.

Comparison of Charter Classes

Table 1.1 presents the number of Texas charter schools by class and by campus type. Open-enrollment charter schools comprise the largest class of charter schools with 314 campuses in operation during the 2006-07 school year, followed by campus charter schools with 56 campuses, and university charter schools with 18 campuses.² The table indicates that the types of campuses operated tend to vary across classes of charter schools. The majority of campus charter schools (79%) serve students in the elementary or middle grades compared with 44% of

² In previous evaluation years, university charter schools were included in open-enrollment totals.

open-enrollment charter schools and 17% of university charter schools, and 61% of university charter schools serve students across the elementary, middle, and high school levels.

Table 1.1
Campus Type Classifications of Open Enrollment Charter Schools, University Charter Schools, and Campus Charter Schools, 2006-07

Campus Type	Open Enrollment Charter Schools		University Charter Schools		Campus Charter Schools	
	N	%	N	%	N	%
Elementary	109	34.7%	3	16.7%	30	53.6%
Middle	28	8.9%	0	0.0%	14	25.0%
Senior	84	26.8%	4	22.2%	11	19.6%
All levels	93	29.6%	11	61.1%	1	1.8%
Total	314	100%	18	100%	56	100%

Source: AEIS 2007 campus data file.

There are also substantial variations in the types of students served by each class of charter school. As indicated in Table 1.2, open-enrollment charter schools and campus charter schools tend to serve larger proportions of minority students (African American and Hispanic) and economically disadvantaged students than Texas public schools, on average. In particular, campus charter schools enroll notably larger proportions of Hispanic students and low-income students than other types of charter and traditional district schools. In contrast to open-enrollment and campus charter schools, university charter schools enroll larger proportions of White students and smaller proportions of economically disadvantaged students than state averages. University charter schools also enroll considerably larger proportions of special education students relative to other classes of charter schools and state averages. The concentration of special education students in university charter schools is largely a function of the types of charter schools that authorized under this classification. Many of the university charter schools that operated during the 2006-07 school year offered programs designed to serve the needs of students with learning disabilities or emotional problems.

Table 1.2
Student Demographic Information of Open Enrollment Charter Schools, University Charter Schools, and Campus Charter Schools, 2006-07

Student Group	Open Enrollment Charter Schools		University Charter Schools		Campus Charter Schools		State Average
	N	%	N	%	N	%	
African-American	26,102	32.9%	331	25.1%	4,985	22.9%	14.4%
Hispanic	38,071	48.0%	395	29.9%	14,505	66.6%	46.3%
White	13,070	16.5%	523	39.7%	1,918	8.8%	35.7%
Other	2,067	2.6%	70	5.3%	376	1.7%	3.6%
Economically disadvantaged	55,510	70.0%	574	43.5%	17,799	81.7%	55.5%
Special education	7,347	9.3%	612	46.4%	1,842	8.5%	10.6%
Limited-English proficient	11,070	14.0%	24	1.8%	4,259	19.6%	16.0%

Source: AEIS 2007 campus data file.

Note. State totals from 2007 State AEIS Report.

Throughout the report comparisons are made between open-enrollment and campus charter schools as well as with traditional district schools. In some instances (e.g., parent surveys and student surveys), comparison data for open-enrollment charter schools are drawn from previous years' evaluations. In order to keep this year's open-enrollment findings consistent with those of previous years, analyses do not disaggregate university charter schools from the larger class of open-enrollment charter schools.

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. This year's evaluation has expanded to include all classes of charter schools, but is still guided by the statutory requirements for the evaluation of open-enrollment charter schools. To this end, it examines:

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

The charter school evaluation is an informational report and 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 charter schools.

METHODOLOGY

Study Approach

Building on previous years' evaluations of open-enrollment charter schools, the 2006-07 evaluation uses a research design that reduces the paperwork burden on charter schools and maximizes available resources. Analyses incorporate data collected through the TEA's Public Education Information Management System (PEIMS) and Academic Excellence Indicator System (AEIS) for all charter schools in operation during the 2006-07 school year. PEIMS, Texas' data collection system for public education, includes student demographic and academic performance data, as well as information about school personnel, finance, and organization. AEIS is Texas' public school accountability system. AEIS gauges school performance largely in terms of students' standardized test performance and graduation rates.

Each report chapter includes a detailed methodological explanation for data collection events undertaken to address the study's primary research questions:

- What are the frameworks that structure legal and regulatory environment of each class of Texas charter schools?
- What are the characteristics of charter schools and how do they differ from traditional public schools?

- How do the revenues and expenditures of charter schools differ from those of traditional district schools?
- Do academic environments and school leadership characteristics vary across classes of charter schools and traditional district schools?
- How are charter schools affecting traditional district schools?
- What are parents' perceptions of charter schools?
- What are the experiences of charter school students and their perceptions of the schools they attend?
- What are the academic outcomes for students in charter schools and how does the academic achievement of charter students compare with students in traditional district schools?
- What are the major findings?

Data Sources

The evaluation encompasses a variety of data sources including:

- Analysis of PEIMS and AEIS data for schools and campuses;
- Analysis of legal documents structuring charter schools and interviews with policymakers involved in the drafting of Texas charter school legislation;
- Surveys of principals of charter schools and traditional district schools, charter students, and parents of students enrolled in charter and traditional district schools; and
- Analyses of Texas Assessment of Knowledge and Skills (TAKS) scores and other outcome measures for charter school students and a comparison group of traditional public school students.

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

Data Analysis

Analysis by accountability procedures. The 2006-07 evaluation disaggregates its analyses by charter schools evaluated under standard and alternative education accountability procedures. Standard procedures guide the assignment of ratings to standard campuses (including non-registered alternative education campuses) whereas alternative education accountability procedures govern the assignment of ratings to registered alternative education accountability (AEA) campuses designed to serve the needs of at-risk students. The new accountability procedures recognize that alternative education programs often confront different educational challenges than schools that enroll proportionately fewer at-risk students.

Analysis by years of operation. Charter schools also are examined by their longevity. For this report, years of operation refers to the number of school years that a charter campus has operated.

Study Limitations

Several factors complicate the analyses 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 open-enrollment charter school PEIMS data was an issue; however, the Person Identification Database (PID) error rates for open-enrollment charter schools have improved substantially in recent years. The charter PID error rate was 4.6% in 2003-04 but only 0.4% in 2006-07. Despite improvements, the PID error rate for open-enrollment charter schools is still four times the state average of 0.1%.

Second, high levels of student mobility in open-enrollment charter schools reduce the number of students included in the state accountability system and available for analysis. Only 69% of open-enrollment charter school students are included compared to 88% of students in traditional public schools.

Third, the TEA categorizes open-enrollment 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 open-enrollment charter school "district," while in other cases the unit of analysis is the charter school "campus." As a result, reported numbers of open-enrollment 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 2006-07 evaluation of charter schools is organized as follows:

- Chapter 1 provides the contextual background on the charter school movement nationally and in Texas.
- Chapter 2 describes the legal framework surrounding each class of Texas charter school and how legal provisions have shaped the growth of charter schools in the state.
- Chapter 3 presents information on the characteristics of open-enrollment charter schools.
- Chapter 4 presents information on the characteristics of campus charter schools.
- Chapter 5 examines revenues and expenditures in open-enrollment charter schools and compares expenditure patterns across classes of charter schools and traditional district schools.
- Chapter 6 presents findings from a survey of principals of campus charter schools, open-enrollment charter schools, and the traditional district schools from which charter schools are most likely to draw students.
- Chapter 7 presents findings from a survey of parents of students enrolled in campus charter schools and parents of students enrolled in traditional district schools and compares results to those of 2005-06's survey of parents of students enrolled in open-enrollment charter schools.
- Chapter 8 presents findings from satisfaction surveys of students enrolled in campus charter schools and compares findings to 2004-05's survey of students enrolled in open-enrollment charter schools.

- Chapter 9 presents student performance data for open-enrollment charter school students.
- Chapter 10 presents student performance data for campus charter schools students.
- Chapter 11 presents commentary on the 2006-07 evaluation findings.
- Appendix A includes basic information and the classification system for the open-enrollment charter schools operating for the entire 2006-07 school year.
- Appendix B includes copies of the survey instruments used to collect information from charter school directors and students, parents of charter and traditional district students, and representatives of traditional school districts.
- Appendix C includes the hierarchical linear modeling (HLM) analyses of the effect of charter schooling on TAKS achievement.
- Appendix D includes accountability ratings for individual campuses.
- Appendix E includes student performance indicators for individual campuses.
- Appendix F includes data on the 2006-07 revenues and expenditures of Texas charter schools.

CHAPTER 2

THE LEGAL FRAMEWORK FOR TEXAS CHARTER SCHOOLS

When the nation's first charter school laws were introduced in the early 1990s, there was little, if any, research on the effects of state-level policies designed to support choice-based school reforms. Thus, policymakers worked from a blank slate as they drafted legislation introducing this new form of public schooling. The rhetoric of the time, which persists to some extent today, held that the best, or "strongest," charter school laws were those that granted charter school operators the most freedom from state and local regulation and provided for the greatest numbers of charter schools. However, as states gained experience with charter schooling, and as more research on the effects of charter schools became available, policymakers increasingly refined their charter school laws to strengthen the application and oversight provisions and to restrict the number of charter schools granted. The evolution of Texas' charter school law reflects this trend.

Chapter 12 of the Texas Education Code (TEC) sets out provisions for the state's charter school program. The chapter's General Provisions section establishes five purposes for Texas charter schools:

1. Improve student learning,
2. Increase the choice of learning opportunities within the public school system,
3. Create professional opportunities that will attract new teachers to the public school system,
4. Establish a new form of accountability for public schooling, and
5. Encourage different and innovative learning methods (TEC §12.001).

To achieve these ends, the 1995 legislation enabling Texas charter schools established three forms, or classes, of charter schools: (1) home-rule school district charter schools, (2) campus or campus program charter schools, and (3) open-enrollment charter schools.

As discussed in the following sections, the authorization processes for home-rule charter schools and campus charter schools are controlled by local communities and school districts, which have been slow to pursue charter options. The first campus charter schools did not appear until 1999 and only 56 campus charter schools operated in 2006-07. To date, no Texas district has sought home-rule conversion. In contrast, the State Board of Education (SBOE) controls the authorization process for open-enrollment charter schools. The first 17 open-enrollment programs opened in the fall of 1996, and 191 operated in 2006-07.

Table 2.1 presents an overview of the legal and regulatory structure for each class of Texas charter school. The sections that follow discuss how the design of the state's initial charter school law and its subsequent amendments have shaped the growth of charter schools in the state.

**Table 2.1
Overview of Texas Charter School Legislation**

	Home-Rule School District Charter	Campus Charter School	Open-Enrollment Charter School
Description	<ul style="list-style-type: none"> • Most flexible charter option in Texas. • Allows school districts to reconstitute themselves as locally controlled districts free from many state education requirements, including curriculum, textbooks and teacher contracts. 	<ul style="list-style-type: none"> • May offer a general or specialized education program. • Must give preference in enrollment to students residing within the school’s geographic attendance zone. • Free from many state and district regulations, including district instructional and academic provisions. 	<ul style="list-style-type: none"> • Independently operated new or converted public schools that run in a commercial or public facility. • May draw students from within or across school districts. • For-profit organizations may not receive a charter. • Charter holders may subcontract with for-profit entities to provide certain services. • Have access to state funding, programs and regional service centers. • Number of open-enrollment charter schools capped at 215.
Application Requirements	<ul style="list-style-type: none"> • Must submit proposal to both the Texas Secretary of State and the Commissioner of Education. • Secretary of State reviews the application for district governance changes and submits the application to the U.S. Department of Justice for review according to the federal Voting Rights Act. • The Commissioner of Education may suggest charter modifications. 	<ul style="list-style-type: none"> • Districts create their own application process and requirements, and the state plays no role. 	<p>Applications must detail the following:</p> <ul style="list-style-type: none"> • Statement of need • Vision of the school • Educational plan • Student goals • Human resources • Governance • Community support • Geographic boundary • Admissions policy • Special needs students and programs • Business plan <p>** College and university charter schools must satisfy additional state criteria.</p>
Charter School Selection Process	<ul style="list-style-type: none"> • Not controlled by the state. • Proposed charter schools must meet the state and federal statutory requirements • Begins with the appointment of a charter commission by the district’s school board. • Commission must submit its proposal to the Secretary of State. • The secretary determines whether the charter proposal alters the governance of the school district. <ul style="list-style-type: none"> ◦ Submitted to the U.S. Department of Justice for preclearance under the federal Voting Rights Act. ◦ Submit the proposed charter to the Texas Commissioner of Education for review. ◦ The Commissioner has 30 days to recommend any modifications • School board submits the proposal for voter approval. • Charter is adopted if approved by a majority of voters in an election in which 25% of voters participate • Amendments require election turnout of at least 20% of the registered voters in the district. 	<ul style="list-style-type: none"> • Not controlled by the state. • Must meet the state and federal statutory requirements • Requires a petition signed by a majority of parents and teachers at the school. • Principal approval not required. • School board may only reject a charter petition if the charter does not meet pre-established state standards. • The school board’s discretion in approving campus charter schools is minimal. • School board may grant a cooperative charter to parents and teachers at two or more campuses in the district. • The petition must be signed by a majority of parents and teachers at both campuses. • School board may grant a charter for a new district campus or a program that is operated either by an entity that has entered into a contract with the district or at a facility located within the district. • Only teachers and students who have expressly agreed to the campus or campus program assignment may be placed at the charter. 	<ul style="list-style-type: none"> • Controlled by the state. • Charter applications are reviewed for completeness by TEA and then scored by an external evaluator. • Interviews and minimum scores are required for charter approval. • No appeal process • Applicants may resubmit in the following cycle.

Table 2.1
Overview of Texas Charter School Legislation (continued)

	Home-Rule School District Charter	Campus Charter School	Open-Enrollment Charter School
Charter Revocation/Renewal	<ul style="list-style-type: none"> • May be rescinded by same process of the charter approval. • Proposition to rescind the charter must be on ballot. • A majority of voters must vote in favor of ending home-rule in an election in which 25% of voters participate. • Automatic closure or takeover if academically unacceptable for four consecutive years. • Commissioner of Education may also revoke the charter of a consistently underperforming school without holding public hearings. 	<ul style="list-style-type: none"> • May place on probation or revoke a charter if the school is found to have committed a material violation of the charter, failed to satisfy generally acceptable accounting standards or failed to comply with state law. • Each school district must adopt a set of procedures for probation or revoking the charter altogether. • Must provide an opportunity for a hearing regarding probation or revocation to the administrators and parents. • Automatic closure or takeover if academically unacceptable for four consecutive years. • Commissioner of Education may also revoke the charter of a consistently underperforming school without holding public hearings. 	<ul style="list-style-type: none"> • May be revised with the approval of the Commissioner of Education • Maximum student enrollment can be changed once a year. • Generally approved for five years. • Must be renewed upon completion of the term. • Commissioner of Education may modify, place on probation, revoke, or deny renewal if the charter holder commits a material violation of the charter or fails to abide by generally accepted accounting principles, health and safety requirements, or applicable education laws. • Commissioner may temporarily withhold funding or suspend the authority to operate upon determination of a violation. • Automatic closure or takeover if academically unacceptable for four consecutive years. • Commissioner of Education may also revoke the charter of a consistently underperforming school without holding public hearings.
State Oversight	<ul style="list-style-type: none"> • Accountable both fiscally and academically to the state. • Continuation of the charter is contingent on acceptable student performance on assessment instruments and an annual audit of financial and programmatic operations of the district. 	<ul style="list-style-type: none"> • Must participate in state fiscal and academic accountability systems. 	<ul style="list-style-type: none"> • Must participate in state academic accountability system. • Annual evaluation conducted by external organization. • Required to produce an annual report identifying the name, position, and annual compensation of each member of the governing board and school officer. • Commissioner of Education conducts a yearly audit of charter holder, school, or management company. • Restrictions on management company contracts with charter schools. • Schools must establish teacher education requirements and notify parents of teacher qualifications. • Commissioner of Education must notify school districts and legislators in the proposed area served of a charter application.

Source: TEC Chapter 12

HOME-RULE SCHOOL DISTRICT CHARTER (Subchapter B)

Texas charter school law allows for entire school districts to convert to charter status. Patterned after home-rule city statutes, *home-rule district charter schools* are exempt from most state education requirements, including those pertaining to curriculum, textbooks and teacher contracts (TEC §12.102). Texas policymakers widely viewed the provisions for home-rule charter schools as the cornerstone of Texas charter school legislation because of the emphasis on local control of school operations and substantial flexibility offered by this class of charter schooling. Former Lieutenant Governor Bill Ratliff, chair of the Senate Education committee and a chief architect of Texas charter school legislation recalled,

It occurred to me that if you had the opportunity, if you had a chance for local people to say “well, all those regular laws are okay, but this is how we want our school to be structured and how we want it to be run,” that if the local people voted to do that, then we should give them the opportunity to do that (Ratliff, personal communication).

Converting to Home-Rule Status

The creation of a home-rule school district charter begins with the appointment of a charter commission. A district’s school board may appoint a charter commission if: (1) the board receives a petition signed by at least 5% of the registered voters in the district, or (2) at least two-thirds of the school board adopt a resolution supporting the appointment of a charter commission (TEC §12.014). After receiving a petition or voting affirmatively on a resolution, the school board appoints 15 district residents to a commission to frame the charter for the district. The majority of commission members must be parents of school-age children and at least 25% must be classroom teachers. In addition, commission members must reflect the “racial, ethnic, socioeconomic, and geographic diversity of the district” (TEC §12.015).

The charter commission has one year to develop a charter proposal describing the charter district’s educational program, governance structure, budgeting and auditing processes, and specify the bases on which the charter may be placed on probation or revoked (TEC §12.016). Once drafted, the proposal is submitted to the Secretary of State, which determines whether the charter proposal alters the governance of the school district. If it does, the proposed change is submitted to the U.S. Department of Justice for preclearance under the federal Voting Rights Act. The school district also must submit the proposed charter to the Texas Commissioner of Education for review. The Commissioner has 30 days to recommend modifications.

Once approved by the Secretary of State and the Commissioner of Education, the charter proposal must be approved by the majority of voters, in an election in which at least 25% of the district’s registered voters participate (TEC §12.022[a]). Similarly, amendments to the charter must be approved in elections in which at least 20% of registered voters participate (TEC §12.022[b]). The process for converting to a home-rule school district charter has not changed since 1995, and the state has little control over the selection process. As long as the proposed charter schools meet the state and federal requirements discussed in the next section, the district may convert to a home-rule school district charter.

Applicable Education Laws

A home-rule school district charter is a legal entity, accountable both fiscally and academically to the State of Texas. The continuation of the charter depends upon acceptable student performance on assessment instruments and an annual audit of financial and programmatic operations (TEC §12.016[2][a] and §12.016[7]). Home-rule school districts must comply with all federal education laws, including special education, bilingual programs, and discrimination statutes (TEC §12.012). Home-rule districts retain their taxing authority and are subject to a variety of state regulatory provisions, including those governing Public Education Information Management System (PEIMS) reporting; educator certification and criminal history checks; student admissions, attendance, and transfer requirements; class size limits; high school graduation requirements; prekindergarten programs; transportation safety provisions; extracurricular activities; health and safety codes; public school accountability; state aid, equalized wealth, bond or tax rate limit and purchasing requirements (TEC §12.013).

The charter may be rescinded according to a voting process similar to the process that guided the charter approval. After receiving a petition or adopting a resolution to rescind the charter, the school district places the proposition on the ballot. If the majority of voters vote in favor of ending home-rule charter status in an election in which at least 25% of the registered voters of the district vote, the charter is rescinded (TEC §12.030).

Texas' home-rule school district charter provisions are unique in that they provide for an entire district, rather than a single school, to become a charter entity. Relative to other provisions for Texas charter schools, home-rule charter schools enjoy the greatest autonomy. Although the state maintains a number of accountability provisions to ensure quality schools, a home-rule school district has nearly full local control of the school system.

Barriers to Conversion

In spite of the freedoms enjoyed by home-rule school districts, no Texas school district has yet sought home-rule conversion. The majority approval and 25% voter turnout election requirements present substantial hurdles that discourage districts from pursuing this option. Lieutenant Governor Ratliff explained:

I think that some people, even the ones that might even begin to have at least a curiosity about it [home-rule charter], once they see that number [25% voter turnout] they just consider it impractical and move on to something else (Ratliff, personal communication).

Even if a district gathered majority support for a home-rule school district charter, it is unlikely that the election would draw at least 25% of the registered voters, as turnout for school board elections is often below 20%. Rather than struggle to gain widespread community support for a home-rule school district charter proposal, many district leaders have pursued other provisions, such as waivers from state regulations, to limit state control of district operations.

CAMPUS OR CAMPUS PROGRAM CHARTER SCHOOLS (Subchapter C)

Texas permits individual district schools or groups of district schools to convert to charter status under legislation permitting *campus* or *campus program charter schools*. Campus charter schools are exempted from various state and local regulations, and enjoy curricular autonomy within their school districts. The charter serves as a contract between the chief operating officer of the school and the school board, with the school board retaining ultimate legal responsibility, and the charter school maintaining the same degree of immunity as a school district (TEC §12.060). Each school district in Texas is required to adopt a policy providing for campus charter schools. The policy must include:

- The process to be followed for approval of a campus charter or program charter school,
- The statutory requirements with which a campus charter or program charter school must comply, and
- The items that must be included in a charter application (TEC §12.058).

Converting to Campus Charter school Status

In order to convert to campus charter school status, a district school or group of schools must petition the district's governing board. The petition must be signed by a majority of teachers in the school or schools and by the parents of a majority of students attending the school or schools. Notably, the petition does not require the principal's signature, nor does conversion require the principal's approval. Moreover, the school board has minimal discretion over the charter school selection process. The board may not arbitrarily deny a campus charter petition, and it may only reject a petition if it does not meet pre-established state standards and comply with federal laws (TEC §§12.052-3). Further, a school board may grant a charter for a new district campus or program. New programs may be operated by an entity with which the district has contracted for educational services or at a facility located within the district. Only teachers and students who have expressly agreed to the campus or campus program assignment may be placed at the campus charter school (TEC §12.0521).

Like the home-rule school district charter, the state does not play a role in the campus charter school conversion—local school districts create their own application requirements and oversee conversion processes. Prospective campus charter school operators must describe their proposed educational program, specify that continuation of the charter is contingent on satisfactory academic performance, prohibit discrimination in admissions, outline the governing structure of the campus, follow health and safety standards, submit to an annual audit, participate in PEIMS, and identify additional conditions that would necessitate charter probation or revocation (TEC §12.059). As long as the proposed campus charter school meets the state and federal statutory requirements, the district may allow the campus charter school to begin operations.

The school retains its authority to operate the charter school as long as the students perform satisfactorily on state tests and other academic indicators (TEC §12.054). The district's school board may place a campus charter school on probation or revoke its charter if the board determines that the school has committed a material violation of the charter, failed to satisfy generally acceptable accounting standards, or failed to comply with state law (TEC §12.063). Each school district must adopt a set of procedures for placing a charter school on probation or

revoking the charter altogether. If a campus charter school is subject to probation or revocation, the school board must provide an opportunity for a hearing for the school’s administrators and parents (TEC §12.064).

Applicable Education Laws

Campus charter schools are subject to the state laws regarding: criminal offense provisions; PEIMS reporting; criminal history checks; graduation requirements; special education, bilingual education, and prekindergarten programs; extracurricular activities; health and safety provisions; open meetings and public information acts; high school graduation requirements and public school accountability provisions (TEC §12.056). Campus charter schools must participate in state fiscal and academic accountability systems (TEC §12.059). Texas requires that campus charter schools to give priority in admissions on the basis of geographic and residency considerations, with secondary considerations “to a student’s age, grade level, or academic credentials in general or in a specific area, as necessary for the type of program offered” (TEC §12.065).

Barriers to Operation

There are few notable barriers to operation for campus charter schools other than teacher and parent interest in the conversion and simple awareness of TEC provisions enabling conversion. As noted above, district’s governing boards have limited discretion over conversions and may not arbitrarily deny a petition by a campus requesting charter school status.

Unlike open-enrollment charter schools, which struggle with start-up and facilities funding and the need to recruit students, most campus charter schools are pre-existing school district programs with established enrollments. Results from the 2006-07 survey of campus charter school principals presented in Chapter 6 indicate that most campus charter schools remain in district provided facilities at no cost (see Table 6.14) and draw the majority of their enrollments (90%) from the school district defined attendance zones.

OPEN-ENROLLMENT CHARTER SCHOOLS (Subchapter D)

As noted above, Texas’s third class of charter schools—*open-enrollment charter schools*—have proven to be the state’s most popular approach to charter schooling. Open-enrollment charter schools are entirely new public schools created by “eligible entities,” such as nonprofit organizations, universities, or local government groups (TEC §12.101). The SBOE may not grant charter schools to for-profit organizations, but, once authorized, open-enrollment charter holders may subcontract with for-profit management companies to provide services. An open-enrollment charter is a contract between the SBOE and the charter school operator, which means that the State retains authority over the school.

Open-enrollment charter schools may operate in commercial or public facilities and may draw their enrollments across district lines. Open-enrollment charter schools may not charge tuition and receive state-funded, per-pupil funding for the students they enroll. They are eligible for federal categorical programs such as special education and Title 1 funding for disadvantaged students; however, unlike home-rule or campus charter schools, open-enrollment charter schools

do not receive local property tax revenues. A more complete discussion of the funding structure of open-enrollment charter schools is included in Chapter 5 of this report.

The governing body of an open-enrollment charter school may require students to submit applications for placement at the charter school. A school may do so only, however, after publishing application information in a community newspaper at least one week before the application deadline. If the school receives more applications for admission than available slots, the school must either determine admission based on a lottery or fill the positions in the order in which they were received (TEC §12.117).

Texas' initial legislation allowed for only 20 open-enrollment charter schools. According to former Lieutenant Governor Ratliff, the SBOE scrutinized these applications to ensure that applicants had the financial resources and professional backgrounds necessary to successfully operate a school. However, as enthusiasm for the new form of schooling grew, the SBOE and the Legislature adopted the attitude that if "a little bit is good, a whole lot is better" and lowered the barriers to authorization, opening the door for unqualified applicants to obtain charters (comments made at the Charter School Policy Institute [CSPI] forum "A Decade of Charter Schools," April 19, 2006). From the 1997-98 to 1998-99 school years, the number of Texas open-enrollment charter schools increased more than fourfold, from 19 to 89. And by 2000-01, 160 open-enrollment charter schools operated statewide. Many of these schools had been authorized under 1997 legislation permitting an unlimited number of charter schools that enrolled 75% or more students at risk of failure or dropping out—designated "75 Percent Rule" charter schools. The reduced scrutiny given to charter school authorization during this period enabled the creation of a number of poor quality charter schools. Several early charter schools failed and media reports of financial mismanagement and poor academic achievement in others raised public concerns about the oversight of the new schools. In response, the Legislature introduced more stringent financial reporting and accounting requirements for charter schools and eliminated the 75 Percent Rule designation in 2001, capping the number of permissible open-enrollment charter schools at 215. In the same year, the SBOE revised its charter school authorization policies and began implementing more rigorous selection processes for potential charter school operators.¹

Open-Enrollment Charter Application Process

Applicants seeking open-enrollment charter school authorization must apply to the SBOE, which is required to develop application procedures and selection criteria (TEC §12.110).

Similar to home-rule and campus charter schools, open-enrollment charter school operators must describe in their applications the educational program to be offered by the charter school, the school's governance structure, and financial management system. In addition, open-enrollment charter applicants must:

- Specify charter duration,
- Establish acceptable levels of student performance,

¹ A more detailed discussion of the changes to the application and oversight provisions for open-enrollment charter school is available in the 2005-06 Evaluation of Texas Open-Enrollment Charters available at www.TCER.org.

- Prohibit discrimination in admissions,
- Specify the grade levels served,
- Specify the powers of the governing board,
- Notify parents of the professional qualifications of each school employee,
- Describe the annual budget process,
- Describe the facilities used,
- Describe the geographic area served, and
- Specify any enrollment criteria (TEC §12.111).

Concerns about the governance in open-enrollment charter schools caused the Legislature to expand application requirements to include a detailed description of the school’s governing structure and to clarify the governing body’s responsibilities. Currently, applicants must identify charter school officer positions, the manner in which the officers and members of the governing body are selected and removed, and the term for which the officers serve (TEC §12.111[8]). Individuals “convicted of a felony or misdemeanor involving moral turpitude” or with substantial interest in a management company may not serve as board members (TEC §12.120[a]). The charter school’s governing body maintains responsibility for the management, operation, and accountability of the school, even if powers or duties have been delegated to another entity (TEC §12.121).

Open-enrollment charter schools are generally approved for five years and must be renewed upon completion of the term. The grant of a charter, however, does not guarantee that the charter will be renewed under the same terms (TEC §12.113[b]). Authority for the revision, renewal, probation, and revocation of an open-enrollment charter rests with the Commissioner of Education. The Commissioner may impose sanctions if the charter holder commits a material violation of its charter or fails to abide by generally accepted accounting principles, health and safety requirements, or applicable education laws (TEC §12.115). In 2001, the Texas Legislature expanded the Commissioner’s ability to sanction charter schools, adding provisions enabling the temporary withholding of funding and suspension of a charter (TEC §12.1162). The 2001 amendment also enabled the Commissioner to conduct annual audits of the records of open-enrollment charter schools, the charter holder, and any management companies subcontracted by the charter school (TEC §12.1163).

Applicable Education Laws

Like home-rule and campus charter schools, open-enrollment charter schools must comply with all federal laws and certain state laws governing schools. Applicable state laws include provisions addressing criminal offenses, PEIMS recording, criminal history records, special and bilingual education programs, liability, prekindergarten programs, extracurricular activities, health and safety provisions, open meetings and public information acts, high school graduation requirements, and public school accountability provisions (TEC §12.056). Because open-enrollment charter schools operate outside of the regulatory structures of traditional districts, they are subject to a greater degree of state oversight. Accordingly, open-enrollment charter schools are subject to state-level provisions addressing local government records management, public purchasing and contracting, conflict of interest, nepotism, municipal zoning ordinances

covering public schools, restrictions on governing body membership, and a required code of conduct (TEC §12.102[c]), §12.104, §12.1051, and §§12.1054-5).

Open-enrollment charter schools also must comply with state and federal teacher quality requirements. Texas established a high school diploma as the minimum qualification for open-enrollment charter school teachers (TEC §12.129); however, the “highly-qualified” teacher requirements of the federal No Child Left Behind Act (NCLB) supersede state law. Currently, open-enrollment charter schools are required to provide the parents of students with a list of teachers and their educational qualifications (TEC §12.130). Teachers at open-enrollment charter schools have access to the Teacher Retirement System of Texas (TEC §12.1057).

The state requires open-enrollment charter schools to provide transportation for students “to the same extent a school district is required by law to provide transportation to district students” (e.g., eligible students with special needs) (TEC §12.109). Charter schools that offer transportation services to students must abide by federal and state transportation requirements.

Barriers to Operation

As entirely new schools, open-enrollment charter schools struggle with a variety of start-up challenges including recruiting staff and students, locating appropriate facilities, defining their educational programs, and navigating relationships with local school districts. Perhaps the greatest obstacle for open-enrollment charter schools is the lack of state provided start-up and facilities funding. Like most states with charter school laws, Texas does not provide open-enrollment charter schools with facilities or start-up grants, although some start-up revenue is available through the federal Charter School Program grants program.

In addition to start-up challenges, open-enrollment charter schools face barriers in terms of effective leadership. Starting a new school, such as an open-enrollment charter school, requires educational entrepreneurship, and the supply of leaders with the skills and abilities to build to an educational program from the ground up is limited. Many of the open-enrollment charter schools that have failed in Texas have done so because school leaders were poorly trained and ill-equipped to handle the financial and operational challenges of school management. Notably, the leaders of some of Texas’ most effective charter schools gained experience in innovative programs, such as Teach for America, that focus on developing leadership in public education.

In response to the growth of school choice initiatives nationwide, there has been an increase in the number of programs designed to train and fund educational entrepreneurs. The New Leaders for New Schools program strives to train school leaders who are committed to increasing student achievement in urban areas, the New Schools Venture Fund provides grants and funding for educational entrepreneurship, Building Excellent Schools offers a yearlong fellowship in charter school management, and Harvard’s MBA program has introduced courses in educational entrepreneurship designed to train effective leaders for new educational ventures such as charter schools. As the number of well trained educational entrepreneurs increases nationwide, it is likely that the leadership challenges that have inhibited charter school growth will diminish.

UNIVERSITY CHARTER SCHOOLS (Subchapter E)

When the Texas Legislature eliminated the “75 Percent Rule” designation and capped the number of open-enrollment charter schools at 215 in 2001, it also approved the creation of an unlimited number of *college* and *university charter schools*. Provisions for university charter schools allow public four-year colleges and universities to operate open-enrollment charter schools on a college or university campus or in the same county in which the college or university is located (TEC §12.152). In addition to meeting the requirements for open-enrollment charter schools described above, college and university charter schools must satisfy the following criteria:

- An educational program that includes innovative teaching methods;
- Direct supervision by college or university faculty, including a program supervisor with substantial expertise in “education research, teacher education, classroom instruction, or educational administration;”
- Specific educational goals and a plan to measure their attainment;
- Financial supervision by the college or university’s business office; and
- The inclusion of the name of the college or university in the charter school name (TEC §§12.154-5).

Barriers to Operation

See the discussion of barriers to open-enrollment charter school operation.

OTHER EDUCATION POLICIES AFFECTING TEXAS CHARTER SCHOOLS

Broader Texas education policies also affect charter schools. For example, charter schools are eligible to participate in the alternative education accountability (AEA) procedures, and have done so more frequently than non-charter schools. In the fall of 2004, the Texas Education Agency (TEA) implemented new criteria for charter school inclusion in the AEA system as a means to address concerns that charter schools rated under alternative education procedures were not serving significant numbers of at-risk students. The changes allow for charter schools that operate both standard campuses and AEA campuses to be evaluated under alternative education procedures if at least 50% of the charter school’s total student enrollment attends an AEA campus. In 2006, the TEA established a minimum of 65% at-risk student enrollment in order for a school to qualify as an AEA campus. The requirement increased to 70% in 2007 and will move to 75% in 2008.

Recent changes in state accountability policies have the potential to substantially affect charter schools. Like traditional district schools, charter schools participate in the state’s academic accountability system and receive an annual accountability rating. In the spring of 2006, the Texas Legislature amended the TEC to require the automatic closure or takeover, by a non-profit entity or another school district, of any public school, including charter schools, designated as academically unacceptable for four consecutive years (TEC §39.1324[f]). The law permits the Commissioner of Education to close a public school rated academically unacceptable for three consecutive years, but does not require such action (TEC §39.1324[c]). The Commissioner of Education may also revoke the charter of a consistently underperforming school without holding

public hearings (TEC §39.1321). While the law does have an immediate effect, it will substantially improve the state's ability to close poor performing charter schools in 2009.

POLICY CHALLENGES FOR TEXAS CHARTER SCHOOLS

During the 79th Session Interim of the Texas Legislature, the Senate Education Committee responded to a charge to “evaluate the impact of successful school choice programs on students, parents, and teachers” (Senate Ed, 2006). The Committee subsequently produced the “Senate Education Committee Interim Report to the 80th Legislature.” The report included recommendations for improving charter schools in Texas.

The Senate Education Committee reported that while charter schools exhibited great diversity in their missions, operations, and overall academic success, they all experience roughly the same set of challenges. Many charter schools, for instance, serve proportionately greater populations of minority and at-risk students than traditional public schools. Furthermore, most open-enrollment charter schools struggle to gain facilities funding, which may limit a charter school's ability to continue or expand a successful education program. The Committee included the following three recommendations for the 80th legislative session to consider:

1. The state should reward consistently high-performing charter schools with facility funding;
2. The state should streamline its current statutes regarding charter schools and revoke the charter authorizations of consistently low-performing charter schools; and
3. As an additional reward for consistently high-performing charter schools, the state should explore mechanisms for credit assistance in the issuance of bonds for instructional facilities (Senate Ed, 2006).

Responding to the recommendations of the Senate Education Committee interim report, a bill was filed in the Texas Legislature in 2007 to provide facilities funding to high-performing charter schools and revoke the charter schools of low performing or financially unstable charter schools. The bill dealt solely with changes to open-enrollment charter statutes, and was comprised of three major provisions dealing with charter school licensure, facilities funding for consistently high-performing schools, a “Blue Ribbon Pilot Program” for exemplary charter schools, and a number of ancillary changes. This legislation failed to pass during the most recent legislative session.

SUMMARY

In 1995, the Texas Legislature created three classes of charter schools, each with broad powers to design an education program free from state requirements. Since the passage of the original law, the state has assumed an oversight role for charter schools, frequently revising its statutory and administrative rules to strengthen standards and accountability. As a result, the Texas Legislature, the SBOE, and the TEA have influenced the growth and character of charter schools over the last 13 years.

Between 1995 and 2007, the Legislature repeatedly revisited the TEC's provisions for open-enrollment charter schools to improve student achievement and increase accountability. Public

concern about financial mismanagement and poor academic performance at some open-enrollment charter schools precipitated many of the changes. After witnessing a boom in the number of charter schools from 1997 to 2000, the Texas Legislature enacted provisions focused on improving charter school quality rather than expanding the charter school system.

The changes have limited the number of open-enrollment charter schools authorized, increased operational stability, and supported enrollment growth. New growth has resulted from increasing student enrollment and the number of campuses operating under each charter rather than increasing the total number of charters. As existing charter schools expand and as new charter programs are introduced, further attention will need to be paid to the quality of charter school facilities and the effectiveness of their educational programs.

Ultimately, charter school legislation is a work in progress—an ongoing struggle between the twin missions of increased autonomy and educational accountability. The Legislature continues to explore innovative ways to increase charter schools' academic performance while closely monitoring their governance. As the number of open-enrollment charter schools approaches the state-mandated cap, it is likely the Legislature will reconsider the role of Texas charter schools in meeting the state's educational goals.

CHAPTER 3

CHARACTERISTICS OF TEXAS OPEN-ENROLLMENT CHARTER SCHOOLS

In Texas, 191 open-enrollment charter schools and 332 open-enrollment charter school campuses operated during the 2006-07 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 open-enrollment 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 open-enrollment charter schools has slowed in the state since 2001-02 (only 11 new open-enrollment charter schools operating), an additional 91 campuses have been added to existing open-enrollment charter schools.

In this chapter, characteristics are reported for both open-enrollment charter schools and campuses. Unless otherwise indicated, the data source is the Texas Education Agency's (TEA) 2006-07 Academic Excellence Information System (AEIS). TEA provides aggregate statistics for open-enrollment charter schools through AEIS reports. Evaluators conducted additional analyses to examine data by school type (open-enrollment charter schools rated with the standard accountability procedures [standard AP] and open-enrollment charter schools rated under alternative education accountability procedures [alternative education AP]) and length of open-enrollment charter school operation (one year through seven or more years). In some cases, the unit of analysis is the "open-enrollment charter school," while in other cases, the analysis unit is the "campus." Information to follow describes open-enrollment charter school characteristics, student demographics, and staff and teacher characteristics. Information for individual campuses is provided in Appendix A.

OPEN-ENROLLMENT CHARTER SCHOOLS AND CAMPUSES

Since the first Texas open-enrollment charter school opened in 1996, the number of open-enrollment charter schools operating in the state and the number of students enrolled in these schools has risen dramatically (Table 3.1).

Table 3.1
Number of Texas Open-Enrollment Charter Schools and Students Served, 1997-2007

School Year	Total Open-Enrollment Charter Schools in Operation	Number of 75% Rule Charter Schools ^a	Total Number of Students Enrolled	Average per Campus Enrollment
1996-97	17	--	2,498	147
1997-98	19	--	4,135	217
1998-99	89	45	17,616	198
1999-00	146	46	25,687	156
2000-01	160	51	37,696	188
2001-02	180	--	46,304	192
2002-03	185	--	53,156	204
2003-04	190	--	60,748	222
2004-05	192	--	66,073	223
2005-06	194	--	70,861	226
2006-07	191	--	80,629	243

Sources: TEA AEIS data files. Open-enrollment charter school evaluation reports, years 1 to 10 (<http://www.tea.state.tx.us/opge/progeval/CharterSchools/index.html> or www.tcer.org).

^aThe 75 Percent Rule charter designation was authorized in 1997 and eliminated in 2001.

As summarized in Table 3.1, 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 open-enrollment charter schools jumped in 1998-99 to 89, of which 45 were designated as 75 Percent Rule.¹ Open-enrollment charter schools numbered 146 in the 1999-00 school year, and the number of open-enrollment charter schools reached 160 in the following school year. Open-enrollment charter school growth then slowed as legislative modifications eliminated the 75 Percent Rule charter school designation in 2001 and capped the number of open-enrollment charter schools at 215. Still, the number of new open-enrollment charter school campuses associated with existing charter schools has increased and expansion has continued at a steady pace.

Figure 3.1 shows that in recent years, the increase in the number of open-enrollment charter schools has slowed. However, the open-enrollment charter campuses continue to increase in number primarily because of new campuses added to existing open-enrollment charter schools. In 1996-97, there was an average of one campus per open-enrollment charter school, but by 2006-07, there was an average of 1.7 campuses per open-enrollment charter school.

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% or more at-risk students (TEC §12.101(a)(2)). Subsequent changes in the education code eliminated this designation.

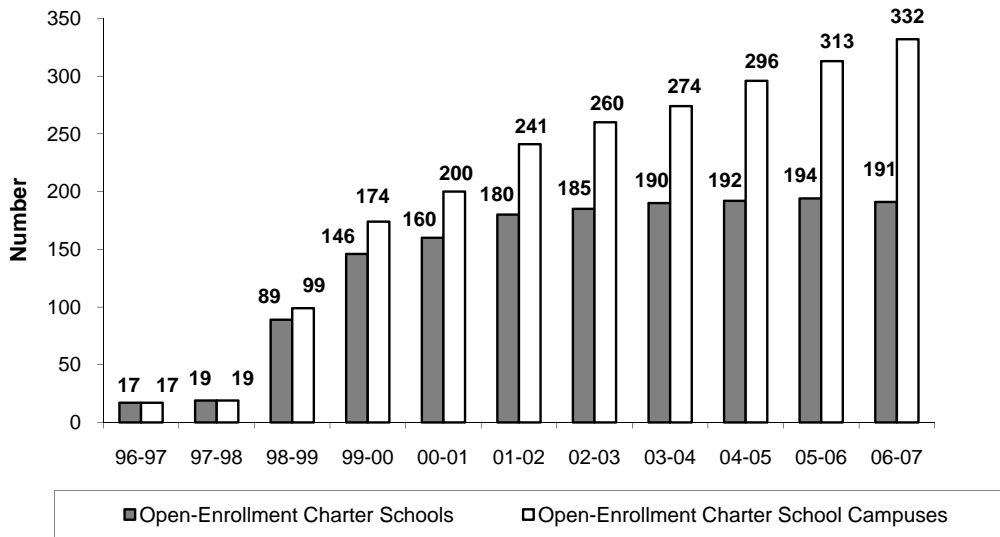


Figure 3.1. Number of Texas open-enrollment charter schools and campuses 1997-2007.

The number of students enrolled in open-enrollment charter schools has also increased significantly, from 2,498 in 1996-97 to 80,629 in 2006-07. Yet, the total number of students enrolled in open-enrollment charter schools still represents less than 2% of the over 4.5 million public school students in Texas. Open-enrollment charter schools are typically small, with an average 2006-07 campus enrollment of 243 students, and a median enrollment of 186. Three-fourths of open-enrollment charter school campuses enroll fewer than 300 students. The 2006-07 campus enrollment ranges from 3 students to 1,333 students. Although open-enrollment charter schools are generally small, average student enrollment has been trending up over the past six school years (192, 204, 222, 223, 226, and 243 students).

As of the 2006-07 school year, 260 Texas open-enrollment charters have been awarded. Thirteen of these have been revoked, rescinded, or renewal denied. The rates for revoking charter schools, rescinding charter schools, and denying renewals are 2.3%, 0.5%, and 1.5%, respectively. Another 43 charter schools either returned their charter schools (25 charter schools), let the charter expire (3 charter schools), or they merged with another charter (15 charter schools). For the 2006-07 school year, there were 205 active charter schools. Of these, 14 had been awarded, but were not operational yet. As Table 3.1 indicates, there were 191 active and operational charter schools during the 2006-07 school year (TEA, 2007).

CLASSIFICATION BY SCHOOL TYPE AND YEARS OF OPERATION

To learn more about school characteristics, we examined open-enrollment charter schools 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 open-enrollment charter schools and open-enrollment charter campuses, *years of operation* is a campus-level variable (as opposed to district-level). It is based on TEA-reported start dates for each open-enrollment charter campus. Length of operation comparisons include campuses in operation for one to 10 or more years.

School Type

Table 3.2 shows that of the 332 open-enrollment charter school campuses operating in 2006-07, 187 (56%) were standard campuses, while 145 (44%) were alternative education campuses. This represents a relative increase in standard open-enrollment charter campuses in 2006-07, because in 2005-06, 50% of open-enrollment charter school campuses were standard, and 50% were alternative education campuses. Average student enrollment for 2006-07 open-enrollment charter school campuses (243 students) varied by school type, with standard campuses (290 students) tending to be larger than alternative education campuses (182 students). Average campus enrollment was about 43% of the average student enrollment in traditional public schools (568 students).

Table 3.2
Number of Open-Enrollment Charter School Campuses by School Type, 2006-07

Campuses/Enrollment	Standard AP	Alternative Education AP	All Open-Enrollment Charter Campuses	Texas Public Schools
Number of campuses	187	145	332	8,061
Average enrollment	290	182	243	568
Total students	54,197	26,432	80,629	4,576,933

Source: Texas Education Agency 2007 AEIS data files and the 2007 State AEIS report.

Note. AP means accountability procedures.

Years of Open-Enrollment Charter School Operation

Table 3.3 reveals that only 17 open-enrollment charter campuses (5%) have existed for 10 or more years. About 45% of campuses (148) have been operating five or fewer years, and about 55% (184) have been operating six or more years. Duration of open-enrollment charter school operation varied only slightly by the type of charter school.

Table 3.3
Open-Enrollment Charter Campuses by School Type and Years of Charter School Operation, 2006-07

Years of Operation	Standard AP		Alternative Education AP		All Open-Enrollment Charter Campuses	
	n	%	n	%	N	%
Ten or more	8	4.2%	9	6.2%	17	5.1%
Nine	27	14.4%	14	9.7%	41	12.3%
Eight	36	19.3%	26	17.9%	62	18.7%
Seven	10	5.3%	14	9.7%	24	7.2%
Six	25	13.4%	15	10.3%	40	12.0%
Five	8	4.3%	15	10.3%	23	6.9%
Four	14	7.5%	11	7.6%	25	7.5%
Three	17	9.1%	11	7.6%	28	8.4%
Two	13	7.0%	7	4.8%	20	6.0%
One	29	15.5%	23	15.9%	52	15.7%
Total	187	100%	145	100%	332	100%

Source: Texas Education Agency AEIS data files; multiple years.

Note. AP means accountability procedures.

STUDENT DEMOGRAPHICS

Table 3.4 reports the distribution of students across grades for open-enrollment charter schools and traditional public schools statewide. Compared to other public schools, there are proportionately more open-enrollment charter school students at pre-kindergarten and Grades 9 through 12. There are proportionately fewer open-enrollment charter school students at kindergarten and Grades 1 through 8. About 86% of standard open-enrollment charter students are in the elementary or middle school grades (grades 8 or below). Conversely, about 73% of alternative open-enrollment charter students are in high school grades (9 through 12). Standard accountability open-enrollment charter schools enroll a larger proportion of students (67% of all open-enrollment charter students).

Table 3.4
Grade Level Disaggregation by School Type, 2006-07

Grade Level	Standard AP		Alternative Education AP		All Open-Enrollment Charter Schools		Public Schools Statewide	
	n	%	n	%	N	%	N	%
Early Childhood	21	0.0%	16	0.1%	37	0.0%	12,677	0.3%
Pre-K	7,149	13.2%	1,704	6.4%	8,853	11.0%	186,865	4.1%
K	5,537	10.2%	444	1.7%	5,981	7.4%	352,632	7.7%
1	5,281	9.7%	419	1.6%	5,700	7.1%	372,267	8.1%
2	4,637	8.6%	373	1.4%	5,010	6.2%	353,570	7.7%
3	4,203	7.8%	389	1.5%	4,592	5.7%	346,088	7.6%
4	3,749	6.9%	382	1.4%	4,131	5.1%	340,362	7.4%
5	4,161	7.7%	396	1.5%	4,557	5.7%	337,035	7.4%
6	4,688	8.6%	696	2.6%	5,384	6.7%	334,381	7.3%
7	3,943	7.3%	929	3.5%	4,872	6.0%	331,449	7.2%
8	3,231	6.0%	1,324	5.0%	4,555	5.6%	338,263	7.4%
9	2,577	4.8%	6,177	23.4%	8,754	10.9%	396,028	8.7%
10	1,934	3.6%	4,870	18.4%	6,804	8.4%	326,122	7.1%
11	1,857	3.4%	4,875	18.4%	6,732	8.3%	289,688	6.3%
12	1,229	2.3%	3,438	13.0%	4,667	5.8%	259,506	5.7%
Total	54,197	100.3%	26,432	100%	80,629	100%	4,576,933	100%

Source: Open-enrollment charter school data from AEIS 2007 campus data file. State data are from the 2007 State AEIS Report.

Notes. Shaded cells denote proportionately more open-enrollment charter school students compared to state averages. AP means accountability procedures.

Table 3.5 summarizes student demographic information for 332 open-enrollment charter campuses operating in 2006-07. Major differences in student racial/ethnic group categories exist between open-enrollment charter schools and the state averages. African-American students make up 33% of Texas open-enrollment charter schools' student population, whereas they constitute approximately 14% of students in Texas public schools overall. The percentage of Hispanic students in open-enrollment charter schools (48%) is slightly above the state average (46%), but the percentage of White students (17%) is less than half the state average (36%). The percentage of economically disadvantaged students in open-enrollment charter schools (70%) is greater than the state average (56%).

Table 3.5
Student Demographic Information, 2006-07

Student Group	Open-Enrollment Charter Schools		State Average
	N	Percent	
African-American	26,433	32.8%	14.4%
Hispanic	38,466	47.7%	46.3%
White	13,593	16.9%	35.7%
Other	2,137	2.7%	3.6%
Economically disadvantaged	56,084	69.6%	55.5%
Special education	7,959	9.9%	10.6%
Limited-English proficient	11,094	13.8%	16.0%

Sources: The AEIS 2007 campus data file and the 2007 State AEIS report.

Note. State totals from the 2007 State AEIS Report.

The percentage of students in open-enrollment charter schools classified as limited-English proficient (14%) is slightly lower in open-enrollment charter schools than statewide (16%), and the percentage of students receiving special education services (10%) is just below the state average (11%).

Student Characteristics by School Type

Table 3.6 compares student characteristics for all open-enrollment charter schools and traditional public schools as well as for standard and alternative education open-enrollment charter campuses.

Table 3.6
Student Demographic Information by School Type, 2006-07

Group	Standard AP	Alternative Education AP
African American	35.9%	26.3%
Hispanic	45.2%	52.8%
White	15.4%	19.8%
Other	3.4%	1.1%
Economically disadvantaged	68.3%	72.2%
Special education	7.2%	15.4%
Limited-English proficient	13.9%	13.4%
Number of students	54,197	26,432

Sources: The AEIS 2007 campus data file and the 2007 State AEIS report.

Note. AP means accountability procedures.

Standard open-enrollment charter campuses have proportionately more African American students (36% versus 26%). Alternative education open-enrollment charter campuses have proportionately more Hispanic students (53% versus 45%) and White students (20% versus 15%). Standard and alternative education campuses have approximately equal percentages of economically disadvantaged students (68% versus 72%). Alternative education open-enrollment charter campuses have proportionately more special education students (15% versus 7%).

Student Characteristics by Years of Open-Enrollment Charter School Operation

Table 3.7 presents student demographic information by years of open-enrollment charter campus operation. Percentages of African-American students are slightly higher in the open-enrollment charter campuses that have been in operation seven or more years. Percentages of White students are highest in the open-enrollment charter campuses that have been in operation four, five, or six years. Relatively new open-enrollment charter campuses (one, two, or three years) have the highest percentages of Hispanic students (54%). The percentage of limited-English proficient students is largest for newer campuses. The percentage of economically disadvantaged students is larger in older campuses. Special education students represent a slightly larger percentage of students in open-enrollment charter campuses four, five, or six years old. The average school size increases for schools with greater longevity, with new campuses (one, two, or three years) about two-thirds the size of more established schools (seven or more years).

Table 3.7
Student Demographic Information by Years of Open-Enrollment Charter Campus Operation, 2006-07

Student Group	Number of Years Open-Enrollment Charter Campus in Operation ^a		
	Seven or More	Four, Five, or Six	One, Two, or Three
African American	35.5%	32.6%	27.0%
Hispanic	46.6%	44.6%	53.5%
White	15.4%	20.5%	16.2%
Other	2.5%	2.3%	3.3%
Economically disadvantaged	71.9%	67.4%	66.8%
Special education	9.3%	11.9%	9.1%
Limited-English proficient	13.3%	10.8%	17.9%
Average school size	287	229	191
Number of students	41,395	20,122	19,112

Source: 2006-07 AEIS data file.

Student Characteristics over Time

Table 3.8 summarizes data from evaluation reports for 1996-97 through 2006-07. During the first

Table 3.8
Student Demographic Information, 1997-2007

Year	African-American		Hispanic		White		Economically Disadvantaged	
	Open-Enrollment Charter	State	Open-Enrollment Charter	State	Open-Enrollment Charter	State	Open-Enrollment Charter	State
1996-97	27%	14%	52%	37%	20%	46%	51%	48%
1997-98	29%	14%	45%	38%	24%	45%	36%	49%
1998-99	34%	14%	43%	38%	22%	45%	53%	49%
1999-00	39%	14%	38%	40%	22%	42%	52%	49%
2000-01	41%	14%	37%	41%	20%	42%	54%	49%
2001-02	40%	14%	38%	42%	20%	41%	58%	51%
2002-03	40%	14%	40%	43%	19%	40%	61%	52%
2003-04	39%	14%	41%	44%	18%	39%	63%	53%
2004-05	37%	14%	43%	45%	18%	38%	68%	55%
2005-06	36%	14%	45%	45%	17%	37%	71%	55%
2006-07	33%	14%	48%	46%	17%	36%	70%	55%

Sources: AEIS campus data files. Open-enrollment charter schools evaluation reports, years 1 to 7 (<http://www.tea.state.tx.us/opge/progeval/charterschools/index.html> or www.tcer.org).

Notes. In this table, open-enrollment charter schools are removed from state totals.

STAFF CHARACTERISTICS

Table 3.9 shows staff data for open-enrollment charter schools and traditional public schools. For open-enrollment charter schools, 3% of staff is central administration and 5% is campus administration. This compares to 1% central administration and 3% campus administration in Texas public schools. Because open-enrollment charter schools are generally smaller than most traditional districts, percentages of staff members listed as administrators are greater than overall public school averages, given economies of scale.

Open-enrollment charter school central and campus administrators earn considerably less than their peers in traditional public schools. Central administrators statewide earn an average salary of about \$81,000, while central administrators in open-enrollment charter schools average about \$71,000, a difference of \$10,000. Campus administrators statewide earn about \$66,000, on average, while open-enrollment charter campus administrators average about \$54,000, a difference of \$12,000. Likewise, open-enrollment charter school teachers earn about \$9,000 less than teachers in other Texas public schools (about \$36,000 compared to about \$45,000). There are similar percentages of teachers in open-enrollment charter schools and traditional public

schools, but, on average, the student-teacher ratio is higher in charter schools (16.3 versus 14.7). However, individual open-enrollment charter schools do not draw students from across the state. Instead, they draw students from a particular district or set of district schools, and these districts may have class sizes that exceed state averages. For example, the majority of open-enrollment charter school students (54%) are residents of Dallas or Harris counties. Overall, the student-teacher ratio of open-enrollment charter schools is slightly lower than the average student-teacher ratio of districts in Dallas and Harris counties (16.3 versus 16.9).

Table 3.9 also compares staff characteristics for standard and alternative education open-enrollment charter schools. Alternative education open-enrollment charter schools have a slightly higher percentage of central administration (4% in alternative education open-enrollment charter schools versus 3% in standard open-enrollment charter schools) and campus administration (7% in alternative education open-enrollment charter schools versus 5% in standard open-enrollment charter schools). Standard open-enrollment charter schools tend to have more staff (25 staff FTEs versus 16 staff FTEs) and more teachers (18 teacher FTEs versus 11 teacher FTEs). Teacher-student ratios are equal (16.3 in both types of open-enrollment charter schools). Teacher and campus administrator pay is higher in alternative education open-enrollment charter schools (teacher pay is about \$1,400 higher and campus administrator pay is about \$2,600 higher), while central administrator pay is about equal. Surprisingly, the percentage of staff who are teachers is smaller in alternative education open-enrollment charter schools (48%) compared to standard open-enrollment charter schools (56%).

Figure 3.2 illustrates the change in open-enrollment charter school salaries from 2002 through 2007. Over that period, average open-enrollment charter central administrators' salaries increased from \$52,308 to \$70,558, or an increase of 35%. Average open-enrollment charter school campus administrators' salaries increased from \$40,577 to \$53,802, or an increase of 33%. Teacher salaries grew at a slower rate over the same period. Teacher salaries increased from \$29,343 to \$35,566, or an increase of 21%.

Table 3.9
Open-Enrollment Charter School and Campus Staff Characteristics, 2006-07

Staff Characteristic	Open-Enrollment Charter Schools				Texas Public Schools
	N	Standard AP	Alternative Education AP	All Open-Enrollment Charter Schools	
Central administration ^a	191	2.5%	3.5%	2.9%	1.0%
Campus administration ^a	191	4.6%	6.6%	5.3%	2.8%
Average central administrator ^a salary	142	\$70,671	\$70,335	\$70,558	\$80,875
Average campus administrator salary ^b	280	\$52,637	\$55,245	\$53,802	\$65,506
Average teacher salary ^b	330	\$34,956	\$36,364	\$35,566	\$44,897
Average staff FTE ^b	330	24.6	16.1	20.9	54.1
Average teacher FTE ^b	330	18.0	10.9	14.9	39.9
Teachers ^a	191	55.5%	47.7%	52.7%	50.7%
Students per teacher ^b	305	16.3	16.3	16.3	14.7

Sources: 2007 TEA AEIS campus and district staff data files and the 2007 State AEIS report.

Notes. AP means accountability procedures. Open-enrollment charter school personnel percentages were based on full time equivalent counts in the 2007 AEIS district staff statistics file. This follows procedures used in the 2007 State AEIS report.

^a2007 TEA AEIS district staff statistics file.

^b2007 TEA AEIS campus staff statistics file.

As a frame of reference, from 2002 through 2007, the salary increases across the state of Texas were 25%, 23%, and 31% for central administrators, campus administrators, and teachers, respectively. While the open-enrollment charter salary increases were larger percentage-wise than increases statewide, remember that open-enrollment charter salaries still trail state averages by approximately \$10,000 for central administrators, \$12,000 for campus administrators, and \$9,000 for teachers.

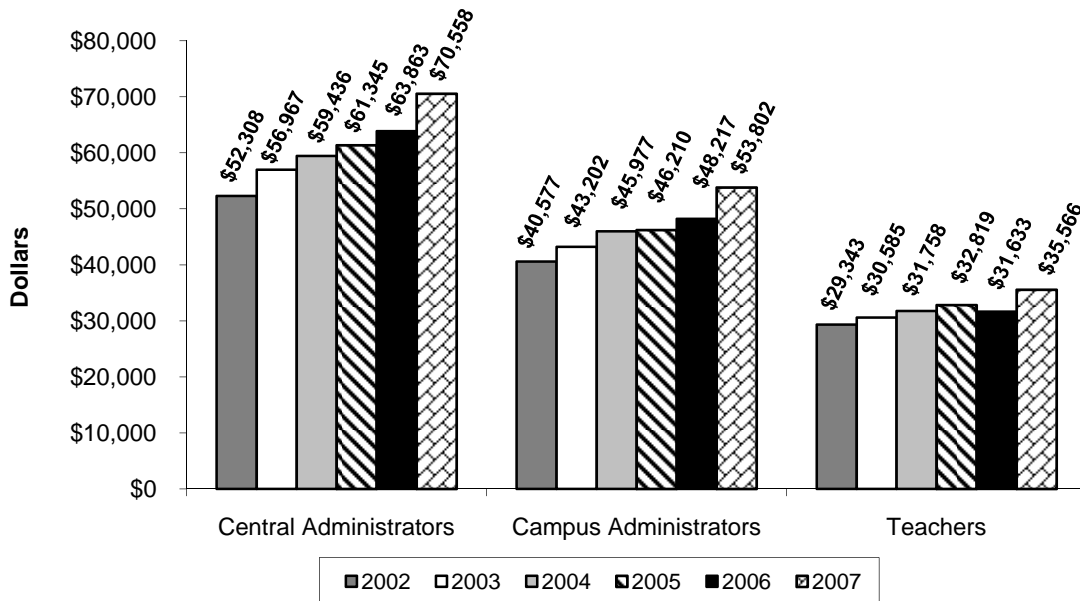


Figure 3.2. Open-enrollment charter school administrator and teacher salaries, 2002 through 2007.

Table 3.10 shows that compared to other Texas public schools, open-enrollment charter schools employ higher percentages of African American teachers (32% versus 9%) and lower percentages of White teachers (46% compared to 69%). The lower average salaries for teachers in open-enrollment charter schools may partially be accounted for by open-enrollment charter teachers' relative inexperience. As Table 3.10 illustrates, the percentage of beginning teachers (teachers with 0 reported years of experience) in open-enrollment charter schools is much higher than the state average (28% versus 8%). On average, open-enrollment charter teachers have about half as many years experience as teachers statewide (6 versus 11 years). Teacher tenure, a measure of how much time the teacher has been employed in the district, is low in open-enrollment charter schools (2 years versus 7 years in other public schools). This may reflect the relative newness of some open-enrollment charter schools. The 2006-07 turnover rate for teachers in open-enrollment charter schools (43%) is much higher than the state average (16%). Some teachers may spend time at an open-enrollment charter school while they obtain certification in order to pursue higher salaries in traditional district schools.

Table 3.10 also illustrates the differences and similarities between standard and alternative education open-enrollment charter schools. The ethnic breakdown of teachers is similar across the two types of open-enrollment charter schools. Alternative education open-enrollment charter schools have somewhat more experienced teachers. The alternative education open-enrollment charter schools also have a lower percentage of teachers with no college degree and a higher percentage of teachers with advanced degrees. Teacher turnover is slightly higher in alternative education open-enrollment charter schools. There are modest differences between these two groupings of open-enrollment charter schools in teacher tenure.

Table 3.10
Open-Enrollment Charter School Teacher Characteristics, 2006-07

Teacher Characteristic	Open-Enrollment Charter Schools				Texas Public Schools
	N	Standard AP	Alternative Education AP	All Open-Enrollment Charter Schools	
Minority teachers ^a	330	50.3%	51.9%	50.8%	30.1%
African-American	330	31.8%	30.8%	31.5%	9.3%
Hispanic	330	18.4%	21.1%	19.3%	20.8%
White	330	46.2%	45.2%	45.9%	68.5%
Teacher average years of experience ^a	328	5.1	6.4	5.7	11.3
Teacher tenure in years ^a	328	1.3	1.8	1.5	7.4
Beginning teachers	330	30.2%	22.3%	27.7%	8.1%
1-5 years experience	330	42.9%	43.5%	43.1%	29.1%
6-10 years experience	330	15.0%	18.2%	16.0%	19.6%
11-20 years experience	330	8.1%	9.1%	8.4%	23.6%
More than 20 years experience	330	3.9%	6.9%	4.8%	19.7%
Teachers with no degree ^b	191	5.9%	4.1%	5.3%	0.8%
Teachers with advanced degrees ^b	191	14.3%	17.5%	15.3%	21.6%
Teacher annual turnover rate ^b	177	43.2%	41.9%	42.7%	15.6%

Sources: 2007 TEA AEIS campus and district staff statistics file and the 2007 State AEIS report.

Notes. AP means accountability procedures. Open-enrollment charter school data were based on full time equivalent counts in the 2007 AEIS district staff statistics file. This follows procedures used in the 2007 State AEIS report.

^a2007 TEA AEIS campus staff statistics file.

^b2007 TEA AEIS district staff statistics file.

SUMMARY

The number of open-enrollment charter schools in Texas has climbed since the first 17 schools opened in the 1996-97 school year. In 2005-06, the number of schools reached 194. In 2006-07, there was a small decrease to 191 open-enrollment charter schools in operation. Concurrently, across the 11-year period, student enrollment in Texas open-enrollment charter schools increased from 2,498 to 80,629. Of the 332 open-enrollment charter school campuses operating in 2006-07, over half (187 or 56%) were standard open-enrollment charter schools, while fewer than half (145 or 44%) were alternative education open-enrollment charter schools. Over half (55% or 184 campuses) have been operating six or more years.

Compared to Texas public schools, open-enrollment charter schools have proportionately more students at Grades 9 through 12 and at pre-kindergarten. Standard open-enrollment charter schools have relatively more students at pre-kindergarten, kindergarten, and at Grades 1 through 8. Conversely, the alternative education open-enrollment charter schools have proportionately more students at Grades 9 through 12.

Texas open-enrollment charter schools serve larger proportions of low-income and African-American students than Texas schools statewide. Within traditional public school districts, 14% of students are African-American, whereas this group comprises 33% of the open-enrollment charter school student population. The percentage of Hispanic students in open-enrollment charter schools (48%) is slightly higher than the state average (46%), and the percentage of White students (17%) is less than half the state average (36%). Overall, open-enrollment charter

schools report about 10 percent of students in special education, which is similar to the state average, and about 13% as limited-English proficient, which is slightly less than the state average. Over the past six school years, student ethnic distributions in open-enrollment charter schools have stabilized, but the proportion of economically disadvantaged students has increased from 58% to 70%.

Percentages of African American students are highest in the open-enrollment charter campuses that have been in operation seven or more years. Relatively new open-enrollment charter campuses (one, two, or three years) have the highest percentages of Hispanic students (54%). African-American students have been consistently over-represented in open-enrollment charter schools compared to traditional public schools. However, since 2001-02, data suggest that African-American percentages have peaked and are starting to decrease, while Hispanic percentages are increasing. The percentage of White students peaked in 1997-98 and has since declined. The average campus size increased for schools with greater longevity, with new campuses about two-thirds the size of established schools.

Central administration is 3% and campus administration is 5% of open-enrollment charter school staff, compared to 1% and 3%, respectively, statewide. For both administrators and teachers, average salaries are lower in open-enrollment charter schools than in traditional district schools. Lower relative experience among open-enrollment charter school educators may partly account for differences. Open-enrollment charter schools also have a higher percentage of beginning teachers (28% versus 8%), and teachers have about half as many years experience as teachers statewide (6 versus 11 years). The teacher turnover rate in open-enrollment charter schools (43%) continues to be considerably higher than the state average (16%).

During the past six years, average open-enrollment charter school salaries increased by 35% for central administrators and by 33% for campus administrators. Teacher salaries grew at a slower rate over the same period (21%). As a frame of reference, the salary increases across the state of Texas were 25%, 23%, and 31% for central administrators, campus administrators, and teachers, respectively. Despite these increases, open-enrollment charter salaries still trail state averages by approximately \$10,000 for central administrators, \$12,000 for campus administrators, and \$9,000 for teachers.

CHAPTER 4

CHARACTERISTICS OF TEXAS CAMPUS CHARTER SCHOOLS

A campus charter school is a traditional district school, or set of schools, that has converted to charter status in order to gain greater autonomy over curricular and instructional programs. In order to convert to a campus charter school, a majority of the school's teachers and the parents of a majority of students attending the school must petition the district's governing board requesting the conversion. Districts must establish campus charter approval procedures; however, the school board does not have power to deny charter petitions without cause. Once granted, campus charter schools are exempt from the district's policies addressing academics and instruction, but they remain district schools and are subject to the authority of the district's governing board.

This chapter describes the characteristics of campus charter schools including students, teachers, and administrators. Unless otherwise indicated, data are from the Texas Education Agency's (TEA) 2006-07 Academic Excellence Information System (AEIS). Analyses disaggregate data by schools rated under standard and alternative education accountability procedures.

CAMPUS CHARTER SCHOOLS

The creation of campus charter schools started slowly in Texas. Although provisions enabling campus charter authorization were in place during the 1996-97 school year, the first three campuses did not appear until the 1997-98 school year. By 2006-07, however, 56 campus charter schools were in operation, serving more than 20,000 students (see Table 4.1). Most campus charter schools are located within either the Houston Independent School District (30 campus charter schools) or the San Antonio Independent School District (18 campus charter schools), and only 7 other Texas districts have authorized campus charter schools.

Table 4.1
Number of Texas Campus Charter Schools and Students Served, 1997-2007

School Year	Total Campus Charter Schools in Operation	Number of Students Enrolled	Average Campus Enrollment
1996-97	0	0	0
1997-98	3	1,248	416
1998-99	8	2,889	361
1999-00	16	7,482	468
2000-01	18	9,172	510
2001-02	19	9,801	516
2002-03	29	12,276	423
2003-04	32	13,047	408
2004-05	34	13,294	391
2005-06	47	17,558	374
2006-07	56	21,784	389

Sources: TEA AEIS data files. Open-Enrollment Charter School Evaluation Report, years one to ten (<http://www.tea.state.tx.us/opge/progeval/CharterSchools/index.html> or www.tcer.org).

CLASSIFICATION BY SCHOOL TYPE AND YEARS OF OPERATION

As a result of new criteria established for alternative education campuses (AEC) in 2006, public schools in Texas, including charter schools, must enroll a minimum percentage of at-risk students in order to be rated under alternative education accountability (AEA) procedures. In 2006, AECs were required to have enrollments composed of at least 65% at-risk students, and the percentage increases by five points annually until it reaches 75% in 2008, where legislators expect it to remain.

School Type

As presented in Table 4.2, most campus charter schools are rated under standard accountability procedures. Of the 56 campus charter schools operating in 2006-07, 51 were standard accountability campuses (91%), while 5 were AECs (9%). Average student enrollment for campus charter schools (389 students) varies by school type, with standard accountability campuses tending to be much larger than AECs (409 students versus 182 students, on average). Overall, average campus charter school enrollment is equivalent to 68% of the average student enrollment of traditional public schools across Texas (389 students versus 568 students).

Table 4.2
Number of Campus Charter School Campuses by School Type, 2006-07

Campuses/Enrollment	Standard AP	Alternative Education AP	All Campus Charter Schools	Texas Public Schools
Number of campuses	51	5	56	8,061
Average enrollment	409	182	389	568
Median enrollment	371	123	366	497
Total students	20,875	909	21,784	4,576,933

Source: Texas Education Agency 2007 AEIS data files and the 2007 State AEIS report.

Note. AP means accountability procedures.

Table 4.3 provides information about the grade levels served by campus charter schools. While 80% of alternative campus charter schools served high school grades in 2006-07, 16% of standard campus charter schools did so.

Table 4.3
Number of Campus Charter School Campuses by Grades Served, 2006-07

Grades Served	Standard AP	Alternative Education AP	All Campus Charter Schools	Texas Public Schools
Elementary (EE-5)	30	0	30	4,290
Middle School (6-8)	13	1	14	1,591
High School (9-12)	7	4	11	1704
Combined	1	0	1	476
Total	51	5	56	8,061

Source: Texas Education Agency 2007 AEIS data files and the 2007 State AEIS report.

Note. AP means accountability procedures.

As presented in Figure 4.1, enrollment patterns change somewhat when campus charter schools are compared by grades served. The average campus charter school serving high school students (Grades 9 through 12), for example, enrolls 26% as many students as the average public high school in Texas. Enrollment increases to 69% for middle schools (Grades 6 through 8) and to 80% for elementary schools (Grades EE through 5).

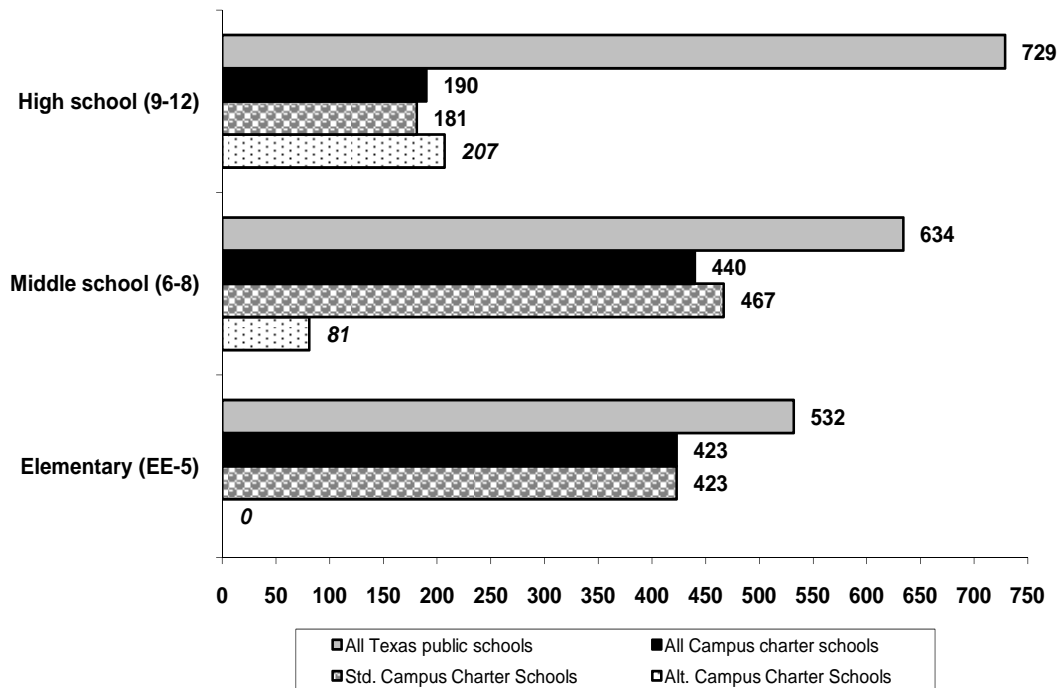


Figure 4.1. Average enrollment by grades served, 2006-07.

Years of Campus Charter School Operation

Unlike open-enrollment charters, which are entirely new schools, most campus charter schools were pre-existing district schools before they became charter schools; however, few such schools have operated as a campus charter for very long. Only eight campus charter schools (14% of all schools operating in 2006-07) have been in operation for nine or more years (see Table 4.4), and 39% have been campus charter schools for two years or less.

Table 4.4
Campus charter schools by School Type and Years of Charter School Operation, 2006-07

Years of Operation	Standard AP		Alternative Education AP		All Campus Charter Schools	
	n	%	n	%	N	%
More than 10	0	0.0%	0	0.0%	0	0.0%
10	3	5.9%	0	0.0%	3	5.4%
9	5	9.8%	0	0.0%	5	8.9%
8	9	17.6%	0	0.0%	9	16.1%
7	1	2.0%	0	0.0%	1	1.8%
6	1	2.0%	0	0.0%	1	1.8%
5	8	15.7%	2	40.0%	10	17.9%
4	3	5.9%	0	0.0%	3	5.4%
3	1	2.0%	1	20.0%	2	3.6%
2	11	21.6%	2	40.0%	13	23.2%
1	9	17.6%	0	0.0%	9	16.1%
Total	51	100.0%	5	100.0%	56	100.0%

Source: 2006-07 Texas Education Agency data.

Note. AP means accountability procedures.

STUDENT CHARACTERISTICS

Grade Levels Served

As presented in Table 4.5, most campus charter school students (96%) attended classes at standard accountability campuses during the 2006-07 school year. However, substantial enrollment differences exist between standard and alternative AP campus charter schools as well as with traditional public schools at both the lower and upper ends of the grade span. For example, campus charter schools enrolled proportionately more students in early childhood and pre-kindergarten than traditional public schools (13% versus 4%). Standard accountability campus charter schools accounted for all of the early childhood and pre-kindergarten enrollment as alternative campus charter schools served only Grades 5 and above in 2006-07.

Similar enrollment differences appear in the upper grades. Relative to high school and elementary, proportionately more middle school students (Grades 6 through 8) attended campus charter schools than traditional district schools (34% versus 22%) in 2006-07. Statewide, 28% of students attended high schools (Grades 9 through 12), which is more than double the proportion of high school students attending campus charter schools (12%). However, 91% of students attending alternative education campus charter schools were in Grades 9 through 12.

Table 4.5
Grade Level Disaggregation by School Type, 2006-07

Grade Level	Standard AP		Alternative Education AP		All Campus Charters		Public Schools Statewide	
	n	Percent	n	Percent	N	Percent	N	Percent
Early Childhood	15	0.1%	0	0.0%	15	0.1%	12,677	0.3%
Pre-K	2,916	14.0%	0	0.0%	2,916	13.4%	186,865	4.1%
K	1,724	8.3%	0	0.0%	1,724	7.9%	352,632	7.7%
1	1,770	8.5%	0	0.0%	1,770	8.1%	372,267	8.1%
2	1,585	7.6%	0	0.0%	1,585	7.3%	353,570	7.7%
3	1,435	6.9%	0	0.0%	1,435	6.6%	346,088	7.6%
4	1,249	6.0%	0	0.0%	1,249	5.7%	340,362	7.4%
5	1,154	5.5%	11	1.2%	1,165	5.3%	337,035	7.4%
6	2,500	12.0%	28	3.1%	2,528	11.6%	334,381	7.3%
7	2,391	11.5%	26	2.9%	2,417	11.1%	331,449	7.2%
8	2,412	11.6%	16	1.8%	2,428	11.1%	338,263	7.4%
9	773	3.7%	76	8.4%	849	3.9%	396,028	8.7%
10	358	1.7%	116	12.8%	474	2.2%	326,122	7.1%
11	336	1.6%	279	30.7%	615	2.8%	289,688	6.3%
12	257	1.2%	357	39.3%	614	2.8%	259,506	5.7%
Total	20,875	100.0%	909	100.0%	21,784	100.0%	4,576,933	100.0%

Source: Campus charter school data from AEIS 2007 campus data file. State data are from the 2007 State AEIS Report.
Notes: Shaded cells denote proportionately more campus charter school students compared to state averages. AP means accountability procedures.

Demographic Characteristics by School Type

Table 4.6 presents student demographic information across school types. Campus charter schools enroll larger proportions of Hispanic (67%), African American (23%), and economically disadvantaged students (82%) and fewer White students (9%) than the state as a whole. While Hispanic students are more concentrated in alternative education campus charter programs (82% versus 66% for standard accountability programs), larger proportions of African American (23%), White (9%) and low-income students (82%) attend a standard accountability campus charter school.

Table 4.6
Student Demographic Information by School Type, 2006-07

Group ^a	Standard AP	Alternative Education AP	All Campus Charter Schools	Texas Public Schools
African American	23.2%	15.2%	22.9%	14.4%
Hispanic	65.9%	81.7%	66.6%	46.3%
White	9.1%	2.6%	8.8%	35.7%
Other	1.8%	0.4%	1.7%	3.6%
Economically disadvantaged	82.0%	74.0%	81.7%	55.5%
Special education	8.4%	8.8%	8.5%	10.6%
Limited-English proficient	19.2%	28.6%	19.6%	16.0%
Number of students	20,875	909	21,784	4,576,933

Sources: The AEIS 2007 campus data file and the 2007 State AEIS report.

Note: AP means accountability procedures.

^a Numerators were first summed across campuses and then divided by total enrollment also summed across campuses.

Student Characteristics by Years of Campus Charter School Operation

As shown in Table 4.7, student characteristics vary somewhat by campus charter program maturity. Student demographic data indicate that newer campus charter schools enroll notably larger percentages of Hispanic students and smaller percentages of African American students than more tenured campus charter schools. Campus charter schools that have been in operation for six or more years have larger enrollments, on average, than newer programs.

Table 4.7
Student Demographic Information by Years of Campus Charter School Operation, 2006-07

Student Group	Number of Years Campus Charter in Operation		
	Six or More (N=18)	Four or Five (N=11)	Three or Less (N=27)
African American ^a	23.9%	42.4%	15.5%
Hispanic ^a	58.0%	54.5%	78.8%
White ^a	15.0%	2.5%	4.9%
Other ^a	3.1%	0.6%	0.8%
Economically disadvantaged ^a	73.2%	85.9%	88.6%
Special education ^a	6.5%	5.9%	11.2%
Limited-English proficient ^a	23.9%	15.8%	16.6%
Average school size	510	282	352
Number of students	9,172	3,104	9,508

Source: 2006-07 AEIS data file.

^a Numerators were first summed across campuses and then divided by total enrollment also summed across campuses.

STAFF CHARACTERISTICS

As presented in Table 4.8, campus charter schools employ proportionately fewer staff and teacher full-time equivalents (FTEs) than traditional district schools. This is in part due to higher student-teacher ratios among campus charter schools, 20 to 1, compared to Texas public schools as a whole, 15 to 1. Among campus charter schools, the ratio varies by grade type being served: high school campuses had the lowest ratio (13 to 1), followed by middle school campuses (17 to 1) campus charter schools serving elementary grades had the highest ratio (24 to 1). Notably, alternative education campus charter schools maintain the highest proportion (82%) of teachers to total staff.

Table 4.8
Staff Characteristics, 2006-07

Staff Characteristic ^a	Campus Charter Schools			Texas Public Schools
	Standard AP (n=38)	Alternative Education AP (n=3)	All Campus Charter Schools (N=41)	
Campus administration	3.8%	8.2%	3.8%	4.8%
Average campus administrator salary	\$72,840	\$57,545	\$72,035	\$65,506
Average teacher salary	\$46,828	\$45,834	\$46,601	\$44,897
Average all staff FTE	39.6	8.2	36.4	54.1
Average teacher FTE	27.5	6.7	25.4	39.9
Teachers	69.5%	81.8%	69.7%	50.7%
Students per teacher	16.4	18.8	20.4	14.7
Median student teacher ratio	16.8	12.5	16.1	14.5

Sources: 2007 TEA AEIS campus staff data files and the 2007 State AEIS report.

Notes. AP means accountability procedures. Campus charter school personnel percentages were based on full time equivalent counts in the 2007 AEIS campus staff statistics file.

^a Numerators and denominators were first summed across campuses and then divided.

On average, campus charter school administrators receive salaries that are about 10% higher than the state average. Because most campus charter schools (86%) are located within either the Houston or the San Antonio Independent School Districts, we decided to look at how campus charter administrator salaries compared to other administrators working within the same school districts. As shown in Figure 4.2, within district differences are small. Houston ISD campus charter administrators earn somewhat less than their counterparts in traditional district schools and campus charter administrators in San Antonio earn somewhat more.

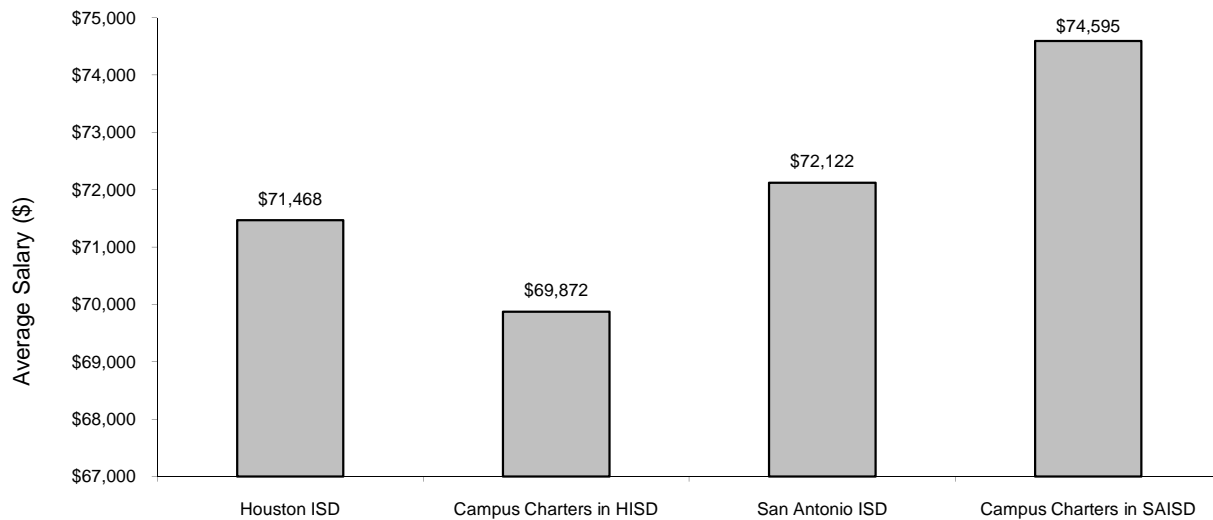


Figure 4.2. Average campus administrator salary 2006-07, selected districts.

As indicated in Table 4.9, campus charter schools employ larger percentages of minority teachers and smaller percentages of White teachers than traditional public schools; however, teacher experience is roughly the same across school types (about 11 years, on average). Teacher tenure and salaries are also similar across campus charter schools and traditional district schools.

Table 4.9
Campus Charter School Teacher Characteristics, 2006-07

Teacher Characteristic ^a	Campus Charter Schools ^b			Texas Public Schools
	Standard AP (n=38)	Alternative Education AP (n=4)	All Campus charter schools (N=42)	
Minority teachers	61.6%	72.0%	61.8%	30.1%
African-American	22.8%	42.9%	23.2%	9.3%
Hispanic	36.3%	27.1%	36.2%	20.8%
White	38.4%	28.0%	38.2%	68.5%
Teacher average years of experience	10.7	11.0	10.8	11.3
Average teacher salary	\$46,828	\$44,443	\$46,601	\$44,897
Teacher tenure in years	7.6	7.0	7.6	7.4
Beginning teachers	8.4%	8.0%	8.4%	8.1%
1-5 years experience	31.5%	22.8%	31.3%	29.1%
6-10 years experience	18.5%	24.5%	18.7%	19.6%
11-20 years experience	20.2%	27.1%	20.3%	23.6%
More than 20 years experience	21.4%	17.6%	21.3%	19.7%

Sources: 2007 TEA AEIS campus staff data files and the 2007 State AEIS report.

Notes. AP means accountability procedures. Campus charter school personnel percentages were based on full-time equivalent counts in the 2007 AEIS campus staff statistics file. This follows procedures used in the 2007 State AEIS report.

^aCampus totals were first aggregated and then the sums were divided.

^bThirteen of the standard AP and one of the alternative AP campus charter schools had missing data for many items in the table.

Because teacher salaries are determined at the district level and campus charter schools operate within the regulatory confines of their home district, we compared campus charter teacher salaries with those of other teachers working within the Houston and San Antonio school districts. (Recall that 86% of campus charter schools are located within these two districts.) As presented in Figure 4.4, teacher salaries do not differ systematically between campus charter schools and their respective district averages across levels of experience.

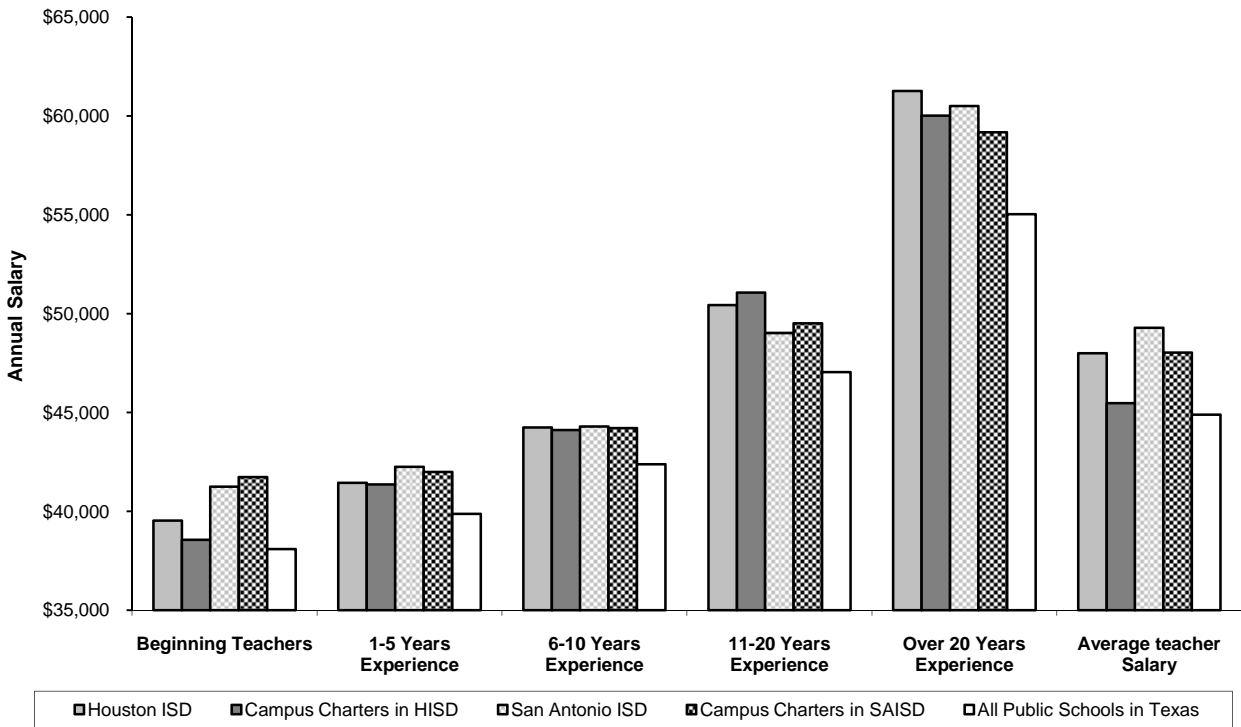


Figure 4.4. Average teacher salaries by experience, selected districts, 2006-07.

SUMMARY

Campus charters were one of three types of charter schools authorized by Texas legislators in 1995. Campus charter schools are the second most common type of charter school in Texas, but only 56 operated during the 2006-07 school year. Unlike open-enrollment charter schools, which are autonomous schools, campus charter schools are converted district schools and are subject to the authority of the district’s governing board.

Most campus charter schools have not operated as charter schools for very long. Only three (5%) campus charter schools have operated as charters for 10 years. The majority of campus charter schools (91%) are standard accountability campuses, and 96% of campus charter students attend classes in standard accountability programs. Overall, the average school size is larger among campus charter schools established six or more years ago (510 students), while newer campuses (open for one, two, or three years) enroll 70% as many pupils as the more mature schools (352 students). Student demographic data suggest that newer campus charter schools tend to enroll higher percentages of Hispanic, economically disadvantaged and special education students, and fewer African American students.

Generally, campus charter schools have smaller student enrollments than traditional public schools. Average campus charter school enrollment falls just under 70% of the average student enrollment (568 students). Average student enrollment for campus charter schools (389 students) varies by school type, with standard campuses (409 students) tending to be larger than AECs (182 students).

Major differences in minority student populations exist between campus charter schools and traditional public schools. While African-American students constitute 14% of students in Texas public schools overall, they comprise 23% of campus charter schools' student population. The percentage of Hispanic students in campus charter schools exceeds the state average (67% versus 46%), while the percentage of White students attending campus charter schools is notably smaller (9% versus 36% for traditional district schools).

Campus charter school students' demographics also vary by accountability program. Standard accountability campus charter schools enroll proportionately more African American students (23% versus 15%), White students (9% versus 3%), and economically disadvantaged students (82% versus 74%), for example, than AECs. AEC campus charter schools enroll proportionately more Hispanic students (82% versus 66%) and more limited-English proficient students (29% versus 20%) than standard campuses.

Like student demographics, staffing patterns, salaries, and teacher experience vary across school types. Campus administration as a percentage of total staff at campus charter schools, for example, is essentially the same as it is at traditional public schools. The student-teacher ratio at campus charter schools exceeds the state ratio by five students, and is four students greater at alternative education campus charter schools. Centralized district salary schedules ensure that pay differentials reflect levels of teacher education rather than assignment. Similarly, while campus charter administrator salaries exceed the state average, they compare favorably with their host district averages.

Based on these analyses, campus charter schools as a whole are not dramatically different from traditional Texas public schools, though they tend to have more minorities, more disadvantaged students, and more limited-English proficient students. Alternative education campus charter schools enroll larger percentages of at-risk and mobile students, a circumstance that may present them with substantially larger educational challenges than their average Texas public school peers.

CHAPTER 5

CHARTER SCHOOL REVENUES AND EXPENDITURES

This chapter examines charter school financing in Texas and compares charter schools' revenue and expenditure patterns with those of traditional districts. Because open-enrollment charter schools are characterized as districts, they report Public Education Information Management System (PEIMS) financial data in much the same way as traditional districts. This structure enables researchers to conduct analyses across a variety of funding and expenditure categories. Campus charter schools, however, are not characterized as districts. Instead, such charter schools represent a single campus, or set of campuses, within a school district, and it is not possible to conduct comparisons using PEIMS data collected at the district-level.

Due to the limitations inherent in the analysis of campus charter financial data, this chapter focuses primarily on open-enrollment charter schools. The chapter describes the methods by which open-enrollment charter schools are funded and makes comparisons between the revenue and expenditure patterns of open-enrollment charter schools and traditional district schools. PEIMS reports some expenditure data (e.g., staff salaries) at the campus level, and this chapter includes a brief section comparing these expenditures across campus charter schools, open-enrollment charter schools, and traditional district campuses.

Unlike other report sections that rely on data collected during the 2006-07 school year, the PEIMS data used in this chapter are drawn from the 2005-06 school year (the most current actual financial data available at the time of this writing). PEIMS financial data are disaggregated for a number of variables including district size, the percentage of economically disadvantaged students, property wealth, and whether open-enrollment charter schools are evaluated under standard or alternative education accountability procedures. The chapter's findings are largely consistent with prior years' evaluations of open-enrollment charter schools. In particular, it finds that the absence of facilities funding for open-enrollment charter schools represents the primary source of funding differences between charter schools and traditional districts.

Because this chapter contains terminology that may be foreign to readers unfamiliar with the vocabulary of school finance, we have included a Glossary of Terms on page 187.

BACKGROUND

Texas Public School Finance

In 2005-06, Texas public schools received the largest proportion of their funding (48%) from local property taxes. State aid accounted for an additional 34% of revenue, while federal funding and other local sources of revenue accounted for 12% and 6%, respectively. Overall, public school revenue for both charter and non-charter districts totaled \$38.9 billion (see Figure 5.1).

Figure 5.1. 2005-06 Public school revenue by source.

Source: TEA PEIMS database, 2005-06 Actual Financials

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

The Basics

Although recent legislative reforms have modified school finance formulas, the calculations in effect in 2005-06 (the data used in this chapter) predate those changes; therefore, the discussion presented in this chapter does not reflect these changes.

The state provides funding to school districts through a two-tiered approach. That method includes both a base level of support for all districts that exhibit the state-required minimum tax effort as well as a second tier of support that enables local communities to enrich beyond this level based on the district's willingness to increase local tax effort. To ensure that this enrichment tier is not disqualifying based on variation in the local property tax base, the state provides additional equalization support. This assistance is intended to satisfy court requirements to provide districts with similar revenue for similar tax effort, adjusting for variations in student and community characteristics that affect the cost of schooling.

The basic program of support is reflected in Tier I through the *basic allotment*, a minimum level of funding per student in average daily attendance (ADA). The state adjusts the Tier I basic allotment for factors that affect the cost of schooling but lie outside of a community's control, such as district size, regional cost variations, and the programmatic needs of students served (Texas Education Code [TEC] §42.101). The local district and the state, with the relative shares determined based on the property wealth of the district, divide the cost of this basic program. The greater property wealth of the district, the higher the local share of that amount and the lower the state's contribution.

Tier II funding is determined through the *guaranteed yield*—a statutorily determined return on each penny of tax effort per student in weighted average daily attendance (WADA). “Weighted students” refers to an adjusted student count based on individual student needs and community cost differences. Districts that cannot generate locally the state guaranteed revenue per penny of tax effort receive additional state support. Recapture, which collects revenue generated on property wealth above the equalized wealth level (TEC §41.002) and redistributes the funding to districts with less property wealth, provides additional equalization.

Adjustments. Texas adjusts funding for demonstrated differences in the cost of attracting and retaining teachers (see Taylor, 2004) through the Cost of Education Index (TEC § 42.102). The effects of district size are addressed through the scale adjustment (TEC § 42.103), which provides additional support for small (fewer than 1,600 students in ADA) and mid-sized (between 1,600 and 5,000 students in ADA) districts.¹ The state manages student-to-student differences in the programs and services offered through program weights that increase the amount of funding schools receive for students participating in special education, career and technology education, compensatory education, bilingual education, and the Public Education Grant program. Program weights are additive. A student who qualifies for both compensatory education and gifted and talented programs, for example, generates an additional 32% in funding (20% for compensatory and 12% for gifted and talented education). Table 5.1 summarizes these weights, which are defined in Chapter 42 of the TEC.

Table 5.1 Program Weights for Texas Public School Funding

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

Legislative changes. Recent legislative changes were first implemented during the 2006-07 school year. These alterations required districts to reduce local property tax rates in exchange for a state promise of sufficient revenue to maintain old-law revenue at prior tax rates. In addition, school districts received an additional \$2,000 per teacher, counselor, nurse, and librarian as well as \$275 per high school student in ADA to use for reform measures at the high school level. Districts then had the opportunity to increase property tax rates beyond the initial compression,² and legislators provided additional state matching funds for the increased tax effort.

Facilities. Two programs, the Existing Debt Allotment (EDA) and the Instructional Facilities Allotment (IFA) supply state facilities support to traditional school districts. Both funds are structured as guaranteed yield programs on tax collections related to voter approved debt. The guaranteed yield for both programs is currently set in statute (TEC §46.031 for EDA and §46.001 for IFA) at \$35 per penny per student in ADA. To receive EDA support, a district must issue debt and begin making payments from local funds before state aid becomes available. The IFA program, on the other hand, provides assistance at the time the eligible debt is issued, and is awarded to districts with through an application process that rank orders districts in terms of their property wealth. Program funding levels typically allow IFA awards to only those districts with low property wealth per student.

¹ Although the adjustment for small districts applies to all districts that meet the size criterion, the mid-sized district adjustment does not apply to Chapter 41 or property wealthy school districts.

² For most districts, by four cents per \$100 of valuation without a tax ratification election, and an additional 13 cents with a ratification election.

Open-Enrollment Charter School Finance

Because open-enrollment charter schools do not have a local tax base, they depend substantially more on state funding than traditional public schools. Aside from this important difference, open-enrollment charter school funding is based on many of the same formula elements as traditional public school funding. That is, charter schools account for ADA by student program participation, and these student counts are used to determine state funding just as they are for traditional public schools.

In 2001, House Bill 6 restructured the way that Texas funds open-enrollment charter schools. Prior to that year, all open-enrollment charter schools received funding based on the characteristics of the traditional school districts from which they drew their students. This approach ensured that each open-enrollment charter received similar per-student operating revenue relative to neighboring school districts that confronted similar frontiers in terms of market costs and competition. Under this system, open-enrollment charter schools accounted for student participation in special programs such as bilingual or compensatory education, and the charter received funding for each student based on the revenue the student would have generated in his or her traditional district of residence. One consequence of this system was that the charter school's revenue generating capacity depended largely on the revenue generating capacity of neighboring districts. This method left charter schools subject to the taxing decisions of a relatively small number of neighboring school districts (TCER, 2007). Open-enrollment charter schools located near school districts with higher tax rates or property wealthy districts, for example, would fare better than those located near school districts with lower tax rates or lower property wealth.

In 2001, the state began financing new, open-enrollment charter schools based on statewide averages for the Cost of Education Index (CEI), the size and scale adjustments, and local tax effort rather than on the characteristics of resident districts (TEC §12.106). In order to avoid abrupt changes in funding, the state decided to fund all open-enrollment charter schools beginning operation after September 1, 2001, using the new formula to gradually transition the older charter schools to the new system over a 10-year time-period. As a result, the state currently funds open-enrollment charter schools, depending on their start date under two separate sets of formulas. Those districts in operation prior to September 1, 2001, began transitioning to the new system in 2003-04, shifting 10% of their funding to the new system in each subsequent school year.³ During the 2005-06 school year, pre-2001 charter schools received 30% of their revenue through the new system and 70% through the old system. Thirty-five charter schools received their full funding under the new formula (TEA 2005-06 state funding worksheets).

METHODOLOGY

Because of the relatively small number open-enrollment charter schools, incorrect reporting of financial data has the potential to substantially skew results. In order to verify the accuracy of financial data, this report compares reported revenue to reported expenditures (see Fordham Institute, 2005; TCER, 2006a), and excludes from analyses charter schools with reported variances in revenues and expenditures of greater than 20% in absolute value.

³ Pre-2001 charter schools will be fully funded under the new system in 2012-13.

Figure 5.2 plots the percentage difference between charter school revenues and expenditures for the 2005-06 school year, and illustrates that the majority of charter schools fall within these boundaries. Positive percentages reflect revenues that exceed expenditures, while negative percentages reflect expenditures that are greater than revenues.

100.0%

-100.0%

Figure 5.2. Percentage difference revenues to expenditures: 2005-06.

Notes. Three charter schools with extreme revenue and expenditures differences (>100%) are omitted from the plot. Average daily attendance ranged from 15 to 1,898.

Using this method excluded 17 charter schools from the 2005-06 analysis (down from 44 schools in 2002-03, suggesting that accuracy in charter schools’ financial reporting may be improving). While revenue and expenditure variances of greater than 20% may indicate flawed data, there may be other explanations for the differences. The exclusion of these 17 charter schools resulted in 11% of charter school average daily attendance (ADA) being omitted from the analysis. The same methodology was applied to traditional districts, but because excluding traditional districts would result in a less than a 1% difference in either total revenue or expenditures, the analyses included all traditional districts.

**Table 5.1
The Impact of Eliminating Charter schools with Questionable Data: 2005-06**

	Total Enrollment	Total ADA	Total Revenue	Total Expenditures	Revenue per Enrolled	Revenue per ADA
Included (N=174)	62,681	54,399	\$473,373,577	\$460,029,784	\$7,552	\$8,702
Excluded (N=17)	7,278	6,398	\$54,206,364	\$68,363,850	\$7,448	\$8,473
Total (N=191)	69,959	60,797	\$527,579,941	\$528,393,634	\$7,541	\$8,678

Sources: TEA PEIMS database, 2005-06 Actual Financials.

Analyses of revenue and expenditures are typically conducted on a per-student basis. For this analysis, ADA is the count of students used to determine revenue and expenditures per student because it is consistent with Texas funding formulas that provide aid to districts (both traditional

and charter) based on the number of students actually in attendance, rather than those enrolled. Charter schools typically have a lower attendance rates, on average, than traditional public schools (TCER 2006, 2007). This is also the case in 2005-06, with charter schools having an attendance rate of 87% compared to 93% for traditional districts (see Table 5.2).

Table 5.2
The Relationship between Enrollment and ADA in Traditional Districts and Charter Schools

	Enrollment	ADA	Attendance Rate (ADA to Enrollment Ratio)
Traditional Districts	4,450,139	4,119,234	93%
Charter Schools	62,681	54,399	87%

Source: TEA PEIMS database.

Table 5.3 demonstrates the impact of using revenue per-student enrolled versus revenue per-student in ADA on the revenue comparisons of open-enrollment charter schools and traditional districts. While the difference for 2005-06 is \$1,150 when enrollment counts are used, this difference drops to \$702 per student with the use of ADA, suggesting that lower attendance patterns accounted for a per-student difference in funding of \$448 in 2005-06. Although we use ADA as the unit of analysis for the remainder of this chapter, we include data on revenue per enrolled student in Table 5.3 so that readers may see the effect of charter school attendance rates on available revenue.

Table 5.3
Revenue per Enrolled Student and per Student in ADA for Open-Enrollment Charter Schools and Traditional District Schools

	Charter School N=174	Traditional District School N=1,033	Difference Charter to Traditional
Revenue per ADA	\$8,702	\$9,454	(\$752)
Revenue per Enrolled	\$7,552	\$8,752	(\$1,200)
Difference (ADA to Enrolled)	\$1,150	\$702	\$448

Sources: TEA PEIMS database, 2005-06 Actual Financials.

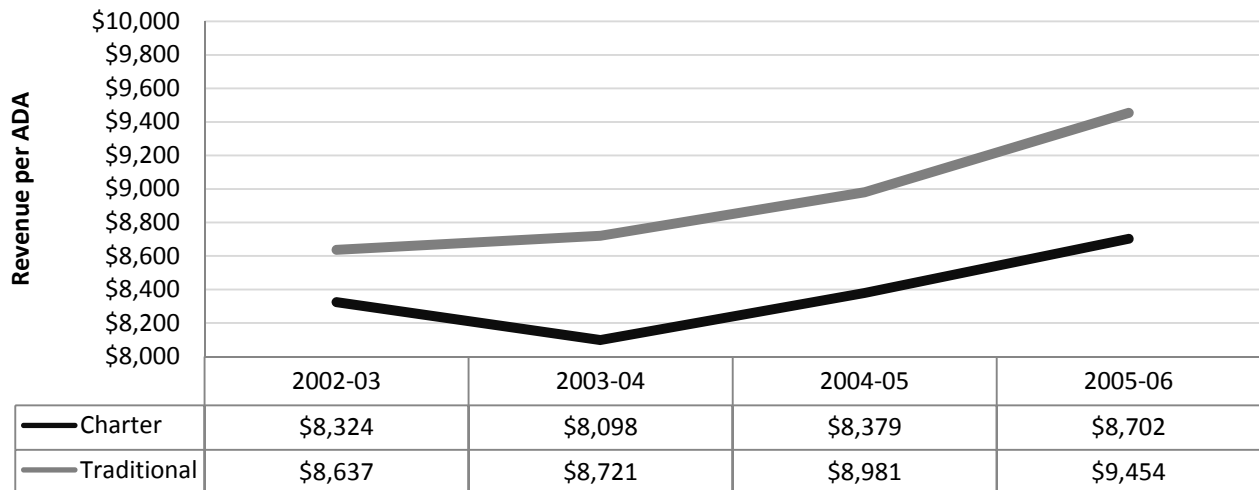
Revenue Comparisons: Charter Schools and Traditional Districts

Figure 5.3 illustrates the differences in funding by source of revenue. While charter schools received \$250 more per student than traditional districts in federal funds and \$3,914 more in state funds, these differences failed to supplant the lack of local funds for charter schools, which received \$4,916 less per student from this source of revenue than their traditional district counterparts.

Figure 5.3. Charter and traditional district revenue per ADA by source: 2005-06.

Sources: TEA PEIMS database, 2005-06 actual financials

As presented in Figure 5.4, the revenue gap between charter and traditional districts nearly doubled between 2002-03 and 2003-04, growing from \$313 per student to \$623 per student. By 2005-06, the gap had expanded to \$752.



5.4. Four year trend in revenue per ADA: 2002-03 to 2005-06.

Sources: TCER Charter School Evaluation Report, prior years, and TEA PEIMS database, 2005-06 actual financials.

Consistent with prior evaluations (TCER 2005, 2006, 2007), the primary source of this variation is related to facilities funding. Traditional districts received \$887 per student through voter-approved bonds and related state facilities support in 2005-06 (see Figure 5.5). Charter schools did not have access to a similar revenue stream and must divert other resources in order to pay for facilities.

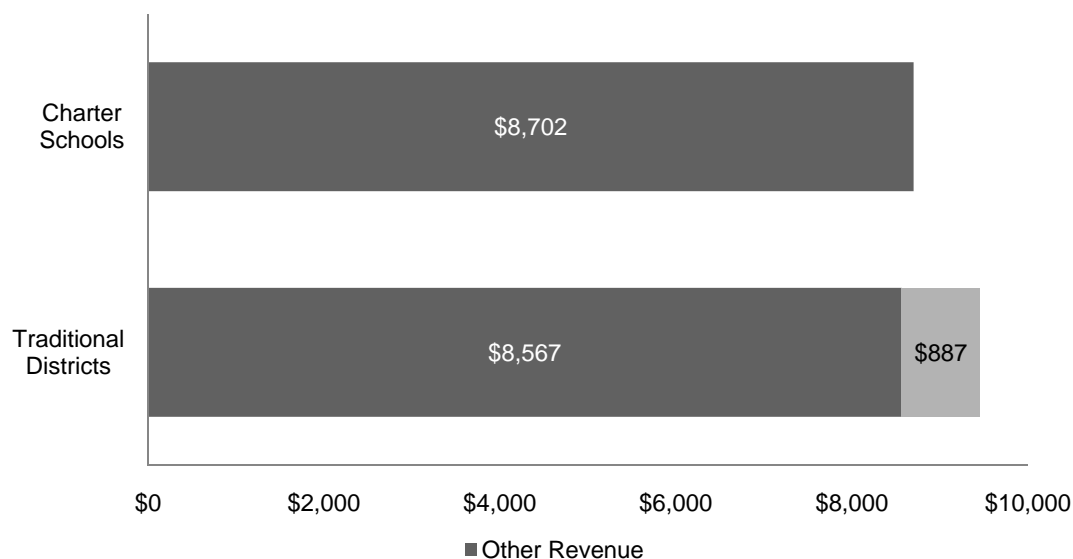


Figure 5.5. Comparison of facilities-related and other revenue: 2005-06.

Sources: TEA PEIMS database, 2005-06 actual financials, total revenue all funds. Facilities-related revenue includes Funds 599 and 699. These funds are associated with capital projects and debt service payments.

Students Need. As noted above, the state uses student participation in the federal free and reduced price lunch program as one of the characteristics to adjust funding for differences in student need. Because students participating in this program generate additional state funding, we would expect to see, if other variables are equal, higher per-student revenue levels in districts educating larger proportions of economically disadvantaged students. As indicated by Table 5.4, this pattern generally holds for both charter and traditional districts. Interestingly, the gap between charter and traditional district revenue increases significantly among districts serving fewer economically disadvantaged students. This finding may be related to other factors that impact district revenue such as tax rates, property values, and other sources of revenue.

**Table 5.4
Revenue per ADA by the Percentage of Economically Disadvantaged Students: 2005-06**

% of Economically Disadvantaged Students	Charter School	Traditional District	Difference
Under 40%	\$7,117 (n=22)	\$9,095 (n=236)	(\$1,978)
40% to Under 60%	\$7,801 (n=32)	\$9,371 (n=435)	(\$1,570)
60% to Under 80%	\$8,542 (n=47)	\$9,544 (n=270)	(\$1,002)
80% and up	\$9,607 (n=73)	\$9,990 (n=92)	(\$383)

Sources: TEA PEIMS database, 2005-06 actual financials, total revenue all funds.

At-risk students. Texas has established separate accountability procedures for schools that serve predominantly at-risk students and are registered as alternative education campuses. The state funding formulas provide for students defined as at-risk through the compensatory education program (although funding for this program is based on the number of students participating in the federal free and reduced price lunch program, funds are required to be spent on students defined as at-risk). As indicated in Table 5.5, alternative education charter schools received an average of \$423 per student more than standard charter schools, but still received \$477 less than their traditional district counterparts.

Table 5.5
Revenue per ADA for Standard and Alternative Education Charter Schools and Traditional Districts

	Standard AP n=106	Alternative Education AP n=68	All Open- Enrollment Charter Schools N=174	Traditional Districts N=1,033
Revenue per ADA	\$8,554	\$8,977	\$8,702	\$9,454

Sources: TEA PEIMS database, 2005-06 actual financials, total revenue all funds.

Note. AP means accountability program.

District size. Policy-makers designed state funding formulas to adjust for economies of scale through the small and mid-sized district adjustments (TEC §42.103). A small school district (fewer than 1,600 students in ADA), for example, that has a boundary which covers more than 300 square miles receives a greater adjustment than one in which the boundary covers a smaller geographic region. The state offers the mid-sized adjustment only to those districts with between 1,600 and 5,000 students in ADA that offer a full kindergarten through twelfth grade program and not subject to recapture (some small districts contract for high school students to attend school in another district in order to reduce costs). In addition, small districts receive a minimum ADA count for state funding purposes, known as the sparsity adjustment (TEC §42.105). Under this formula, a larger adjustment is available to K-12 districts at least 30 miles or more by bus route from the nearest high school district, and a smaller adjustment is offered to K-6 school districts. This policy helps ensure that the funding formulas provide incentives for school districts to seek more efficient ways of offering services.

Open-enrollment charter schools tend to be smaller than their traditional district counterparts. Charter school enrollment in 2005-06 averaged 366 students compared to 4,308 students for traditional districts. However, charter schools do not receive adjustments related to economies of scale based on their own size. Rather, they receive funding in these categories contingent upon the size of their students' resident districts or the state average (depending on which set of funding formulas apply). Table 5.6 displays charter and traditional district revenue per student in ADA by district size and indicates a significantly larger funding gap (\$3,537) when comparing charter schools with fewer than 500 students to similarly sized traditional districts.

Table 5.6. Revenue per ADA by District Size: 2005-06

Enrollment	Open-Enrollment Charter Schools	Traditional Districts	Difference
500 through 2,999	\$8,507 N=37	\$10,207 N=466	(\$1,700)
Under 500	\$8,921 N=137	\$12,458 N=329	(\$3,537)

Sources: TEA PEIMS database, 2005-06 actual financials, total revenue all funds.

Property wealth is another community characteristic likely to affect available revenue for traditional districts. Although policy-makers designed the state funding formulas in an attempt to equalize available revenue, they do not provide perfect equity. Districts able to generate more than the state defined guaranteed yield (\$27.14 per penny of tax effort per WADA for 2005-06) may retain a portion of that benefit, and hold harmless provisions protect some property wealthy districts from additional revenue losses. As indicated in Table 5.7, revenue differences exist not only between traditional school districts and charter schools, but also between traditional districts of different wealth levels, with the highest wealth districts generating \$12,095 per student in ADA. The relationship between property wealth and revenue per student is far from linear, however; only those districts in the highest wealth categories appear to have a revenue advantage compared to other districts.

Table 5.7. Revenue per ADA by Property Wealth: 2005-06

Decile of Wealth	Property Wealth per ADA	Number of Districts	Combined Total Enrollment	Revenue per ADA
	Open-Enrollment Charter schools	174	62,681	\$8,702
1	Under \$106,761	102	432,302	\$9,780
2	\$106,761 to \$137,606	103	232,258	\$9,842
3	\$137,607 to \$163,442	103	398,076	\$9,268
4	\$163,443 to \$191,605	103	311,377	\$9,144
5	\$191,606 to \$221,776	103	452,598	\$9,106
6	\$221,777 to \$258,837	103	716,689	\$8,930
7	\$258,838 to \$312,700	103	524,169	\$8,800
8	\$312,701 to \$414,933	103	850,366	\$9,788
9	\$414,934 to \$630,306	103	428,529	\$10,013
10	Over \$630,306	102	98,043	\$12,095

Sources: TEA PEIMS database, 2005-06 actual financials, total revenue all funds.

Expenditure Comparisons: Open-Enrollment Charter Schools and Traditional Districts

Past evaluations of charter schools have demonstrated that open-enrollment charter schools and traditional districts tend to allocate their resources differently (TCER 2005, 2006, 2007). Texas' financial reporting system organizes district expenditures in terms of object, function, and program codes. Generally speaking, object codes identify broad categories of items purchased by school districts (e.g., salaries, benefits, supplies and materials, etc.), function codes designate the general operational area in which funds are spent (e.g., instruction, transportation, central

administration), and program codes delineate the specific program areas for which funds are used (e.g., special education or compensatory education). The following sections examine open-enrollment charter and traditional district expenditure patterns in terms of these three codes.

Object Code Expenditures

Table 5.8 presents expenditure data in terms of object codes and provides information about the total expenditures per student in ADA for charter and traditional districts. In all, charter schools spent \$1,997 less per student than traditional districts during the 2005-06 school year. Importantly, more than 40% of the difference reflects significantly higher debt payments for traditional districts (on average, traditional districts spent \$842 per student on debt payments in 2005-06). After omitting capital outlay and debt services expenditures from the comparisons, however, charter and traditional district total expenditures appear remarkably similar (\$8,355 for charter schools versus \$8,201 for traditional districts).

Charter schools spent relatively more (\$3,110 versus \$1,781) on other operating expenditures (those not related to salary and benefits). This finding may be partially explained by the need of many charter schools to pay rent on facilities through operating expenditures.

Table 5.8
Per-ADA Expenditures by Object: 2005-06 All Funds

Expenditure Category	Standard AP Charter Schools N=106	Alternative AP Charter Schools N=68	All Open- Enrollment Charter Schools N=174	Traditional Districts N=1,033
Payroll	\$5,076	\$5,559	\$5,245	\$6,420
Other Operating	\$3,077	\$3,173	\$3,110	\$1,781
Total Operating	\$8,153	\$8,732	\$8,355	\$8,201
Debt Service	\$129	\$50	\$101	\$842
Capital Outlay				\$1,410
Total Expenditures	\$8,282	\$8,782	\$8,456	\$10,453

Sources: TEA PEIMS database, 2005-06 actual financials, total expenditures, all funds.

Note. AP means accountability program.

Function Code Expenditures

Table 5.9 presents expenditure data in terms of function codes. Although total per-student operating expenditures vary by less than 2% between charter and traditional districts, the data indicate that charter and traditional schools allocated funds differently. Charter schools spent more per ADA, on average, than traditional districts on school leadership (\$703 versus \$447 in traditional districts), general administration (\$863 versus \$266), and plant maintenance and operation (\$1,193 versus \$870). Traditional districts spent more, on average, on items such as instruction (\$4,627 versus \$4,324 in charter schools), instructional resources (\$137 versus \$31), student transportation (\$228 versus \$141), and co- and extra-curricular activities (\$209 versus \$51).

Open-enrollment charter schools evaluated under standard and alternative education accountability procedures also allocated resources differently. Alternative education charter schools spent more in several areas, particularly in guidance counseling (\$407 versus \$86 for standard accountability charter schools) and school leadership (\$994 versus \$547). The variation in expenditures may reflect, in part, differences in demand for services in the two types of schools.

Table 5.9
Per-ADA Operating Expenditures by Function: 2005-06 All Funds

Expenditure Category	Standard AP Charter Schools n=106	Alternative AP Charter Schools n=68	All Open- Enrollment Charter Schools N=174	Traditional Districts N=1,033
Instruction	\$4,245	\$4,474	\$4,324	\$4,627
Instructional Resources	\$33	\$28	\$31	\$137
Curriculum / Staff Development	\$85	\$135	\$103	\$154
Instructional Leadership	\$43	\$153	\$81	\$124
School Leadership	\$547	\$994	\$703	\$447
Guidance Counseling / Evaluation	\$86	\$407	\$198	\$284
Social Work Services	\$7	\$43	\$20	\$22
Health Services	\$42	\$28	\$37	\$79
Transportation	\$185	\$61	\$141	\$228
Food Services	\$456	\$191	\$362	\$426
Co- and Extra-Curricular Activities	\$67	\$21	\$51	\$209
General Administration	\$882	\$829	\$863	\$266
Plant Maintenance and Operations	\$1,277	\$1,040	\$1,193	\$870
Security and Monitoring	\$42	\$109	\$65	\$58
Data Processing	\$105	\$184	\$132	\$102
Community Services	\$16	\$16	\$16	\$47
Other Intergovernmental Charges	\$1	\$7	\$3	\$1
Total Other Functions	\$34	\$12	\$32	\$120
Total	\$8,153	\$8,732	\$8,355	\$8,201

Sources: TEA PEIMS database, 2005-06 actual financials, total operating expenditures for specified functions, all funds.

Note. AP means accountability program.

Object Code Expenditures

Table 5.10 indicates that expenditure patterns also varied across program areas. Charter schools, particularly alternative education programs, allocated more funds to accelerated instruction and on Title I school-wide compensatory education programs than their traditional district counterparts. Standard accountability charter schools spent substantially less on services for students with disabilities (\$410) than either alternative charter schools (\$1,071) or traditional districts (\$989).

Traditional districts spent more funds on basic educational services (general education) than either standard or alternative education charter schools (\$3,490 for traditional districts versus \$3,282 for standard and \$2,785 for alternative education charter schools). Traditional districts

also outspent their standard and alternative charter school counterparts on gifted and talented education, bilingual education, and athletics.

Table 5.10
Per-ADA Operating Expenditures by Program: 2005-06 All Funds

Expenditure Category	Standard AP Charter Schools N=106	Alternative AP Charter Schools N=68	All Open- Enrollment Charter Schools N=174	Traditional Districts N=1,033
Basic Educational Services	\$3,282	\$2,785	\$3,108	\$3,490
Accelerated Instruction	\$645	\$829	\$709	\$488
Services for Students with Disabilities	\$410	\$1,071	\$641	\$989
Title I School-wide State Compensatory Education	\$383	\$401	\$390	\$309
Bilingual Education	\$79	\$108	\$89	\$263
Career and Technology	\$53	\$282	\$133	\$208
Athletics and Related Activity	\$36	\$5	\$25	\$147
Gifted and Talented	\$9	\$3	\$7	\$91
Non-disciplinary Alternative Ed Basic Services	\$2	\$0	\$1	\$22
Disciplinary Alternative Education / DAEP	\$0	\$16	\$6	\$42
Total Allocated Expenditures	\$4,899	\$5,500	\$5,109	\$6,049

Sources: TEA PEIMS database, 2005-06 actual financials, total operating expenditures all funds—excludes expenditures not allocated to a particular program.

Note. AP means accountability program.

CAMPUS CHARTER SCHOOLS

Analyzing expenditure differences across campuses is more challenging because many educational expenditures are not accounted for at the campus level. The district provides certain support services and fiscal resources (e.g., central administration services, plant maintenance and operations) and a campus accesses them as needed. Other expenditures are more clearly attributable to an individual campus (staff salaries, for example). According to the Financial Accountability System Resource Guide, “school districts are mandated to record payroll costs by campus level for educational personnel including professional and paraprofessional personnel where the cost is clearly attributable to a specific organization.” The document specifies that individuals clearly attributable to a campus include those who are “dedicated to the day-to-day operations of the campus (partially or fully) and...under the direct or indirect supervision of the campus principal.” The resource guide provides examples of staff and faculty who likely to fall into that category, including the following: classroom teachers, teacher aides, classroom assistants, librarians, principals, counselors, and social workers.

To ensure accurate comparisons, this report limits campus level comparisons to those function and object codes associated with the following specific expenditures: salaries and benefits for instruction (this category would include the salaries of teachers and instructional aides), school leadership (campus principals and assistant principals), counseling, and social work. Because prior analyses of financial data have demonstrated that expenditures differ across grade

configurations (Gronberg et al., 2006), the analysis also disaggregates data by grade levels served. Table 5.11 presents data for elementary and middle school campuses.

According to the data, campus charter schools spent more per student than either traditional campuses or open-enrollment charter schools (\$5,257 versus \$4,924 for traditional campuses and \$4,981 for open-enrollment charter schools). Campus charter schools appear to allocate their resources more similarly to traditional districts than open-enrollment charter schools, spending, for example \$413 per student for salaries and benefits within school leadership versus \$412 for traditional campuses and \$559 for open-enrollment charter schools. Open-enrollment charter schools spent less on counseling and social work than either traditional campuses or campus charter schools.

Table 5.11
Per-ADA Expenditures for Salary and Benefits on Elementary and Middle School Campuses: 2005-06 All Funds

Function	Traditional District Schools (N=5,620)	Campus Charter Schools (N=43)	Open-Enrollment Charter Schools (N=193)
Instruction	\$4,295	\$4,635	\$4,301
School Leadership	\$412	\$413	\$559
Counseling	\$205	\$195	\$116
Social Work	\$12	\$14	\$5
Total	\$4,924	\$5,257	\$4,981

Sources: TEA PEIMS database, 2005-06 actual financials, object codes 6100 through 6199 in functions 11, 23, 31, and 32.

The data indicate that high schools (both charter and traditional campuses) spent more than elementary and middle school campuses, particularly for the small number of campus charter high schools that spent an average of \$6,505 per student on the functions tracked for this analysis. As with the elementary and middle schools, open-enrollment charter schools spent significantly more on salaries and benefits related to campus leadership than their traditional campus or campus charter school counterparts. Although there are notably fewer campus charter high schools (N=7), these schools have the most significant spending differences in terms of instructional salaries and benefits, spending \$5,558 per student compared to \$4,545 for traditional campuses and \$3,635 for open-enrollment charter schools.

Table 5.12
Per-ADA Expenditures for Salary and Benefits on High School Campuses: 2005-06 All Funds

Function	Traditional District Schools (N=1,528)	Campus Charter Schools (N=7)	Open-Enrollment Charter Schools (N=57)
Instruction	\$4,545	\$5,558	\$3,635
School Leadership	\$491	\$549	\$1,076
Counseling	\$304	\$398	\$391
Social Work	\$17	\$0	\$55
Total	\$5,357	\$6,505	\$5,157

Sources: TEA PEIMS database, 2005-06 actual financials, object codes 6100 through 6199 in functions 11, 23, 31, and 32.

SUMMARY

The 2005-06 financial data mirror the findings of prior evaluation studies of charter school revenue and expenditures. Due to the limited availability of data for campus charter schools, though, the findings reported herein primarily reflect analyses of the characteristics of open-enrollment charter schools. Overall, charter schools receive less funding and allocate the monies they do receive to different priorities than their traditional district peers.

Open-enrollment charter schools, lacking access to a local tax base, depend on state aid more than traditional public schools. In 2001, to address funding disparities created by that situation, legislators passed House Bill 6 and thereby reorganizing how Texas funds open-enrollment charter schools. Under this legislation, the state began financing new open-enrollment charter schools based on statewide averages with respect to the Cost of Education Index (CEI), the size and scale adjustments, and local tax effort rather than on the characteristics of resident districts as had been done previously (TEC § 12.106).

As a result of the new legislation, open-enrollment charter schools, depending on their start date, are currently funded under two separate sets of formulas. During the 2005-06 school year, pre-2001 charter schools obtained 30% of their revenue through the new system, and 18% of charter schools received their full funding under the new formula.

Because charter schools tend to be small and funded based on state averages or the size of resident district characteristics rather than their own demographics, they typically have less available revenue than comparably sized traditional district counterparts. While charter schools received \$250 more per student than traditional districts in federal funds and \$3,914 more in state funds, these amounts did not compensate for the unavailability of local funds for charter schools. Charter schools received \$4,916 less per student, for example, from this source of revenue than their traditional district counterparts.

The per-student revenue gap between charter and traditional districts nearly doubled between 2002-03 and 2003-04, growing from \$313 per student to \$623 per student. By 2005-06, the disparity had increased to \$752. Traditional districts had more revenue per student than open-enrollment charter schools enrolling similar proportions of at-risk students. Notably, the difference between charter and traditional district revenue is significantly greater among districts

serving fewer economically disadvantaged students. This finding may be related to other factors that impact district revenue such as tax rates, property values, and other sources of revenue.

Lack of access to facilities funding also contributed to discrepancies between charter schools and other public school districts. Traditional districts, for example, received \$887 per student in 2005-06 through voter-approved taxes used to repay bonded debt and related state facilities support. Charter schools, however, did not have access to a similar revenue stream, and must use other funds to pay facilities costs.

While open-enrollment charter schools enroll fewer students than their traditional district counterparts, they do not receive adjustments related to economies of scale based on their own size. Rather, charter schools receive funding in these categories contingent upon the size of their students' resident districts or the state average (depending on which set of funding formulas apply).

Differences also exist between charter schools and traditional districts for per student expenditures. Charter schools, for example, spent \$1,997 less per student than traditional districts during the 2005-06 school year. Importantly, more than 40% of the difference reflects significantly higher debt payments for traditional districts (on average, traditional districts spent \$842 per student on debt payments in 2005-06). When capital outlay and debt services expenditures are omitted from comparisons, charter and traditional district total expenditures appear similar (\$8,355 for charter schools versus \$8,201 for traditional districts). However, readers should note that charter schools facilities payments are included this summation, while facilities expenditures are omitted for traditional districts.

Charter schools spent more per ADA, on average, than traditional districts on school leadership (\$703 versus \$447 in traditional districts), general administration (\$863 versus \$266), and plant maintenance and operation (\$1,193 versus \$870). Traditional districts spent more, on average, on items such as instruction (\$4,627 versus \$4,324 in charter schools), instructional resources (\$137 versus \$31), student transportation (\$228 versus \$141), and co- and extra-curricular activities (\$209 versus \$51). Charter schools, meanwhile, spent relatively more (\$3,110 versus \$1,781) on other operating expenditures (those not related to salary and benefits). This difference may be partially explained by the need of many charter schools to provide for rent on facilities through operating expenditures.

Traditional districts expended more funds on basic educational services (general education) than either standard or alternative education charter schools. Traditional districts spent \$3,490 while standard and alternative education campuses spent \$3,282 and \$2,785, respectively. Traditional districts also outspent their standard and alternative charter school counterparts on gifted and talented education, bilingual education, and athletics. Charter schools, especially alternative education schools, however, allocated more funds to accelerated instruction and on Title I school wide compensatory education programs than their traditional district counterparts. Standard charter schools spent significantly less on services for students with disabilities (\$410) than either alternative charter schools (\$1,071) or traditional districts (\$989).

Allocation differences also surfaced among charter schools. Alternative education charter schools, for example, spent more in several areas, particularly for guidance counseling (\$407 versus \$86 for standard accountability charter schools) and school leadership (\$994 versus \$547). The variation in expenditures may reflect, in part, differences in demand for services in the two types of schools.

Other disparities appeared when campus charter schools were included in the analysis. Campus charter schools spent more per student overall, for example, than either traditional campuses or open-enrollment charter schools (\$5,257 versus \$4,924 for traditional campuses and \$4,981 for open-enrollment charter schools). Campus charter schools appear to allocate their resources more similarly to traditional districts than open-enrollment charter schools, spending, for example, \$413 per student for salaries and benefits for school leadership versus \$412 for traditional campuses and \$559 for open-enrollment charter schools. Open-enrollment charter schools spent less on counseling and social work than either traditional campuses or campus charter schools.

Lastly, expenditures varied by school level. The data indicate that high schools (both charter and traditional campuses) spent more per student on instruction, school leadership, and counseling than elementary and middle school campuses. The campus charter high schools, in particular, spent an average of \$6,505 per student on the functions tracked for this analysis. As with the elementary and middle schools, open-enrollment charter schools spent significantly more on salaries and benefits related to campus leadership than their traditional campus or campus charter school counterparts. While there are relatively few campus charter high schools (N=7), these schools have the most significant spending difference on instructional salaries and benefits, spending \$5,558 per student compared to \$4,545 for traditional campuses and \$3,635 for open-enrollment charter schools.

CHAPTER 6

THE SURVEY OF TRADITIONAL DISTRICT AND CHARTER SCHOOL PRINCIPALS

The 2006-07 evaluation differs from previous years in that it includes an online survey of principals of open-enrollment and campus charter schools as well as principals of traditional district schools that operate in the vicinity of both types of charter schools. Previous evaluations of open-enrollment charter schools included a survey of charter school directors—some of whom acted as campus principals—and a separate survey of traditional district representatives—most often a superintendent or a superintendent’s designee. The 2006-07 survey combines elements of prior years’ surveys of charter directors and district representatives and introduces some new questions that were not asked in previous years. The rationale for directing the survey to principals rather than charter school directors or district superintendents is that campus-level administrators are more likely to have first hand knowledge of specific program offerings as well as operational challenges in their schools. It is also likely that traditional district principals are more aware of charter schools operating in the area and the effects of charter schools on their schools’ operations than are district superintendents. Note that only 40% of traditional district superintendents responding to the 2005-06 survey knew of charter schools operating in the vicinity of their districts compared with 65% of the traditional district principals who responded to the 2006-07 survey (see Table 6.15).

METHODOLOGY

In November of 2007, an e-mail invitation to complete the survey was sent to the principals with active e-mail addresses of all campus and open-enrollment charter schools that operated during the 2006-07 school year. In addition, the survey was sent to the principals of 442 traditional district schools that operated in the vicinity of charter schools and served roughly the same grade levels as nearby charter schools. Principals without active e-mail addresses were faxed a link to the survey. Some open-enrollment charter school administrators served as the principals for multiple campuses. In some instances, these principals completed a separate survey for each campus they supervised. In other cases, principals of multiple campuses completed a single survey representing responses for all supervised schools. These variations account for differences in the total number of open-enrollment charter schools operating and those surveyed (332 versus 283). Principals were given one month to complete the survey, and principals who did not complete the survey within the specified period were provided with an extension and multiple reminders to complete the survey.

The survey asked all principals a common set of questions about school operations, educational programs, and disciplinary challenges, and then routed principals to specific sets of questions tailored to their school type. Traditional district principals answered questions about the effects of charter schools on traditional district students, finances, and operations. Open-enrollment and campus charter school principals answered questions about charter school facilities, student recruitment practices, and sources of assistance for school operations. A copy of the principals’ survey is included in Appendix B of this report.

For some analyses, the results for open-enrollment charter schools are disaggregated by schools rated under standard and alternative education accountability procedures. Although campus charter schools and traditional districts also may be characterized as alternative education campuses, the small number of such schools included for surveys risked making respondents' information personally identifiable.¹ Therefore, results for campus charter schools and traditional district schools are not disaggregated by accountability program.

Table 6.1 presents response rates by school type, and for open-enrollment charter schools, by accountability program. Overall, the principals' survey had a 68% response rate. Campus charter principals responded at the highest rate (73%) and principals of open-enrollment charter schools and traditional district schools responded at about the same rate (68%).

Table 6.1
Distribution of Survey Respondents, by School Type, 2006-07

School Type	Number of Principals Surveyed	Number of Respondents	Percentage of Directors Responding
All Open-enrollment Charter schools	283	191	67.5%
Standard AP	161	107	66.4%
Alternative Education AP	122	84	68.8%
Campus Charter schools	56	41	73.2%
Traditional Districts	442	299	67.6%
Total	781	531	67.9%

Source. Online Survey of Charter School and Traditional District Principals, 2007.

Note. AP means accountability procedures.

PRINCIPAL CHARACTERISTICS

Principals responded to survey items addressing their gender, ethnicity, and educational backgrounds. Table 6.2 presents information for principals of open-enrollment charter schools, disaggregated by standard and alternative education programs, and for campus charter schools and traditional district schools. Results indicate that campus charter school principals are more likely to be female (78%) than principals of other types of schools, and charter school principals are more likely to be from an ethnic minority, on average, than principals of traditional district schools. Principals of campus charter schools are substantially more likely to be Hispanic (44%) relative to the principals of open-enrollment charter schools (26%) and traditional district schools (28%).

There were few differences across school types in terms of the educational levels of principals. Most principals held at least a master's degree, and open-enrollment charter school principals working on standard accountability campuses were somewhat more likely to have obtained a Ph.D. (12% versus about 9% for other school types). In contrast, there was considerable variation in the proportion of principals who held mid-management certification by school type. Nearly all of traditional district principals (99%) held certification, compared with 78% of campus charter

¹ There were fewer than five survey respondents for both alternative education traditional district schools and alternative education campus charter schools.

school principals and 47% of open-enrollment principals. Notably, 74% of principals of alternative education open-enrollment charter schools had mid-management certification, which may reflect their greater experience working as administrators in traditional district schools (see Table 6.3).

Table 6.2
Characteristics of Principals, by School Type, 2006-07

Characteristic	Open-Enrollment Charter Schools			Campus Charter Schools N=41	Traditional District Schools N=299
	Alternative Education AP n=84	Standard AP n=107	All Open-Enrollment N=191		
Gender					
Male	52.4%	49.5%	50.8%	22.0%	45.5%
Female	47.6%	50.5%	49.2%	78.0%	54.5%
Race/Ethnicity					
Afr. American	16.7%	26.2%	22.0%	39.0%	18.4%
Hispanic	31.0%	22.4%	26.2%	43.9%	28.1%
White	48.8%	44.9%	46.6%	17.1%	52.2%
Other	3.5%	6.5%	5.2%	0.0%	1.3%
Highest Educational Level					
Fewer than 4 years college	0.0%	0.9%	0.5%	0.0%	0.0%
Bachelor's degree	9.5%	13.1%	11.5%	2.4%	0.0%
BA/BS and graduate courses	8.4%	10.3%	9.5%	2.4%	0.0%
Master's degree	72.6%	63.5%	67.5%	85.4%	91.0%
Doctorate	9.5%	12.2%	11.0%	9.8%	9.0%
Texas Mid Management Certification					
Yes	73.8 %	36.5%	47.1%	78.0%	98.6%
No	26.2%	63.5%	52.8%	22.0%	1.4%

Source. Online Survey of Charter School and Traditional District Principals, 2007.

Note. AP means accountability procedures.

Table 6.3 presents principals' responses to questions addressing their experience working as administrators and as teachers in a variety of educational settings. On average, the principals of campus charter schools reported the most overall experience—both as administrators (15 years) and as teachers (13 years). The principals of alternative education open-enrollment charter schools generally had more experience than their counterparts working in standard accountability charter programs, and more of this experience was gained working in traditional district schools. This finding is consistent with the results of prior years' surveys of open-enrollment charter school administrators and may explain the greater proportion of alternative education principals reporting mid-management certification in Table 6.2.

Table 6.3
Principals' Experience (Mean Years), by School Type, 2006-07

Experience	Open-Enrollment Charter Schools			Campus Charter Schools N=41	Traditional District Schools N=299
	Alternative Education AP n=84	Standard AP n=107	All Open-Enrollment N=191		
Administrator					
Public schools	8.4	3.7	5.8	11.6	8.3
Non-religious private	0.3	0.8	0.5	0.1	0.7
Religious private	0.2	0.5	0.4	0.4	0.3
Charter schools	4.2	5.4	4.9	2.6	0.2
Total years	13.1	10.5	11.6	14.8	8.3
Teacher					
Public schools	8.9	5.6	7.1	11.7	6.7
Non-religious private	0.2	1.3	0.8	0.4	1.0
Religious private	0.3	0.4	0.4	0.1	0.9
Charter schools	0.9	2.2	1.6	0.3	0.0
Total years	10.3	9.5	9.9	12.6	6.8

Source. Online Survey of Charter School and Traditional District Principals, 2007.

Note. AP means accountability procedures.

The survey also asked principals to report the average number of hours they worked each week and the number of work days included in their employment contract. There are few differences in principals' work weeks and years across school types. On average, traditional district principals had the longest work week (55 hours), while the principals of alternative education open-enrollment charter schools had the shortest work week (48 hours, on average). This result is somewhat surprising given that 56% of alternative education open-enrollment principals reported implementing extended school days and 37% said they had extended school weeks (see Table 6.5). Principals working in standard accountability open-enrollment charter schools reported the longest work year (225 days, on average), although these principals were the least likely to report implementing an extended school year program in Table 6.6. To some extent, the variations between the work weeks and years of charter school and traditional district principals may reflect differences in the levels of extra-curricular programming offered in the two types of schools. Few charter schools offer extra-curricular programs, such as athletics or band, to the same extent as traditional district schools, and it is likely that traditional district principals, particularly those in secondary programs, spend considerable time attending extra-curricular activities.

Table 6.4
Principals' Average Work Week and Year, by School Type, 2006-07

Average Work Week and Year	Open-Enrollment Charter Schools			Campus Charter Schools N=41	Traditional District Schools N=299
	Alternative Education AP n=84	Standard AP n=107	All Open-Enrollment N=191		
Hours per Week	47.8	54.2	51.4	53.5	55.0
Days per Year	220.5	225.2	223.2	212.5	218.9

Source. Online Survey of Charter School and Traditional District Principals, 2007.

Note. AP means accountability procedures.

EDUCATIONAL PROGRAMMING

A central premise of charter school legislation nationwide is that the increased autonomy granted to charter schools will spur new and creative educational approaches and that innovations in charter schools will provide models for traditional district schools seeking to improve their programs. The principals' survey attempts to assess the level of innovation present in charter schools' educational programs as well as the differences in programming across types of schooling by asking principals if their schools offered programs designed for specific student groups, the organizational strategies and the approaches to assessment implemented in their schools, as well as the instructional technology resources available to students.

Special Educational Programs

The survey asked principals to indicate if their school offered an instructional program designed to attract a specific student group (e.g., a magnet program or a program for students with a particular talent or cultural interest) and to describe the types of programs offered. As shown in Table 6.5, alternative education open-enrollment charter schools (69%) and campus charter schools (63%) were most likely to offer programs targeted to specific student groups, and about 40% of both standard accountability open-enrollment charter schools and traditional district schools reported offering such programs. Principals' most frequent responses describing their programs are discussed below.

Table 6.5
Percentage of Schools Offering a Program Designed to Attract a Specific Student Group, 2006-07

School Type	N	Educational Program is Designed to Attract a Specific Group of Students
All Open-Enrollment Charter Schools (N=191)	101	52.9%
Standard AP (n=107)	43	40.2%
Alternative Education AP (n=84)	58	69.1%
Campus Charter Schools (N=41)	26	63.4%
Traditional District Schools (N=299)	118	39.5%

Source. Online Survey of Charter School and Traditional District Principals, 2007.

Note. AP means accountability procedures.

Of the standard accountability open-enrollment principals who responded that they offered a special educational program, 43% said they offered a program designed to serve students at-risk of dropping out, 12% said they offered a college preparatory program, and another 12% offered a Montessori program. Not surprisingly, 70% of alternative education open-enrollment charter schools offered a program for at-risk students, and another 10% provided a variety of residential treatment services.

Campus charter schools were most likely to offer a program that emphasized the fine arts (34%), science and technology programs (11%), as well as programs designed to introduce students to business and career choices (11%). Thirty-one percent of traditional district schools offered programs for at-risk students, 15% offered magnet programs, and 12% offered programs emphasizing International Baccalaureate (IB), Advanced Placement (AP), or gifted and talented coursework.

Organizational Strategies

The survey also asked principals to respond to a list of organizational strategies frequently implemented in schools. Table 6.6 presents the percentage of principals who responded that each organizational strategy was implemented at their campus during the 2006-07 school year, sorted in terms of the most prevalent strategies used in traditional district schools.

Table 6.6
Organizational Strategies Implemented During the 2006-07 School Year, by School Type

Organizational Strategy ^a	Open-Enrollment Charter Schools			Campus Charter Schools N=41	Traditional District Schools N=299
	Alternative Education AP n=84	Standard AP n=107	All Open-Enrollment N=191		
Before/after school tutoring	90.4%	92.0%	91.3%	100.0%	93.0%
Student and teacher teams	56.3%	58.8%	57.7%	75.6%	65.8%
Multi-age grouping	84.6%	57.9%	69.9%	61.5%	61.4%
Extended-day schedule	55.8%	55.2%	55.5%	79.5%	50.5%
Extended-year schedule	66.7%	44.0%	53.7%	63.2%	46.5%
Credit thru flexible courses	69.6%	17.9%	41.4%	25.6%	40.2%
Block scheduling	28.8%	37.6%	33.5%	38.5%	36.5%
Extended-week schedule	37.2%	34.7%	35.8%	50.0%	21.9%

Source. Online Survey of Charter School and Traditional District Principals, 2007.

Note. AP means accountability procedures.

^a Not all principals responded to all items.

While there are some notable variations in the strategies implemented across school types, there are also some similarities that merit comment. In particular, 90% or more of principals in each category reported offering before or after school tutoring or enrichment programs, and roughly similar percentages of principals reported using block scheduling. In terms of differences, larger percentages of principals of campus charter schools reported using extended day (80%) and extended week (50%) schedules as well as student and teacher team arrangements (76%). Larger percentages of principals of alternative education open-enrollment charter schools reported

implementing extended year schedules (67%) and programs that offered flexible coursework, such as classes offered in morning, afternoon, or evening sessions (70%).

Assessment Methods

The survey also asked principals about the methods used to assess student performance. Table 6.7 presents principals responses sorted in terms of traditional district response rates. Generally speaking, there are few notable differences in the types of assessments used across schools. Campus charter schools are more likely than other types of schools to rely on project-based assessments (95%). Both campus charter schools and standard accountability open-enrollment charter schools are more likely to assess students through performance-based tests (85%), and traditional district schools are least likely to incorporate portfolios as a method of assessment (56%).

Table 6.7
Methods Used to Assess Student Performance, by School Type, 2006-07

Assessment ^a	Open-Enrollment Charter Schools			Campus Charter Schools N=41	Traditional District Schools N=299
	Alternative Education AP n=84	Standard AP n=107	All Open-Enrollment N=191		
Student writing samples	93.9%	93.2%	93.5%	97.5%	98.8%
Performance-based tests	82.5%	88.1%	85.6%	84.6%	94.0%
Student projects	82.9%	89.6%	86.7%	95.1%	88.2%
Tests from textbooks	79.7%	72.1%	75.4%	78.0%	78.8%
Student performances	70.0%	85.1%	78.4%	85.0%	78.0%
Criterion-referenced tests	63.7%	52.4%	57.4%	68.4%	63.6%
Norm-referenced tests	56.9%	72.5%	65.7%	71.7%	62.5%
Student portfolios	70.8%	68.9%	69.7%	75.0%	56.3%

Source. Online Survey of Charter School and Traditional District Principals, 2007.

Note. AP means accountability procedures.

^a Not all principals responded to all items.

Instructional Technology

Instructional technology is taking on an increasing role in education, and students' ability to access computers and the Internet are important indicators of the degree to which schools are integrating technology into their instructional programs. As presented in Table 6.8, principals' responses indicated that there are substantial variations in the technology resources available across school types.

Table 6.8
Availability of Instructional Technology in Charter Schools, by School Type, 2006-07

Technology	Open-Enrollment Charter Schools			Campus Charter Schools N=41	Traditional District Schools N=299
	Alternative Education AP n=84	Standard AP n=107	All Open-Enrollment N=191		
Computer lab in school	71.4%	80.4%	76.4%	92.6%	94.3%
Average number of lab computers	16.2	19.4	18.1	21.7	24.7
Classrooms with Internet access	92.5%	85.75	88.7%	90.9%	98.4%
Average number of classroom computers	7.0	3.1	4.8	3.5	4.2
Average class size ^a (students)	16.7	19.4	18.2	20.5	20.6

Source. Online Survey of Charter School and Traditional District Principals, 2007.

Note. AP means accountability procedures.

^aEight observations reporting class sizes of greater than 400 students were omitted from the computation of average class size.

Notably, traditional district schools and campus charter schools are more likely to have computer labs (94% and 93%, respectively) compared to open-enrollment charter schools (77%), and traditional district schools' and campus charter schools' computer labs are generally larger (25 and 22 computers, on average) relative to open-enrollment charter schools (18 computers). Ninety-eight percent of traditional district classrooms have Internet access compared with 91% of campus charter school classrooms and 88% of open-enrollment classrooms. Conversely, alternative education open-enrollment charter schools have more computers in the classroom (7, on average) than other types of schools. The concentration of computers in alternative education open-enrollment charter school classrooms is likely a reflection of computer-based, self-paced instructional programs frequently offered by this type of charter school.

CHARTER SCHOOL STUDENT ADMISSIONS TRENDS AND RECRUITMENT STRATEGIES

Charter School Enrollment Trends

To some extent, the effectiveness of charter school program offerings may be measured by the degree to which schools attract sufficient enrollment to fill all available slots. When oversubscribed, most charter schools use lottery-based or first-come, first-served approaches to selecting students. The survey asked charter school principals whether their schools were oversubscribed, and, if so, by how many students. Results presented in Table 6.9 indicate that few charter schools have more students seeking to enroll than the school is able to serve; however, there is considerable variation in the number students seeking slots in oversubscribed schools.

Table 6.9
Percentage of Oversubscribed Charter Schools and Average Number of Students Seeking Placement, by School Type, 2006-07

School Type	Oversubscribed	Average Number of Students Denied Slots
All Open-Enrollment Charter Schools (N=191)	10.5%	195
Standard AP (n=107)	13.8%	240
Alternative Education AP (n=84)	5.6%	36
Campus Charter Schools (N=41)	4.8%	67

Source. Online Survey of Charter School and Traditional District Principals, 2007.

Note. AP means accountability procedures.

Standard accountability open-enrollment charter schools were most likely to be oversubscribed (14%), and, on average, about 240 students were denied placement in these schools in 2006-07. About 5% of campus charter schools were oversubscribed, but substantially fewer students sought placement (67, on average). Only 6% of alternative education open-enrollment charter schools were oversubscribed, and an average of 36 students were denied placement in these schools.

Recruitment Strategies

As schools of choice, charter schools are not ensured an enrollment drawn from a local attendance area as are traditional district schools. Campus charter schools are required to give preference in admission to students who live within the school's district-defined attendance zone, but they also may admit students who live outside of the area. Campus charter school principals who responded to the 2006-07 survey indicated that 90% of their enrollments resided within schools' attendance zones.

Open-enrollment charter schools operate outside of traditional district structures and are not bound by attendance zones. The absence of attendance zones grants open-enrollment charter schools substantial freedom in attracting students who are interested in the schools' goals and mission, but requires that schools develop marketing and recruitment strategies designed to inform parents and students of charter school program offerings. Because a charter school's funding depends on the number of students it enrolls, if an open-enrollment charter school fails to attract students, it risks lacking sufficient revenue to operate.

Charter schools may use a variety of strategies to market their programs to parents and students. The 2006-07 survey asked charter school principals to indicate the percentage of their enrollments attracted by recruitment strategies, including advertising in broadcast media (i.e., television, radio); advertising in print media (i.e., newspapers, magazines); flyers, brochures, and posters; as well as community outreach activities (e.g., meetings with youth groups, community or parent organizations) In addition, some charter schools coordinate student recruitment with juvenile justice facilities and military recruitment entities. Traditional districts also may refer students to charter school programs and many parents and students learn about charter school programs through word of mouth.

Table 6.10 presents principals' responses sorted in terms of "All Open-Enrollment Charter schools." With the exception of the "Other" category for alternative education open-enrollment charter schools, parent and student *word of mouth* about charter school programs drew the largest proportion of enrollments across school types. Notably, alternative education open-enrollment charter schools and campus charter schools rely more heavily on *district referrals* for portions of their enrollments. Alternative education open-enrollment charter schools are also more likely to gain enrollment through *coordination with juvenile justice* facilities.

Table 6.10
Percentage of Charter School Enrollment Attracted by Recruitment Strategy, by Charter School Type, 2006-07

Recruitment Strategy	Open-Enrollment Charter Schools			Campus Charter Schools N=41
	Alternative Education AP n=84	Standard AP n=107	All Open-Enrollment Charter Schools N=191	
Word of mouth	47.3%	60.4%	55.7%	40.3%
Flyers, brochures, posters	21.5%	20.6%	20.9%	13.8%
Traditional district referral	19.9%	5.4%	11.9%	35.1%
Community outreach	12.1%	11.2%	11.5%	20.0%
Print advertising	8.9%	12.6%	11.4%	17.7%
Broadcast advertising	9.3%	9.4%	9.4%	13.0%
Coordination with juvenile justice	18.3%	0.4%	8.3%	0.0%
Coordination with military recruitment	1.9%	0.5%	1.1%	0.0%
Other strategy	55.9%	16.3%	41.4%	17.5%

Source. Online Survey of Charter School and Traditional District Principals, 2007.

Notes. AP means accountability procedures. Reported percentages are averaged across respondents and will not total to 100%. Not all principals responded to all items.

The survey also included an open-ended response in which principals could write in strategies not included on the list. Campus charter school principals reported they used their school marquee to promote their schools as well as school websites and orientations for parents and students. Open-enrollment charter school principals reported similar techniques, and 10 principals reported that they operated residential treatment programs to which students were assigned.

STUDENT DISCIPLINE AND BEHAVIOR

The survey included items asking principals to identify the extent to which various student discipline and behavior issues are problems in their schools. Principals rated the severity of eight items on a 4-point scale: *not a problem* (1), *minor problem* (2), *moderate problem* (3), or a *serious problem* (4). Figure 6.1a presents principals' responses with respect to less serious problems, including tardiness, absenteeism, cutting class, and showing disrespect for teachers, and Figure 6.1b presents responses for more serious issues, including physical conflicts, vandalism of school property, drug or alcohol abuse, and possession of weapons on school

grounds. Both present the percentage of principals by school type who reported each issue was a *minor*, *moderate*, and *severe* problem in their schools.

As presented in Figures 6.1a and 6.1b, with the exception of vandalism, which was a greater problem in campus charter schools, traditional district principals reported that all disciplinary issues posed greater problems. Across school types, principals perceived absenteeism and tardiness to be the greatest disciplinary problems, although most principals said these were *minor* problems. Nearly half (46%) of traditional district principals reported problems with students cutting class, and 12% said these were *moderate* to *severe* problems. Traditional district principals also reported notably greater problems with disrespect for teachers. Sixty-seven percent said they experienced such problems in their schools, and 17% reported the problems were either a *moderate* or *severe* problem.

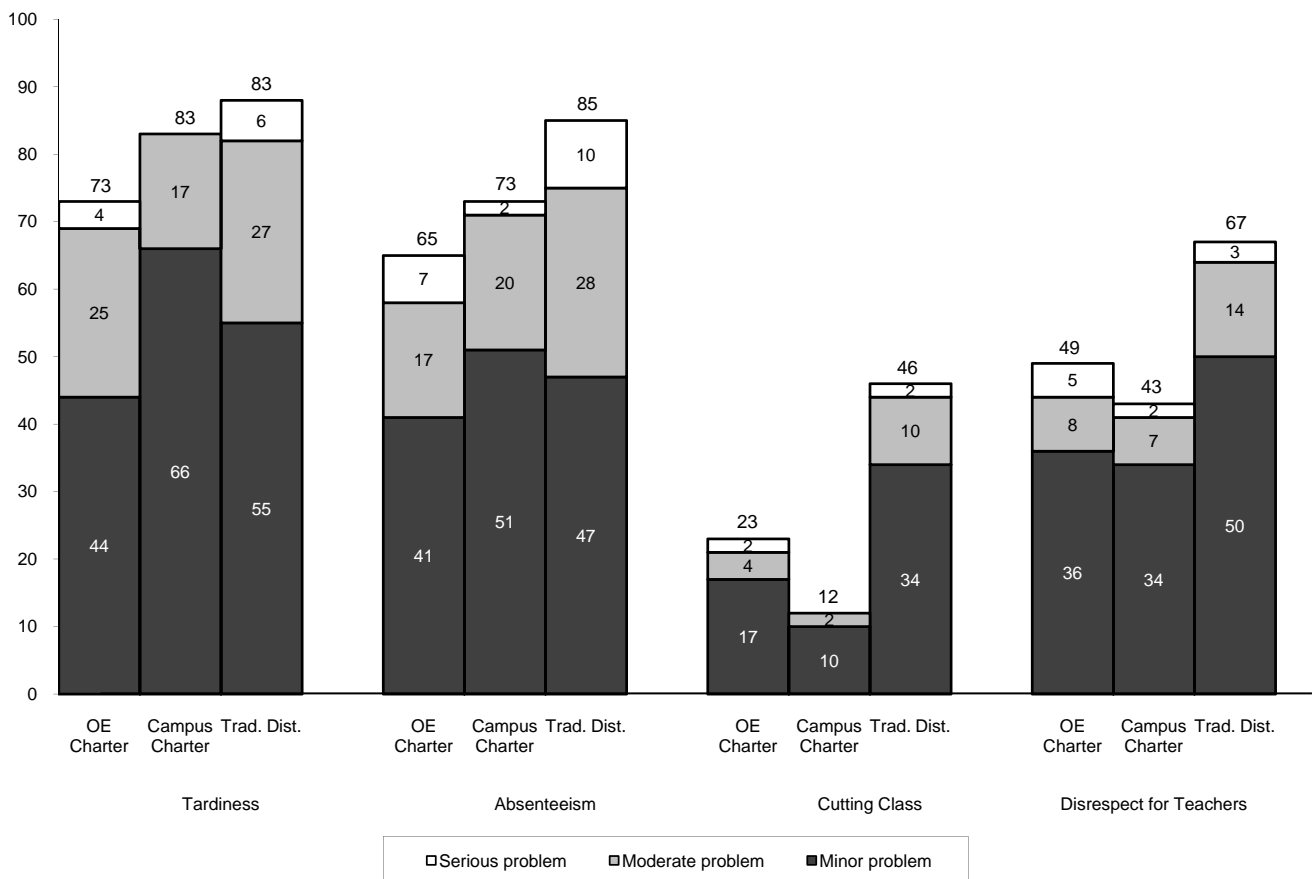


Figure 6.1a. Percentage of principals reporting discipline problems, 2006-07.

Proportionately more campus charter school principals reported problems with vandalism (54%), although most reported that vandalism was a minor issue on their campuses. Principals of traditional district schools reported substantially more difficulty with physical conflicts (67%), drug and alcohol abuse (52%), as well as possession of weapons (13%).

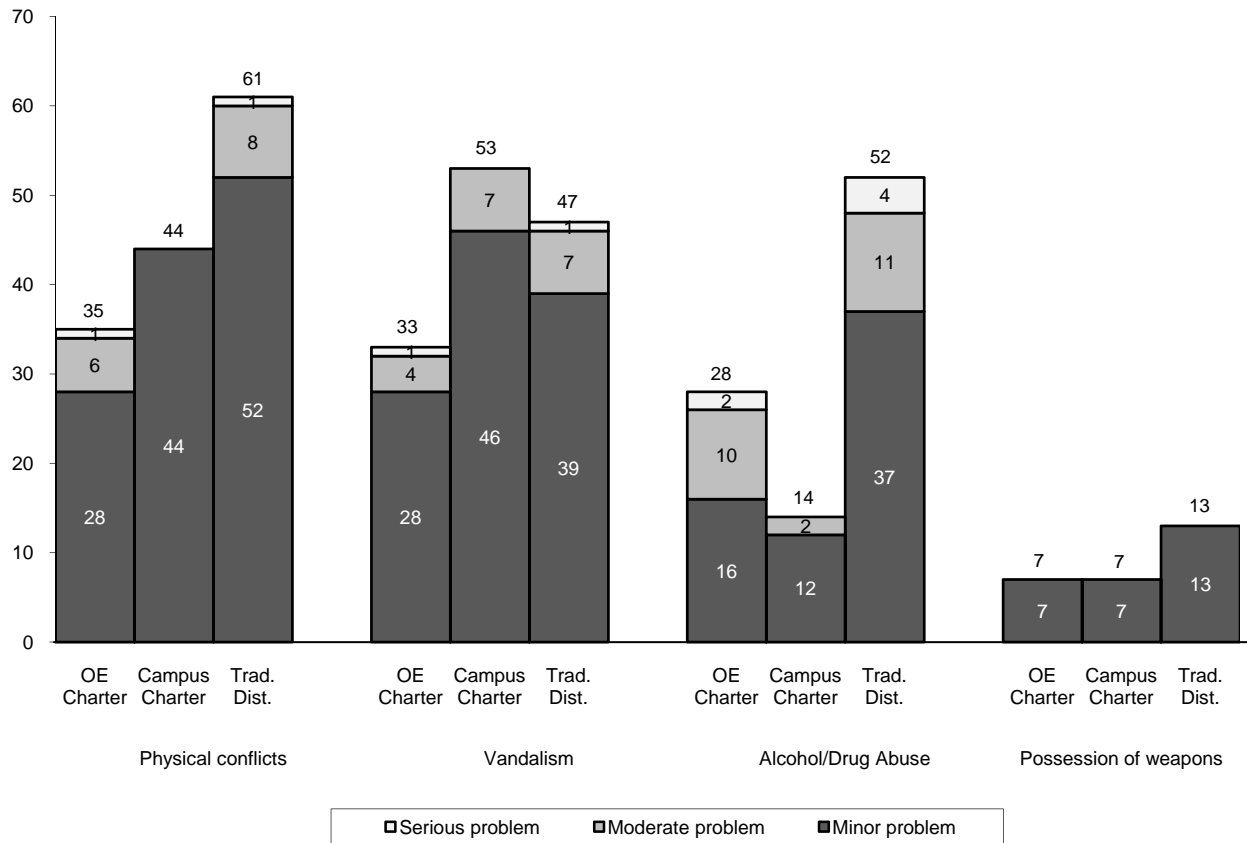


Figure 6.1b. Percentage of principals reporting discipline problems, 2006-07.

Because principals of open-enrollment charter schools rated under standard and alternative education accountability procedures may have different perceptions of the severity of disciplinary issues, Table 6.11 compares open-enrollment principals' mean, or average, ratings of student behavior problems by accountability system using a 4-point scale: *not a problem* (1), *minor problem* (2), *moderate problem* (3), or *serious problem* (4). Mean values were calculated for all open-enrollment principals and are rank ordered by the column "All Open-Enrollment Charter Schools." Mean values closer to 4 indicate that principals perceived these discipline problems to be more serious issues.

Table 6.11
Mean Severity of Student Behavior Problems in Open-Enrollment Charter Schools,
by Accountability System, 2006-07

Problem	Alternative Education AP n=84	Standard AP n=107	All Open-Enrollment Charter Schools N=191
Student tardiness	2.2	2.0	2.1
Student absenteeism	2.1	1.8	2.0
Disrespect for teachers	1.9	1.5	1.7
Cutting class	1.5	1.2	1.3
Physical conflicts among students	1.5	1.4	1.4
Vandalism of school property	1.5	1.3	1.4
Student drug or alcohol abuse	1.7	1.2	1.4
Student possession of weapons at school	1.1	1.0	1.1

Source. Online Survey of Charter School and Traditional District Principals, 2007.

Notes. 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.

Although open-enrollment principals indicated that each discipline issue is a somewhat more serious problem in alternative education programs, there are no large differences in principals' response patterns across school types.

GOVERNANCE AND MANAGEMENT

The governance and management structures of open-enrollment charter schools, campus charter schools, and traditional public schools differ in important ways. Open-enrollment charter schools are administered by governing boards that are responsible for the “management, operation, and accountability of the school” (TEC § 12.121). Within applicable law, however, open-enrollment charter schools may determine the number of board members, groups represented (e.g., community members, parents, teachers), method of member selection, and board responsibilities. Open-enrollment charter schools also have discretion in defining titles, roles, and responsibilities of school officers and staff. Therefore, the oversight of school operations is generally the shared responsibility of charter school administrators, teaching staff, and the school’s governing board.

Campus charter schools and traditional district schools remain the responsibility of the district’s governing board; however, management structures may vary based on the curricular autonomy granted to campus charter schools and because campus charter school conversions are rooted in the preferences of parents and teachers and do not require the consent of the school’s principal.

The following sections present information about the responsibilities of school staff and governing boards and the barriers to school operations across open-enrollment charter schools, campus charter schools, and traditional district schools as well as the types of operational support that open-enrollment and campus charter schools may receive.

Staff and Governing Board Responsibilities

To assess differences in the responsibilities of staff and governing boards across school types, the survey asked principals to identify the level of involvement of central administration, the campus principal, teachers, and the school or district governing board in school operations. For each position, principals rated the extent of involvement on a variety of school governance and management topics using a 4-point scale: *not at all* (1), *small extent* (2), *moderate extent* (3), or *large extent* (4). Table 6.12a presents mean involvement ratings by position and school type for matters related to school personnel, Table 6.12b presents results for instructional and curricular issues, and Table 6.12c presents results for common administrative tasks.

Table 6.12a
Mean Involvement in Personnel Matters, by Position and School Type, 2006-07

Area	Central Administration	Campus Principal	Teachers	Governing Board
Hiring administrators				
Open-enrollment charter school	3.6	2.7	1.8	2.5
Campus charter school	3.6	2.7	2.1	2.7
Traditional district school	3.6	3.2	2.3	2.2
Hiring teachers				
Open-enrollment charter school	2.8	3.8	2.5	1.7
Campus charter school	3.0	3.8	2.8	2.4
Traditional district school	2.4	3.9	3.0	1.8
Determining training priorities				
Open-enrollment charter school	3.3	3.6	2.9	1.7
Campus charter school	3.0	3.6	3.2	2.1
Traditional district school	3.4	3.6	2.9	1.9
Conducting teacher appraisal				
Open-enrollment charter school	2.6	3.9	1.7	1.4
Campus charter school	2.3	4.0	1.4	1.4
Traditional district school	1.8	4.0	1.5	1.2

Source. Online Survey of Charter School and Traditional District Principals, 2007.

Notes. 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 indicates the position with the greatest level of involvement for each responsibility.

While there are few differences in terms of overall responsibility for personnel matters, there are noteworthy differences in the levels of governing board involvement across school types. As shown in Table 6.12a, primary responsibility for the hiring of administrators falls to central administration, and campus level personnel matters, such as hiring and appraising teachers and identifying training goals, are the largely the purview of campus principals. Despite their increased autonomy, campus charter school principals reported higher levels of governing board involvement in the personnel matters than principals of traditional district schools. Teachers in campus charter schools had greater involvement in identifying professional development goals, and open-enrollment teachers were more involved in their appraisals.

Table 6.12b
Mean Involvement in Instructional and Curricular Issues, by Position and School Type, 2006-07

Area	Central Administration	Campus Principal	Teachers	Governing Board
Developing curriculum				
Open-enrollment charter school	3.2	3.4	3.2	1.5
Campus charter school	3.7	2.8	2.8	1.8
Traditional district school	3.6	3.0	3.2	1.7
Developing educational programs				
Open-enrollment charter school	3.2	3.5	3.2	1.7
Campus charter school	3.3	3.2	3.1	2.2
Traditional district school	3.4	3.5	3.0	1.8
Monitoring student performance				
Open-enrollment charter school	3.1	3.9	3.8	2.1
Campus charter school	3.0	3.9	4.0	2.4
Traditional district school	3.2	3.9	3.8	2.3
Maintaining focus on mission				
Open-enrollment charter school	3.3	3.8	3.5	2.9
Campus charter school	2.6	4.0	3.9	2.9
Traditional district school	2.8	3.9	3.5	2.3

Source. Online Survey of Charter School and Traditional District Principals, 2007.

Notes. 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 indicates the position with the greatest level of involvement for each responsibility.

Table 6.12b presents principals' responses for issues related to curriculum and instruction and reflects some rather surprising results. Campus charter school conversion is supposed to provide campus-level staff with greater autonomy with respect to curricular and instructional matters; however, the responses of campus charter school principals suggest they have less control over curricula and educational programming than their counterparts in traditional district schools. Campus charter school principals reported that central administrators hold more responsibility for developing curriculum and educational programs than principals or teachers. (Recall that the decision to convert to campus charter school status is often the result of teacher and parent interest in greater autonomy and does not require principal consent.) In fact, campus charter school principals felt they had less responsibility for these matters than principals of traditional district schools. However, campus charter school principals did indicate that teachers played a larger role in monitoring student performance and maintaining the school's mission than teachers in open-enrollment charter schools and traditional district schools. Similar to results for personnel matters, principals of campus charter schools reported the highest levels of governing board involvement across matters related to curriculum and instruction.

Table 6.12c
Mean Involvement in Administrative Tasks, by Position and School Type, 2006-07

Area	Central Administration	Campus Principal	Teachers	Governing Board
Developing/approving budget				
Open-enrollment charter school	3.7	3.0	1.8	3.3
Campus charter school	3.7	3.2	2.4	3.4
Traditional district school	3.6	3.5	2.4	1.9
PEIMS record keeping				
Open-enrollment charter school	3.7	3.3	1.9	1.4
Campus charter school	3.7	3.8	2.8	1.6
Traditional district school	3.6	3.5	2.4	1.6
Creating the school schedule				
Open-enrollment charter school	2.7	3.8	2.8	1.5
Campus charter school	2.5	3.7	3.3	1.9
Traditional district school	2.3	3.8	2.9	1.6
Setting school policies/procedures				
Open-enrollment charter school	3.5	3.4	2.7	3.0
Campus charter school	3.5	3.3	2.8	3.3
Traditional district school	3.4	3.7	2.9	2.9
Fundraising				
Open-enrollment charter school	2.5	2.8	2.4	2.0
Campus charter school	1.8	3.5	3.3	2.1
Traditional district school	1.6	3.2	3.0	1.5

Source. Online Survey of Charter School and Traditional District Principals, 2007.

Notes. 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 indicates the position with the greatest level of involvement for each responsibility.

Principals' responses for common administrative tasks are presented in Table 6.12c. Across school types, primary responsibility for developing budgets rests with central administration, and PEIMS reporting is largely a central administration function. Principals hold the greatest responsibility for setting school schedules and fundraising activities. Open-enrollment and campus charter school principals reported that school policies are generally set by central administration, while traditional district administrators indicated that they have greater control over this aspect of their schools. Campus charter school teachers are generally more involved in school administrative tasks than either open-enrollment or traditional district teachers, and consistent with previous results, the governing boards of campus charter schools have a larger role in administrative matters than those of other types of schools.

Barriers to School Operations

The survey also asked principals to rate the degree to which a list of common challenges created barriers to school operations. Principals using a 4-point scale: *not a barrier* (1), *small barrier* (2), *moderate barrier* (3), or *great barrier* (4). Figure 6.2a presents principals' responses across barriers related to accountability and reporting requirements, and Figure 6.2b presents responses to barriers related to common administrative issues. The figures present the percentage of principals who responded that challenges created *small*, *moderate*, or *great* barriers within their schools.

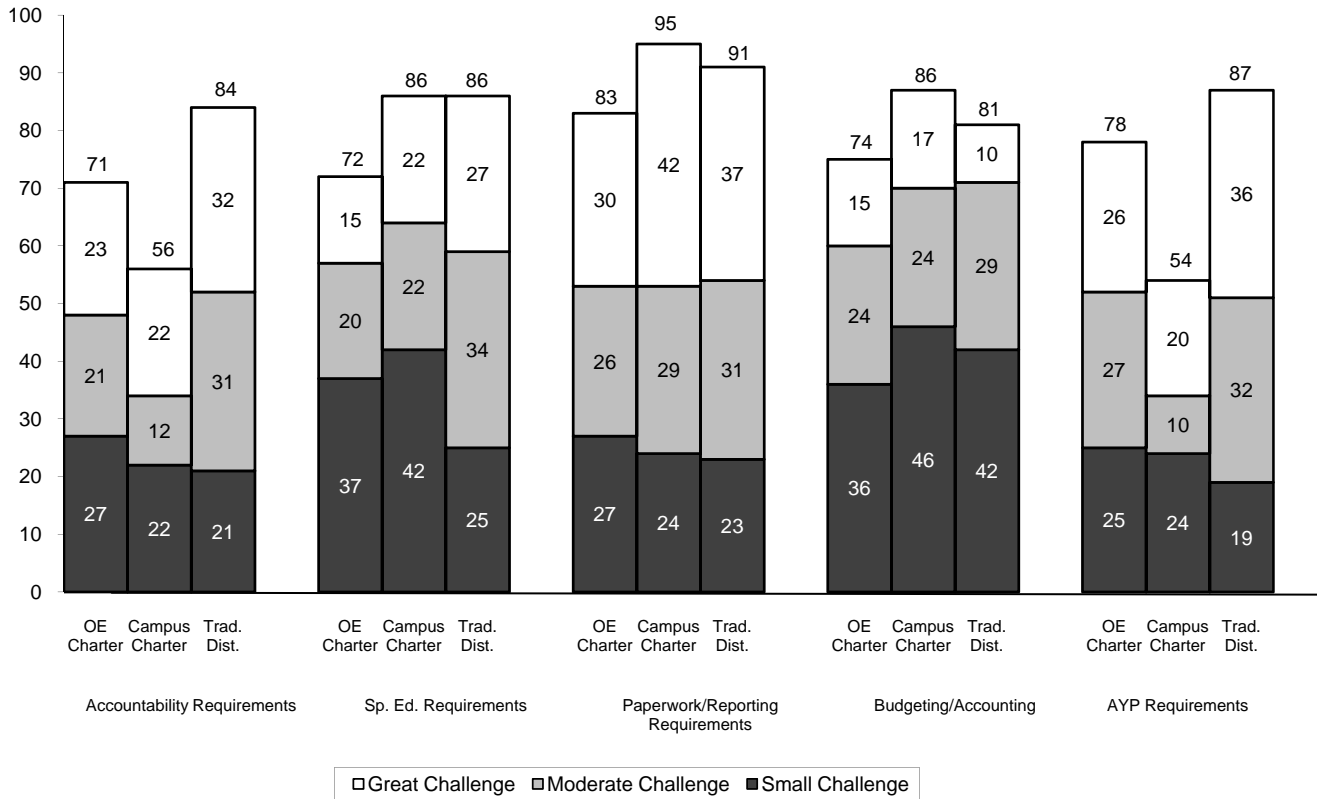


Figure 6.2a. Percentage of principals reporting barriers to operation (accountability and reporting issues), 2006-07.

Traditional district principals reported the greatest challenges in terms of accountability issues. Eighty-four percent of principals in traditional district schools reported barriers with respect to the state’s accountability requirements, and 63% said that these were either *moderate* or *great* challenges to school operation. Notably smaller percentages of campus charter school principals (56%) and open-enrollment principals (71%) reported challenges in this area. Traditional district principals also reported greater challenges in terms of meeting federal Adequate Yearly Progress (AYP) requirements. Eighty-seven percent of traditional district principals reported AYP challenges, and 68% indicated AYP was either a *moderate* or *great* challenge to operations. Somewhat smaller proportions of open-enrollment charter school principals reported challenges in terms of paperwork and reporting requirements, which is somewhat surprising given that some research has suggested that such charter schools are subject to greater reporting requirements than Texas’ traditional district schools (Mead & Rotherham, 2007)

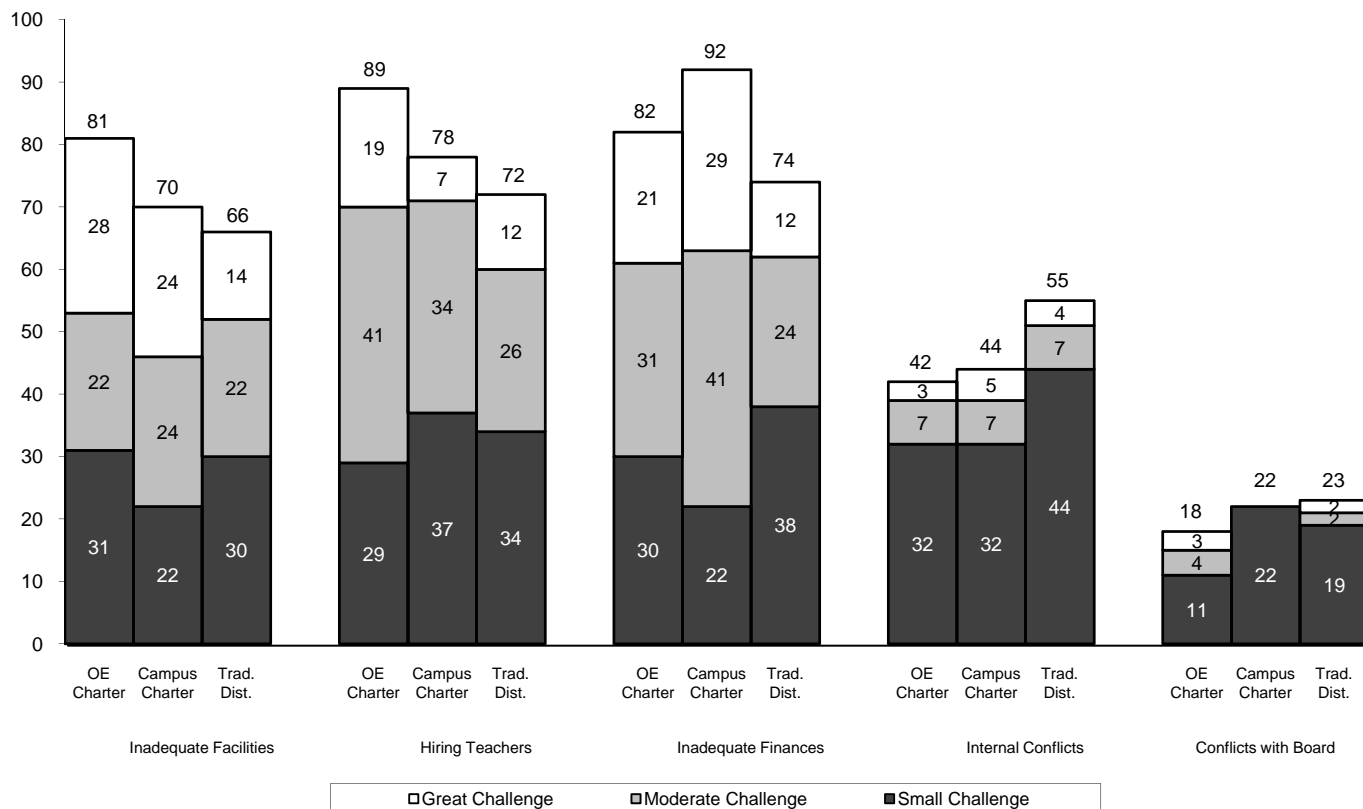


Figure 6.2b. Percentage of principals reporting barriers to operation (administrative issues), 2006-07.

As presented in Figure 6.2b, principals in open-enrollment charter schools reported the greatest barriers in terms of hiring teachers (89%) and securing adequate facilities (81%), while campus charter school principals reported the greatest challenges in terms of inadequate financing (92%). Traditional district principals reported greater challenges in terms of internal conflicts within the school (55%) and nominally greater difficulty in terms of their relationships with school boards (23%).

External sources of support for charter schools. Because many charter schools receive support for school operations from external sources, such as the Texas Education Agency (TEA), regional education service centers (ESC), charter school networks or assistance centers (e.g., Texas Resource Center for Charter Schools), management companies, business or community groups, and host school districts, the survey asked charter school principals to identify their sources of assistance for a variety of needs. Table 6.13 presents the sources of support by type of charter school.

Table 6.13
Sources and Types of Assistance Accessed by Charter Schools, by School Type, 2006-07

Type of Assistance	TEA	ESC	Charter Network/ Center	Mgt Company	Business/ Comm. Group	Local School District
Open-Enrollment Charter Schools (N=191)						
Technical assist/PEIMS	40.3%	62.8%	5.2%	4.2%	4.7%	5.2%
Professional development	28.8%	71.2%	21.5%	3.1%	9.4%	10.5%
Instruction/curriculum	34.0%	58.1%	18.3%	3.7%	3.7%	7.3%
Monetary	49.7%	10.5%	4.2%	2.1%	30.4%	3.7%
In-kind assistance	3.6%	10.0%	5.2%	2.6%	38.7%	9.4%
Technical assist/legal	35.6%	33.0%	20.4%	7.8%	15.2%	6.8%
Technical assist/business	29.3%	40.8%	16.8%	7.3%	15.2%	7.3%
Campus Charter Schools (N=56)						
Technical assist/PEIMS	0.0%	0.0%	0.0%	0.0%	0.0%	39.0%
Professional development	2.4%	4.9%	2.4%	0.0%	4.9%	39.0%
Instruction/curriculum	4.7%	0.0%	2.4%	0.0%	0.0%	36.6%
Monetary	14.6%	0.0%	2.4%	0.0%	0.0%	34.2%
In-kind assistance	0.0%	0.0%	0.0%	12.2%	7.3%	19.5%
Technical assist/legal	4.9%	0.0%	0.0%	12.2%	0.0%	36.6%
Technical assist/business	0.0%	0.0%	2.4%	12.2%	0.0%	36.6%

Source. Online Survey of Charter School and Traditional District Principals, 2007.

Notes. Texas Education Agency (TEA), Education Service Center (ESC), Charter Networks/Assistance Center, Management Company, Business or Community Group. Bold text denotes primary source of assistance by category

Not surprisingly, campus charter schools are more likely to rely on the local school district for all types of support, while open-enrollment charter schools are more likely to rely on education service centers (ESCs), the TEA, and business and community groups for assistance. Few campus charter school principals reported seeking any type of assistance from charter school network groups or ESCs; however, proportionately more campus charter schools sought support from educational management organizations for legal and business matters and in-kind assistance (12% across categories) than open-enrollment charter schools (8%, 7%, and 3%, respectively).

Charter school facilities. Recognizing that securing adequate facilities presents challenges for charter school operators, the survey asked charter school principals to indicate the source of school facilities for the 2006-07 school year. Table 6.14 presents principals' responses sorted by the "All Open-Enrollment Charter Schools" column response rates.

Table 6.14
Source of Charter School Facilities, by Charter School Type, 2006-07

Source of Facilities	Open-Enrollment Charter Schools			Campus Charter Schools N=41
	Alternative Education AP n=84	Standard AP n=107	All Open-Enrollment N=191	
Leased from a private source	29.6%	32.7%	31.4%	0.0%
Owned by charter school operator	21.1%	32.7%	27.9%	29.4%
Leased from a commercial source	29.6%	17.8%	22.7%	0.0%
Donated by a private source	2.8%	3.0%	2.8%	0.0%
Provided by local district at no cost	0.0%	2.0%	1.2%	58.8%
Leased from local district at market price	0.0%	2.0%	1.2%	0.0%
Other source	16.9%	9.8%	12.8%	11.8%

Source. Online Survey of Charter School and Traditional District Principals, 2007.

Note. AP means accountability procedures.

As illustrated in the table, there are great variations in the sources of charter school facilities. While most campus charter schools are located in facilities provided by their district at no cost (59%), open-enrollment charter schools are more likely to lease their facilities from a private source (31%), own the facility (28%), or lease from a commercial source (23%). Within open-enrollment charter schools, schools rated under standard accountability procedures were more likely to own their facilities than alternative education open-enrollment charter programs (32% versus 21%), and alternative education charter schools were more likely to lease their facilities from a commercial source (30% versus 18%). Responses for the “Other” category included residential treatment facilities provided by a hospital or facility for adjudicated youth, and charter schools located on college campuses.

THE EFFECTS OF CHARTER SCHOOLS ON TRADITIONAL DISTRICTS

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

To assess whether Texas charter schools have an effect on traditional district schools, the survey routed traditional district principals to a set of questions that asked about how charter schools may be affecting their schools’ operations, educational approaches, and students. First, we asked traditional district principals whether they were aware of charter schools operating in their area

and whether their school was experiencing increasing, stable, or decreasing enrollment. Overall, 65% of surveyed principals (187 individuals) were familiar with charter schools operating near their schools. As presented in Table 6.15, principals in schools with decreasing enrollments were most aware of charter schools (75%), followed by principals with increasing enrollment (65%). Principals of schools with stable enrollments were least aware of charter schools (59%).

Table 6.15
Awareness of Charter Schools, by Enrollment Trend, 2006-07

Enrollment Trend	N	Percentage of Principals Who Are Aware of Charter Schools in Their Area
Increasing enrollment	113	64.7%
Stable enrollment	125	59.2%
Decreasing enrollment	57	75.4%
All Principals	295	64.7%

Source. Online Survey of Charter School and Traditional District Principals, 2007.

Note. Four traditional district principals did not respond to this portion of the survey.

Because district principals who are unaware of charter schools operating in their neighborhoods are unable to comment on the effects of charter schools on district operations or practices, the following sections are restricted to the responses of the 187 principals who knew of charter schools operating near their schools.

The Influence of Charter Schools on Traditional District Operations and Educational Approaches

To assess the extent to which charter schools may be influencing the educational practices of traditional district schools, the survey asked the 187 traditional district principals who knew of charter schools in their vicinity to identify recent changes their schools may have made and to indicate the extent to which changes resulted from the presence of charter schools.

Table 6.16 presents traditional district principals' responses with respect to changes in school operations in 2006-07, and whether changes were caused by charter schools. While most principals did not attribute changes to charter schools, their responses indicate that charter schools are having an effect on traditional district practices. For example, largely as a result of charter schools, 40% of traditional district principals said they tracked students' movement between the two types of schools and 24% compared achievement outcomes with charter schools. Further, of the principals who expanded marketing efforts in 2006-07, 36% attributed the change to charter schools, and 16% of principals who increased their responsiveness to parents said they did this in response to competition from nearby charter programs.

Table 6.16
Changes to General School Operations, 2006-07

Changes to District Operations	Change Occurred		Charter School as Reason ^a	
	N	%	N	%
Increased communication with parents	147	78.6%	16	12.4%
Promoted parent involvement activities	141	75.4%	13	10.5%
Improved responsiveness to parent needs and concerns	138	73.8%	20	16.1%
Increased marketing to inform parents of district programs	105	56.2%	24	36.2%
Track students leaving for or returning from charter schools	75	40.1%	51	68.0%
Compare district student achievement with charter schools	45	24.1%	33	80.6%

Source. Online Survey of Charter School and Traditional District Principals, 2007.

^aCharter School as Reason is an aggregate measure (*Primary Reason + Contributing Reason*).

Table 6.17 presents the percentage of principals who indicated that their school changed educational approaches in 2006-07, and of those, the percentage who attributed the change to the presence of charter schools. Findings indicate that charter schools had a limited effect on the educational programs of most traditional district schools.

Table 6.17
Changes to Educational Approaches and Practices, 2006-07

Changes to Educational Approaches	Change Occurred		Charter School as Reason ^a	
	N	%	N	%
Developed new educational program(s)	124	66.3%	4	3.3%
Expanded current program(s)	121	64.7%	6	5.2%
Changed/expanded curricular offerings	100	53.5%	2	2.1%
Changed school organizational structure	51	27.3%	2	4.1%
Decreased class sizes	44	23.5%	5	12.8%
Instituted a school-within-school	38	20.3%	4	10.8%
Increased class sizes	26	13.9%	1	4.2%
Adopted practice(s) similar to charter school	5	2.7%	3	75.0%

Source. Online Survey of Charter School and Traditional District Principals, 2007.

^aCharter School as Reason is an aggregate measure (*Primary Reason + Contributing Reason*).

The survey also asked principals about teacher mobility between charter schools and traditional district schools. Only 7% of principals said that teachers left their campuses in order to work in charter schools. In contrast, 13% reported hiring a teacher who had previously worked in a charter school.

The Effect of Charter Schools on Traditional District Schools' Budget and Financial Operations

The survey also asked about the effects of charter schools on traditional district school finances. As presented in Table 6.18, most principals of traditional district schools did not feel any financial effects from charter schools (65%). Of those who reported effects, 15% said that enrollment shifts made it difficult to budget for staff, 10% downsized their teaching staffs, and 4% downsized their administrative staffs.

Table 6.18
Effects on Traditional District Schools’ Budget and Financial Operations, 2006-07

Effects	Percentage (N=187)
No effect on financial operations	64.7%
Changing enrollments made budget estimates for personnel difficult	15.0%
Campus had to downsize teaching staff	10.2%
Campus had to downsize administrative staff	3.7%

Source. Online Survey of Charter School and Traditional District Principals, 2007.

The survey also included space for principals to enter the estimated amounts of Average Daily Attendance (ADA) revenue and federal funding lost to charter schools. Although only 36 principals responded to this portion of the survey, their responses indicate that traditional district campuses generally cede greater amounts of funding in terms of ADA revenues (\$17,514, on average) than in federal monies (\$4,517, on average) to charter schools.²

The Effects of Charter Schools on Traditional District Students

The survey also asked traditional district principals about the effects of charter schools on their students, including whether students moved between charter schools and traditional district schools and whether district school staff advised students of charter school programs. Of the 187 principals who were aware of charter schools in their area, 66% said that students left their school in order to enroll in a charter school, and 79% said that students transferred to their school from a charter school. Table 6.19 presents the percentage of principals who said that their students are informed of charter school offerings and indicates that traditional district staff is most likely to advise at-risk students of charter school alternative education programs (18%).

Table 6.19
Effects of Charter Schools on District Students, 2006-07

Effects	Percentage (N=187)
At-risk students are informed about alternative learning programs in charter schools	18.2%
Teachers, counselors, and administrators inform students about charter school opportunities	12.3%
Students are informed about special charter school programs or practices ^a	10.7%

Source. Online Survey of Charter School and Traditional District Principals, 2007.

^a For example, Montessori, half-day program, flexible scheduling.

Traditional District Principals’ Perceptions of Charter Schools

All principals of traditional district schools (N=299) responded to a survey section that asked about their overall perceptions of charter schools. Their responses (summarized in Table 6.20) indicate that most principals have concerns about charter schools’ instructional quality (75%), grading standards (53%), and education of special needs students (49%). In addition, traditional

² Principals estimated the approximate amount of funding lost to charter schools in terms of aggregate funding, not per-pupil allocations.

district principals reported that charter schools provide alternatives for parents who are unhappy with traditional district programs (64%) and provide opportunities for students that traditional district schools have difficulty serving (32%). Notably, only 25% of traditional district principals regarded charter schools as competitors for student enrollment.

Table 6.20
Traditional District Principals' Perceptions of Charter Schools, 2006-07

Perception	Percentage (N=299)
Are concerned with the quality of instruction in charter schools	74.6%
Believe charter schools have provided alternatives for dissatisfied parents	63.9%
Are concerned with charter school grading standards	53.4%
Worry that special-needs students in charter schools may not get an appropriate education	49.2%
Regard increased mobility between district and charter schools as disruptive to education process	40.1%
Are concerned about the fiscal responsibility of charter schools	34.1%
Believe charter schools provide opportunities for students not appropriately served in district schools	32.4%
View charter schools as a challenge/competition	25.1%
View charter schools as providing more personalized instruction for students	15.1%
View charter schools as sources of good ideas	11.4%
Believe charter schools provide better parent involvement opportunities	5.0%

Source. Online Survey of Charter School and Traditional District Principals, 2007.

SUMMARY

In contrast to previous years' evaluations, which included surveys of open-enrollment charter school directors and traditional district superintendents, the 2006-07 evaluation surveyed both open-enrollment and campus charter school principals and principals of traditional district schools that operated in the vicinity of charter schools. The 2006-07 survey was directed to principals because it seems likely that principals have a greater knowledge of the specific educational programs offered in their schools as well as the challenges to school operations. It is also likely that traditional district principals are more aware of charter schools operating in their area and the effects of charter schools on school operations than are district superintendents.

The demographic and educational characteristics of responding principals varied across school types. The principals of campus charter schools were more likely to be female (78%) and from an ethnic minority (44% were Hispanic and 39% were African American) than the principals of open-enrollment charter schools and traditional district schools. Campus charter principals also were more likely to hold mid-management certification (78%) than their counterparts in open-enrollment charter schools (47%). In contrast, larger percentages of open-enrollment charter school principals and traditional district principals were White (47% and 52%, respectively). The principals of open-enrollment charter schools were least likely to hold mid-management certification (47%), although this percentage was notably higher for open-enrollment principals working in alternative education programs (74%). Principals of standard open-enrollment charter

schools were most likely to hold a Ph.D. (12% versus about 9% for other school types) and least likely to hold mid-management certification (37%).

In terms of the types of educational programs offered, principals of alternative education open-enrollment charter schools were most likely to report offering a program targeted to a specific student group (69%), and a majority of principals (70%) said their programs were designed for students at-risk of dropping out. Sixty-three percent of campus charter school principals said that their school was designed to attract a specific student group. However, these schools were more likely to offer programs emphasizing the fine arts (34%), science and technology programs (11%), or rigorous academic programs, such as AP or IB coursework (11%). Although a substantially smaller percentage of standard accountability open-enrollment charter school principals reported offering a targeted program (40%), of those that did, 43% said their program was for students at-risk of failure or of dropping out.

Charter schools were more likely than traditional district schools to offer programs that extend the time students spend in school. Eighty percent of campus charter school principals reported offering programs that incorporated an extended school day, 63% extended the school year, and 50% had an extended school week. Similarly, 67% of alternative education open-enrollment charter schools offered an extended year program. In contrast, only 51% of traditional district principals reported having an extended school day, 47% said they offered an extended year, and 22% offered an extended week program. Alternative education open-enrollment charter schools also were more likely to include multi-age grouping (85%) and credit through flexible coursework (70%).

Charter and traditional district schools also differed in the level of instructional technology resources available to students. While nearly all traditional district schools and campus charter schools (94% and 93%, respectively) had computer labs, only 76% of open-enrollment charter schools had labs. However, alternative accountability open-enrollment charter schools had a higher number of classroom computers available for students (7, on average) compared with other school types (3 to 4, on average).

Generally speaking, charter school principals reported receiving the largest proportion of their enrollment through parent and student word of mouth. Campus charter schools and alternative education open-enrollment charter schools reported receiving larger shares of their enrollments from traditional district referrals (35% and 20%, respectively) than standard accountability open-enrollment charter schools (5%). Alternative education open-enrollment programs also received about 18% of their enrollments, on average, from coordination with juvenile justice entities. In spite of recruitment efforts, few charter school principals reported being oversubscribed in 2006-07. Thirteen percent of standard accountability open-enrollment charter school principals said that their schools were oversubscribed compared with 6% of alternative education open-enrollment charter schools and 5% of campus charter schools.

Across school types, attendance problems such as absenteeism and tardiness posed the greatest challenges in terms of student discipline. Traditional district principals reported greater problems with disciplinary issues than campus charter schools or open-enrollment charter schools. In

particular, traditional district principals said that disrespect for teachers, physical conflicts, and drug and alcohol abuse were more serious problems in their schools.

In terms of governance and management of school operations, campus charter schools reported the greatest level of governing board involvement across categories related to personnel management, instructional and curricular issues, and general administrative tasks. This result is somewhat surprising given that the impetus for campus charter school conversion is the greater autonomy for school operations, particularly in the area of curriculum and instruction, granted to campus charter schools. Notably, campus charter school principals felt they had less control over developing their curriculum and their educational programs than principals of traditional district schools. In general, campus charter school principals perceived that central office administrators held greater responsibility for these aspects of schooling.

Principals' responses to questions about the barriers to school operations also varied by school type. Principals of traditional district schools were more likely to report challenges in terms of state and federal accountability requirements and conflicts within the school. Campus charter school principals felt that reporting requirements, budgeting responsibilities, and inadequate finances posed the greatest operational challenges. In contrast, the principals of open-enrollment charter schools were more likely to report that finding adequate facilities and hiring teachers were challenges. Campus charter school principals were more likely to seek support for operational challenges from their local school district, while open-enrollment charter schools were more reliant on ESCs, the TEA, and local business or community groups for assistance.

Few principals of traditional district schools operating in the vicinity of charter schools reported that charter schools were having an effect on their schools' operations. Those who did reported that they tracked students moving to and from charter schools and compared their student achievement outcomes to those of charter schools. In addition, some traditional district principals reported that they had increased their marketing efforts to parents in response to competition from charter schools.

Generally speaking, traditional district principals expressed negative perceptions of charter schools. Seventy-five percent were concerned with the instructional quality of charter school programs, 54% were concerned about charter schools' grading standards, and 40% said that student mobility between charter schools and traditional district schools was an issue. In terms of more positive perceptions, 64% of traditional district principals said that charter schools offered an option for dissatisfied parents, and 33% felt that charter schools provided opportunities for students who may not be well served by traditional district programs.

CHAPTER 7

SURVEY OF PARENTS

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

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

This chapter presents similar findings drawn from a survey of more than 200 parents of students enrolled in campus charter schools in Texas. The survey includes a comparison sample composed of more than 200 parents who lived in geographic proximity to a Texas campus charter school but whose children attended a traditional campus in the same school district. Surveys were conducted by telephone in the fall of 2007, and parents were asked about their experiences for the 2006-07 school year. The script for the parent survey is included in Appendix B of this report and includes questions addressing school satisfaction, the factors that influence school choice, parents' education, income, and involvement in school activities. Although the parent survey is not a new feature of the charter school evaluation, this is the first time parents of students in campus charter schools have been surveyed.

METHODOLOGY

Survey Procedures

Survey instrumentation. Comparable to past parent surveys, researchers developed protocols for telephone surveys of campus charter school parents and a comparison group of traditional public school parents (see Appendix B). Questionnaire items were developed by the Texas Center for Educational Research and its research partners and used in previous charter school evaluations, most recently in 2006 in the evaluation of open-enrollment charter schools. In most cases, the two surveys included parallel items to allow comparisons between parent groups. Items on both surveys addressed parent demographic characteristics, satisfaction with the child's school, parent participation in school activities, and the assignment of a grade (A to F) to the current school. In some instances, items were tailored to reflect parents' unique relationships with schools (campus charter school or traditional campus). For example, campus charter school

parents responded to items on the factors important in choosing a charter school, and perceptions of the school their child previously attended. In contrast, traditional campus parents identified reasons for keeping their children in traditional public schools.

Survey procedures. The *Survey of Campus Charter School and Traditional School Parents* was administered by telephone to a random sample of parents whose children attended campus charter schools during the 2006-07 school year. The survey was also administered to a random sample of parents whose children attended a traditional campus within the same school district and in geographic proximity to the campus charter school during the same school year.

Researchers selected a random sample of approximately 50% of campus charter schools in operation during the 2006-07 school year. This resulted in 30 campus charter schools in four independent school districts, including four campus charter schools offering an alternative education program. For each campus charter school, researchers identified a traditional campus within the same school district that (1) was geographically nearby the campus charter school, (2) included the same grade levels as the campus charter school, and (3) had the same type of instructional program – regular instruction or alternative instruction. If a campus charter school included grade levels that spanned more than one level, then two or more traditional campuses were identified as matches for the campus charter school. For example, if a campus charter school enrolled students in Grades 1 through 10, researchers would identify a traditional campus elementary school, traditional middle school, and traditional high school that were in geographic proximity to the campus charter school.

Surveys were administered by interviewers at DataSource, a national data collection firm specializing in survey and market research, using computer-assisted telephone interviewing (CATI) technology. Questionnaire items were translated into Spanish for Spanish-speaking parents and the complete survey translation was edited for accuracy prior to the survey administration. The telephone survey was administered to a random sample of 218 campus charter school parents, and 218 traditional campus parents. There were very few respondents from alternative education campuses in the final sample. Therefore data for regular and alternative instructional programs has been reported together.

For comparison purposes, this chapter includes data from the 2006 survey of a random sample of parents whose children were enrolled in open-enrollment charter schools during the 2005-06 school year. To be consistent with the data reported for 2007, unweighted data from the 2006 survey of open-enrollment charter school parents are used for comparison.¹

¹ The *Texas Open-Enrollment Charter Schools 2005-06 Evaluation* reports weighted data for the 2006 parent survey.

Characteristics of the Students of Parent Respondents

Table 7.1 presents the demographic profile for students of campus charter school respondents and students of parents in the traditional group, as well as students of open-enrollment charter school respondents from the 2005-06 survey.

The overwhelming majority of students of both charter school and traditional campus parents were minority group members. For campus charter school respondents, a majority of their students were Hispanic (79%), and 13% were African American. Traditional campus and open-enrollment charter school respondents were somewhat more likely to represent White students than campus charter school respondents (18% and 26%, respectively). In addition, students of traditional campus and open-enrollment charter school respondents were less likely to be economically disadvantaged than students of campus charter school parents.

Table 7.1
Demographic Characteristics of Students of Parent Survey Respondents

	2005-06	2006-07	2006-07
	Open-Enrollment Charter Schools	Campus Charter Schools	Traditional Campuses
Ethnicity	(N=217)	(N=218)	(N=218)
African American	17.8%	13.3%	9.2%
Hispanic	54.3%	78.9%	68.3%
White	26.0%	5.5%	17.9%
Other	1.8%	2.3%	4.6%
Economically Disadvantaged	(N=192)	(N=218)	(N=218)
	61.5%	82.6%	66.1%

Sources: Survey of Campus Charter School and Traditional District Parents, 2007; Survey of Open-Enrollment Charter School and Traditional District Parents, 2006; PEIMS data provided by school districts.

PARENT CHARACTERISTICS

Income level. As Table 7.2 indicates, almost half of the campus charter school respondents reported an annual income of \$25,000 or more. A slightly larger proportion of both traditional campus and open-enrollment parent respondents reported income above \$25,000. In the highest income category - \$50,000 or higher, there were fewer campus charter school respondents (19%) than traditional campus (29%) or open-enrollment charter respondents (26%).

Education level. Approximately 15% of the campus charter school respondents were college graduates or had completed coursework or degrees beyond this level. Slightly greater proportions of both traditional campus and open-enrollment charter school parents had attained at least a college degree (28% and 25%, respectively).

Home language. Slightly more than half of both campus charter school and traditional campus parents reported they primarily spoke English at home (see Table 7.2). In contrast, more than three-fourths of open-enrollment charter school parents reported English as the primary language spoken at home.

Table 7.2
Income Level and Educational Achievement of Parent Samples

Socioeconomic Indicator	2005-06	2006-07	2006-07
	Open-Enrollment Charter Schools	Campus Charter Schools	Traditional Campuses
Annual Income Level	(N=198)	(N=188)	(N=172)
Less than \$10,000	14.6%	18.1%	13.4%
\$10,000–14,999	8.1%	12.8%	14.0%
\$15,000–24, 999	19.2%	20.2%	16.3%
\$25,000–34, 999	16.2%	22.3%	19.8%
\$35,000–49, 999	15.7%	8.0%	8.1%
\$50,000 or more	26.3%	18.6%	28.5%
Education Level	(N=217)	(N=216)	(N=216)
Less than high school	21.7%	32.9%	39.4%
Completed high school	21.7%	26.4%	18.5%
Less than 4 years college	31.8%	25.9%	14.4%
College graduate	18.9%	11.1%	18.1%
Graduate courses, no degree	1.4%	0.5%	1.9%
Graduate or professional degree	4.6%	3.2%	7.9%
English as Primary Home Language	(N=218)	(N=218)	(N=217)
	79.8%	52.3%	58.1%

Sources: Survey of Campus Charter School and Traditional District Parents, 2007; Survey of Open-Enrollment Charter School and Traditional District Parents, 2006.

Note. Sample sizes differ because some respondents did not provide data for all items.

HOW PARENTS FIND OUT ABOUT CHARTER SCHOOLS

The kinds of informational sources parents use to select charter schools may affect their choices; thus, it is important to determine how parents learned about the charter schools they chose for their children, and whether different kinds of parents use different informational sources. Interestingly, campus charter school parents and open-enrollment charter school parents appear to rely to the same degree on each of the various sources of charter school information (Table 7.3). About three-fourths of both campus and open-enrollment charter school parents reported they used information from parents with children at the school, while somewhat more than half considered the charter school’s accountability rating and the academic performance of the charter school’s students. These data are consistent with recent national research indicating the most important source of information for charter school selection is parents or friends with children in the charter school (Teske & Reichardt, 2006).

Table 7.3
Charter School Parents' Use of Informational Sources in School Selection

School Information Source	2005-06	2006-07
	Open-Enrollment Charter Schools	Campus Charter Schools
Information from parents with children at this school	73.4%	72.7%
Academic performance of students at this school	56.9%	60.6%
The school's accountability rating	58.1%	60.6%
Written brochures or descriptions of this school	49.3%	45.0%
Information from the school's website	28.0%	27.5%

Sources: Survey of Campus Charter School and Traditional District Parents, 2007; Survey of Open-Enrollment Charter School and Traditional District Parents, 2006.

Notes. Charter school respondents were asked to indicate whether or not they used each type of information in their decision to send their child to the charter school. Sample sizes were 216 to 218 for the campus charter school sample, and 215 to 218 for the 2005-06 open-enrollment charter school sample. Sample sizes differ because some respondents did not provide data for all items.

Results from the 2006-07 principal survey (see Table 6.10 in Chapter 6) suggest that providing various sources of charter school information sought by parents is an important aspect of recruiting students for charter schools. Consistent with parents' reliance on information from other parents with children at the charter school, principals reported that 40% of campus charter students and 56% of open-enrollment charter students are recruited through word of mouth. Fourteen percent of campus charter students and 21% of open-enrollment charter school students are recruited through brochures and other written descriptions of the school.²

FACTORS AFFECTING SCHOOL CHOICE

Parents of campus charter school students answered a series of questions about the factors that were important in the decision to enroll their child in the school the child attended in 2006-07. Similar to parents of campus charter school students, traditional campus parents were asked a series of questions addressing the factors that were important in their decision to keep their child in the current school. Parents were read a list of factors; they responded using a 4-point scale including *not important*, *somewhat important*, *important*, and *very important* to indicate the relative importance of the factor in their school choice decision.

The most important factors for both campus charter school and traditional campus parents included: good teachers, the school's educational program, the academic reputation of the school, and convenient location. More than 90% of parents rated these four factors as important in school selection (Table 7.4). Three additional factors – reputation of administrators or staff at the school, and the teaching of moral values, and the school's ability to effectively serve the child's specific educational needs (such as special education, dyslexia, dropout recovery) – were

² Differences in the proportion of students recruited through a particular strategy are likely due to campus charter schools relying on traditional district referrals to a greater extent than open-enrollment charter schools. In fact, campus charter school principals reported that 35% of their students were recruited through traditional district referral, while open-enrollment charter school principals reported that only 12% of their students were recruited through this strategy.

important to a large majority of both groups of parents. However, slightly more campus charter school parents than traditional parents felt these were important factors.

Overall, the responses of campus charter school parents appear more similar to traditional parents than to open-enrollment charter school parents. Noteworthy differences include several factors that were considerably more important to campus charter school and traditional parents than to open-enrollment charter school parents: recommendations from the child’s previous school, convenient location, dissatisfaction with the child’s previous school, and the child’s poor performance at the previous school. In addition, small school size was less important for both campus charter school and traditional parents than for open-enrollment charter school parents.

Table 7.4
Parents Perceptions of School Selection Factors: Parents Rating Factors as Important or Very Important

School Factor	2005-06	2006-07	2006-07
	Open-Enrollment Charter Schools ^b	Campus Charter Schools ^b	Traditional Campuses ^c
Good teachers	96.4%	96.8%	94.4%
Educational program	92.2%	96.8%	93.4%
Reputation of administrators or staff	87.9%	94.5%	88.9%
Academic reputation of school	88.5%	92.6%	91.2%
Teaching of moral values	87.1%	92.2%	86.8%
Convenient location	67.6%	91.7%	90.4%
School’s approach to discipline	87.5%	90.3%	85.6%
School’s ability to serve specific education needs ^a	89.0%	87.2%	84.4%
Recommendations from previous school	50.2%	83.0%	79.7%
District assignment	---	81.6%	86.4%
Child’s poor performance at previous school	62.4%	81.2%	80.8%
Dissatisfaction with previous school	58.7%	80.1%	83.0%
Recommendations from family or friend	69.7%	78.7%	71.1%
Small school size	83.4%	70.7%	63.3%

Sources: Survey of Campus Charter School and Traditional District Parents, 2007; Survey of Open-Enrollment Charter School and Traditional District Parents, 2006.

Notes. Sample sizes varied from 176 to 218 for the campus charter school sample, from 162 to 218 for the traditional sample, and from 197 to 219 for the 2005-06 open-enrollment charter school sample. Sample sizes vary because some respondents did not provide data for all items. Percentages include parents who consider factors as *important* or *very important*. ^a Specific needs such as special education, dyslexia, dropout recovery. ^b Charter school parents were asked how important each factor was in the decision to choose their child’s current school. ^c Parents at traditional public schools were asked how important each factors was in the decision to keep their child in the current school.

PARENT SATISFACTION WITH SCHOOL ATTRIBUTES

To gauge their level of satisfaction, parents were read a list of statements about their child’s school. They responded on a 4-point scale to indicate their agreement about each statement as *strongly disagree*, *disagree*, *agree*, or *strongly agree*. With few exceptions, three-quarters or more of each parent respondent group were satisfied with the various aspects of their child’s school. Table 7.5 shows that 90% or more of campus charter school parents were satisfied with (a) the school’s high expectations and standards, (b) the teachers and school leaders being

accountable for student achievement, (c) the school’s basic educational program, (d) the instruction, (e) being regularly informed about their child’s academic performance, and (f) the school having an acceptable rate of staff turnover. High proportions of traditional campus parents also were satisfied with these school attributes as well as extracurricular activities and enriched programming. Open-enrollment charter school parents were satisfied with their child’s school characteristics, however, at slightly lower rates than the campus charter school and traditional campus parents.

There were notable differences among the parent groups. Campus charter school and traditional campus parents were more satisfied with the rate of staff turnover, the enriched program, and sufficient financial resources than were open-enrollment charter school parents. Open-enrollment parents were much more satisfied with small class sizes than were the campus charter school and traditional campus parents. Because campus charter schools and traditional campuses utilize facilities and other resources provided by their traditional district, they may be more likely to have stronger financial resources, and thus broader enrichment programs and other offerings than open-enrollment charter schools.

Table 7.5
Parent Satisfaction with School Attributes: Parent Agreement with Statements about Their Child’s School

Statement About School	2005-06	2006-07	2006-07
	Open-Enrollment Charter Schools	Campus Charter Schools	Traditional Campuses
High expectations and standards	89.7%	95.8%	87.7%
Teachers and school leaders accountable for achievement	89.0%	93.9%	89.3%
Satisfied with basic educational program	85.3%	93.0%	90.7%
Satisfied with instruction	88.4%	92.7%	90.2%
Regularly keeps me informed of child’s academic performance	89.0%	92.7%	87.5%
Acceptable rate of staff turnover	78.6%	92.0%	89.6%
Child receives sufficient individual attention	83.8%	89.4%	78.9%
Satisfied with enriched program	74.5%	88.7%	91.8%
TAKS/TAAS scores have improved	81.7%	87.8%	---
Satisfied with extracurricular activities	76.1%	87.5%	93.0%
Provides adequate support services	76.0%	87.1%	88.1%
Satisfied with buildings and grounds	77.1%	86.7%	84.3%
Emphasis on education over TAAS or TAKS	81.8%	86.3%	83.0%
Sufficient financial resources	70.3%	86.0%	79.0%
Childs grades have improved	84.2%	85.7%	---
Meets child’s needs not previously addressed	77.4%	83.7%	---
Small class sizes	92.7%	76.5%	66.2%

Sources: Survey of Campus Charter School and Traditional District Parents, 2007; Survey of Open-Enrollment Charter School and Traditional District Parents, 2006.

Note. Sample sizes varied from 172 to 218 for the campus charter school sample, from 163 to 218 for the traditional sample, and from 164 to 219 for the 2005-06 open-enrollment charter school sample. Sample sizes vary because some respondents did not provide data for all items. Percentages include parents who *agree* or *strongly agree* with statements describing school attributes.

Parent Overall Satisfaction with Current and Previous Schools

Satisfaction with current school. Campus charter school parents and parents of students attending traditional campuses rated their overall satisfaction with their child’s current school using grades from *A* to *F*, as displayed in Table 7.6. An overwhelming majority of campus charter school parents (90%) assigned their child’s school an *A* or *B* grade. Consistent with recent national research findings (NCES, 2006), campus charter school parents were slightly more likely than traditional campus parents to give an above average grade to their child’s current school (90% versus 83%). Interestingly, campus charter school parents were also more likely than open-enrollment charter school parents to assign an above average grade to the school (90% versus 85%).

Table 7.6
Grades Assigned by Parents to Their Children’s Current Schools

Grade	2005-06	2006-07	2006-07
	Open-Enrollment Charter Schools (N=217)	Campus Charter Schools (N=218)	Traditional Campuses (N=213)
A	49.8%	58.3%	47.4%
B	34.1%	31.2%	35.7%
C	10.6%	6.4%	12.2%
D	2.8%	3.2%	1.9%
F	2.8%	0.9%	2.8%

Sources: Survey of Campus Charter School and Traditional District Parents, 2007; Survey of Open-Enrollment Charter School and Traditional District Parents, 2006.

Satisfaction with previous school. Campus charter school and open-enrollment charter school parents were asked what type of school their child attended prior to the current charter school. As Table 7.7 indicates, more than half of both campus and open-enrollment charter school parents reported that their child attended a traditional public school prior to attending the current charter school. Campus charter school parents were slightly more likely than open-enrollment charter school parents to report that their child attended a traditional public school before the current school (64% versus 59%). About one-third of both campus and open-enrollment charter school parents reported that their child did not attend school prior to enrolling in the current school. The survey data suggest that these students are enrolled in the early grades.

Table 7.7
Type of School Child Attended Prior to Current Charter School

Type of School	2005-06	2006-07
	Open-Enrollment Charter Schools (N=216)	Campus Charter Schools (N=198)
Traditional public school	58.8%	63.6%
Private school	5.1%	1.5%
Another charter school	4.2%	3.0%
Home schooled	0.9%	0.5%
Did not attend school	31.0%	31.3%

Sources: Survey of Campus Charter School and Traditional District Parents, 2007; Survey of Open-Enrollment Charter School and Traditional District Parents, 2006.

Table 7.8 indicates that campus charter school parents were more approving than open-enrollment charter school parents of the previous school. Specifically, 77% of campus charter school parents gave their child’s previous school a grade of A or B, while 44% of open-enrollment charter school parents gave the previous school an above average grade. At the same time, campus charter school parents were more likely to give an above average grade to their child’s current school than previous school (90% versus 77%). This pattern was also observed for open-enrollment charter school parents, with 85% assigning an A or B to the child’s current school, and 44% assigning an above average grade to the previous school.

Table 7.8
Grades Assigned by Charter school Parents to Child’s Previous School

Grade	2005-06	2006-07
	Open-Enrollment Charter Schools (N=143)	Campus Charter Schools (N=128)
A	18.2%	46.1%
B	25.9%	31.3%
C	30.8%	14.8%
D	11.9%	4.7%
F	13.3%	3.1%

Sources: Survey of Campus Charter School and Traditional District Parents, 2007 Survey of Open-Enrollment Charter School and Traditional District Parents, 2006

PARENT PARTICIPATION IN SCHOOLS

Parent participation in current school activities. More than 90% of campus charter school parents reported that they assisted or monitored their child’s homework and attended parent-teacher conferences. In addition, 89% of campus charter school parents communicated with staff either in writing or on the telephone. More than three-fourths of campus charter school parents (a) read with their child at home, (b) tutored their child with materials or instruction provided by the teacher, (c) visited or observed in their child’s classroom, (d) signed a contract regarding participation in the child’s education, or (e) helped their child with college plans and course choices to support those plans (Table 7.9).

Traditional campus parents also reported participating in the same activities at a high rate, however, the proportion of traditional parents participating in the top eight activities typically was smaller than the proportion of campus charter school parents. The difference between the two parent groups was most notable for reading with their child at home. Campus charter school parents participated at a much higher rate than traditional parents (85% versus 72%). While a large majority of open-enrollment parents participated in activities at their child’s school, their participation was lower than both traditional campus parents and parents of campus charter school students. In several areas the differences were quite large. Specifically, campus charter school parents were considerably more likely than open-enrollment charter school parents to participate in tutoring their child at home (85% versus 68%), signing a contract regarding participation in their child’s education (76% versus 61%), helping their child with college plans and course choices to support those plans (76% versus 58%).

While parents in all groups were less likely to attend PTO (parent teacher organization) meetings and school board meetings compared to other school related activities, campus charter school parents participated in these activities at higher rates than open-enrollment charter school parents. Specifically, 63% of campus charter school parents and 46% of open-enrollment charter school parents reported attending PTO meetings; 42% of campus charter school parents and 28% of open-enrollment charter school parents reported attending school board meetings.

Table 7.9
Parents Participating in Activities at Their Child’s Current School

Activity at Current School	2005-06	2006-07	2006-07
	Open-Enrollment Charter Schools	Campus Charter Schools	Traditional Campuses
Assisted or monitored child’s homework	88.4%	94.9%	89.4%
Attended parent/teacher conferences	84.3%	91.2%	83.9%
Communicated with staff (in writing, on phone)	87.6%	89.4%	83.9%
Read with child at home	76.0%	85.2%	72.4%
Tutored child at home using materials or instructions provided by teacher	68.1%	85.1%	77.4%
Visited or observed child’s classroom	77.9%	79.6%	71.8%
Signed contract about participation in child’s education	61.4%	75.7%	68.1%
Helped child with college plans and course choices to support plans	58.0%	75.6%	76.1%
Attended PTO meetings	46.3%	63.4%	63.8%
Helped with fundraising	58.5%	61.4%	59.9%
Volunteered for activities	52.5%	44.0%	48.2%
Attended school board meeting	27.6%	41.7%	34.6%
Helped make educational program or curricular decisions	19.8%	20.7%	18.6%
Served as board member or on school-related committee	8.3%	11.2%	8.3%

Sources: Survey of Campus Charter School and Traditional District Parents, 2007 Survey of Open-Enrollment Charter School and Traditional District Parents, 2006

Notes. Sample sizes varied from 210 to 216 for the campus charter school sample, from 210 to 218 for the traditional sample, and from 207 to 217 for the 2005-06 open-enrollment charter school sample. Sample sizes vary because some respondents did not provide data for all items. Percentage includes parents who indicated they had participated in the activity.

Parent participation in previous school-related activities. Table 7.10 reports the participation rates of charter school parents at their child’s previous schools. Overall, campus charter school parents participated at higher rates in all the school-related activities listed at their child’s previous school than did open-enrollment charter school parents. More than 90% of campus charter school parents reported assisting with or monitoring homework, attending parent-teacher conferences, communicating with staff, and reading with their child at home. More than 85% reported tutoring their child at home and visiting or observing in the classroom. While open-enrollment charter school parents participated at high rates in most of these areas, no previous school-related activity obtained a participation rate as high as 90%. The greatest differences in participation for campus charter and open-enrollment charter parents were in the following activities: signing a contract for participation in child’s education (73% versus 48%), attending

PTO meetings (70% versus 51%), tutoring their child at home (89% versus 71%), and reading with their child at home (92% versus 77%).

Inspection of the participation rates for current and previous schools reveals that campus charter school parents were slightly more likely to participate in most of the activities at their child’s previous school than current school. Interestingly, campus charter school parents were *much less* likely to participate in two activities at their child’s current school compared to the previous school – fundraising efforts (61% versus 74%) and volunteering to help with school activities (53% versus 63%). Similarly, open-enrollment charter school parents were slightly more likely to participate in activities at their child’s previous school than current school. However, there was one notable difference: campus charter school parents were much more likely to have signed a contract about participation in their child’s education at the current school than the previous school (73% versus 48%).

Table 7.10
Charter School Parents Participating in Activities at Their Child’s Previous School

Activity at Previous School	2005-06	2006-07
	Open-Enrollment Charter Schools	Campus Charter Schools
Assisted or monitored child’s homework	88.8%	94.6%
Attended parent/teacher conferences	89.6%	94.7%
Communicated with staff (in writing, on phone)	84.0%	91.6%
Read with child at home	77.1%	91.6%
Tutored child at home using materials or instructions provided by teacher	70.8%	88.5%
Visited or observed child’s classroom	79.2%	87.0%
Signed contract about participation in child’s education	48.2%	72.7%
Helped child with college plans and course choices to support plans	56.7%	72.3%
Attended PTO meetings	51.4%	70.0%
Helped with fundraising	63.2%	74.0%
Volunteered for activities	52.8%	63.4%
Attended school board meeting	31.3%	36.6%
Helped make curricular decisions	19.4%	29.5%
Served as board member or on school-related committee	7.6%	13.8%

Sources: Survey of Campus Charter School and Traditional District Parents, 2007 Survey of Open-Enrollment Charter School and Traditional District Parents, 2006.

Notes. Sample sizes varied from 128 to 131 for the campus charter school sample, and from 137 to 144 for the 2005-06 open-enrollment charter school sample. Sample sizes vary because some respondents did not provide data for all items. Responses represent parents whose children attended a public, private, or charter school the previous year, and who indicated they had participated in the activity.

SUMMARY

Students of campus charter school parent and traditional campus parents were predominantly minority group members (94% and 82%, respectively). Students of open-enrollment charter school parents were also predominantly minority group members, however, the proportion was smaller (74%). Hispanic students comprised the greatest proportion of students represented by parent respondents.

Campus charter school parents reported lower incomes compared to traditional campus and open-enrollment charter school parents. In addition, they were less well-educated than the other parent groups surveyed, with a smaller proportion having completed a college degree or coursework beyond this level. Open-enrollment charter school parents were more likely to report English as their home language than campus charter school and traditional campus parents (80% versus 52% and 58%, respectively).

Almost three-fourths of both campus charter school and traditional campus parents reported relying on information about the charter school from parents of students enrolled in the school. These data are consistent with results of the 2006-07 principal survey indicating that a sizable proportion of charter school students are recruited by word of mouth. In selecting a school for their child, many parents also considered the academic performance of students at the charter school, the schools accountability rating, and information from charter school brochures.

Almost all of the campus charter school parents, and an overwhelming majority of traditional campus parents, felt that the following factors were important in selecting a charter school for their child: good teachers, the school's educational program, the reputation of school administrators or staff, the academic reputation of the school, the teaching of moral values, convenient location, and the school's approach to discipline. Except for convenient location, these same factors were also important for a large majority of open-enrollment parents. Interestingly, concerns with their child's previous school were much less important for open-enrollment charter school parents than for campus charter school or traditional campus parents.

In general, three-quarters or more of parents surveyed were satisfied with the educational, administrative, and other aspects of their child's school. Campus charter school parents appeared to be slightly more satisfied than traditional campus parents, and more satisfied than open-enrollment charter school parents. Notable exceptions included traditional parents reporting greater satisfaction with extracurricular activities, and open-enrollment charter school parents reporting greater satisfaction with small class sizes.

An overwhelming majority of campus charter school parents were satisfied with their child's current school. Approximately 90% of campus charter school parents gave their child's current school a grade of A or B. A large proportion of traditional campus parents and open-enrollment charter school parents also gave above average grades to their child's current school. In addition, a greater proportion of campus charter school parents than open-enrollment parents gave their child's previous school an above average grade.

Almost all (about 90% or more) campus charter school parents reported assisting or monitoring their child's homework, attending parent-teacher conferences, and communicating with staff either in writing or by telephone. In addition, three-fourths of campus charter school parents read with their child, tutored their child at home, visited or observed in their child's classroom, signed a contract to participate in their child's education, or helped their child with college plans and courses needed to support those plans. While traditional campus parents were very likely to participate in these same activities, they did so at slightly lower rates than campus charter school parents. Similarly, open-enrollment charter school parents were likely to participate in activities at their child's school but at lower rates than campus charter school parents.

Parents of students in campus charter schools appear to have more in common with parents of students in nearby traditional campuses, which are traditional campuses in the same school district as the campus charter school. However, campus charter school parents are somewhat more likely than traditional campus parents to perceive various school selection factors as important, to be satisfied with their child's school, and to participate in activities at their child's school. Similarly, traditional campus parents are more likely than open-enrollment charter school parents to report satisfaction or participation in their child's school. Part of the commonalities between campus charter school and traditional campus parents may be explained by the access to resources and economies of scale that come from campus charter schools and traditional campuses being a part of a traditional public school district in Texas. Differences between the campus charter school parents and the traditional campus and open-enrollment charter school parents may be attributable to parent emphasis on the value of education for their children, combined with the convenient location of their child's school. This affords parents greater opportunities for involvement in school-related activities and thus greater satisfaction with their child's school.

CHAPTER 8

SURVEY OF CAMPUS CHARTER SCHOOL STUDENTS

The inclusion of campus charter schools in the 2006-07 evaluation provided the first opportunity for Texas Center for Educational Research (TCER) researchers to conduct a survey of students attending campus charter schools. Previous evaluations have included a survey of open-enrollment charter school students in Grades 6 through 12, and in order to ensure comparable responses across the two types of schooling, campus charter school students in Grades 6 through 12 responded to identical survey items. In contrast to open-enrollment charter schools, which tend to have larger proportions of students at the pre-kindergarten and middle school levels, campus charter school enrollments tend to be concentrated in the elementary school Grades 1 through 5. In order not to lose the perspectives of campus charter school elementary students, the 2006-07 evaluation includes a separate, shorter survey of campus charter school students in Grades 4 and 5. Copies of the 2006-07 surveys of campus charter school students may be found in Appendix B of this report.

The surveys were designed to understand students' experiences in campus charter schools, including their reasons for choosing campus charter schools, the types of educational opportunities provided by campus charter schools, whether campus charter schools are meeting students' needs and interests, and the factors that affect students' satisfaction with their schooling. For students in Grades 6 through 12, the survey included items addressing postsecondary plans.

METHODOLOGY

In October of 2007, paper and pencil surveys and survey instructions were mailed to each of the 51 campus charter schools that enrolled students in Grades 4 through 12 during the 2006-07 school year. Schools were provided with postage paid UPS envelopes in which to return completed surveys. Schools were given six weeks to complete the surveys, and schools that did not complete the survey by the specified deadline were provided an additional month and multiple reminders to complete the survey. Of the 51 surveyed schools, 33 returned completed surveys for a response rate of 65% (Table 8.1). Three of the 33 campuses participating in the survey were alternative education campuses, one of which served Grades 6 through 8 and the other two served Grades 9 through 12.

Table 8.1
Participation by Campus Counts and Grades Served¹

Category	Grades PK-2	Grades 4-5	Grades 6-12	Total
All Campus Charter schools	5	14	37	56
Targeted for student survey	0	14	37	51
Campuses submitting responses	---	10	23	33
Campus Charter School Response rate	---	71.4%	62.2%	64.7%

Sources: Survey of Campus Charter School Students, 2007; and 2007 TEA AEIS Reports.

The 33 schools that returned surveys enrolled 63% of the students in Grades 4 through 12 who attended a campus charter school during the 2006-07 school year. Respondent campus charter schools returned 1,068 surveys for students in Grades 4 and 5, which represents 44% of all campus charter school students at these grade levels. For Grades 6 through 12, respondent campus charter schools returned 4,001 surveys, representing 40% of all campus charter school students enrolled in middle and high school grades.

To the extent possible, the responses for campus charter school students enrolled in Grades 6 through 12 are presented alongside results from a similar survey of open-enrollment charter school surveys conducted in 2004-05. For each set of surveys, data are disaggregated by students enrolled in charter schools rated under standard and alternative education accountability procedures. The presentation of parallel results allows comparison of responses across each type of schooling. Because the 2004-05 survey of open-enrollment charter schools was not administered to students in Grades 4 and 5, there are no comparison data for this set of campus charter school student responses.

Characteristics of Survey Respondents in Grades 6 through 12

Table 8.2 presents the demographic characteristics of survey respondents by charter school type and accountability system. The demographic composition of campus charter school survey respondents varies somewhat from the overall characteristics of campus charter school students presented in Chapter 4 of this report (see Table 4.5). In particular, Hispanic and White students are overrepresented, while African American students are underrepresented. This disparity is a function of uneven response rates for the 2006-07 student survey.

Survey respondents' race and gender differed across school types. Notably larger proportions of Hispanic students responded to campus charter school surveys relative to open-enrollment respondents (72% versus 46%), and open-enrollment charter school respondents were more likely to be African American and White (28 and 22% respectively, versus 8 and 14% for campus charter schools). Relative to the demographic composition of the campus charter schools operating in 2006-07, African American students were underrepresented while Hispanic students were overrepresented in the survey responses. Perhaps most notable is the percentage of students who are male and over the age of 18 in alternative education campus charter schools (73% and 67%, respectively).

¹ The grade ranges listed in Table 8.1 have been selected to best match the student survey analysis and are not necessarily inclusive of the full grade span served by the campuses.

Table 8.2
Student Characteristics by Charter School Type, Grades 6 through 12

	Alternative AP		Standard AP		All Respondents	
	Open-Enrollment Charter School 2004-05 n=2,725	Campus Charter School 2006-07 n=235	Open-Enrollment Schools 2004-05 n=1,032	Campus Charter Schools 2006-07 n=3,766	Open-Enrollment Charter Schools 2004-05 N=3,758	Campus Charter Schools 2006-07 N=4,001
Race/Ethnicity						
African American	21.1%	22.6%	44.3%	7.0%	27.5%	7.8%
Hispanic	51.9%	69.2%	30.1%	73.3%	45.9%	72.1%
White	22.7%	4.3%	19.2%	14.3%	21.8%	13.5%
Other	4.3%	3.8%	6.4%	5.4%	4.8%	5.2%
Gender						
Male	51.7%	73.0%	48.3%	48.9%	50.9%	50.1%
Female	48.3%	27.0%	51.7%	51.1%	49.1%	49.6%
Age						
12 or under	9.4%	8.6%	30.3%	39.8%	15.1%	38.0%
13 to 17	71.6%	24.1%	58.0%	51.4%	67.9%	49.8%
18 or over	19.0%	67.2%	11.8%	8.8%	17.0%	12.2%

Sources: Survey of Campus Charter School Students, 2007; 2007 TEA AEIS Reports; and Open-Enrollment Charter Schools Evaluation Report, Year 10 (<http://www.tea.state.tx.us/opge/progeval/charterschools/index.html> or www.tcer.org)

Note. AP means accountability procedures.

PREVIOUS SCHOOL EXPERIENCE

Most campus charter school students (over 80%) previously attended a public school (see Table 8.3). Open-enrollment students, on the other hand, were slightly more likely to have been home-schooled compared to their campus charter school peers. Students at alternative campus charter schools were more likely to have attended a private school prior to attending their current charter school. At both types of charter schools, students in alternative education programs were slightly more likely to report that they did not attend school before attending their current charter school.

Table 8.3
School Attended Before Charter School

School Type	Open-Enrollment Charter Schools 2004-05		Campus Charter Schools 2006-07	
	Alternative AP N=2,725	Standard AP N=1,032	Alternative AP N=230	Standard AP N=3,730
Public	85.9%	83.5%	84.3%	91.0%
Private school	4.1%	6.4%	9.1%	3.5%
Home schooled	2.6%	2.9%	0.4%	0.5%
Did not attend school	2.0%	0.6%	3.0%	0.7%
Other	5.5%	6.6%	3.0%	4.3%

Sources: Survey of Campus Charter School Students, 2007; 2007 TEA AEIS Reports; and Open-Enrollment Charter Schools Evaluation Report, Year 10 (<http://www.tea.state.tx.us/opge/progeval/charterschools/index.html> or www.tcer.org).

Note. AP means accountability procedures.

FACTORS INFLUENCING SCHOOL CHOICE

Students provided a variety of explanations for the decision to enroll in a charter school. The survey asked students to rate the importance of 12 factors using a 4-point scale: *not important* (1), *somewhat important* (2), *important* (3), or *very important* (4). Factors included:

- Parent persuasion/Parents think charter school is better
- More attention from teachers at the charter school/previous teachers did not help enough
- Better teachers at the charter school
- Classes at the charter school fit students' needs better
- Students were bothered by troublemakers at previous school
- Fewer student-to-student conflicts than at previous school (asked in years six, seven, and eight only)
- Friends attend the charter school
- Charter school is in a better location
- Student was in trouble at their previous school²

Table 8.4 presents students average responses across response categories. Values closer to 4 indicate that the factor was more important in the enrollment decision. Results indicate campus charter school students thought high-quality teachers, parent perceptions, and the opportunity to take classes that fit their needs are the most important factors in choosing a school. Generally speaking, there are few notable differences in responses across schools rated under different accountability procedures. However, while students from both types of campuses ranked school and class size and getting into trouble at their previous schools as the least influential factors in their decision-making, respondents from alternative accountability campuses weighted these factors somewhat more heavily than their counterparts in standard accountability campuses

² This question was not included on the 2004-05 survey of open-enrollment charter school students.

Table 8.4
Reasons Students (Grades 6 through 12) and their Families Chose a Charter School, as Mean of Respondents

	Alternative AP N=223	Standard AP N=3,716
There are good teachers at this school.	3.0	3.1
My parents think this school is better for me.	3.2	3.0
This school offers special classes in a subject that I enjoy.	2.6	2.6
This school has fewer conflicts between students.	2.4	2.4
My friends are attending this school	2.1	2.4
I wanted more challenging classes.	2.6	2.2
Teachers at my previous school did not help me enough.	2.4	2.2
This school is close to my home.	2.3	2.2
I was not getting good grades at my previous school.	2.6	2.0
This school has small classes.	2.3	2.0
This school is smaller.	2.3	1.9
I got into trouble at my previous school.	2.1	1.8

Source: Survey of Campus Charter School Students, 2007; and 2007 TEA AEIS Reports.

Notes. Mean rating based on a 4-point scale: *not important* (1), *somewhat important* (2), *important* (3), *very important* (4). AP means accountability procedures.

Comparisons by Accountability Rating

Students’ survey responses also were disaggregated by campus accountability ratings. Campuses were organized into two groups—those receiving higher-performing ratings (3 exemplary and 11 recognized campuses), and those receiving acceptable ratings (9 campuses). No campus charter school serving Grades 6 through 12 was rated academically unacceptable in 2006-07.

Across accountability ratings, students reported teacher quality and parental opinion as the two 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 students in less highly rated schools. Additionally, students attending highly rated schools were less likely to report that poor grades influenced their school choice. Instead, these students said that their desire for special classes in a subject they enjoy played a more important role in their choice. Interestingly, students at academically acceptable campuses ranked their pursuit of more challenging classes and special class offerings more highly than students at exemplary or recognized campuses.

SATISFACTION WITH CHARTER SCHOOLS

The survey also gauged students’ satisfaction with their respective charter schools. Students were asked to think about their current school and rate it across a variety of statements (e.g., “I feel safe at this school”) on a 4-point scale: *strongly disagree* (1), *disagree* (2), *agree* (3), or *strongly agree* (4). As summarized in Table 8.5, survey results indicate minor differences between open-enrollment and campus charter schools, as well as between alternative and standard campuses within each charter school type.

Across school types, students agreed that they worked hard to earn the grades they received, and their teachers helped them understand concepts and encouraged them to think about their futures. However, students in alternative education open-enrollment and campus charter schools had somewhat lower average ratings than students in standard accountability schools. The lower mean ratings in alternative schools suggest that these students were slightly less satisfied with their schools.

Campus charter school students assigned marginally higher ratings across 12 of the 14 categories than did 2004-05's open-enrollment students. The higher campus charter school ratings suggest that these students are more satisfied with their schools. However, because the surveys were administered in different years, it is not possible to know if open-enrollment charter school students' responses may have changed by 2006-07.

Table 8.5
Mean Ratings of Statements about Current School by Accountability Plan

	Open-Enrollment Charter Schools 2004-05		Campus Charter Schools 2006-07	
	Alternative AP N=2,725	Standard AP N=1,032	Alternative AP N=208	Standard AP N=3,702
I work hard to earn my grades.	3.2	3.2	3.2	3.2
Teachers help me understand things.	3.0	3.2	3.2	3.2
Teachers encourage thinking about my future.	3.1	3.1	3.2	3.2
This school is a good choice for me.	3.0	3.0	3.2	3.3
Most teachers know me by name.	3.2	3.3	3.1	3.3
I feel safe at this school.	2.8	2.9	3.0	3.0
I get a lot of individual attention.	2.8	2.8	3.0	2.8
I learn more at this school.	2.8	3.0	2.9	3.1
I wish there were more courses.	2.7	2.9	2.9	3.0
Computer available in my classroom.	2.6	2.6	2.9	2.7
Students are interested in learning.	2.5	2.4	2.8	2.7
Other students help me learn.	2.4	2.5	2.6	2.7
More homework at this school.	1.9	2.5	2.6	2.7
Enough extracurricular activities.	2.1	2.3	2.6	2.6

Sources: Survey of Campus Charter School Students 2007; 2007 TEA AEIS Reports; and Open-Enrollment Charter Schools Evaluation Report, Year 10 (<http://www.tea.state.tx.us/opge/progeval/charterschools/index.html> or www.tcer.org).

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

Overall Satisfaction

Overall, students reported high levels of satisfaction with their respective campus charter schools. At both standard and alternative education campuses, for example, over 85% of respondents reported being either *Satisfied* or *Very Satisfied* with their school, although the distribution across these categories differs. While 48% of the respondents from alternative campuses indicated they felt *Very Satisfied* with their schools, for instance, only 35% of students at standard campuses reported being *Very Satisfied* with their school. Interestingly, respondents

from alternative campuses were also more likely to report dissatisfaction (15%) compared to standard campuses (9%). Note that this item was not present on the 2004-05 survey of open-enrollment charter school students.

Table 8.6
Students' Satisfaction with their Campus Charter School

	Alternative AP N=232	Standard AP N=3,740
Very Satisfied	48.7%	35.2%
Satisfied	36.6%	56.1%
Not Satisfied	14.7%	8.7%

Source: Survey of Campus Charter School Students, 2007; and 2007 TEA AEIS Reports.

Note. AP means accountability procedures.

Satisfaction by Accountability Rating

Campus charter school students' satisfaction responses varied by campus accountability ratings. Students from *academically acceptable* campuses (both standard and alternative education accountability [AEA]), for example, reported much higher dissatisfaction rates. Notably, they were three times as likely to answer that they were *Not Satisfied* with their schools as students from *recognized* or *exemplary* campuses. The highest proportion of students (49%) reporting being *Very Satisfied* with their school, however, surfaced at alternative campuses rated *acceptable*. Standard campuses rated *acceptable*, meanwhile, had the lowest rate of *Very Satisfied* students (24%), followed by students attending *recognized* campuses (38%), and those pupils attending *exemplary* campuses (42%).

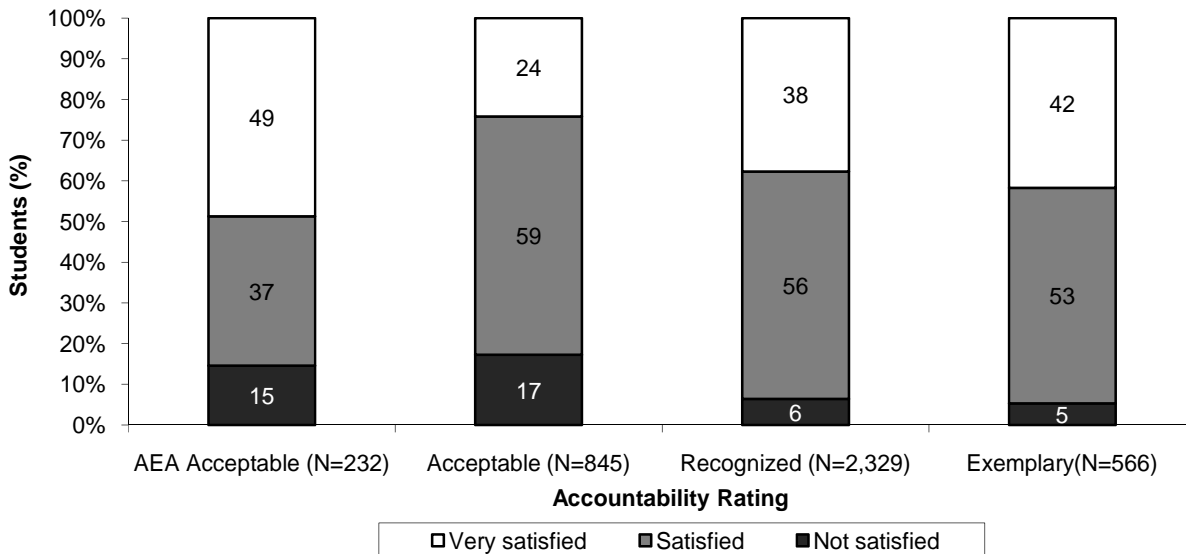


Figure 8.1. Campus charter school students' satisfaction by accountability rating, 2006-07.

Sources: Survey of Campus Charter School Students, 2007; and 2007 TEA AEIS Reports.

The survey for campus charter school students in Grades 6 through 12 included open-ended questions asking what students liked the most about their school and what they liked least. The following sections present their responses.

Positive Aspects of Campus Charter Schools

Many students felt that excellent teachers were the most positive feature of campus charter schools. Students described their teachers using a variety of adjectives, including dedicated, nice, caring, helpful, and so on. In addition, some students said that they appreciated the small class and school size offered by campus charter schools. Students wrote that their teachers provided individual attention and helped them to understand difficult concepts. Some students reported liking curricular offerings, such as International Baccalaureate (IB) and dual enrollment coursework, while others appreciated that their campus charter school offered flexible scheduling or a technology rich environment.

School Problems and Concerns

At several campus charter schools, the majority of students indicated that there was nothing that they disliked about their school. However, at others, students objected to strict dress codes and uniform requirements. Students at some charter schools commented that they had too much homework and others longed for the more extensive extra-curricular activities offered by traditional district schools.

STUDENT GRADES

The survey asked students to report the grades they received at their previous school and those they earned at their current charter school. Students selected from options related to traditional grading standards: *mostly A's*, *A's and B's*, *mostly B's*, *B's and C's*, and so forth. The 2006-07 campus charter school student survey included two categories that were not included on the 2004-05 survey of open-enrollment charter school students: *mostly D's* and *mostly F's*.

As presented in Table 8.7, changes in grades earned varied by school type. Larger percentages of students from alternative education charter schools (both open-enrollment and campus), for example, reported earning *Mostly A's* or *A's and B's* at their current school than at their previous schools. However, the reverse is true for students in standard accountability programs. At standard accountability charter schools, the proportion of students reporting *Mostly A's* or *A's and B's* is lower at their current school.

Among alternative education open-enrollment and campus charter schools, responses indicated that students' grades generally improved from the marks they received at their previous schools. Specifically, smaller percentages of alternative education open-enrollment and campus charter school students reported earning *Mostly C's* and below at their current schools compared to their previous schools.

For students at standard charter schools (both open-enrollment and campus), the improvement in grades earned is negligible. The percentage of students responding that they earned *Mostly C's* and below at their current school (24% for open-enrollment and 13% for campus charter schools)

nearly mirrors the percentage of respondents reporting receiving those grades at their previous schools (20% for open-enrollment and 13% for campus charter schools).

Table 8.7
Student Grades Earned at Previous School and Current School, by Charter School Type

	Open-Enrollment Schools 2004-05		Campus Charter Schools 2006-07	
	Alternative AP N=2,725	Standard AP N=1,032	Alternative AP N=220	Standard AP N=3,721
Previous School				
Mostly A's	4.8%	12.0%	8.6%	12.8%
A's and B's	21.7%	28.0%	31.8%	41.0%
Mostly B's	9.1%	9.4%	16.4%	11.7%
B's and C's	30.4%	26.7%	18.6%	21.5%
Mostly C's	7.8%	7.8%	3.2%	3.5%
C's and D's	13.2%	9.5%	14.5%	5.5%
Mostly D's	--	--	2.3%	0.8%
D's and F's	13.0%	6.7%	1.8%	2.2%
Mostly F's	--	--	2.7%	1.1%
Current School				
Mostly A's	9.2%	8.7%	6.5%	10.4%
A's and B's	36.8%	30.1%	42.1%	39.0%
Mostly B's	13.4%	11.9%	15.7%	12.9%
B's and C's	27.3%	29.3%	23.6%	25.0%
Mostly C's	5.0%	7.9%	1.9%	4.0%
C's and D's	5.1%	7.8%	4.2%	5.9%
Mostly D's	--	--	3.2%	0.6%
D's and F's	3.3%	4.3%	1.4%	1.8%
Mostly F's	--	--	1.4%	0.4%

Source: Survey of Campus Charter School Students, 2007; 2007 TEA AEIS Reports; and Open-Enrollment Charter Schools Evaluation Report, Year 10 (<http://www.tea.state.tx.us/opge/progeval/charterschools/index.html> or www.tcer.org).

Note. AP means Accountability Procedures.

FUTURE PLANS

Post-High School Plans

Table 8.8 presents students' responses to survey questions about post-graduation plans and demonstrates that students' aspirations to attend four-year colleges and universities vary by type of school attended. Across both open-enrollment and campus charter schools, students attending alternative education programs responded that they planned to attend four-year colleges at lower rates than students attending standard accountability charter programs. However, when results for two-year and four-year postsecondary programs are combined, similar percentages of alternative education and standard accountability students indicate they will pursue postsecondary education (about 70% for each group). This trend does not hold for open-enrollment charter school students. While 66% of standard accountability open-enrollment students said they planned to attend either a two-year or a four-year program, only 52% of alternative education open-enrollment charter schools had such plans.

Students also exhibited differences regarding employment goals. Proportionately more alternative education charter school students said that they intended to get a job immediately after graduation (17% of students at open-enrollment charter schools and 11% at campus charter schools) than did their counterparts at standard accountability charter schools (12% for open-enrollment and 7% for campus charter schools). Similarly, more alternative education charter school students considered technical school a post-high school possibility than students in standard accountability charter school programs.

Students' aspirations to attend a four-year college or university varied by accountability procedure. At campus charter schools, 40% of students enrolled at alternative campuses plan on attending a four-year college while 59% of those attending standard campuses plan to pursue a four-year degree. When students interested in community college are combined with four-year college or university-bound students, however, the resulting percentages reveal no differences between alternative education and standard accountability campus charter school students.

Table 8.8
Post-High School Plans of Students, By Charter School Type

	Open-Enrollment Charter Schools 2004-05		Campus Charter Schools 2006-07	
	Alternative AP N=2,480	Standard AP N=957	Alternative AP N=219	Standard AP N=3,638
Plans After Graduation				
Four-year college	32.3%	52.2%	40.2%	59.0%
Community college	20.0%	14.1%	29.7%	10.3%
Get a job	17.1%	12.1%	11.0%	7.3%
Join the military	6.4%	4.1%	2.3%	4.8%
Technical school	5.5%	3.3%	9.1%	1.9%
Other/Not Sure	18.7%	14.2%	7.8%	16.7%

Source: Survey of Campus Charter School Students, 2007; 2007 TEA AEIS Reports; and Open-Enrollment Charter Schools Evaluation Report, Year 10 (<http://www.tea.state.tx.us/opge/progeval/charterschools/index.html> or www.tcer.org).

Note. AP means accountability procedures.

When responses from Grade 12 students are examined in isolation, the picture of students' post-graduation plans changes in some notable ways (see Table 8.9). Not surprisingly, seniors are more certain about their postsecondary plans. For campus charter school seniors, a larger percentage of standard accountability students indicate that they will attend a four-year or two-year college or university (84%); however, only 72% of alternative accountability seniors say they have such plans. Similar to results for all students presented in Table 8.8, Table 8.9 shows that smaller percentages of open-enrollment charter school seniors plan to attend two- or four-year college programs relative to campus charter school seniors (58% of standard accountability students and 56% of students in alternative education programs).

Table 8.9
Post-High School Plans of Grade 12 Students Only, By Charter School Type

Plans After Graduation	Open-Enrollment Charter Schools 2004-05		Campus Charter Schools 2006-07	
	Alternative AP N=325	Standard AP N=85	Alternative AP N=141	Standard AP N=197
Four-year college	24.9%	34.1%	34.0%	62.9%
Community college	31.1%	23.5%	38.3%	20.8%
Get a job	12.6%	20.0%	10.6%	5.1%
Join the military	8.9%	5.9%	1.4%	1.5%
Technical school	9.8%	8.2%	10.6%	3.6%
Other/Not Sure	12.6%	8.2%	5.0%	6.1%

Source: Survey of Campus Charter School Students, 2007; 2007 TEA AEIS Reports; and Open-Enrollment Charter Schools Evaluation Report, Year 10 (<http://www.tea.state.tx.us/opge/progeval/charterschools/index.html> or www.tcer.org).

Note. AP means accountability procedures.

Plans to Attend Charter School Next Year

The student survey asked students in Grades 6 through 11 whether they planned to attend their current charter school in the subsequent school year. Among campus charter school students, only 44% of students attending an alternative education campus and 62% of students attending a standard campus reported that they would return the following year. The proportion of returning alternative education open-enrollment charter school students was 45%, while only 39% of open-enrollment students in standard accountability programs planned to return.

Table 8.10
Plans to Attend Charter School Next Year, by Charter School Type

Response	Open-Enrollment Charter Schools 2004-05		Campus Charter Schools 2006-07	
	Alternative AP N=2,310	Standard AP N=913	Alternative AP N=88	Standard AP N=3,535
Yes	44.8%	39.3%	44.3%	61.9%
No	26.6%	27.4%	37.5%	19.6%
Not Sure	28.6%	33.3%	18.2%	18.5%

Source: Survey of Campus Charter School Students, 2007; 2007 TEA AEIS Reports; and Open-Enrollment Charter Schools Evaluation Report, Year 10 (<http://www.tea.state.tx.us/opge/progeval/charterschools/index.html> or www.tcer.org).

Notes. Includes responses from only those students eligible to return to the same charter school. AP means accountability procedures.

STUDENTS IN GRADES 4 AND 5

This section summarizes the survey responses from students in Grades 4 and 5. Because previous years' surveys of open-enrollment charter school students did not include these grade levels, results are limited to campus charter school students. Because only one campus charter school that served Grades 4 and 5 was characterized as an alternative education program in 2006-07, results are aggregated.

Characteristics of Survey Respondents in Grades 4 and 5

Demographically, the survey respondents did not mirror the overall campus charter school population (see Table 8.11). Compared to the target schools—all campus charter schools serving Grades 4 and 5—the campuses that returned surveys enrolled larger proportions of Hispanic students (67% versus 76%), and smaller proportions of African American students (18% versus 28%). Interestingly, the demographic composition of the sample of students that returned surveys resembled the overall population in terms of Hispanic students (66%), but underrepresented African American students (18%) and overrepresented White students (11%).

Table 8.11
Campus and Student Participation, Grades 4-5, 2006-07

Demographic Group	Targeted Campuses	Participating Campuses	Participating Students
African American	28.3%	18.1%	17.6%
Hispanic	67.2%	75.8%	65.7%
White	3.7%	5.1%	10.6%
Other	0.8%	1.1%	6.1%
Male	50.2%	51.0%	51.1%
Female	49.8%	49.0%	48.9%

Source: Survey of Campus Charter School Students, 2007; and 2007 TEA AEIS Reports.

Previous School Attended and Factors Affecting School Choice

As presented in Table 8.12, most of the fourth and fifth grade students who returned surveys attended a public school before enrolling at their respective campus charter schools (68%). Another 6% attended private school; just over 1% reported being home schooled; 7% indicated that they did not attend school; and 18% reported that they attended another kind of school. In general, because some of these campus charter schools were established up to 10 years ago, and this survey covers students in Grades 4 and 5, it is plausible that some of the students might have not been old enough to attend any kind of school before enrolling at their campus charter school and therefore marked *other*.

Table 8.12
School Attended Before Coming to Campus Charter School, 2006-07

What kind of school did you attend before this school?	Percentage of Students, Grades 4 and 5
Public school	67.7%
Private school	6.5%
Home schooled	1.1%
Did not attend school	7.2%
Other	17.6%
Total	100.0%

Source: Survey of Campus Charter School Students, 2007.

Similar to students in Grades 6 through 12, students in Grades 4 and 5 survey rated the importance of factors that may have motivated the decision to enroll in a campus charter school using a 3-point scale: *disagree* (1), *not sure* (2), *agree* (3). Students mean, or average, responses are presented in Table 8.13. Responses closer to 3 indicate that this factor was more important in the decision to attend a campus charter school.

Overall, there are few differences between the responses of elementary school students and students in the middle and high school grades. Factors related to educational programs, including teacher quality and the availability of “special classes,” were the primary reasons elementary students reported enrolling in campus charter schools (see Table 8.13). Elementary students rated the closeness of school to home as somewhat more important than older students, but were similar in their ranking of the importance of friends and challenging coursework (“I wanted to do more in my classes”).

Table 8.13
Reasons Students (Grades 4 and 5) and their Families Chose a Campus Charter School, as Mean of Respondents, 2006-07

Reason for Choosing Campus Charter School	N	Mean
There are good teachers at this school.	1041	2.81
This school has special classes I like.	1024	2.66
This school is close to my home.	1051	2.55
My friends are going to this school	1030	2.55
I wanted to do more in my classes.	1014	2.51
My parents think this school is better for me.	1039	2.49
This school is smaller.	974	2.13
This school has fewer fights between students.	1021	2.11
This school has smaller classes.	994	2.10
I got into trouble at my old school.	960	2.06
Teachers at my old school did not help me enough.	968	2.04
I was not getting good grades at my old school.	929	1.97

Source: Survey of Campus Charter School Students, 2007.

Student Satisfaction and Grades in Campus Charter Schools

The survey also gauged students’ satisfaction with their charter schools. Students were asked to think about their current school and rate it across a variety of statements (e.g., “I feel safe at this school”) using a 3-point scale: *disagree* (1), *not sure* (2), *agree* (3). As presented in Table 8.14, campus charter school students in Grades 4 and 5 are satisfied with aspects of their schooling that are similar to older students attending standard campus charter school (see Table 8.5).

Students across both sets of campuses agreed that they *worked hard to earn their grades* and that their *teachers helped them*. Notably, elementary students did not feel that campus charter school homework was more burdensome than what they had previously experienced.

Table 8.14
Student Satisfaction with their Current Campus Charter School, Grades 4-5, 2006-07

	N	Mean
I work hard to get good grades in this school.	1042	2.84
My teachers help me a lot.	1046	2.80
This is a good school for me.	1027	2.71
This school has enough extra activities, like gym, music, or art class.	1035	2.67
I feel safe at this school	1043	2.62
There is a computer for students to use in my classroom.	1040	2.62
Most teachers at this school know my name.	1047	2.56
My teachers ask me to think about my future.	1035	2.55
I am learning more here than at my old school.	929	2.46
I wish this school had classes in more subjects.	1035	2.37
Other students at this school help me learn.	1029	2.35
I have more homework than at my old school.	959	2.26
Students in this school like learning.	1037	2.07

Source: Survey of Campus Charter School Students, 2007.

In general, the fourth and fifth grade students' responses suggest that they receive lower grades at campus charter schools than at their previous schools. For example, more students reported earning *mostly Ds, Ds and Fs*, and *mostly Fs*. Students also appear to be earning more Bs and Cs, and fewer As and Bs at their current schools than at their previous schools.

Plans to Attend Charter School Next Year

Students in Grades 4 and 5 reported had similar levels of certainty as students in Grades 6 through 11 about their plans to return for the next school year (see Table 8.15). Thirty percent said that they were not sure if they were going to return, while 61% indicated that they would be back. Similarly, about 62% of students in Grades 6 through 11 said they would attend the campus charter school in the subsequent school year.

Table 8.15
Plans for Returning Next Year, Grades 4-5

Response	Participating Surveyed Students	
	Number of Students	Percentage of Students
Yes	416	61.0%
No	61	8.9%
Not Sure	205	30.1%
Total	682	100.0%

Source: Survey of Campus Charter School Students, 2007.

Note. Responses from students enrolled in the highest grade served by their current campus were not included in the calculations.

SUMMARY

The first survey of campus charter schools was conducted during the 2006-07 school year and targeted students in Grades 4 through 12. Thirty-three (69%) of the 48 campuses that received surveys returned them. Of the 7,538 students on these 33 campuses, 5,069 responded (67%). Hispanic and White students are overrepresented in the sample, while African American students are underrepresented.

Sixth to Twelfth Grade Respondents

The percentage of respondents differed by race, gender, and school type. Most of respondents, regardless of the campus accountability procedure, were Hispanic (72%). The gender balance among open-enrollment survey respondents was equal, but the male-female ratio among alternative campus charter school respondents hovered near three-to-one. The male-female ratio of enrolled students at these alternative campus charter schools in 2006-07 was three-to-two.

Most campus charter school students (over 80%) reported attending a public school prior to attending a campus charter school. Across campus charter schools and regardless of accountability ratings, students' perceptions of teacher and school quality most influenced their decisions to enroll in their respective schools. The factors considered the least important in students' choices of charter schools, meanwhile, included school location, school and class size, and the presence of friends at the school.

Survey respondents appeared to be content with their choices of schools. They reported high levels of satisfaction with their respective campus charter schools. At both standard and alternative education campuses, for example, over 85% of survey respondents reported being either *Satisfied* or *Very Satisfied*. Students from *academically acceptable* campuses (both standard and alternative education), for example, reported much higher dissatisfaction rates than students from *recognized* or *exemplary* campuses. The highest proportion of students reporting being *Very Satisfied* with their school, however, surfaced at alternative campuses rated *acceptable* (49%). Standard campuses rated *acceptable*, meanwhile, had the lowest rate of *Very Satisfied* students (24%). Thirty-eight percent of students attending *recognized* campuses and 42% of students attending *exemplary* campuses reported that they were *Very Satisfied*.

While students generally appeared satisfied with their schools, not all students (excluding twelfth-graders) planned to return to their current charter school for the following school year. Among campus charter schools, fewer than half of those students attending an alternative campus and slightly more than half of those students attending a standard campus reported that they would return to their school the following year. The proportion for both types of open-enrollment charter schools was below 50%.

Among students in Grades 6 through 12, changes in grades earned varied by school type. Larger percentages of students from alternative charter schools (both open-enrollment and campus), for example, reported earning *Mostly As* or *A's and B's* at their current school than at their previous schools. The opposite finding appears, however, among students from standard campuses. Among alternative charter schools (both open-enrollment and campus), survey responses indicated that students' grades had improved from the marks they received at their previous

schools. For students at standard charter schools (both open-enrollment and campus), the improvement in grades earned is negligible.

Students' aspirations to attend four-year colleges and universities varied by accountability procedure. At campus charter schools, 40% of students enrolled at alternative campuses plan on attending a four-year college while 59% of those attending standard campuses plan to pursue a four-year degree. When students interested in community college are combined with four-year college or university-bound students, however, the resulting percentages reveal no differences between alternative education and standard accountability campus charter school students.

Other post-high school plans illustrated differences between the charter school types and accountability procedures as well. More alternative campus students than standard campus students at both open-enrollment and campus charter schools, for example, reported that they intended to seek employment immediately after finishing high school. In addition, more of those students also considered technical school a possible avenue than standard campus charter school students. Finally, survey responses suggest that a higher proportion of alternative campus charter school students remain unsure about what they will pursue after high school compared to students from standard campus charter schools.

When responses from high school seniors are examined in isolation, the results for post-graduation plans changed. The data suggest that seniors, especially those at standard campuses, felt more certain about these plans than all students in Grades 6 through 12. Noticeable changes for post-high school educational plans also surface when the data are disaggregated by grade level. Across charter school and campus types, for example, larger percentages of seniors indicated that they planned to attend *community college* and *technical school* than the overall respondent population.

Fourth and Fifth Grade Respondents

Demographically, the fourth and fifth grade survey respondents did not reflect the overall campus charter school population. Compared to the target schools - all campus charter schools serving Grades 4 and 5 - the campuses that participated in the survey had an overrepresentation of Hispanic students (67% versus 76%), and an underrepresentation of African American students (18% versus 28%).

Most (68%) of the fourth and fifth grade students surveyed attended public school before enrolling at their respective campus charter schools. All of the students attending the alternative campus, meanwhile, indicated that they came from a public school. The quality of the teachers and the availability of special classes were the significant factors in their decision to change schools.

Fourth and fifth grade respondents reported that their new academic environments challenged and supported them. Students across both sets of campuses, for example, agreed that they work hard to earn their grades, and their teachers help them understand things. In general, the data suggest that students receive lower grades at their current schools, as the proportion of students getting mostly Ds, Ds and Fs, and mostly Fs almost doubled relative to their prior schools. Students also seem to be earning more Bs and Cs, and fewer As and Bs at their current school.

CHAPTER 9

OPEN-ENROLLMENT CHARTER STUDENT PERFORMANCE

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

Texas' accountability system attempts to incorporate state statutory requirements and federal requirements. Accountability ratings since 2004 reflect this new system. Beginning with 2005, the accountability system enlarged to include two sets of procedures—standard and alternative education. Standard accountability procedures guide the assignment of ratings to standard campuses (including non-registered alternative education campuses), whereas AEA procedures govern the assignment of ratings to registered alternative education campuses. Open-enrollment charters that operate only registered AEA campuses are evaluated under alternative education procedures. Also, beginning in 2005, open-enrollment charters that operated both standard campuses and registered AEA campuses have the option to be evaluated under alternative education procedures if at least 50% of the charter's students are enrolled at registered AEA campuses (2007 Accountability Manual, Texas Education Agency).

This chapter describes open-enrollment charter school achievement for the 2006-07 school year. In particular, the study compares how students in open-enrollment charter schools are performing in relation to students in traditional public schools. We also examine student achievement differences for students who attend open-enrollment charter schools rated under standard accountability procedures versus the achievement of students who attend open-enrollment charters rated under AEA procedures. In addition, we explore associations among factors like continuous enrollment, attendance, and open-enrollment charter school type and the effects on academic performance.

METHODOLOGY

The chapter centers on 191 open-enrollment charters and 332 open-enrollment charter school campuses associated with those open-enrollment charters operating for the entire 2006-07 school year. The 332 open-enrollment charter campuses served 80,629 students, with an average of 243 students per campus and enrollment ranging from 3 to 1,333 students. Additional data are derived from open-enrollment charter school evaluation reports for Years 1 through 10 (<http://www.tea.state.tx.us/opge/progeval/CharterSchools/index.html> or www.tcer.org) and longitudinal data for a 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 PEIMS provide quantitative information. Data from these sources include TAKS results and other student performance measures, and student demographic and enrollment information.

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

TAKS passing standards were set by about 350 educators and citizens who served on standard-setting committees. The State Board of Education adopted a phase-in plan for implementing the committee's passing standards. In 2002-03, passing was initially set at two standard errors of measurement (SEM) below the committee's passing recommendations. In 2003-04, the passing standard was one SEM below the committee's recommendations. For 2004-05 and subsequent school years, the committee's passing standards were fully implemented for all tests with the exception of the Grade 8 science test, which used a 2 SEM below the panel recommendation passing standard in 2005-06 and a 1 SEM below panel recommendation standard in 2006-07. TAKS data for this study are drawn from PEIMS at the student level.

State-Developed Alternative Assessment II. The SDAA II assesses the performance of special education students who receive instruction in the state's curriculum but for whom the TAKS test is an inappropriate measure of academic progress. Tests are given in the areas of reading/ELA, writing, and mathematics, on the same schedule as TAKS. In determining accountability ratings, a single performance indicator is evaluated for SDAA II. The indicator sums across Grades (3-10) and across subjects. The indicator is calculated as the number of *tests* (not students) *meeting* Admission, Review, and Dismissal (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 open-enrollment charter school data. First, the *number of open-enrollment charter schools and campuses* has increased each year since 1996-97. Likewise, the numbers of students available for analysis varies. Still, over the past five years, the pace of open-enrollment 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 open-enrollment 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 open-enrollment charter schools through PEIMS. The Person Identification Database (PID) error rates (the number of student errors found in the PEIMS submission divided by the number of student records in the PEIMS submission) for open-enrollment charter districts have improved dramatically in the last two years. The 2006-07 open-enrollment charter PID error rate was only 0.40%. Yet that rate was still about four times the state average of 0.10%.

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

TAKS participation rates, which are compared in Table 9.1 for open-enrollment charters and the state, reflect the mobility of open-enrollment charter school students. For 2006, percentages of students tested, absent, and exempted by ARD special education committees are comparable for open-enrollment charter schools and the state overall. However, percentages of students included in the accountability subset (students enrolled on the PEIMS fall “as-of” date) continue to differ. Only 70% of open-enrollment charter school students were included in the accountability rating system compared to 88% 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. Open-enrollment charter schools’ high student mobility rate (51% for open-enrollment charter schools and 26% for other campuses in 2006) contributes to this variance with the state.

Table 9.1
2006-07 TAKS Participation

Group	Tested	Absent	Special Education ARD Exempt	Accountability Subset ^a	SDAA II
Open-enrollment charter	97.1%	0.2%	0.1%	69.3%	8.5%
Traditional ^b	98.0%	0.1%	0.2%	88.4%	5.3%

Source: 2007 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 open-enrollment charter schools.

The *unit of analysis* can also affect the interpretation of open-enrollment charter school outcomes. The TEA recognizes open-enrollment 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—open-enrollment charter *districts* and open-enrollment charter *campuses*—results in differing numbers of open-enrollment charter schools reported in some data tables.

Organization of the Chapter

The sections to follow present open-enrollment charter school student performance outcomes in the following areas:

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

ACCOUNTABILITY RATINGS

As noted previously, Texas has been transitioning to a new accountability system. The ratings issued in 2007 marked the fourth year of the new system. Significant changes beginning in 2005 include the addition of alternative education accountability (AEA) procedures and higher student passing standards on TAKS. Information to follow describes the performance standards for the standard and AEA procedures and provides comparisons between accountability ratings for open-enrollment charters and traditional public schools.

Performance Standards

Under the standard accountability procedures for 2007, districts (including open-enrollment 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, Not Rated: Other, and Not Rated: Data Integrity Issues. Table 9.2 summarizes the 2006-07 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 AEA procedures, districts (including open-enrollment 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 open-enrollment 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 (2007 Accountability Manual, TEA).

Table 9.2
2006-07 Standard and AEA Rating Categories

Rating (campus or district)	TAKS ^a	SDAA II ^b	Completion Rate Class of 2005 ^c	2004-05 Dropout Rate
Standard Accountability System				
Exemplary	At least 90% passing for each subject	At least 90% meet ARD standard	95% or higher	0.2% or less
Recognized	At least 75% passing for each subject or meets 65% floor and Required Improvement	At least 70% meet ARD standard or meets 65% floor and Required Improvement	85% or higher or meets 80% floor and Required Improvement	0.7% or less or meets 0.9% floor and Required Improvement
Academically Acceptable	At least 65% passing for Reading/ELA, Writing, Social Studies; At least 45% passing for Mathematics; At least 40% passing for Science; or meets Required Improvement	At least 50% meet ARD standard or meets Required Improvement	75% or higher or meets Required Improvement	1.0% or less or meets Required Improvement
Academically Unacceptable	Below 65% passing Reading/ELA, Writing, Social Studies; Below 45% passing Mathematics; Below 40% passing Science	Below 50% meet ARD standard	Below 75%	Above 1.0%
AEA System				
Academically Acceptable	At least 45% meet TAKS progress indicator (TAKS + Texas Growth Index + Exit-Level Retesters) or meets Required Improvement	At least 45% of tests taken meet ARD standard or meets Required Improvement	75% or higher or meets Required Improvement	10.0% or less or meets Required Improvement
Academically Unacceptable	Less than 45% meet TAKS progress indicator	Less than 45% of tests taken meet ARD standard	Less than 75%	Above 10.0%

Source: 2007 Accountability Manual, TEA.

^aTAKS results (Grades 3-11) summed across grades by subject. Reading and ELA results are combined.

^bState-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.

^cGraduates and continuers, expressed as a percentage of total students in the class (Completion Rate I), are used under the Standard Accountability System. Graduates, GED recipients, and continuers expressed as a percentage of total students in the class (Completion Rate II) are used under the AEA system. Campuses serving any of the Grades 9-12 without a completion rate are assigned the district completion rate.

The new accountability system resulted in a number of changes specific to open-enrollment charter schools. Prior to the new accountability system, only the campuses operated by open-enrollment charter schools received an accountability rating. Beginning with the new system, open-enrollment charter schools (i.e., districts) as well as the campuses they operate are rated. Thus, open-enrollment charters are rated under district rating criteria based on aggregate performance of the campuses operated by the open-enrollment charter. This means open-enrollment charter schools are also subject to the additional performance requirements applied to districts (underreported student standards and the check for Academically Unacceptable campuses). Open-enrollment charters are also eligible for Gold Performance Acknowledgments (2007 Accountability Manual, TEA).

District Accountability Ratings of Open-Enrollment Charter and Traditional Public Schools

Table 9.3 shows the 2007 accountability ratings of open-enrollment charter and traditional public school districts. One third or 33% of open-enrollment charter districts, but no traditional public school districts, were rated under the AEA procedures. Results for districts receiving ratings under the standard accountability procedures reveal that higher percentages of open-enrollment charter districts than traditional public school districts were rated Exemplary (6% versus 2%), Recognized (21% versus 18%), and Academically Unacceptable (26% compared to 2%). However, higher percentages of traditional public school districts than open-enrollment charters were rated as Academically Acceptable (78% versus 45%). In addition, 2% of open-enrollment charter districts were not rated because of data integrity issues.

Table 9.3
District Accountability Ratings for 2007: Open-Enrollment Charter and Traditional Public Schools

Rating Category	Open-Enrollment Charter Schools		Traditional Public Schools ^a	
	N	%	N	%
Standard Accountability Procedures				
Exemplary	8	6%	19	2%
Recognized	27	21%	190	18%
Academically Acceptable	58	45%	801	78%
Academically Unacceptable	33	26%	21	2%
Not Rated: Other	2	2%	0	0%
Total	128	100%	1,031	100%
AEA Procedures				
Academically Acceptable	61	97%	0	0%
Academically Unacceptable	2	3%	0	0%
Not Rated: Other	0	0%	0	0%
Total	63	100%	0	--

Source: 2006-07 AEIS data files.

Note. Percentages based on total number of districts, including "not rated" districts.

^aTraditional public school ratings exclude open-enrollment charter schools.

Campus Accountability Ratings of Open-enrollment Charter and Traditional Public Schools

Table 9.4 shows the 2007 accountability ratings of open-enrollment charter and traditional public school campuses. Like open-enrollment charter districts, a larger portion of open-enrollment charters than traditional campuses were rated under the AEA system in 2007 (44% compared to 3% of traditional public school campuses).

Table 9.4
Campus Accountability Ratings for 2007: Open-Enrollment Charter and Traditional Public Schools

Rating Category	Open-Enrollment Charter Schools		Traditional Public Schools ^a	
	N	%	N	%
Standard Accountability Procedures				
Exemplary	15	8%	628	8%
Recognized	37	20%	2,317	31%
Academically Acceptable	80	43%	3,642	49%
Academically Unacceptable	40	21%	227	3%
Not Rated: Other	15	8%	661	9%
Total	187	101%^b	7,475	100%
AEA Procedures				
Academically Acceptable	137	95%	249	98%
Academically Unacceptable	4	3%	5	2%
Not Rated: Other	4	3%	0	0%
Total	145	101%^b	254	100%

Source: 2006-07 AEIS data files.

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

^aTraditional public school ratings exclude open-enrollment charter schools.

^bPercentages don’t add to 100% because of rounding.

Of all campuses rated under the standard accountability procedures, equal percentages of open-enrollment charter and traditional public school campuses were rated Exemplary (8%), but a higher percentage of traditional public schools than open-enrollment charter campuses were rated Recognized (31% versus 20%) and Academically Acceptable (49% versus 43%). More open-enrollment charter than traditional public school campuses were rated Academically Unacceptable (21% compared to 3%).

Open-enrollment charters rated under the AEA system fared better. Of the open-enrollment charter campuses rated under the alternative system, 95% were rated Academically Acceptable, and 3% were rated Academically Unacceptable. This is very similar to the ratings of traditional public school campuses. Ninety-eight percent of traditional campuses were rated Academically Acceptable, and 2% were rated Academically Unacceptable.

Accountability Ratings across Time

In Table 9.5, both standard and AEA ratings for open-enrollment charter and traditional public school campuses are compared across years. Longitudinal data reveal that the number of open-enrollment charter campuses receiving standard accountability ratings increased from 15 to 172 between 1999 and 2007. Notable findings show that the percentages of open-enrollment charter

campuses receiving Exemplary or Recognized ratings were higher in both 2006 and 2007 than in 2005 (from 2% in 2005 to 9% Exemplary ratings in both 2006 and 2007 and from 15% in 2005 to over 20% Recognized ratings in 2006 and 2007), while the percentage receiving Academically Acceptable ratings decreased (from 60% in 2005 to 46% in 2006 and 47% in 2007). The percentage receiving Academically Unacceptable ratings has remained in the low 20% range (23% in 2007). These trends toward higher ratings have occurred even though accountability standards have become increasingly rigorous. Compared to state averages over the period from 2004 through 2007, standard open-enrollment charter campuses had, on average, 17% fewer campuses receiving Exemplary or Recognized ratings, 2% fewer campuses receiving Academically Acceptable ratings, and 20% more campuses receiving Academically Unacceptable ratings.

Table 9.5
Accountability Ratings of Open-Enrollment Charter and Traditional Public School Campuses, 1999 to 2007

Rating	1999	2000	2001	2002	2004	2005	2006	2007
Open-Enrollment Charter Schools								
Standard								
Exemplary	13%	8%	5%	16%	6%	2%	9%	9%
Recognized	20%	11%	9%	10%	16%	15%	24%	22%
Academically Acceptable	47%	49%	42%	34%	55%	60%	46%	47%
Academically Unacceptable ^a	20%	32%	44%	40%	23%	23%	21%	23%
<i>N</i> rated	15	63	96	94	129	124	140	172
<i>N</i> not rated ^b	45	81	31	35	145	14	16	15
AEA^c								
Commended	n/a	0%	2%	3%	--	--	--	--
Acceptable	83%	27%	38%	58%	--	89%	95%	97%
Academically Unacceptable	17%	73%	61%	39%	--	11%	5%	3%
<i>N</i> rated	6	33	62	106	--	158	157	141
Traditional Public Schools								
Standard								
Exemplary	18%	20%	24%	30%	8%	5%	8%	9%
Recognized	30%	32%	36%	37%	38%	28%	42%	34%
Academically Acceptable	51%	46%	38%	32%	53%	64%	46%	53%
Academically Unacceptable ^a	2%	2%	2%	2%	2%	3%	4%	3%
<i>N</i> rated	6,206	6,363	6,616	6,444	6,735	6,678	6,707	6,814
<i>N</i> not rated ^b	160	140	149	659	1,078	668	676	661
AEA^c								
Commended	n/a	2%	5%	17%	--	--	--	--
Acceptable	n/a	88%	84%	77%	--	95%	96%	98%
Academically Unacceptable	n/a	11%	11%	7%	--	5%	4%	2%
<i>N</i> rated	n/a	859	692	412	--	266	258	254

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 open-enrollment charter campuses; standard results include open-enrollment charter campuses.

^a Prior to 2004 called Low-Performing. From 1999 to 2003, the Texas Assessment of Academic Skills (TAAS) was the statewide assessment test. From 2004 through 2007, the TAKS was the statewide assessment test.

^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 AEA procedures were under development in 2004.

Accountability Ratings by Years of Open-Enrollment Charter School Operation

Further analyses revealed that in 2007, campuses affiliated with open-enrollment charter schools operating for less than seven years (175 open-enrollment charter campuses) performed slightly better than campuses affiliated with open-enrollment charter schools operating for more than seven years (142 open-enrollment charter campuses). Specifically, 68% of the newer campuses received an Academically Acceptable rating (under standard or AEA procedures) compared to 69% of the older campuses. In addition, 18% of the newer open-enrollment charters compared to 14% of the older open-enrollment charters received Exemplary or Recognized ratings (under standard accountability procedures), and 12% of newer open-enrollment charters and 16% of older open-enrollment charters received Academically Unacceptable ratings (under standard or AEA procedures). The open-enrollment charter campuses in the Not Rated, Other category were removed from the analysis (13 campuses in operation for less than seven years and 2 campuses in operation for seven or more years).

STATEWIDE TAKS PERFORMANCE

Table 9.6 provides student-level TAKS performance comparisons for students enrolled in open-enrollment charter schools and traditional public schools in 2003 through 2007. In all tested subject areas, and for each of the school years, *overall* TAKS performance in open-enrollment charter schools is below state averages.

Table 9.6 shows, for example, that compared to state averages, 2007 open-enrollment charter school students' passing rates are 5% lower in writing, 7% lower in reading/ELA, 12% lower in social studies, 14% lower in mathematics, 21% lower in science, and 14% lower in all tests taken. Likewise, 2007 open-enrollment charter school students' commended performance rates are 8% lower in writing, mathematics, and reading/ELA, 11% lower in science, 15% lower in social studies, and 5% lower in all tests taken. The open-enrollment charter school differences with statewide averages persist across ethnic and economic comparison groups. Consistent with state patterns, White students in open-enrollment charter schools outperform minority students, although in 2007 White students were 17% below the state average. The achievement gap between open-enrollment charter and traditional public schools is similar for African American and Hispanic students (7% and 8%, respectively, below the state average in 2007). Student performance indicators for individual campuses are listed in Appendix E.

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

Category	2003			2004			2005			2006			2007		
	Open-Enrollment Charter Schools	Trad. Pub. Schools	Dif-ference	Open-Enrollment Charter Schools	Trad. Pub. Schools	Dif-ference	Open-Enrollment Charter Schools	Trad. Pub. Schools	Dif-ference	Open-Enrollment Charter Schools	Trad. Pub. Schools	Dif-ference	Open-Enrollment Charter Schools	Trad. Pub. Schools	Dif-ference
Students Passing TAKS															
All tests taken	28%	47%	-19%	38%	57%	-19%	44%	62%	-18%	53%	68%	-15%	56%	70%	-14%
Reading/ELA	57%	73%	-16%	67%	80%	-13%	72%	83%	-11%	79%	87%	-8%	82%	89%	-7%
Mathematics	35%	58%	-23%	45%	66%	-21%	53%	72%	-19%	60%	75%	-15%	64%	78%	-14%
Science	20%	43%	-23%	32%	57%	-25%	38%	63%	-25%	48%	71%	-23%	51%	72%	-21%
Social Studies	53%	77%	-24%	69%	85%	-16%	73%	87%	-14%	75%	87%	-12%	78%	90%	-12%
Writing	64%	78%	-14%	82%	89%	-7%	82%	90%	-8%	86%	92%	-6%	88%	93%	-5%
Students Attaining Commended Performance															
All tests taken	2%	5%	-3%	4%	8%	-4%	5%	10%	-5%	6%	11%	-5%	8%	13%	-5%
Reading/ELA	9%	16%	-7%	12%	20%	-8%	16%	26%	-10%	18%	27%	-9%	23%	31%	-8%
Mathematics	5%	12%	-7%	9%	18%	-9%	11%	20%	-9%	14%	23%	-9%	17%	25%	-8%
Science	1%	3%	-2%	4%	9%	-5%	6%	14%	-8%	6%	16%	-10%	8%	19%	-11%
Social Studies	6%	14%	-8%	12%	21%	-9%	13%	26%	-13%	17%	31%	-14%	21%	36%	-15%
Writing	7%	13%	-6%	13%	22%	-9%	17%	27%	-10%	22%	30%	-8%	22%	30%	-8%
Students Passing All Tests Taken															
African American	22%	31%	-9%	34%	41%	-7%	40%	46%	-6%	47%	53%	-6%	48%	56%	-8%
Hispanic	23%	36%	-13%	33%	46%	-13%	40%	52%	-12%	51%	59%	-8%	55%	62%	-7%
White	41%	61%	-20%	51%	72%	-21%	56%	76%	-20%	63%	81%	-18%	66%	83%	-17%
Econ. Disadvantaged	23%	34%	-11%	33%	45%	-12%	39%	50%	-11%	49%	57%	-8%	52%	60%	-8%

Sources: 2003 to 2006 TEA AEIS reports; sum of all grades tested, panel recommendation, and 2007 TEA AEIS reports; sum of all grades tested, excluding Grade 8 Science and TAKS-I, standard accountability indicator.

Note. Data are averages across students. Open-enrollment charter school students are removed from state averages.

COMPARISONS BETWEEN OPEN-ENROLLMENT CHARTER SCHOOLS AND SIMILAR TRADITIONAL PUBLIC SCHOOLS

While statewide statistics are informative, they do not tell us whether open-enrollment charter schools are more or less successful than traditional public schools in educating students because, on average, the students who attend open-enrollment charter schools are very different than students in public schools statewide. As noted in Chapter 3, Texas open-enrollment charter schools enroll greater proportions of minority students, especially African Americans, and more economically disadvantaged students than traditional public schools. Considering those differences, this section provides TAKS performance comparisons between open-enrollment charter campuses and traditional public school campuses with more comparable characteristics.

TAKS 2007 performance outcomes are provided for open-enrollment charters evaluated under standard accountability procedures and open-enrollment charters evaluated under alternative education procedures. The comparison groups for open-enrollment charter schools using the standard procedures are traditional campuses also rated under standard procedures. For alternative education open-enrollment charter schools, the comparison group is comprised of traditional public school campuses registered as alternative education campuses.

TAKS Performance

Information in Figures 9.1 and 9.2 shows student achievement differences between open-enrollment charter schools and traditional public schools rated under standard and AEA procedures, respectively. TAKS achievement differences favor students in traditional public schools rated under standard procedures (compared to standard open-enrollment charters). Yet TAKS achievement differences between students in alternative education open-enrollment charter schools and traditional alternative education campuses are similar. Although these analyses of student performance allow more equitable comparisons than statewide averages, these data did not allow the use of statistical controls for differences in the characteristics of the student populations (such as prior achievement, varied grade levels, social and economic characteristics). Thus, these findings reflect trends but no definitive conclusions. In a subsequent section, data from students at comparable samples of schools allow more definitive conclusions about the relative effectiveness of open-enrollment charter and traditional public schools.

Standard campuses. Figure 9.1 illustrates the achievement levels of open-enrollment charter campuses and traditional campuses rated under standard accountability procedures. TAKS achievement differences favoring standard traditional public school campuses were 2% in reading/ELA, 3% in all tests taken, math, and in social studies, 4% in writing, and 8% in science. While gaps between open-enrollment charter and traditional campuses still exist, they are much smaller.

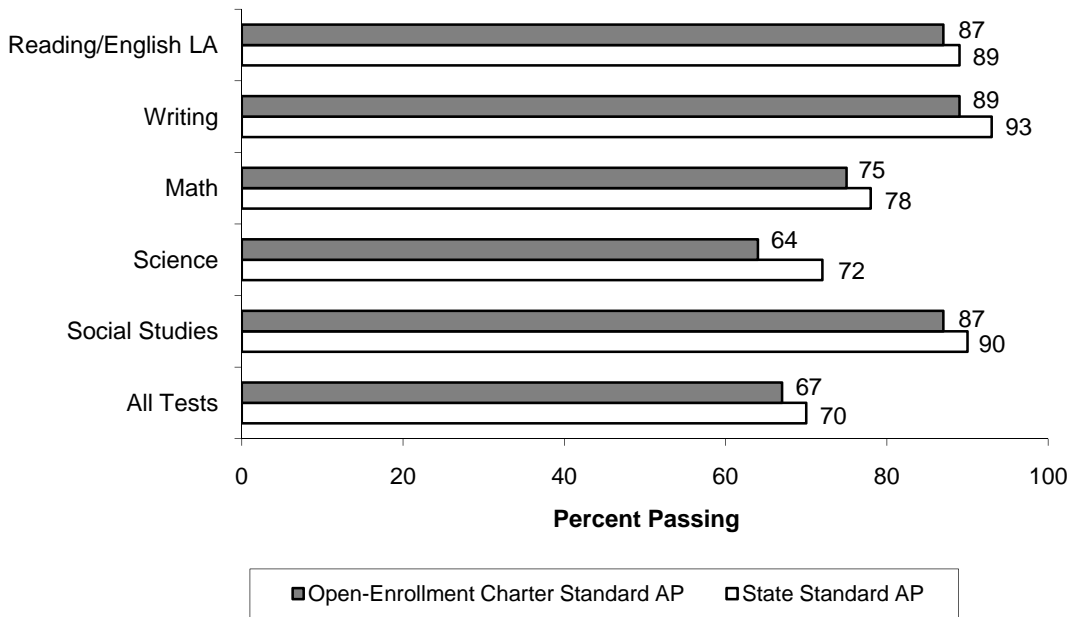


Figure 9.1. Campus-level TAKS passing rates (2007) for open-enrollment charter and traditional campuses rated under standard accountability procedures.

Source: TEA 2007 AEIS reports calculated from student-level data.

Alternative education campuses. Achievement differences between alternative education open-enrollment charters and traditional public school alternative education campuses are compared in Figure 9.2. In contrast to campuses rated under standard procedures, the majority of TAKS comparisons favor the alternative education open-enrollment charter schools. Differences favoring open-enrollment charters include 3% in math, 2% in all tests taken, and 1% in reading/ELA. The differences favoring traditional public schools were 7% in writing and 1% in social studies. There were no differences in science.

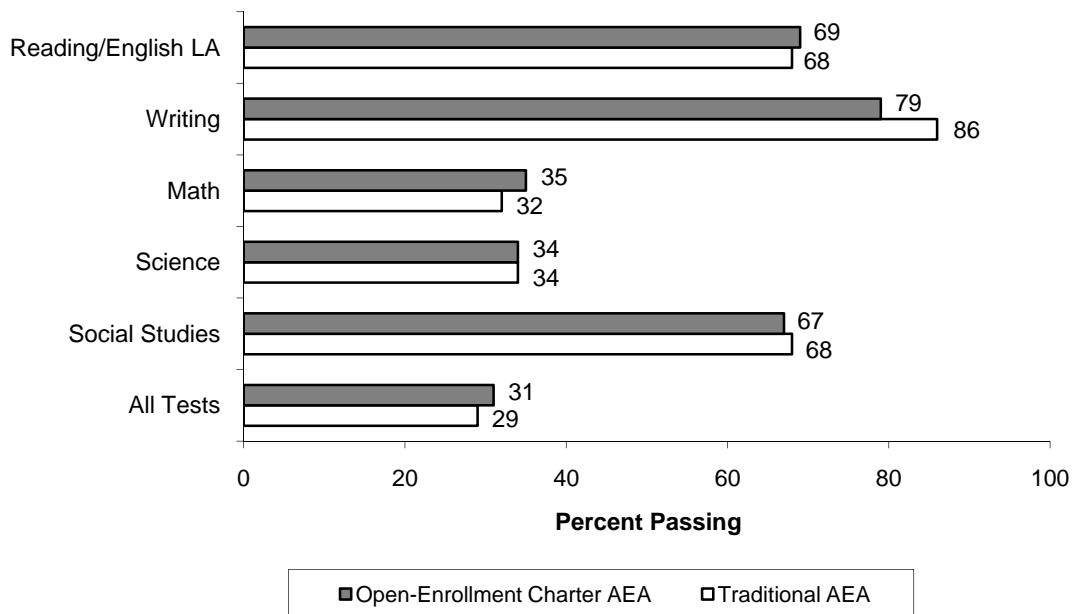


Figure 9.2. Campus-level TAKS passing rates (2007) for alternative education open-enrollment charter schools and alternative education campuses in traditional districts.

Source: TEA 2007 AEIS reports calculated from student-level data.

Grade-level comparisons. Because open-enrollment charter and traditional public schools have distinctly different grade-level configurations, comparisons by grade provide a more informative examination of TAKS performance. In Table 9.7, the 2007 TAKS passing rates for students are compared by content area, grade level, type of open-enrollment charter school, and traditional comparison group. Grade-level comparisons for *all* open-enrollment charter schools and state averages show that students attending open-enrollment charter schools in the middle grades (6, 7, and 8) are performing nearer to state averages on TAKS than students in the lower and higher grade levels. Specifically, in reading/ELA and mathematics, open-enrollment charter school students in the middle grades (grade 6, 7, and 8) tend to perform better than younger (grades 3, 4, and 5) and older (grades 9, 10 and 11) open-enrollment charter school students. In these two content areas, the passing rate gaps between open-enrollment charter school and state comparison groups tend to be large in the lower grades, small in the middle grades, and largest in the higher grades. In addition, the passing rate gaps tend to be larger in mathematics than in reading/ELA.

Table 9.7
2007 TAKS Percent Passing for Open-Enrollment Charter Schools by Content Area and Grade Level

Grade	Standard Campuses		Alternative Education		All Open-Enrollment Charters	State Average
	Open-Enrollment Charters	Traditional	Open-Enrollment Charters	Traditional		
Reading/ELA						
3	81%	89%	64%	--	80%	89%
4	80%	85%	58%	--	78%	85%
5	75%	83%	55%	39%	73%	83%
6	93%	92%	80%	83%	92%	92%
7	87%	86%	70%	78%	85%	86%
8	91%	90%	79%	74%	88%	90%
9	87%	87%	69%	68%	76%	87%
10	81%	86%	62%	58%	69%	85%
11	83%	91%	72%	73%	76%	91%
Mathematics						
3	68%	83%	51%	--	67%	83%
4	76%	87%	55%	--	75%	87%
5	74%	86%	49%	69%	73%	86%
6	80%	80%	47%	57%	77%	80%
7	77%	77%	48%	53%	73%	77%
8	73%	73%	42%	33%	67%	73%
9	64%	63%	21%	19%	40%	62%
10	60%	66%	27%	23%	39%	65%
11	76%	82%	45%	45%	57%	81%
Science						
5	63%	78%	28%	7%	61%	78%
8	72%	71%	38%	35%	66%	71%
10	55%	60%	24%	20%	36%	60%
11	76%	79%	46%	47%	57%	79%
Social Studies						
8	88%	88%	63%	58%	83%	88%
10	83%	88%	61%	60%	69%	88%
11	90%	94%	77%	77%	82%	94%
Writing						
4	85%	91%	72%	--	84%	91%
7	94%	94%	84%	87%	93%	94%
All Tests Taken						
3	64%	79%	41%	--	62%	79%
4	65%	76%	43%	--	63%	76%
5	53%	69%	21%	11%	51%	69%
6	78%	78%	46%	51%	75%	78%
7	71%	71%	45%	47%	68%	71%
8	63%	62%	27%	22%	56%	62%
9	62%	61%	28%	26%	42%	61%
10	45%	52%	22%	19%	30%	52%
11	64%	71%	36%	37%	46%	70%

Source: Data are from 2007 AEIS reports.

Notes. Data are averages across students. Bold text denotes higher passing rates for comparison groups. Alternative Education refers to the 145 open-enrollment charter campuses and the 254 traditional campuses rated under AEA procedures. Standard Campuses refers to the 187 open-enrollment charter campuses and 7,475 traditional campuses rated under standard accountability procedures. State Average is exclusive of open-enrollment charter schools.

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

Attendance Rates

Student attendance rates in open-enrollment charter schools trail the state average by 3.2% (Table 9.8). Attendance rates for standard open-enrollment charter campuses are 0.9% lower than standard traditional campus rates. Yet, alternative education open-enrollment charters had higher attendance rates (by 1.5%) than traditional alternative education campuses. This latter difference, however, may reflect the greater enrollment of elementary students, who typically attend school at higher rates, in alternative education open-enrollment charter schools.

Table 9.8
Attendance Rates by Comparison Group

Group	Attendance Rate
All Open-Enrollment Charter Schools	92.4%
State Average	95.6%
Standard AP Charters	94.7%
Standard AP Traditional	95.6%
Alternative Education AP Charters	88.5%
Alternative Education AP Traditional	87.0%

Source: Data are from 2007 AEIS reports. Data are for school year 2005-06.

Notes. State average is exclusive of open-enrollment charter schools. Data are averages across students. AP means accountability procedures. Standard refers to the 187 open-enrollment charter campuses and 7,475 traditional campuses rated under standard accountability procedures. Alternative Education refers to the 145 open-enrollment charter campuses and the 254 traditional campuses rated under AEA procedures.

Dropout Rates

The most recently available data (2006) show that open-enrollment charter school dropout rates at Grades 7 and 8 and Grades 7 through 12 are higher than state averages (Table 9.9). The Grades 7 and 8 rate exceeds the state average by 1.2%, while the rate for Grades 7 through 12

exceeds the state average by 6.5%. Using a more appropriate comparison, the dropout rates at Grades 7 and 8 and 7 through 12 for standard open-enrollment charters exceed the traditional standard campus rates by 0.4% and 1.3%, respectively. The dropout rate at Grades 7 and 8 for alternative education open-enrollment charters was 0.4% lower than the dropout rate for traditional alternative education campuses. In addition, the dropout rate at Grades 7 through 12 for alternative education open-enrollment charters was 2.1% lower than the rate for traditional alternative education campuses. As expected, the dropout rates of standard open-enrollment charters were lower than the corresponding rates for alternative education open-enrollment charters.

Table 9.9
2005-06 Dropout Rates

Group	Dropout Rates Grades 7 and 8	Dropout Rates Grades 7 Through 12
All Open-Enrollment Charter Schools	1.6%	8.7%
State Average	0.4%	2.2%
Standard AP Charters	0.8%	3.2%
Standard AP Traditional	0.4%	1.9%
Alternative Education AP Charters	2.9%	11.3%
Alternative Education AP Traditional	3.3%	13.4%

Source: TEA 2007 AEIS reports. Data are for school year 2005-06.

Notes. Data are averages across students. AP means accountability procedures. Standard refers to the 187 open-enrollment charter campuses and 7,475 traditional campuses rated under standard accountability procedures. Alternative Education refers to the 145 open-enrollment charter campuses and the 254 traditional campuses rated under AEA procedures.

Student Mobility and Enrollment Patterns

Many open-enrollment charters enroll highly mobile at-risk student populations. Figure 9.3 shows the mobility rates of open-enrollment charters and other public schools from 2003 through 2006. Open-enrollment charter mobility rates have consistently been about double the rates on non-open-enrollment charter students. To further explore open-enrollment charter student mobility and enrollment patterns, we examined whether 2006-07 open-enrollment charter school students attended the same campus the previous one, two, and three years. For the elementary grades, only campuses with grade spans of 1-6 were included. For the middle-school grades, only campuses with grade spans of 6-8 were included. Likewise, for the high-school grades, only campuses with grade spans of 9-12 were included. We could, for example, reasonably look back 3 years for students attending Grades 4, 5, 6, and 12 in 2006-07. We could look back 2 years for students in Grades 3, 8, and 11, and we could only look back one year for still other students in Grades 2, and 7. For students in Grades 1 and 9 in 2006-07, which are typically beginning elementary and high school grades, frequently located in new school buildings, looking back to prior schools was less reasonable.

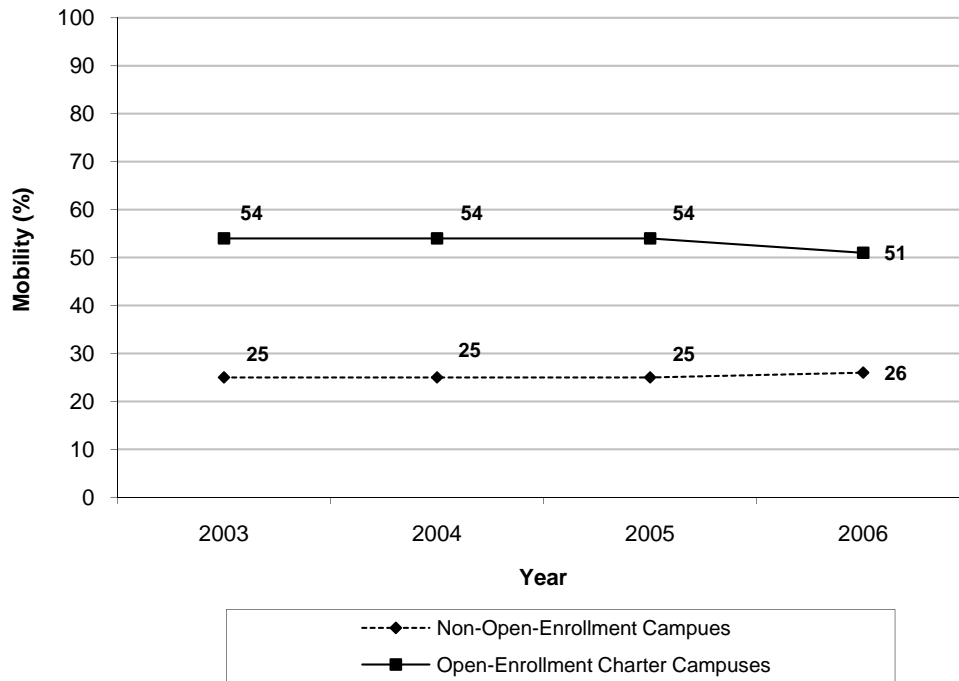


Figure 9.3. Campus-level mobility rates for open-enrollment charter and traditional campuses.

Source: AEIS campus student statistics files, 2004 through 2007.

Table 9.10 shows that larger percentages of elementary students were likely to have attended the same open-enrollment charter campus over the previous one, two, and three years. For example, 60% of open-enrollment fourth grade students in 2006-07 attended the same campus in 2005-06, 42% attended the same campus from 2004-05 through 2006-07, and 30% attended the same campus from 2003-04 through 2006-07. Middle school open-enrollment charter school students were somewhat more mobile. For example, 56% of eighth grade students in 2006-07 attended the same campus in 2005-06, and 33% attended the same campus from 2004-05 through 2006-07. High school open-enrollment students were the most mobile. Less than half (47%) of 2006-07 Grade 12 students attended the same campus the previous year. Only 24% attended the same campus the previous two years, and only 11% the previous three years. Similarly, only 38% of 2006-07 Grade 11 students attended the same campus the previous year, and only 16% attended the same campus the previous two years. These data are not surprising given that a number of open-enrollment charters serving Grades 9 through 12 have open enrollment or flexible scheduling policies designed for students who may have difficulty attending school.

Table 9.10
Enrollment Patterns of 2006-07 Open-Enrollment Charter School Students

2006-07 Grade	Percentage at the Same Open-Enrollment Campus in 2007 and 2006	Percentage at the Same Open-Enrollment Campus in 2007, 2006, and 2005	Percentage at the Same Open-Enrollment Campus in 2007, 2006, 2005, and 2004
1	—	—	—
2	61.5%	—	—
3	61.5%	44.1%	—
4	58.9%	41.5%	29.7%
5	58.1%	40.3%	29.7%
6	51.1%	35.5%	24.7%
7	51.8%	—	—
8	56.0%	32.7%	—
9	—	—	—
10	31.7%	—	—
11	37.7%	16.3%	—
12	47.1%	23.6%	11.3%

Source: Individual student data from PEIMS.

Note. “—” means that given typical campus grade spans, many students may not have been at the same campus the previous school year.

OTHER PERFORMANCE MEASURES

Advanced Course Performance

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

Table 9.11
2005-06 Advanced Course Completion Rates

Group	Standard AP		Alternative Education AP		All Open-Enrollment Charters	State Average
	Open-Enrollment Charters	Traditional	Open-Enrollment Charters	Traditional		
African American	14.3%	14.0%	5.9%	3.1%	8.2%	13.8%
Hispanic	11.2%	16.8%	5.6%	4.7%	7.0%	16.5%
White	15.0%	26.2%	4.9%	5.2%	8.7%	25.9%
Economically Disadvantaged	12.5%	14.7%	6.3%	4.7%	8.1%	14.5%
All Students	14.1%	21.1%	5.6%	4.6%	8.0%	20.8%

Source: TEA 2007 AEIS reports. Data are for school year 2005-06.

Notes. Data are averages across students. AP means accountability procedures. Standard refers to the 187 open-enrollment charter campuses and 7,475 traditional campuses rated under standard accountability procedures. Alternative Education refers to the 145 open-enrollment charter campuses and the 254 traditional campuses rated under AEA procedures. Open-enrollment charter students are removed from state averages.

Compared to the state average, open-enrollment charter schools have a lower percentage of advanced course completions (about 13% lower). Each major charter school ethnic group also trails the corresponding state average. Standard open-enrollment charter schools trail standard traditional campuses by 7.0%. However, alternative education open-enrollment charters have a 1.0% higher advanced course completion rate than alternative education traditional campuses.

Graduation and Recommended High School Program Completion Rates

Outcome measures such as graduation rate and Recommended High School Program (RHSP) completion rate also reflect on student and campus performance. Information on these measures is presented in Table 9.12. Open-enrollment charter high school graduation rates were much lower than the state overall. Between 2001 and 2005, open-enrollment charter school graduation rates increased from 22% to 42%, but decreased in 2006 to 35%. Over the same period, state averages ranged from 83% to 85%, with a decrease to 80% in 2006. The mobility rates of open-enrollment charter school students are about double state averages, and the graduation rate is the percentage of students, measured from the beginning of ninth grade, who graduate from high school. Thus, it is not surprising that the graduation rates of open-enrollment charter school students are about 40% to 60% lower than the state averages. Standard open-enrollment charter campuses had lower 2006 graduation rates (54%) than standard traditional campuses (81%), and alternative education open-enrollment charters had graduation rates lower than traditional alternative education campuses (29% versus 40%).

Table 9.12
Graduation Rates and Recommended High School Program Completion Rates

Measure	2001	2002	2003	2004	2005	2006
Graduation Rate						
All Open-Enrollment Charter Schools	21.9%	27.2%	36.4%	39.6%	41.5%	35.0%
State Average	84.1%	83.2%	83.9%	85.1%	83.6%	80.3%
Standard AP Charters	--	--	40.0%	48.6%	55.8%	53.6%
Standard AP Traditional	--	83.7%	84.3%	85.5%	84.1%	81.0%
Alternative Education AP Charters	--	--	34.1%	36.3%	36.9%	28.9%
Alternative Education AP Traditional	--	--	45.9%	41.5%	33.9%	40.1%
Recommended HS Program Completion Rate						
All Open-Enrollment Charter Schools	10.1%	20.1%	34.6%	34.3%	30.5%	40.3%
State Average	51.7%	58.8%	64.4%	69.2%	73.3%	76.4%
Standard AP Charters	--	--	37.0%	53.6%	53.2%	57.1%
Standard AP Traditional	--	59.7%	65.3%	70.1%	74.0%	78.1%
Alternative Education AP Charters	--	--	33.8%	27.7%	25.0%	32.3%
Alternative Education AP Traditional	--	--	17.1%	23.4%	28.0%	31.1%

Source: TEA AEIS reports.

Notes. Data are averages across students and represent annual rates. The graduation rate is calculated by dividing the number of students who received a high school diploma by the end of the cohort's graduation year by the number of students in the original ninth-grade cohort. The RHSP rate is calculated by dividing the number of graduates with graduation codes for *Recommended High School Program* or *Distinguished Achievement Program* by the number of graduates.

Open-enrollment charter students are removed from the state average. AP means accountability procedures. Standard refers to the 187 open-enrollment charter campuses and 7,475 traditional campuses rated under standard accountability procedures.

Alternative Education refers to the 145 open-enrollment charter campuses and the 254 traditional campuses rated under AEA procedures.

Another measure of academic readiness is the Recommended High School Program (RHSP) completion rate. The RHSP requires 24 credits and more rigorous elective courses (e.g., fine arts, languages other than English) than the 22-credit minimum graduation plan. From 2001 through 2006, the percentage of open-enrollment charter school students who completed the RHSP increased from 10% to 40%, including from 31% in 2005 to 40% in 2006. However, state averages also increased from 52% to 76% over the same time period. Over this period, the RHSP completion rate was, on average, 37% lower for open-enrollment charters. Standard open-enrollment charter campuses also had lower 2006 RHSP completion rates (57%) than standard traditional campuses (78%). However, for alternative education campuses, 32% of students in open-enrollment charters completed the RHSP in 2006 compared to 31% for students in traditional alternative education programs.

College Entrance Examinations

College entrance examination scores are reported to the TEA; the agency then reports the percentages of students taking examinations and average examination scores by campus. Data are reported when students are scheduled to be seniors, regardless of when examinations are taken. The percentage of open-enrollment charter students taking college entrance examinations has been in the 5% to 17% range between 2001 and 2006. These rates compare to the 61% to 67% range for the state as a whole. Yet the open-enrollment charter percentage tested has increased from 5% in 2001 to 15% in 2005 to 17% in 2006. Likewise, the standard open-enrollment charter percentage tested has increased from 16% in 2003 to 32% in 2006, and the alternative open-enrollment charter percentage tested has increased from 4% in 2003 to 10% in

2006. Yet, over the same time period, changes for state comparison groups have been modest positive increases (5%) for standard campuses and a decrease (7%) for alternative campuses.

From 2001 through 2006, average scores on the SAT and ACT for students in open-enrollment charter schools were lower than state averages (Table 9.13). On the SAT, open-enrollment charter school students trailed students in traditional public schools by approximately 40 to 70 scale score points. From 2001 to 2006, both open-enrollment charter school average scores and state average scores increased slightly (4% and 5%, respectively). On the ACT, open-enrollment charter school students trailed students in traditional public schools by approximately 2.0 scale score points. Yet from 2001 to 2006, open-enrollment charter school average scores increased by 1.2 scale score points, while the state average decreased by 0.1 scale score point. In 2006, SAT average scores were 927 for students in open-enrollment charter schools and 992 statewide. Likewise, in 2006, ACT average scores were 19.0 for students in open-enrollment charter schools and 20.1 statewide.

Table 9.13
Average Performance on SAT and ACT College Entrance Examinations

Measure	2001	2002	2003	2004	2005	2006
Percentage Tested^a						
Open-Enrollment Charter Schools	5.0%	4.9%	7.1%	9.0%	14.9%	17.0%
State Average	62.8%	61.3%	63.6%	63.2%	66.6%	66.8%
Standard AP Charters	--	--	16.2%	18.0%	30.0%	32.0%
Standard AP Traditional	--	--	64.7%	64.2%	67.5%	69.2%
Alternative Education AP Charters	--	--	4.0%	5.9%	8.6%	10.0%
Alternative Education AP Traditional	--	--	13.3%	14.5%	14.3%	6.4%
SAT Average						
Open-Enrollment Charter Schools	923	943	945	924	925	927
State Average	987	986	989	988	992	992
Standard AP Charters	--	--	1004	996	984	938
Standard AP Traditional	--	986	990	988	992	992
Alternative Education AP Charters	--	--	844	824	864	910
Alternative Education AP Traditional	--	--	788	815	799	882
ACT Average						
Open-Enrollment Charter Schools	17.8	18.1	18.1	17.9	18.5	19.0
State Average	20.2	20.0	19.9	20.1	20.0	20.1
Standard AP Charters	--	--	20.3	20.2	19.2	19.8
Standard AP Traditional	--	20.0	20.0	20.1	20.0	20.2
Alternative Education AP Charters	--	--	15.7	16.2	17.1	16.5
Alternative Education AP Traditional	--	--	16.2	17.2	16.1	16.9

Source: TEA AEIS reports.

Notes. Data are averages across students who took the SAT or ACT. Charter students are removed from the state average. AP means accountability procedures. Standard refers to the 187 open-enrollment charter campuses and 7,475 traditional campuses rated under standard accountability procedures. Alternative Education refers to the 145 open-enrollment charter campuses and the 254 traditional campuses rated under AEA procedures.

^aThe percentage of graduates who took either the SAT or the ACT *divided by* number of non-special education graduates.

Note, however, that students at traditional campuses evaluated under standard accountability procedures had higher 2006 SAT and ACT average scores than students at standard open-enrollment charters (992 versus 938, and 20.2 versus 19.8, respectively). Students at alternative education open-enrollment charters, compared to students at traditional alternative education

campuses, had higher 2006 SAT average scores (910 versus 882), but not ACT scores (16.5 versus 16.9).

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 open-enrollment charters (50% greater in 2006). Second, for alternative education campuses, a much higher percentage of open-enrollment charter campuses are rated under AEA procedures (44% for open-enrollment charters and only 3% for traditional public schools). Due to these differences, the characteristics of exam takers may vary substantially across open-enrollment 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 open-enrollment charter schools. Data are for individual students enrolled in open-enrollment charter schools (i.e., the student is the unit of analysis). The database includes approximately 99,000 students who were enrolled in an open-enrollment charter school at some time during the 1997-98 through 2006-07 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 open-enrollment charter school alternative education programs focused on dropout recovery.

TAKS Longitudinal Performance

While absolute performance on the criterion-referenced TAKS assessment is one important indicator of student mastery of the state's curriculum, it is also important to look at year to year improvement as a way to determine whether students and schools are making progress in raising achievement. To examine change over time, we conducted a student-level analysis for open-enrollment charter school students who had test scores for the 2005, 2006, and 2007 administrations of TAKS reading/ELA and TAKS math (nearly 7,000 students in reading/ELA and nearly 5,00 students in math).

Results show that students enrolled in open-enrollment charter schools for three consecutive years had higher TAKS passing rates than open-enrollment charter school students as a whole. The 2007 passing rates for open-enrollment charters as a whole were 82% in reading/ELA and 64% in math (see Figure 9.4). This compares with 87% in reading/ELA and 74% in math for the students enrolled in open-enrollment charter schools for three consecutive years (see Table 9.14 and Figure 9.4). Passing rates are 5% and 10% higher, respectively. Likewise, commended performance rates are also higher for the students enrolled in open-enrollment charter schools for

three years. In reading/ELA, the commended performance rates are 7% higher (30% compared to 23%); while in math, the commended performance rates are 5% higher (22% compared to 17%).

Table 9.14

TAKS Percentage Passing and Percentage Commended Performance for Students Attending Open-Enrollment Charter Schools by School Type

TAKS Test	Standard AP Open-Enrollment Charters					Alternative Education AP Open-Enrollment Charters					All Open-Enrollment Charter Schools				
	n	2005	2006	2007	Diff.	n	2005	2006	2007	Diff.	N	2005	2006	2007	Diff.
Passing TAKS															
Reading/ELA	6,002	83.7	86.3	89.0	5.3	881	69.5	71.1	74.7	5.2	6,883	81.9	84.4	87.2	5.3
Mathematics	6,047	71.9	76.9	77.1	5.2	799	40.6	45.4	50.4	9.8	6,846	68.3	73.3	74.0	5.7
Commended Performance TAKS															
Reading/ELA	6,002	28.8	25.6	32.8	4.0	882	9.8	8.5	9.4	-0.4	6,884	26.4	23.4	29.8	3.4
Mathematics	6,053	20.5	22.5	23.8	3.3	803	5.2	5.9	7.2	2.0	6,856	18.7	20.5	21.8	3.1

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

Notes. Students attended open-enrollment charter school 2004-05, 2005-06, and 2006-07 and had TAKS scores for three years. AP means accountability procedures.

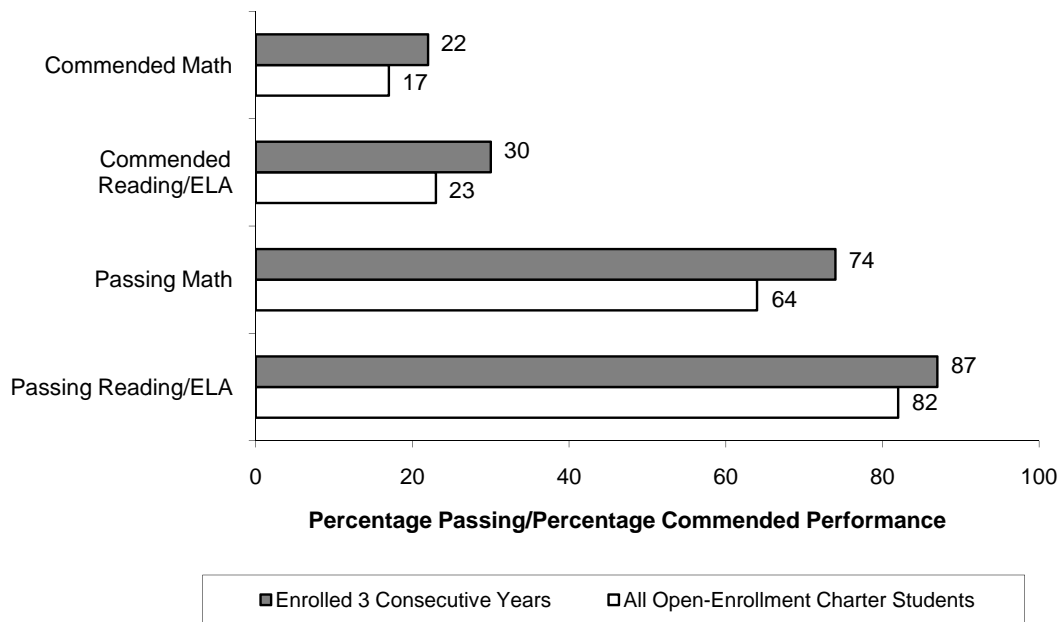


Figure 9.4. 2006-07 TAKS passing rates and commended performance rates for all open-enrollment charter school students and for open-enrollment charter students enrolled for three consecutive years.

Information in Table 9.14 also shows that student TAKS performance in both standard and alternative education open-enrollment charters improved between 2005 and 2007. Alternative education open-enrollment charters had larger TAKS passing rate gains than standard open-enrollment charters in math (an increase of 9.8 percentage points versus 5.2 percentage points for standard accountability schools) and similar TAKS passing rate gains in reading/ELA (5.2 and 5.3 percentage points, respectively). Standard open-enrollment charters had stronger gains in both TAKS reading/ELA commended performance and TAKS math commended performance (4.0% versus -0.4% in reading/ELA, and 3.3% versus 2.0% in math).

As one might expect, students attending alternative education open-enrollment charters performed at lower levels than students attending standard open-enrollment charters in both TAKS reading/ELA and math (2007 passing rates about 14% and 27% lower; 2007 commended performance rates about 23% and 17% lower). In fact, in 2007, students enrolled in standard open-enrollment charters for three consecutive years performed at state levels in reading/ELA (89% passing) and almost at state levels in math (77% passing compared to the state average of 78%). Students enrolled in alternative education open-enrollment charters for three years performed well below state levels (75% passing reading/ELA compared to the state average of 89%; 50% passing math compared to the state average of 78%).

It must be noted, however, that these data represent only a select sample of open-enrollment charter school students. For example, in both reading/ELA and math, the approximately 6,900 students represent only 14% of students tested and 12% of those eligible to be tested in 2006-07.

Continuous Enrollment and Achievement

TAKS percentage passing. An additional analysis explores whether students who remain in open-enrollment charter schools for several years do better academically. The answer to the question comes from a comparison of the TAKS performance of students who were continuously enrolled in open-enrollment charter schools for varying numbers of years and had TAKS reading/ELA and math scores for both 2006 and 2007. Results reported in Table 9.15 show that students who were continuously enrolled in open-enrollment charter schools for four years (2004 through 2007) had the highest TAKS reading/ELA and math passing rates. In fact, there was a monotonic (one direction or order) relationship between years continuously enrolled in an open-enrollment charter school and 2006 and 2007 TAKS passing rates. The greater the number of years continuously enrolled, the higher the TAKS reading/ELA and math passing rates. In addition, students continuously enrolled in open-enrollment charter schools for all four years (2004 through 2007) had the largest passing rate gains in both reading/ELA and math. From these data it may be tempting to conclude that continuous enrollment in open-enrollment charter schools has a positive influence on TAKS performance. However, these groups differ on initial levels of achievement, and they may also differ on socio-economic background variables related to achievement. To clarify these issues, we conducted further analyses as described in the following section.

Table 9.15
TAKS Percent Passing, by School Category Over Two Years

School Category				Number of Students	TAKS Percent Passing		
2003-04	2004-05	2005-06	2006-07		2005-06	2006-07	Gain/Loss
Reading/ELA							
OE	OE	OE	OE	5,755	85.3%	87.0%	1.7
Regular	OE	OE	OE	2,275	81.0%	82.4%	1.4
Regular	Regular	OE	OE	4,241	79.3%	79.8%	0.5
Regular	Regular	Regular	OE	8,977	77.3%	78.5%	1.2
Mathematics							
OE	OE	OE	OE	5,749	74.9%	76.3%	1.4
Regular	OE	OE	OE	2,243	68.2%	68.3%	0.1
Regular	Regular	OE	OE	4,124	63.7%	63.7%	0.0
Regular	Regular	Regular	OE	8,482	57.3%	58.2%	0.9

Source: Analysis of individual student data from PEIMS.

Note. OE means open-enrollment.

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 an open-enrollment charter school, the type of open-enrollment charter school attended, and average school-level student attendance on 2007 TAKS *T* scores. The TAKS scale score (a derived score used to maintain similar standards across test administrations) was used to generate a standard score that can be used to compare student progress on TAKS across grade levels. The standardized score—or *z* score—was calculated for each student and for every testing occasion and content area by subtracting the statewide mean grade-level scale score from each student’s scale score and dividing by the statewide scale score standard deviation. However, one characteristic of *z* scores is that about half of the scores are negative, and negative scores may be difficult to fully understand. To overcome this limitation, we transformed students’ *z* scores into *T* scores. *T* scores are normalized scores with a mean of 50 and a standard deviation of 10. Thus, a student who scores at the state average will have a TAKS *T* score of 50. A student who has a score of 60 will be one standard deviation above the state average, and a student who has a score of 40 will be one standard deviation below the state average. The *T* score provides a measure of TAKS score growth across grade levels and testing years.

By controlling for students’ social and academic backgrounds, this analysis provides more valid information about the effect of consecutive years in an open-enrollment charter school on student achievement. It also compares the type of open-enrollment charter school (standard open-enrollment charter or alternative education open-enrollment charter) as well as levels of school attendance on student background-adjusted 2007 TAKS reading/ELA and math scores. The specific social and academic variables that were controlled include prior year (2006) TAKS score, as well as gender, economic status, ethnicity, grade level, and campus poverty level. Separate analyses were conducted for TAKS reading/ELA and math and for elementary students (Grades 4 and 5), middle school students (Grades 6, 7, and 8), and high school students (Grades 9, 10, and 11). A detailed explanation of HLM procedures used in estimating the effects of the number of consecutive years in an open-enrollment charter school and school type and school attendance on 2007 TAKS scores and results is given in Appendix C.

Results are shown in Table 9.16 for TAKS reading/ELA scores and in Table 9.17 for TAKS math scores. Major findings are described below.

- After controlling for prior year TAKS scores as well as gender, economic status, ethnicity, grade level, campus attendance, campus poverty, and campus type, *the number of consecutive years spent in an open-enrollment charter school* was a significant positive predictor of 2007 TAKS reading/ELA scores at the elementary and middle school levels, but not at the high school level. Likewise, *number of consecutive years spent in an open-enrollment charter* was a significant positive predictor of 2007 TAKS math scores at the elementary, middle, and high school levels. Regarding TAKS performance, these data indicate that continuous enrollment is an important predictor of academic performance. It may be a more important predictor at the elementary level than it is at the secondary levels. This may reflect the flexible design of a number of secondary open-enrollment charters.

By way of example, in elementary math, each additional consecutive year in an open-enrollment charter school was associated with a positive increment in 2007 TAKS *T* scores. For example, consider two fifth-grade students with the same demographic and achievement backgrounds. Suppose the first student spent one year in an open-enrollment charter school, and the second was in an open-enrollment charter school for Grades 1 through 5. The model predicts that the second student will gain about 21 TAKS scale score points more in math. (This was calculated by converting the second student's positive *T* score differential into a scale score assuming a 2007 TAKS math standard deviation of approximately 250).

Table 9.16. Effect of Charter Schooling (Fixed) on TAKS Reading Achievement

	Elementary School (Grades 4 and 5)		Middle School (Grades 6, 7, and 8)		High School (Grades 9, 10, and 11)	
	Gamma Coefficient	<i>t</i> -value	Gamma Coefficient	<i>t</i> -value	Gamma Coefficient	<i>t</i> -value
Intercept	48.379	103.81***	51.081	173.02***	47.788	100.15***
Type of charter	-1.877	-2.81**	-0.579	-1.24	-0.931	-1.81 [†]
School poverty	-0.009	-0.98	-0.016	-3.29**	-0.011	-1.14
Campus 2006 attendance	0.193	1.32	0.392	6.21***	0.180	5.26***
Female	0.634	3.02**	0.474	2.87**	1.068	6.80***
African American	-1.280	-2.72**	-0.924	-3.37**	-1.108	-4.04***
Hispanic	-1.319	-3.38**	-0.913	-3.73***	-0.978	-4.18***
Disadvantaged	-0.848	-3.66***	-0.419	-2.23*	-0.619	-3.84***
Elementary grade (2007)	0.078	0.27	0.137	0.93	-1.158	-9.03***
Years in a charter school	0.185	2.62**	0.125	2.25*	0.096	1.57
2006 TAKS <i>T</i> score	0.598	39.18***	0.509	35.62***	0.466	32.96***

[†] $p < .10$; * $p < .05$; ** $p < .01$; *** $p < .001$.

Table 9.17. Effect of Charter Schooling (Fixed) on TAKS Math Achievement

	Elementary School (Grades 4 and 5)		Middle School (Grades 6, 7, and 8)		High School (Grades 9, 10, and 11)	
	Gamma Coefficient	<i>t</i> -value	Gamma Coefficient	<i>t</i> -value	Gamma Coefficient	<i>t</i> -value
Intercept	47.093	87.68***	49.619	98.93***	47.055	111.36***
Type of charter	-1.730	-2.62*	-1.786	-2.76**	-0.927	-2.11*
School poverty	-0.010	-1.12	0.001	0.12	0.003	0.53
Campus 2006 attendance	0.132	0.85	0.241	2.92**	0.123	4.24***
Female	-0.507	-3.04**	-0.183	-1.08	-0.468	-3.08**
African American	-1.569	-4.18***	-0.963	-2.72**	-0.941	-3.40**
Hispanic	-0.939	-2.59*	-0.941	-2.76**	-0.662	-3.11**
Disadvantaged	-0.279	-1.09	-0.349	-1.88	-0.100	-0.72
Elementary grade (2007)	0.154	0.41	0.133	0.59	-1.040	-6.15***
Years in a charter school	0.206	3.94***	0.105	2.15*	0.082	1.68 [†]
2006 TAKS <i>T</i> score	0.591	40.64***	0.651	40.16***	0.652	34.65***

[†] $p < .10$; * $p < .05$; ** $p < .01$; *** $p < .001$.

- After controlling for students’ social and academic backgrounds, as well as open-enrollment charter school type and poverty, *campus-level student attendance* (note that 2005-06 attendance was used because it was latest available in 2006-07 AEIS data files) was an important predictor of student achievement at the middle school and high school levels, but not at the elementary level. This was true for both TAKS reading/ELA and math. At the secondary grade levels, the higher the campus attendance rate, the higher the average TAKS score.

Campus attendance rates may have a greater impact on secondary achievement because secondary campus attendance is more variable than is elementary attendance. For example, the average open-enrollment charter elementary attendance is about 96% with a standard deviation of about 2%. On the other hand, the average open-enrollment charter secondary attendance is about 88% with a standard deviation approaching 7%. In a sense, there is more “room” for attendance to exert an effect on achievement at secondary open-enrollment charter campuses.

- After controlling for students’ prior achievement, gender, economic status, ethnicity, grade level, and consecutive years in an open-enrollment charter school, as well as open-enrollment charter attendance and poverty, *alternative education open-enrollment charter students* had significantly lower scores on both TAKS reading/ELA and math than open-enrollment charters evaluated under standard accountability procedures. This was true at the elementary, middle and high school levels, and it was true over and above any school attendance and poverty differences and differences in students’ academic and social backgrounds.

These analyses included students who were in open-enrollment charter schools in 2006-07, and the students had TAKS scores in 2005-06 and 2006-07. A relevant question is “Are these students representative of the overall open-enrollment charter school population?” Data show that while there are differences, the magnitudes of the differences are not large. Specifically, the sample of students included in the analysis has proportionately fewer African American students (27% versus 33% overall), but more Hispanic students (51% versus 48% overall), and more

White students (20% versus 17% overall). In addition, the sample has proportionately fewer economically disadvantaged students (65% versus 71% overall). The open-enrollment charter school students who were included in HLM analyses appear to be a fairly good representation of open-enrollment charter school students across the state.

The Characteristics of Higher-Performing Open-Enrollment Charter Schools

The effect of a school can be thought of as the systemic or incremental change it brings about in a student. This incremental change is frequently called the “value added” by the school. Alternatively, because school outcomes are usually different than inputs, and the comparison of schools is always relative, a more accurate term for the incremental change may be a measure of “adjusted comparison” (Goldstein, 1997). In either case, when the focus of a school is academic, the “value added” or “adjusted comparison” is usually expressed in terms of student achievement. School effectiveness in “value added” or “adjusted comparison” terms can be approximated, first, by determining an average level of achievement across a group of schools for students with a given set of characteristics and a previous level of performance on a related measure; and, second, by calculating how much an individual school’s level of achievement (similarly adjusted for student characteristics and previous achievement) exceeded or fell below the group average.

Hierarchical linear modeling (HLM) was used to determine the extent to which individual standard accountability and AEA open-enrollment charter campuses exceeded or fell below levels of TAKS achievement predicted across all open-enrollment charter campuses. HLM is a particularly appropriate because Bayesian estimators are used to calculate each school’s predicted outcome or intercept. Simply put, Bayesian techniques use multiple sources of information. For example, Bayesian estimators differentially weight each school’s data in proportion to the reliability of the data. If a school has reliable data (e.g., based on many students, estimates are relatively close to the average across all schools), more weight is given to this data. If a school has unreliable data (e.g., based on few students, estimates are relatively far from the average across all schools), less weight is given to this data, and more weight is given to data averaged across all schools.

In this investigation, separate analyses were conducted for open-enrollment charters rated under standard accountability procedures and for open-enrollment charters rated under AEA procedures. In addition, average TAKS scores were used as pre- and post-measures. Specifically, for each student, reading/ELA and math TAKS *T* scores were averaged to determine an overall level of achievement. In brief, the first step was to confirm that variation existed between both standard accountability and AEA open-enrollment charter campuses in spring 2007 average TAKS scores. The second step was to calculate the mean adjusted *T* score of the students in each campus and for all campuses based on the backgrounds and prior achievement of the students. (This step was done for each type of charter campus.) The third step determined those standard accountability and AEA campuses with adjusted mean achievement higher than predicted and those with adjusted mean achievement lower than predicted. Specifically, an adjusted campus score was calculated by adding each campus’ deviation from the average adjusted score to the overall average adjusted score. The resulting scores were ordered. Separate orderings were made for standard accountability and AEA charter campuses (see Appendix C2 for orderings of the campuses.). Finally, these adjusted TAKS scores for each type of open-enrollment charter

campus were correlated with a variety of campus characteristics. These included the percentage of economically disadvantaged students, the percentage of minority students, campus size, the mobility rate, the teacher-student ratio, the campus attendance rate, the number of years the campus was in operation, the average campus administrator salary, the average central administrator salary, the average teacher salary, average teacher experience, the percentage of teachers with no degree, and the total operating expenditures per student.

Table 9.18 displays the correlations between adjusted campus TAKS scores and a variety of campus characteristics. As one might expect, campus performance was significantly positively associated with the level of campus attendance for both standard accountability and AEA campuses. Higher attendance rates were associated with higher levels of campus performance. Unexpectedly, the teacher-student ratio was negatively related to campus performance, again for both types of open-enrollment charter campuses. A larger number of teachers per student was associated with a lower level of campus performance. Personnel salaries were positively associated with campus performance. For standard accountability charters, both teacher salaries and campus administrator salaries were significant predictors of campus performance. For AEA charters, central administrator salaries were positively related to campus performance. Surprisingly, operating expenditures per pupil was not a significant predictor of campus performance for either type of charter. (Note that operating expenditures per pupil were not significantly correlated with salaries for standard accountability charters. For alternative AP charters, operating expenditures were positively correlated with teacher salaries [0.40], but not with campus or central administrator salaries.) Lastly, there was a significant negative relationship between campus performance and years of operation for standard accountability campuses. The longer a standard accountability charter was in operation, the less likely the charter's average TAKS scores were above the TAKS scores predicted from the backgrounds of the students as well the characteristics of the campus.

Table 9.18
Correlations of Campus Adjusted TAKS Scores with Campus Characteristics

Campus Characteristic	Type of Open-Enrollment Charter Campus	
	Standard AP Campus	Alternative Education AP Campus
Percentage economically disadvantaged	-0.03	0.10
Percentage minority	0.03	-0.10
Campus size	0.08	-0.06
Mobility (2006 percent)	-0.42**	-0.08
Teacher-student ratio	-0.18*	-0.24**
Attendance rate (2006)	0.42**	0.28**
Years in operation	-0.20**	0.00
School administrator salary	0.17*	0.17
Central administrator average salary	-0.11	0.26**
Average teacher salary	0.31**	0.07
Average teacher experience	-0.15	0.09
Teachers without a degree (percent)	-0.12	0.10
Total operating expenditures per pupil	0.03	0.08

* $p < .05$. ** $p < .01$.

SUMMARY

Although several factors continue to complicate the analysis of open-enrollment charter school data, the most notable is student mobility. Student movement in and out of open-enrollment charter schools influences reported outcomes, and mobility rates in open-enrollment charters have consistently been about double the rates in traditional public schools. Related to this, the percentage of open-enrollment 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 2007, only 69% of open-enrollment charter school students were included in the accountability subset compared to 88% of students in traditional public schools. Thus, student mobility reduces available outcome data for open-enrollment charter schools.

In addition, charter school results frequently differ as a function of the type of campus (i.e., whether the campus is an alternative or standard accountability campus). This distinction is particularly important for charter schools because 44% of all charter school campuses were alternative campuses in 2006-07. Put another way, 1 out of every 3 charter school students attended an alternative campus. As a frame of reference, only 3% of traditional public school campuses were alternative campuses in 2006-07, and only 1 out of every 200 traditional public school students attended an alternative campus.

Accountability Ratings

In 2007, one-third (33%) of open-enrollment charter districts, but no traditional public school districts, were rated under the AEA procedures. Of those open-enrollment charters, almost all (97%) received Academically Acceptable ratings.

Under standard accountability procedures, 6% of open-enrollment charter districts and only 2% of traditional public school districts were rated Exemplary, and 21% of open-enrollment charter districts and 18% of traditional public school districts were rated Recognized. However, lower percentages of open-enrollment charter districts than traditional public school districts were rated Academically Acceptable (45% versus 78%), and higher percentages of open-enrollment charter than traditional public school districts were rated Academically Unacceptable (26% compared to 2%) in 2007 (excluding “not rated” category).

In 2007, 44% of open-enrollment charter campuses and 3% of traditional public school campuses were rated under the AEA system. Of those alternative open-enrollment charter campuses, 95% received Academically Acceptable ratings. Ninety-eight percent of alternative education campuses in traditional districts received Academically Acceptable ratings. For campuses rated under standard accountability procedures, 8% of open-enrollment charter campuses achieved Exemplary status, and 20% achieved Recognized status. Traditional public school campuses had similar percentages of Exemplary campuses (8%), but higher percentages of Recognized campuses (31%) and Academically Acceptable campuses (49% versus 43%). In addition, higher percentages of open-enrollment charter campuses earned Academically Unacceptable ratings (21% compared to only 3% for traditional campuses).

Statewide TAKS Performance

Compared to traditional public schools statewide, open-enrollment charter school TAKS passing rates for 2007 are 5% lower in writing, 7% lower in reading/ELA, 12% lower in social studies, 14% lower in mathematics, 21% lower in science, and 14% lower in all tests taken. Commended performance rates are also lower for all tested areas. In addition, the open-enrollment charter school differences with statewide averages persist across ethnic and economic comparison groups. The TAKS achievement gap between open-enrollment charter schools and the state average is smallest for Hispanic and African American students (7% and 8%, respectively) and largest for White students (17%).

Comparisons between Open-Enrollment Charter Schools and Similar Traditional Schools

Statewide TAKS statistics do not reveal the extent to which open-enrollment charter schools are more or less successful than traditional public schools in educating students because, as a whole, the students who attend open-enrollment charter schools are very different than students in other Texas public schools. Open-enrollment charter students are more ethnically diverse, more economically disadvantaged, and more mobile than students in traditional public schools. Thus, for open-enrollment charter schools rated under standard procedures a more equitable comparison group is traditional public schools also rated under standard procedures.

Additionally, for alternative education open-enrollment charters, more equitable comparisons can be made with alternative education campuses in traditional districts. TAKS passing rate comparisons for students at standard open-enrollment charter schools and traditional campuses favor standard traditional campuses in all tested areas. However, except for an 8% gap in science, gaps in other tested areas are 4% or smaller. TAKS comparisons for alternative education open-enrollment charter campuses and traditional alternative education campus favor the alternative education open-enrollment charter campuses in three tested areas. Differences favoring alternative education open-enrollment charters are 3% in math, 2% in all tests taken,

and 1% in reading/ELA. Writing favors traditional alternative education campuses (by 7%), as do social studies (by 1%). There are no differences in science across school type.

Grade-level comparisons for *all* open-enrollment charter schools and state averages show that students attending open-enrollment charter schools in Grades 6, 7, and 8 are performing nearer to state averages on TAKS than students in the lower and higher grade levels. In reading/ELA and math, the passing rate gaps between open-enrollment charter school and state comparison groups tend to be large in the lower grades, small in the middle grades, and largest in the higher grades. In addition, the passing rate gaps tend to be larger in mathematics than in reading/ELA.

Student attendance rates in open-enrollment charter schools trail the state average by 3.2%. However, attendance rates for standard open-enrollment charter campuses are only 0.9% lower than standard traditional campus rates, while alternative education open-enrollment charters had attendance rates 1.5% higher than traditional alternative education campuses. This difference, however, may reflect the greater enrollment of elementary students in alternative education open-enrollment charters. The overall open-enrollment charter school dropout rates at Grades 7 and 8 and Grades 7 through 12 are much higher than state averages. In addition, the dropout rates at Grades 7 and 8 and 7 through 12 for standard open-enrollment charters exceeded traditional standard campuses' dropout rates. However, the dropout rates at Grades 7 and 8 and 7 through 12 for alternative education open-enrollment charters were lower than the dropout rate for traditional alternative education campuses. As expected, the dropout rates of standard open-enrollment charters were lower than the corresponding rates for alternative education open-enrollment charters.

For each of the last four years, open-enrollment charter mobility rates at just over 50% have been about double state averages. Not surprisingly, high school open-enrollment charter students are the most mobile. By way of example, 60% of open-enrollment fourth grade students in 2006-07 attended the same campus the previous year, 42% the previous two years, and 30% the previous three years. On the other hand, only 47% of 2006-07 Grade 12 students attended the same campus the previous year, 24% the previous two years, and only 11% the previous three years.

Achievement Comparisons between Charter and Traditional Public Schools

In the Year 10 open-enrollment school report, a comparison was made of student achievement between a random sample of open-enrollment charter and a sample of comparable traditional district schools (TCER, 2007). Comparison traditional district campuses were selected because they were located in the vicinity of and served students who were demographically similar to students enrolled in the sample of open-enrollment charter campuses. The statistical models used to compare achievement outcomes controlled for charter and traditional public school students' academic and social backgrounds, as well as campus accountability system and campus attendance rate. Analyses found no significant differences between the 2006 TAKS reading/ELA scores of the open-enrollment charter and traditional district students. However, analyses also suggest that the two types of schooling have different effects on 2006 TAKS math scores, depending upon the prior achievement levels of the students they enroll. Specifically, a higher 2005 TAKS math score for traditional district students resulted in a higher 2006 TAKS math score, while a lower 2005 TAKS math score resulted in a higher 2006 TAKS math score for open-enrollment charter students. This suggests that if two comparable students scored *below* the

mean on the 2005 TAKS math test, the open-enrollment charter school student would have the higher 2006 TAKS math score. Conversely, if the two students scored *above* the mean on the 2005 TAKS math test, the traditional public school student would have the higher 2006 TAKS math score. Thus, open-enrollment charters appear to have a stronger effect on the math achievement of low-performing students.

Other Performance Measures

Compared to public schools statewide, open-enrollment charter schools have lower percentages of advanced course completions (about 13% lower). Open-enrollment charter high school graduation rates also are much lower than the state (35% versus 80%). Compared to state averages, much lower percentages of open-enrollment charter school students completed the Recommended High School Program (RHSP) between 2001 and 2006. For example, 40% of open-enrollment charter school students completed the RHSP in 2006 compared to 76% for the state. Open-enrollment charter schools also trail state averages in the percentage of students taking college entrance examinations. From 2001 through 2006, the percentage of open-enrollment charter students taking college entrance examinations has been in the 6% to 17% range, compared to the 63 to 67 percent range for the state as a whole. The 2006 scores on the ACT for students in open-enrollment charter schools (19.0) trail the state (20.1) average. Likewise, the 2006 SAT scores for open-enrollment charter school students (927) trail the state (992) average.

Comparisons for other performance measures between open-enrollment charter and traditional campuses evaluated under standard accountability procedures favor traditional public schools. In contrast, several comparisons between alternative education open-enrollment charters and traditional alternative education campuses favor open-enrollment charters. Alternative education open-enrollment charters had higher percentages of students completing advanced courses and the RHSP, as well as higher SAT scores. Differences in outcomes for students enrolled in open-enrollment 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 open-enrollment charter schools were also examined. Student-level data were analyzed for open-enrollment charter school students who had test scores for the 2005, 2006, and 2007 administrations of TAKS reading/ELA and mathematics (nearly 7,000 students). These students represent about 14% of open-enrollment 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 open-enrollment charters improved between 2005 and 2007. Alternative education open-enrollment charters had slightly larger passing rate gains than standard open-enrollment charters in math, but gains were similar in reading/ELA. Moreover, students enrolled in open-enrollment charter schools for three consecutive testing periods had higher TAKS passing rates than open-enrollment charter school students as a whole. In fact, in 2007 students enrolled in standard open-enrollment charters for

three years performed at state levels in reading/ELA (89% passing for both) and almost at state levels in math (77% passing compared to the state average of 78%). Students enrolled in alternative education open-enrollment charters for three years performed well below state levels (about 14% lower in reading/ELA and about 28% lower in math).

Continuous enrollment. Continuous enrollment in open-enrollment charter schools has a positive effect on achievement. Students who were continuously enrolled in open-enrollment charter from 2004 through 2007 had the highest TAKS reading/ELA and math passing rates. The greater the number of years continuously enrolled, the higher the TAKS reading/ELA and math passing rates. In addition, students continuously enrolled in open-enrollment charter schools from 2004 through 2007 had the largest passing rate gains in both reading/ELA and math.

Statistical analyses, which controlled for students' prior academic and social backgrounds, showed that consecutive years spent in an open-enrollment charter school was a positive predictor of 2007 TAKS scores. For TAKS reading/ELA, the number of consecutive years spent in an open-enrollment charter school was a significant positive predictor of scores at the elementary level and to a lesser extent at the middle school level, but not at the high school level. For TAKS math, the number of consecutive years spent in an open-enrollment charter was a significant positive predictor of scores at the elementary level and to a lesser degree at the middle and high school levels.

School attendance. After controlling for students' social and academic backgrounds, as well as open-enrollment charter school type and poverty, campus-level student attendance was an important predictor of TAKS reading/ELA and math scores at the middle school level, and especially at the high school level, but not at the elementary level. At the secondary grade levels, if open-enrollment charter schools improved student attendance, school achievement would improve. In addition, alternative education open-enrollment charters have much more room for improvement, having many more campuses with low attendance rates.

Type of school attended. After controlling for students' prior achievement, gender, economic status, ethnicity, grade level, and consecutive years in an open-enrollment charter school, as well as open-enrollment charter attendance and poverty, alternative education open-enrollment charter schools had significantly lower scores on both TAKS reading/ELA and math than open-enrollment charters evaluated under standard accountability procedures. This was true at the elementary, middle and high school levels, and it was true over and above any school attendance and poverty differences and differences in students' academic and social backgrounds.

Characteristics of higher-performing open-enrollment charter schools. Open-enrollment charter campus performance was significantly associated with the level of campus attendance for both standard accountability and AEA campuses. Higher attendance rates were associated with higher levels of campus performance. In addition, higher personnel salaries were also associated with higher levels of campus performance. In particular, teacher and campus administrator salaries were significant predictors of campus performance for both kinds of charters. Yet expenditures per pupil was not a significant predictor of campus performance for either type of charter.

CHAPTER 10

CAMPUS CHARTER SCHOOL STUDENT PERFORMANCE

This chapter examines student performance in campus charter schools that operated during the 2006-07 school year. Like open-enrollment charter schools, campus charter schools may be rated under alternative education accountability (AEA) procedures if they serve substantial numbers of students characterized as at risk of failure or of dropping out. This chapter's analyses of campus accountability ratings, student mobility, and disciplinary placements disaggregate findings by campus charter schools rated under standard and AEA procedures. However, the small number of campus charter schools rated under AEA procedures (N=5) mitigates analyses of student achievement outcomes, attendance and dropout rates, and other measures related to school performance disaggregated by accountability procedures. Instead, this chapter presents aggregate analyses which include both standard and alternative education campus charter schools for these indicators. Notably, only 4% of campus charter school students attended an alternative education charter program in 2006-07.

METHODOLOGY

The focus is on the 56 campus charter schools that operated during the 2006-07 school year. Like the analyses of open-enrollment charter schools presented in the previous chapter, the analyses of campus charter schools use data collected through the Texas Education Agency's (TEA) Academic Excellence Indicator System (AEIS) and Public Education Information Management System (PEIMS). Data from these sources include Texas Assessment of Knowledge and Skills test (TAKS) results and other student performance measures, along with student demographic and enrollment information. Analyses use both student-level and campus-level data. Accountability ratings and TAKS participation rates are examined at the campus level, and TAKS score comparisons use student-level data. While this chapter's analyses of campus charter school outcomes are similar to those conducted for open-enrollment charter schools in Chapter 9, in most cases, results are not directly comparable. The reasons for the lack of comparability grow out of differences in the types data that were available across the two classes of charter schools as well the set of traditional district schools used for comparisons with campus charter schools. These issues are discussed in the following sections.

Level of Data Collection

One of the key issues that affect the comparability between findings for open-enrollment charter schools and campus charter schools is the level of data used for analyses. For example, comparisons of open-enrollment charter school and traditional district student outcomes related to dropout rates, advanced course completions, and graduation rates use averages computed from student-level data; however, student-level data were not available for these indicators for campus charter schools. Instead, these comparisons of campus charter schools and nearby traditional district schools rely on data aggregated at the campus-level and then averaged across campuses. Campus-level data are weighted to reflect variations in individual school enrollments and are roughly comparable to averages computed using student-level data.

Campus-level student counts were not available for college entrance examination data and college readiness indicators. For these indicators, averages are unweighted and are not comparable to open-enrollment comparisons that use student-level data.

Comparison Sample of Nearby Traditional District Schools

Another issue arises from the set of traditional district campuses used for comparisons with campus charter schools. Because campus charter schools are required to give preference to students who live within the school’s district defined attendance zone, researchers reasoned that campus charter schools are more likely to serve students who live in the neighborhood and to compete with nearby schools for enrollments than are open-enrollment charter schools, which are not bound by district attendance zones. This reasoning is supported by the survey responses of campus charter school principals who estimated that 90% of their enrollments lived within the local attendance area (see Chapter 6). Therefore, researchers selected a comparison sample that included for each campus charter school at least one traditional district school that was (1) within the same school district, (2) was geographically close, (3) included the same grade levels, and (4) had the same type of instructional program—standard accountability or AEA—as the campus charter school. If a campus charter school included grades that spanned more than one level, then two or more nearby traditional campuses were identified as matches. For example, if a campus charter school enrolled students in Grades 1 through 10, researchers identified a traditional elementary school, a traditional middle school, and a traditional high school within the district and in close proximity to the campus charter school. Appendix Table C3.2 lists the 60 nearby traditional district schools that served as comparison campuses.

Table 10.1 shows the grade levels served by campus charter schools, the nearby traditional district schools, and traditional district schools statewide.¹ Campus charter schools are largely reflective of the statewide distribution of schools with respect to grades served; however, proportionately more within district comparison campuses serve middle grades and proportionately fewer serve elementary and high school levels.

Table 10.1
Campus Charter schools and Nearby Campuses by Grade Type, 2006-07

Grade Type	Campus Charter schools (N=56)	Nearby Campuses (N=60)	Traditional Public Schools ^a (N=7,673)
Elementary	53.6%	45.0%	54.1%
Middle School	25.0%	36.7%	20.2%
High School	19.6%	16.7%	20.9%
Both	1.8%	1.6%	4.8%
Total	100.0%	100.0%	100.0%

Source: 2007 TEA AEIS reference data file.

^aTraditional public school averages exclude open-enrollment charter schools and campus charter schools.

¹ Note that traditional district school totals omit open-enrollment and campus charter school campuses.

TAKS PARTICIPATION

The proportion of students tested in 2006-07 was approximately 98% for campus charter schools, nearby campuses, and traditional public schools in Texas (see Table 10.2). In addition, the percentages of students absent and exempted by Admission, Review, Dismissal (ARD) special education committees are comparable for campus charter schools, nearby campuses, and the state overall.

Campuses, including charter schools, were held accountable only for those students reported to be enrolled in the campus in the fall of 2006 and tested in the same campus in the second semester. If a student was reported in membership at one campus on October 27, 2006, but moved to another campus before the TAKS or State Developed Alternative Assessment (SDAA II),² that student's performance was removed from the accountability results for both campuses, whether the campuses were in the same district or different districts.³ As shown in Table 10.2, there are few variations in TAKS participation rates across campus charter schools, nearby schools, and Texas traditional district schools statewide.

Table 10.2
2006-07 TAKS Participation

Group	Tested	Absent	Special Education ARD Exempt	Accountability Subset ^a	SDAA II
Campus Charter schools	97.7%	0.2%	0.1%	85.7%	5.8%
Nearby Campuses	98.4%	0.1%	0.2%	87.5%	5.3%
Traditional ^b	98.0%	0.1%	0.2%	87.7%	5.4%

Source: 2007 TEA AEIS TAKS and SDAA II participation data file.

Notes. ARD=Admission, Review, and Dismissal. SDAA II=State Developed Alternative Assessment II.

^aStudents included in the fall PEIMS snapshot and tested in the same school.

^bTraditional public school averages exclude open-enrollment charter schools and campus charter schools.

ACCOUNTABILITY RATINGS

A detailed discussion of Texas accountability and performance standards is presented in Chapter 9, and Table 9.2 presents 2006-07's performance standards for schools rated under standard and AEA rating categories.

Table 10.3 and Figure 10.1 present the campus-level accountability ratings of campus charter schools, nearby campuses, and traditional district schools. Table 10.3 includes the number and the proportion of campuses that were not rated in each accountability procedure. The proportion of not rated campuses in 2006-07 was lower among standard campus charter schools (6%) compared to traditional public schools (9%), but higher than nearby campuses (0%). Among alternative education campuses, all campus charter schools, nearby campuses, and traditional public schools received ratings.

² As discussed in Chapter 9, 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 not an appropriate measure of academic progress.

³ Source: Glossary for the Academic Excellence Indicator System, 2006-07 Report. November 2007. p.1.

Table 10.3
Campus Accountability Ratings for 2007: Campus Charter Schools and Nearby Campuses

Rating Category	Campus Charter schools		Nearby Campuses		Traditional Public Schools ^a	
	N	%	N	%	N	%
Standard Accountability Procedures						
Exemplary	5	9.8%	0	0.0%	623	8.4%
Recognized	21	41.2%	10	18.2%	2,295	30.9%
Academically Acceptable	21	41.2%	41	74.5%	3,620	48.8%
Academically Unacceptable	1	2.0%	4	7.3%	226	3.0%
Not Rated: Other	3	5.9%	0	0.0%	658	8.9%
Total	51	100.0%	55	100.0%	7,422	100.0%
AEA Procedures						
Academically Acceptable	5	100.0%	3	60.0%	244	98.0%
Academically Unacceptable	0	0.0%	2	40.0%	5	2.0%
Not Rated: Other	0	0.0%	0	0.0%	0	0.0%
Total	5	100.0%	5	100.0%	249	100.0%

^aTraditional public school ratings exclude open-enrollment and campus charter schools.

Excluding the not-rated campuses, Figure 10.1 shows the distribution of campuses across ratings. A majority of standard accountability campus charter schools (54%) were rated exemplary or recognized, while only 18% of nearby campuses and 43% of traditional public schools were included in these two categories. Forty-four percent of campus charter schools, 75% of nearby campuses, and 54% of traditional public schools were rated academically acceptable, and similar proportions of campus charter schools and traditional public schools were rated academically unacceptable (2% and 3%, respectively). A somewhat larger percentage (7%) of nearby campuses was rated academically unacceptable.

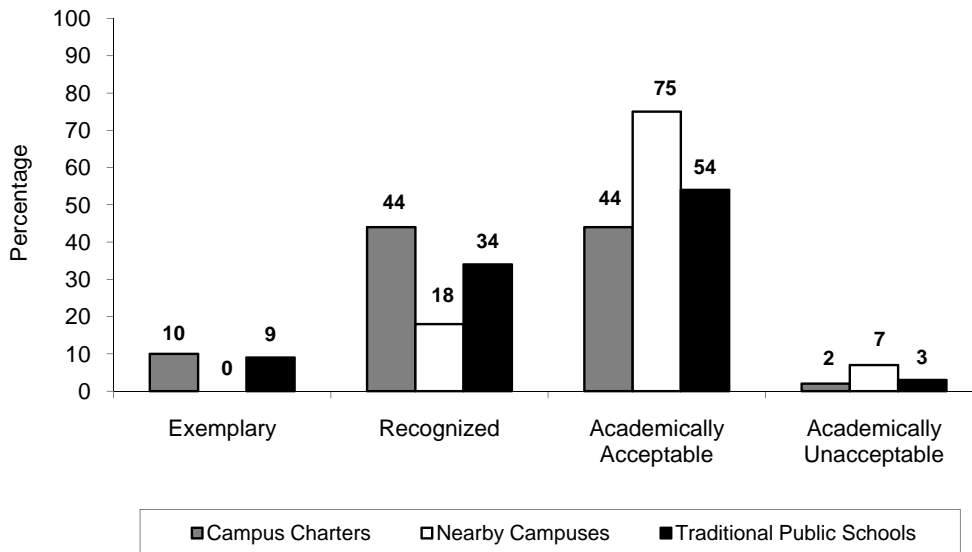


Figure 10.1. Percentage of campus charter schools, nearby campuses, and traditional public school campuses, by 2007 standard rating category (excluding “not rated” category).

TAKS PERFORMANCE

Table 10.4 provides student-level TAKS performance comparisons for students enrolled in campus charter schools and nearby campuses, along with state averages, for 2006 and 2007. In 2006 and 2007, campus charter schools had higher TAKS passing rates than nearby campuses in almost all tested areas. In addition, in 2007, campus charter schools exceeded state passing rates in all tested areas except for reading/ELA. Commended performance rates reveal similar results. In both years, campus charter schools had higher commended performance rates than nearby campuses in almost all tested areas, and campus charter schools exceeded state average commended performance rates in all tested areas.

The higher levels of campus charter school performance with nearby campuses and statewide averages persist across ethnic and economic comparison groups. Consistent with nearby campus and state patterns, White students in campus charter schools outperform minority students.

Table 10.4
Average TAKS Performance for Campus Charter Schools, Nearby Public School Campuses, and State Averages by Year

Category	2006			2007		
	Campus Charter Schools	Nearby Campuses	State Average	Campus Charter Schools	Nearby Campuses	State Average
Students Passing TAKS						
All tests taken	65%	57%	67%	71%	59%	70%
Reading/ELA	84%	80%	87%	88%	83%	89%
Mathematics	73%	66%	75%	79%	68%	77%
Science	71%	67%	70%	73%	66%	71%
Social Studies	86%	86%	87%	91%	88%	89%
Writing	92%	87%	91%	94%	91%	92%
Students Attaining Commended Performance						
All tests taken	13%	7%	11%	16%	8%	13%
Reading/ELA	28%	21%	27%	37%	25%	30%
Mathematics	24%	18%	23%	28%	18%	25%
Science	19%	14%	16%	21%	14%	19%
Social Studies	33%	33%	30%	41%	34%	35%
Writing	33%	25%	30%	35%	24%	30%
Students Passing All Tests Taken						
African American	52%	47%	52%	61%	50%	55%
Hispanic	62%	52%	58%	69%	53%	62%
White	86%	83%	81%	88%	82%	82%
Econ. Disadvantaged	59%	51%	56%	67%	53%	60%

Sources: The 2007 TEA AEIS state report; 2006 and 2007 individual student TAKS data files from TEA for campus charter schools and nearby comparison campuses.

Notes. Data are averages across students. Bold text denotes the highest passing rates for comparison groups. State averages include all students.

Grade-level comparisons. TAKS differences by grade level provide a more detailed contrast with nearby comparison campuses and state averages. In Table 10.5, the 2007 TAKS passing rates for students are compared by content area, grade level, and type of school (i.e., campus charter school, nearby campus, and state average). By and large, TAKS grade-level comparisons showed that students attending campus charter schools in Grades 6 through 10 performed above nearby campus and state averages. Campus charter school students in Grades 3 through 5 exceeded nearby campus averages, but not state averages. Finally, campus charter school students in Grade 11 performed below nearby campus and state averages. Comparisons of campus charter schools with their TEA designated peer comparison campuses also show that campus charter schools had lower Grade 11 TAKS passing rates than their peer campuses.

Table 10.5
2007 TAKS Percent Passing for Campus Charter schools and
Nearby Campuses by Content Area and Grade Level

Grade	Campus Charter schools	Nearby Campuses	State Average
Reading/ELA			
3	83%	83%	89%
4	81%	76%	84%
5	79%	72%	83%
6	95%	87%	92%
7	92%	81%	85%
8	92%	86%	89%
9	96%	84%	87%
10	84%	79%	85%
11	86%	89%	91%
Mathematics			
3	71%	70%	82%
4	81%	78%	86%
5	82%	78%	86%
6	83%	69%	80%
7	83%	71%	77%
8	77%	64%	73%
9	78%	55%	61%
10	68%	64%	65%
11	76%	84%	81%
Science			
5	75%	72%	78%
8	74%	62%	71%
10	62%	57%	59%
11	76%	80%	78%
Social Studies			
8	92%	85%	87%
10	88%	85%	87%
11	93%	96%	94%
Writing			
4	90%	87%	91%
7	97%	92%	93%
All Tests Taken			
3	66%	65%	78%
4	69%	63%	75%
5	63%	56%	69%
6	82%	66%	78%
7	80%	64%	71%
8	68%	52%	61%
9	78%	54%	60%
10	53%	49%	51%
11	65%	72%	70%

Sources: Data are from 2007 individual student TAKS data files from TEA for campus charter schools and nearby campuses, and from the 2007 AEIS state report.

Notes: Data are averages across students. Bold text denotes the highest passing rates. State averages include all students.

Achievement Comparisons between Campus Charter Schools and Nearby Comparison Campus Schools

TAKS data described in the previous section provide important evidence that helps to understand campus charter school student progress toward meeting state standards—however, additional statistical analyses are necessary to assess the academic effects of attending a campus charter school compared with attending a nearby comparison school. Specifically, hierarchical linear modeling (HLM) was used to make this comparison. HLM is a “value-added” methodology. That is, the analysis statistically controls for student differences in prior achievement, gender, ethnicity, poverty status, and grade level as well as campus differences in poverty and attendance level. After controlling for these differences, researchers can assess the “value added” by attending a campus charter as opposed to attending a neighboring school by comparing adjusted 2007 TAKS scores. Separate HLM analyses were conducted for TAKS reading/ELA and math. Specific models used in these analyses are shown in Appendix C3.

Results are shown in Appendix Tables C3.3 to C3.5 for TAKS math scores and in Appendix Tables C3.6 to C3.8 for TAKS reading/ELA scores. Major findings are described below.

- After controlling for students’ academic and social backgrounds, as well as campus poverty and campus attendance, there were *no significant differences* in the 2007 TAKS math scores of campus charter school and nearby traditional public school students.
- After controlling for students’ academic and social backgrounds, as well as campus poverty and campus attendance, campus charter students had *significantly higher* 2007 TAKS reading/ELA scores (Appendix Table C3.7).

Attendance Rates

Attendance rates decreased between 2005 and 2006 for campus charter schools as well as for nearby campuses (Table 10.6). The state average attendance rate also decreased between those two years. Each year, the campus charter school attendance rate was closer to the state average than to the nearby campus average. This might be explained because both campus charter schools and traditional public schools have higher proportions of elementary schools compared to the nearby campuses, and elementary schools tend to have higher attendance rates than middle schools and high schools.

Table 10.6
Attendance Rates of Campus Charter Schools and Nearby Campuses

Group	2005 Attendance Rate	2006 Attendance Rate
Campus Charter schools	96.1%	95.5%
Nearby Campuses	94.7%	94.3%
State Average	95.7%	95.5%

Source: Data were provided by the TEA. While data were at the campus level, denominators or student counts were provided so that weighted averages were calculated to reflect the relative number of students at each campus.

Note: State averages are from the 2007 State AEIS Report and are averages across all students in the state.

Dropout Rates

For 2005-06, campus charter schools reported a Grades 7 and 8 dropout rate that was similar to the state average, 0.4%, while nearby campuses reported a dropout rate for similar grades that was 3 times as high (1.2%). Among students in Grades 7 through 12, campus charter schools and nearby campuses reported dropout rates that were higher than the state average (2.6%): 4.7% and 3.1%, respectively.

Table 10.7
2005-06 Dropout Rates of Campus Charter Schools and Nearby Campuses

Group	Dropout Rates Grades 7 and 8	Dropout Rates Grades 7 Through 12
Campus Charter schools	0.4%	4.7%
Nearby Campuses	1.2%	3.1%
State Average	0.4%	2.6%

Source: Data were provided by the TEA. While data were at the campus level, denominators or student counts were provided so that weighted averages were calculated to reflect the relative number of students at each campus.

Note: State averages are from the 2007 State AEIS Report and are averages across all students in the state.

OTHER PERFORMANCE MEASURES

Advanced Course Performance

The advanced course/dual enrollment indicator is the percentage of students who complete and receive credit for at least one advanced or dual-enrollment course in Grades 9 through 12. This includes both College Board Advanced Placement courses and International Baccalaureate courses. Table 10.8 shows that in 2005-06, a higher percentage of African American students completed advanced or dual enrollment courses at campus charter schools compared to the state and the nearby campuses. A lower percentage of Hispanic and White students completed advanced courses at campus charter schools compared to the state and the nearby campuses. The percentage of economically disadvantaged students completing advanced courses at campus charter schools is slightly higher than the state average but lower than the nearby campus average. The overall advanced course completion rate is lower for campus charter schools (16%) compared to the state average (21%) and to the nearby campuses (26%).

Table 10.8
2005-06 Advanced Course/Dual Enrollment Completion Rates of
Campus Charter schools and Nearby Campuses

Group	Campus Charter schools	Nearby Campuses	State Average
African American	24.2%	13.5%	14.0%
Hispanic	13.5%	20.4%	16.6%
White	23.3%	35.2%	26.1%
Economically Disadvantaged	15.4%	19.4%	14.7%
All Students	16.4%	25.7%	21.0%

Source: Data were provided by the TEA. While data were at the campus level, denominators or student counts were provided so that weighted averages were calculated to reflect the relative number of students at each campus.

Note. State averages are from the 2007 State AEIS Report and are averages across all students in the state.

Graduation and Recommended High School Program Completion Rates

The graduation rate measures the percentage of students who started high school four years earlier and who received their high school diploma on time or earlier. For example, the 2002-03 cohort, which should have graduated in 2005-06, is the Class of 2006. The TEA calculates this cohort's graduation rate as the number of students from the cohort who received a high school diploma by the end of 2005-06 divided by the number of students in the cohort.

Table 10.9 reports data for both the Class of 2005 and the Class of 2006. Graduation rates increased between 2005 and 2006 for campus charter schools, yet decreased for nearby campuses and the state average. However, campus charter schools have graduation rates that are just over half the state average and well below the rates for the nearby campuses.

The Recommended High School Program (RHSP) rate is the percentage of graduates who were reported as having satisfied the course requirements for the Texas State Board of Education RHSP or the Distinguished Achievement Program (DAP).⁴ Table 10.9 shows that the RHSP completion rate decreased between 2005 and 2006 for campus charter schools and nearby campuses, while the state average increased. In 2005-06, the campus charter school RHSP completion rate was slightly below the state average, while the nearby campus rate was above the state average.

⁴ For a detailed description of graduation codes, refer to the *Public Education Information Management System (PEIMS) Data Standards*, available online at: <http://www.tea.state.tx.us/peims/standards/weds/index.html?c062>.

Table 10.9
Graduation Rates and Recommended High School Program
Completion Rates of Campus Charter Schools and Nearby Campuses

Measure/Class	Campus Charter schools	Nearby Campuses	State Average
Graduation Rate			
Class of 2004-05	43.6%	78.9%	84.0%
Class of 2005-06	45.6%	75.9%	80.4%
Recommended High School Program Completion Rate			
Class of 2004-05	78.0%	81.0%	72.3%
Class of 2005-06	75.0%	80.0%	75.7%

Source: Data were provided by the TEA. While data were at the campus level, denominators or student counts were provided so that weighted averages were calculated to reflect the relative number of students at each campus.

Note. State averages are from the 2006 and 2007 State AEIS Reports and are averages across all students in the state.

College Entrance Examinations

Table 10.10 shows that average SAT and ACT scores increased for campus charter schools between 2005 and 2006. While average ACT scores both years were higher among campus charter schools compared to the state average and the nearby campuses, the opposite was observed for the SAT in 2006. The percentage of campus charter school students taking either of these examinations fell by two thirds between 2005 (46%) and 2006 (16%). (This could be a data artifact due to a campus-level analysis of a small number of campuses, some of whom have very few students.) Among nearby campuses, the reduction was much smaller, from 61% to 56%. The state average did not change in that period (66%). The percentage of students passing these tests also increased among campus charter schools (17% to 18%) and among the nearby campuses (18% to 22%). The state average remained the same (27%).

Table 10.10
Average Performance on SAT and ACT College Entrance Examinations

Measure	Campus Charter schools		Nearby Campuses		State Average	
	2005	2006	2005	2006	2005	2006
SAT Average, All Students	920	935	903	961	992	991
ACT Average, All Students	21.0	21.2	18.4	19.5	20.0	20.1
SAT/ACT, Percentage Taking, All Students	45.5%	16.3%	60.8%	55.7%	65.5%	65.8%
SAT/ACT, Percentage at or Above Criterion	16.8%	18.4%	18.4%	21.9%	27.4%	27.1%

Source: Data were provided by the TEA. Data are at the campus level. Student counts were not available so weighted averages could not be calculated to reflect the relative number of students at each campus.

Note. State averages are from the 2007 State AEIS Report and are averages across all graduates in the state.

In 2006-07, the TEA included a new indicator of college readiness, college-ready graduates, which is a measure of progress toward preparation for postsecondary success. To be considered college-ready as defined by this indicator, a graduate must have met or exceeded the college-ready criteria on the TAKS exit-level test, or the SAT test, or the ACT test. These criteria are described in detail in Table 10.11. The Class of 2006 is the first class for which this indicator was calculated. As Table 10.12 indicates, the percentages of 2006 campus charter

school graduates who were college-ready in math (42%), reading (38%), and in both subjects (28%) were higher than among nearby campuses (38%, 36%, and 25%), but lower than the state average (48%, 52%, and 35%). Among campus charter schools and the nearby campuses, the percentages of college-ready graduates in math are higher than in reading. The opposite is the case for the state average.

Table 10.11
College-Readiness Indicators for the Class of 2006

Subject	Exit-level TAKS		SAT		ACT
ELA	>= 2200 scale score on ELA test AND a “3” or higher on the essay	OR	>=500 on Critical Reading AND >=1070 Total	OR	>= 19 on English AND >= 23 Composite
Math	>= 2200 scale score on mathematics test	OR	>=500 on Math AND >=1070 Total	OR	>= 19 on Math AND >= 23 Composite

Source: Academic Excellence Indicator System Glossary, p.10, November 2007.

Table 10.12
Percentage of College-Ready Graduates in the Class of 2006

Indicator	Campus Charter schools	Nearby Campuses	State Average
Mathematics, All Students	42%	38%	48%
Reading, All Students	38%	36%	52%
Both Subjects, All Students	28%	25%	35%

Sources: The 2007 TEA AEIS state report for the state averages. The 2006-07 AEIS campus college admissions, college-ready graduates data file for campus charter schools and nearby campuses.

Notes. State averages are averages across all graduates in the state. Campus charter school and nearby campus averages are calculated at the campus level.

SUMMARY

The analyses presented in this chapter compared campus charter schools with a set of traditional public schools located in the same district, in close geographic proximity, and serving the same grade levels. The measures on which comparisons were made include the TAKS, high school graduation rates, attendance rates, dropout rates, advanced course completion rates, college entrance examination scores, and college readiness indicators.

TAKS participation. The percentage of students tested at campus charters was similar to the percentage tested at nearby schools and to the state average. The percentage of students in the accountability subset was slightly lower among campus charter schools (86%) compared to the nearby schools (88%) and to the state average (88%). The percentages of students who were absent, ARD exempt, or tested with the SDAA II test were similar for all three groups

Accountability ratings. Using standard accountability procedures, proportionally more campus charter schools were rated exemplary or recognized (54%) in 2006-07 than nearby campuses (18%) or traditional public schools across the state (43%).

TAKS Performance

In 2007, campus charter schools had higher TAKS passing rates than nearby campuses in all tested areas. In addition, campus charter schools had higher TAKS passing rates than the state averages in all areas except reading/ELA. Similar results were found for commended performance rates. In 2007, campus charter schools had higher commended performance rates than nearby campuses and state averages in all tested areas.

In 2007, TAKS comparisons by grade level indicate that students attending campus charter schools in Grades 6 through 10 are performing above nearby campus and state averages. Campus charter school students in Grades 3 through 5 exceed nearby campus averages, but not state averages. Lastly, campus charter school students in Grade 11 perform below nearby campus and state averages.

Achievement comparisons between campus charter schools and nearby public schools.

Statistical analyses controlled for campus charter and nearby comparison students' academic and social backgrounds, as well as campus poverty level and campus attendance rate. These analyses revealed that there were no significant differences in the 2007 TAKS math scores of campus charter school and nearby comparison sample students. However, in reading/ELA, campus charter students had significantly higher 2007 TAKS scores.

Attendance and Dropout Rates

Attendance rates. Attendance rates for campus charter schools are similar to state averages and slightly above the attendance rates of nearby campuses. This difference may be because both campus charter schools and public schools across Texas have higher proportions of elementary schools compared to the nearby comparison campuses, and elementary students generally have higher attendance rates than middle and high school students.

Dropout rates. The 2005-06 Grades 7 and 8 dropout rate for campus charter schools was similar to the state average (0.4% for both) and much lower than the nearby campus dropout rate (1.2%). The 2005-06 Grades 7 and 12 dropout rate for campus charter schools was higher than the nearby campus rate (4.7% versus 3.1%) and the state average (2.6%).

Other Performance Measures

Advanced course performance. The 2005-06 campus charter school advanced course completion rate (16%) was lower than the nearby campus rate (26%) and the state average (21%).

Graduation and Recommended High School Program completion rates. Although campus charter school graduation rates increased between 2005 and 2006, campus charter schools have graduation rates that are just over half the state average and well below the rates for the nearby campuses. The RHSP completion rate decreased for campus charter schools and nearby campuses between 2005 and 2006, although state rates increased. In 2005-06, the campus charter school RHSP completion rate was essentially at the state average and about 5 points below the nearby campus average.

College entrance examinations. Campus charter school SAT and ACT scores increased between 2005 and 2006. In 2006, the SAT scores of campus charter schools (935) were lower than nearby campus scores (961) and the state average (991). The 2006 ACT scores of campus charter schools (21.2) were higher than nearby campus scores (19.5) and the state average (20.1). The percentage of campus charter school students taking the SAT or ACT decreased from 46% in 2005 to 16% in 2006 (a possible artifact of the data and the analysis). The reduction among nearby campuses was much smaller, from 61% to 56%.

College-readiness indicators. A new measure of the percentage of graduates who are prepared to succeed in college was computed for the class of 2006. The percentages of 2006 campus charter school graduates who were college-ready in math, reading, and in both subjects (42%, 38%, and 28%) were higher than nearby campuses (38%, 36%, and 25%), but lower than the state average (48%, 52%, and 35%).

CHAPTER 11

SUMMARY OF FINDINGS

While previous evaluations of Texas charter schools were limited to open-enrollment charter schools, this year's evaluation includes all classes of Texas charter schools—open-enrollment, university, campus, and home-rule charter schools. The expanded 2006-07 evaluation has provided an opportunity to examine the differences that exist between types of charter schools as well as between charter schools and traditional district schools. The discussion presented in this chapter highlights the report's central findings.

As in previous years, the Texas Center for Educational Research (TCER) has worked to provide accurate, unbiased, and comprehensive information on charter schools by examining multiple data sources and varied perspectives. The analyses presented in the 2006-07 report draw on data collected through the Texas' Public Education Information Management System (PEIMS) and Academic Excellence Indicator System (AEIS). In addition, the evaluation incorporates data drawn from surveys of principals of campus charter schools, open-enrollment charter schools, and traditional district schools; students attending campus charter schools; as well as parents of campus charter school students and parents of traditional district students. The evaluation also includes data from document analyses of charter school legislation and interviews with key policymakers involved in the drafting of Texas' charter school law.

THE LEGAL FRAMEWORK FOR TEXAS CHARTER SCHOOLS

As in other parts of the country, Texas's charter school legislation came about during a time when many saw a need for public school reform aimed at improving student achievement. George W. Bush backed school choice in his campaign for the governorship in 1994 and the Texas Legislature enacted the state's charter school law in 1995. Texas' initial charter school legislation provided for three classes of charter schools: home-rule charter schools, campus charter schools, and open-enrollment charter schools (TEC §12.002). In 2001, the Legislature added university charter schools. Although the regulatory provisions vary by class, each type of charter school operates relatively free of most state and local school requirements.

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

Provisions for campus charter schools enable individual district schools to convert to charter school status. The parents of a majority of students in the school and a majority of the school's teachers must sign a petition requesting conversion. The petition is presented to the district's governing board, which may not arbitrarily deny the request. Campus charter schools may also be new district schools operated by entities that contract with the district to provide educational services. Campus charter schools remain the legal responsibility of the district school board and receive state and local funding (TEC §§12.051-12.065). In the fall of 2007, the Texas Education Agency (TEA) reported that 56 active campus charter schools operated in Texas. Most of these

were elementary school programs and 86% were located within either the Houston or San Antonio Independent School Districts.

Texas' open-enrollment charter schools are entirely new public schools created by "eligible entities," such as nonprofit organizations, universities, or local government groups (TEC §12.101). Open-enrollment charter schools are sponsored by the State Board of Education (SBOE) and are authorized for a period of five years. Charter schools receive state funding and are eligible for federal categorical programs, such as special education and Title 1 funding for disadvantaged students. Because open-enrollment charter schools have no taxable property, they do not receive local property tax revenues and are more reliant on state funding sources than traditional district schools. Although Texas charter schools are prohibited from discriminating in their enrollment policies, they are permitted to exclude students with documented histories of discipline problems, criminal offenses, or adjudication (TEC §12.111[6]). The charter school's governing board retains legal responsibility for the management, operation, and accountability of the school (TEC §12.121) and is permitted to contract school management and instructional services from for-profit educational vendors (TEC §12.125).

In 2001, the Legislature capped the number of open-enrollment charter schools at 215 and approved the creation of an unlimited number of college and university charter schools. Provisions for university charter schools allow public four-year colleges and universities to operate open-enrollment charter schools on a college or university campus or in the same county in which the college or university is located (TEC §12.152). University charter schools must meet the same requirements as open-enrollment charter schools and the schools' academic and financial matters must be supervised by university faculty and the university's business office.

In order that 2006-07's findings for open-enrollment charter schools may be comparable with those of previous evaluation years, analyses do not disaggregate university charter schools from the larger class of open-enrollment charter schools.

OPEN-ENROLLMENT CHARTER SCHOOLS

The Characteristics of Open-Enrollment Charter Schools

Open-enrollment charter schools are generally small and most have operated for fewer than 10 years. Only 5% of open-enrollment charter schools have existed for 10 or more years. About 45% have been in operation for 5 years or less, while 55% have operated for more than 5 years. On average, open-enrollment charter schools are about half the size of traditional public schools (243 students versus 568 students, respectively). In comparison with traditional district schools statewide, open-enrollment charter schools serve proportionately more students in pre-kindergarten and Grades 9 through 12 and relatively fewer students in kindergarten and Grades 1 through 8, although the distribution of students varies by accountability program. Open-enrollment charter schools rated under standard accountability procedures enroll proportionately more students at Grades 1 through 8, while alternative education open-enrollment charter schools enroll proportionately more students at Grades 9 through 12.

While Texas' open-enrollment charter schools have expanded dramatically over the past 10 years, they still enroll a small proportion of the state's public school students. Enrollment in Texas open-enrollment charter schools has increased from about 2,500 students in the fall of 1996 to more than 80,000 students in 2006-07. In spite of this growth, open-enrollment charter school enrollment still comprises less than 2% of the nearly 4.6 million students who attend Texas' public schools.

Across years, enrollment trends have changed in Texas' open-enrollment charter schools. Compared to traditional public schools, in 2006-07, Texas open-enrollment charter schools enrolled proportionately more African-American students (33% versus 14%). The percentage of Hispanic students in open-enrollment charter schools (48%) was slightly above the state average (46%), but the percentage of White students (17%) was less than half the state average (36%). In addition, the percentage of economically disadvantaged students in open-enrollment charter schools is greater than the state average (70% versus 56%). However, longitudinal data suggest that African American percentages are starting to decrease, while Hispanic percentages are increasing. White percentages also are decreasing.

The rate of Texas open-enrollment charter school growth is slowing. From 1996-97 to 2005-06, the number of Texas open-enrollment charter districts increased from 17 to 194. However, in 2006-07, the number of operational schools decreased to 191. Because the number of charter schools is capped at 215, it is unlikely that Texas' charters school program resume its pattern of rapid growth. Although the cap limits the number of charter schools in the state, Texas permits charter holders to operate multiple campuses. The number of open-enrollment charter school campuses increased from 17 to 332 from 1996-97 to 2006-07. Over the last six years the growth in the number of open-enrollment charter districts has slowed, while the number of new campuses associated with existing open-enrollment charter schools has continued to increase.

Open-enrollment charter schools educate a much different population of students than Texas' traditional district schools. In 2006-07, one-half of 1% of traditional public school students attended an alternative education accountability (AEA) campus. In contrast, 33% of open-enrollment charter school students attended an alternative campus. Thus, open-enrollment charter schools are increasingly offering AEA programs designed to meet the needs of at-risk students. In 1999-2000, 19% of open-enrollment charter campuses were characterized as AEA campuses. In 2005-06 and 2006-07, however, 50% and 44%, respectively, of open-enrollment charter campuses were registered as AEA campuses. This compares to only 3% of Texas' traditional public schools that were registered as AEA campuses in both 2005-06 and in 2006-07.

Teacher characteristics differ across open-enrollment charter schools and traditional district schools. Relative to traditional district schools, Texas' open-enrollment charter schools employ higher percentages of minority teachers (51% versus 30%), beginning teachers (28% versus 8%), and inexperienced teachers (6 years experience, on average, versus 11 years). Charter schools also have higher rates of teacher turnover (43% versus 16%) and slightly higher teacher-student ratios (16 to 1 versus 15 to 1). Teachers in open-enrollment charter schools tend to earn less than traditional public school teachers (about \$9,000 less), which may be attributed in part to open-enrollment charter school teachers' relative lack of experience. In addition, teacher salaries have increased at a slower rate than administrative salaries. Over the past six years, average open-

enrollment charter school salaries increased by 35% for central administrators, by 33% for campus administrators, and by only 21% for teachers.

Administration accounts for a larger proportion of open-enrollment charter school staff than traditional public school staff. Central and campus administration constitutes about 8% of open-enrollment charter school staff, whereas administration accounts for only 4% of traditional district staff. AEA open-enrollment charter schools have slightly higher percentages of central administration and campus administration than do standard accountability open-enrollment charter schools. Like open-enrollment charter school teachers, open-enrollment charter school administrators earn lower salaries, on average, than their counterparts in traditional districts (\$10,000 less for central administrators and \$12,000 for campus administrators).

The Academic Outcomes of Open-Enrollment Charter Schools

Texas requires that open-enrollment charter schools participate in its statewide standardized testing program, and it holds open-enrollment charter schools to the same accountability standards as traditional district schools. Like the state's traditional district schools, open-enrollment charter schools and campuses receive accountability ratings based on their performance on the Texas Assessment of Knowledge and Skills (TAKS), the State Developed Alternative Assessment II (SDAA II), as well as school completion and dropout rates.

Texas' accountability system incorporates an alternate set of accountability ratings for districts and campuses that enroll predominantly at-risk students and are registered as AEA campuses because these schools encounter different educational challenges than schools that serve proportionately fewer at-risk students. In order to have been eligible for AEA status during the 2006-07 school year, a campus must have enrolled a minimum of 70% at-risk students (TEA, 2007). Districts and campuses that are not registered as AEA campuses are rated under the state's standard accountability procedures. As noted earlier in this chapter, over 40% of the open-enrollment charter school campuses that operated during the 2006-07 school year were registered as AEA campuses.

The following sections present key findings of the 2006-07 evaluation of students' academic outcomes in open-enrollment charter schools. Analyses of student achievement in open-enrollment charter schools compared educational outcomes between standard accountability and AEA open-enrollment programs as well as between open-enrollment charter schools and traditional district schools. Comparisons of student achievement in open-enrollment charter and traditional district schools are complicated by higher student mobility levels in open-enrollment charter schools than in traditional district schools. Because of this, the percentage of students included in the fall PEIMS enrollment data and included in spring TAKS testing data differs for open-enrollment charter and traditional district schools. Only 69% of open-enrollment charter school students, compared with 88% of traditional district students, took their spring 2007 TAKS test in the same school in which they were enrolled in the fall of 2006. The higher level of mobility among open-enrollment charter school students affects analyses because there is less available achievement data for open-enrollment charter school schools.

District- and Campus-Level Accountability Ratings

Of open-enrollment charter and traditional public school districts rated under standard accountability procedures, 74% of open-enrollment charter districts and 98% of traditional districts were rated academically acceptable or higher. Almost all open-enrollment charter school districts rated under AEA procedures were rated academically acceptable. No traditional public school districts were rated under AEA procedures.

Seventy-seven percent of open-enrollment charter campuses and 97% of traditional public school campuses were rated academically acceptable or higher under standard accountability procedures. Approximately equal percentages of open-enrollment charter (97%) and non-open-enrollment charter school campuses (98%) were rated academically acceptable under AEA procedures. Note, however, that 44% of open-enrollment charter campuses are AEA campuses compared to only 3% of traditional district schools.

Students at standard accountability open-enrollment charter schools perform at a higher level than do students at AEA open-enrollment charter schools. Students at AEA open-enrollment charter schools had significantly lower scores on both TAKS reading/ELA and math than did students at open-enrollment charter schools evaluated under standard accountability procedures. This was true at the elementary, middle, and high school levels, and it was true over and above any school attendance and poverty differences and differences in students' academic and social backgrounds.

Comparisons for Open-Enrollment Charter Schools and Traditional District Schools

Overall, students at open-enrollment charter schools have lower TAKS passing rates in all tested areas. Compared to public schools statewide, open-enrollment charter school TAKS passing rates for 2007 are 5 points lower in writing, 7 points lower in reading/ELA, 12 points lower in social studies, 14 points lower in mathematics, 21 points lower in science, and 14 points lower in all tests taken. Commended performance rates are also lower for all tested areas. The TAKS achievement gap between open-enrollment charter schools and the state average is smallest for Hispanic and African American students (7 and 8 points, respectively) and largest for White students (17 points).

There are grade level and subject differences in students' TAKS performance. Students attending open-enrollment charter schools in Grades 6, 7, and 8 are performing nearer to state averages on TAKS than students in the lower and higher grade levels. In reading/ELA and math, the passing rate gaps between open-enrollment charter school and state averages tend to be large in the lower grades, small in the middle grades, and largest in the higher grades. In addition, the passing rate gaps tend to be larger in mathematics than in reading/ELA.

Compared to traditional public schools, open-enrollment charter schools have lower graduation rates, lower percentages of students who complete the Recommended High School Program, and lower advanced course completion rates. Open-enrollment charter schools also have lower attendance rates and higher dropout rates at Grades 7 through 12 than traditional public schools, and they have much higher mobility rates. In each of the last four years, open-enrollment charter school mobility rates have been about double state averages. High school

open-enrollment charter school students are more mobile than middle school or elementary school students.

Comparisons of Similar Types of Schools

TAKS comparisons of students at AEA and standard accountability campuses reveal different results. TAKS passing rate comparisons for students at standard accountability open-enrollment charter schools and standard accountability traditional campuses favor traditional campuses in all tested areas. However, except for an 8 point gap in science, gaps in other tested areas are 4 points or smaller. TAKS comparisons for AEA open-enrollment charter school campuses and traditional AEA campuses favor the AEA open-enrollment charter school campuses in three tested areas, math, all tests taken, and reading/ELA. Writing favors traditional district AEA campuses, and social studies favors AEA open-enrollment charter programs. There are no differences in science across school type.

Factors Associated with Performance

Students who remain enrolled in standard accountability open-enrollment charter schools perform at state levels. In 2007, students enrolled in standard accountability open-enrollment charter schools for 3 years or more performed at state levels in reading/ELA and almost at state levels in math. Continuous enrollment in open-enrollment 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 an open-enrollment charter school was a positive predictor of 2007 TAKS scores. This was especially true at the elementary level, to a lesser extent at the middle school level, and to an even smaller extent at the high school level.

Campus-level student attendance predict TAKS scores. After controlling for students' social and academic backgrounds, as well as open-enrollment charter school type and poverty, campus-level student attendance (average days per year) was an important predictor of TAKS reading/ELA and math scores at the middle school level, and especially at the high school level, but not at the elementary level.

Higher attendance rates were associated with higher levels of campus performance for both standard accountability and AEA charter campuses. In addition, higher personnel salaries were also associated with higher levels of campus performance. In particular, teacher and campus administrator salaries were significant predictors of campus performance for both kinds of open-enrollment charter schools.

CAMPUS OR CAMPUS PROGRAM CHARTER SCHOOLS

Campus charter schools, unlike the open-enrollment charter schools, have less stringent approval procedures and remain under the administrative purview of traditional public school districts. Although provisions enabling campus charter schools have been in place since 1995, the same year legislators approved the establishment of open-enrollment charter schools, campus charter schools have grown more slowly in the state, and only 56 campus charter schools operated during the 2006-07 school year. Only five campus charter schools were rated under alternative accountability procedures in 2006-07, which mitigated disaggregating campuses by accountability procedures for analyses. While analyses of both types of charter schools use

campus- and student-level data; analyses of campus charter school outcomes, for the most part, are not directly comparable to those for open-enrollment charter schools

The Characteristics of Campus Charter Schools

Only nine Texas school districts had authorized campus charter schools that were in operation during the 2006-07 school year. While most campus charter schools were pre-existing district schools, most have had short tenures as charter schools. Just 6% of campus charter schools have operated as charter schools for 10 years. Similar to open-enrollment charter schools, campus charter schools may be rated under either standard or AEA procedures. In 2006-07, five campus charter schools, which enrolled 4% of all campus charter school students, were rated as AEA programs. For the most part, these schools were high school programs that focused on the needs of at-risk students.

In comparison to state averages, campus charter schools enroll proportionately more early childhood and pre-kindergarten students and more middle school students (Grades 6 through 8) than traditional district schools. Overall, campus charter schools serve proportionately fewer high school students than the state averages (12% versus 28%); however, 91% of students attending AEA campus charter schools were in Grades 9 through 12.

Similar to open-enrollment charter schools, campus charter schools enroll larger proportions of minority and low-income students than the state, on average. In 2006-07, more than two-thirds (67%) of campus charter school students were Hispanic compared to 46% for the state. Larger proportions of African American students also attended campus charter schools (23% versus 13% for the state), and more than 80% of campus charter school students were characterized as low-income compared to 56% of students statewide.

Campus charter schools are generally small schools. Campus charter schools enroll 389 students, on average, compared with 568 students for the state's traditional district schools. In spite of their small size, campus charter schools employ proportionately more teachers relative to administrative staff than traditional district schools statewide. In terms of salaries, campus charter school administrator and teacher salaries exceed state averages, but are similar to average salaries within their sponsoring districts. Campus charter schools employ larger proportions of minority teachers than the state's traditional district schools (62% versus 30%), but there are few differences between campus charter schools and traditional district schools in terms of teacher experience and tenure.

The Academic Outcomes of Campus Charter Schools

The following few sections summarize findings of the 2006-07 analysis of student outcomes in campus charter schools. Analyses of the academic outcomes of campus charter schools compared the 56 campus charter schools that operated during the 2006-07 school year with a sample of traditional district schools that were within close geographic proximity to campus charter schools, located in the same districts, and serving the same grade levels as campus charter schools. TAKS participation rates for both campus charter schools and the comparison set of traditional district schools were both 98%.

Accountability Ratings

In 2006-07, campus charter schools were more likely to be rated exemplary or recognized than traditional district comparison campuses or traditional district campuses statewide. Ten percent of campus charter schools were rated *exemplary*, while no traditional district comparison campuses and 8% of traditional district schools statewide received this rating. More than 40% of campus charter schools were rated *recognized* compared with 18% of comparison schools and 31% of schools statewide.

Comparisons of Campus Charter School Academic Outcomes with Similar Traditional District Schools and Traditional District Schools Statewide

With some exceptions, comparisons of 2007 TAKS scores indicate that campus charter schools outperformed comparison district schools and traditional district schools statewide. Campus charter schools average TAKS performance exceeded comparison schools and statewide averages in all subjects tested except reading/ELA (state averages were higher for this indicator). Campus charter school students also achieved commended performance at higher rates than comparison schools and schools statewide in all areas tested. Across ethnic and socioeconomic categories, campus charter schools had the highest rates of students passing all tests taken. Grade level comparisons of TAKS scores indicate that campus charter schools generally had the highest test scores across comparison traditional district schools and district schools statewide for students in Grades 6 through 10. Statewide averages generally were higher for students in Grades 3 through 5.

After controlling for students' academic and social characteristics as well as school poverty and attendance rates, Hierarchical Linear Modeling (HLM) analyses of students' reading/ELA and math TAKS scores showed no statistically significant differences between campus charter schools and traditional district comparison schools. Although coefficients for campus charter schools were positive across regression models estimated by grade level and subject area, no result was statistically significant at the 95% confidence level ($p < .05$). Results for Grades 6 through 11 math achievement, however, were marginally significant ($p < .10$).

Relative to comparison schools and state averages, campus charter schools had lower rates of advanced course and dual credit course completion. This finding holds across ethnic and socioeconomic categories, with the exception of African American students. Campus charter school African American students exceeded comparison schools and state averages in their rates of advanced course and dual course completion (24% versus 14% for both comparison campuses and the state average).

Campus charter schools had lower graduation and Recommended High School Program completion rates than comparison schools and state averages. Campus charter schools also lag comparison schools and state averages in the percentage of students taking the SAT/ACT and the percentage of students meeting or exceeding SAT/ACT criterion.

CHARTER SCHOOL REVENUES AND EXPENDITURES

The 2005-06 financial data indicate patterns consistent with prior evaluation studies of charter school revenue and expenditures. Overall, open-enrollment charter schools receive less revenue and allocate their funds differently than traditional district schools.

Open-enrollment charter schools, lacking access to a local tax base, are more reliant on state aid than traditional public schools. As a result, open-enrollment charter schools typically have less available revenue than their traditional district counterparts, and this gap is increasing. To remedy this problem, legislators have begun phasing out the original funding formula in favor of a more equitable calculation. Due to the graduated implementation of the new funding formula, open-enrollment charter schools are currently funded under two separate sets of finance formulas depending on school start date. The phase out of the old formula will be complete in 2012-13. At that time, all open-enrollment charter schools will be fully funded under the new formula.

Lack of access to facilities funding also contributes to discrepancies between open-enrollment charter schools and other public school districts. Traditional districts, for example, received funding in 2005-06 through voter-approved taxes to repay bonded debt and related state facilities support. Open-enrollment charter schools, however, did not have access to a similar revenue stream. Open-enrollment charter schools also do not receive adjustments related to economies of scale based on their own size. Rather, these charter schools receive funding in these categories contingent upon the size of their students' resident districts or the state average (depending on which set of funding formulas apply).

Differences also exist between open-enrollment charter schools and traditional districts in terms of per-student expenditures. Open-enrollment charter schools, for example, spent less per student, due to higher debt payments, than traditional districts during the 2005-06 school year. For school leadership, general administration, and plant maintenance and operation, however, open-enrollment charter schools spent more per ADA, on average, than traditional districts. This is expected because open-enrollment charter schools are smaller schools and do not enjoy the economies of scale available to traditional districts. Traditional districts spent more, on average, on items such as instruction, instructional resources, student transportation, and co- and extra-curricular activities.

Traditional districts spent more funds on basic educational services (general education), gifted and talented education, bilingual education, and athletics than either standard accountability or AEA open-enrollment charter schools. Open-enrollment charter schools, especially AEA programs, however, allocated more funds to accelerated instruction and on Title I school-wide compensatory education programs than their traditional district counterparts. Standard accountability open-enrollment charter schools spent significantly less on services for students with disabilities than either AEA open-enrollment programs or traditional districts.

Funding allocation differences also surfaced between charter schools rated under standard and AEA procedures. AEA charter schools, for example, spent more for guidance counseling and school leadership. Campus charter schools, meanwhile, spent more per student than either traditional or open-enrollment charter campuses, allocating their resources for salaries and

benefits within school leadership. Open-enrollment charter schools spent less on counseling and social work than either traditional district or campus charter schools.

Expenditures varied by school level. The data indicate that high schools (both charter and traditional campuses) spent more than elementary and middle school campuses, but this was particularly true for the small number of campus charter high schools. As with the elementary and middle schools, open-enrollment charter schools spent significantly more on salaries and benefits related to campus leadership than their traditional district or campus charter school counterparts.

SURVEY ANALYSES

The 2006-07 evaluation of Texas charter schools included a survey of campus charter school principals, open-enrollment charter school principals, and principals of nearby traditional district schools; as well as a survey of parents of students enrolled in campus charter schools and a comparable sample of parents of students enrolled in traditional district schools. In addition, the evaluation includes a survey of campus charter school students enrolled in Grades 4 and 5 and a survey of campus charter school students enrolled in Grades 6 through 12. Survey results are discussed in the following sections.

Principals' Survey: Campus Charter schools, Open-Enrollment Charter schools, and Neighboring Traditional District Schools

The 2006-07 charter school evaluation includes a survey of principals of campus charter schools, open-enrollment charter schools, and traditional district principals that operate schools located in the vicinity of charter schools.

Many charter schools offer programs designed to attract particular student groups. Principals of AEA open-enrollment charter schools (69%) and principals of campus charter schools (63%) were most likely to report offering a program targeted to specific student groups. AEA open-enrollment charter schools were most likely to offer programs for at-risk students, and campus charter school offered programs emphasizing the fine arts, advanced coursework, or a particular career focus. While only 40% of standard accountability open-enrollment charter schools offered programs tailored specific student interests and needs, of those that did, 43% were programs for at-risk students.

Many Texas charter school schools offer programs that extend the amount of time students spend in school. Eighty percent of campus charter school principals said they offered an extended school day, 63% had an extended year program, and 50% extended the school week. Similarly, 67% of principals of AEA open-enrollment charter schools offered an extended year program. In contrast, 51% of traditional district principals reported offering an extended school day, 47% extended the school year, and only 22% extended the school week.

Most open-enrollment charter and campus charter school students are recruited through parent and student word of mouth. Campus charter schools and AEA open-enrollment charter school principals report that district referral accounts for a substantial share of their enrollments (35% and 20%, respectively). AEA open-enrollment charter schools also report receiving about

18% of their enrollment from coordination with juvenile justice entities. Despite varied approaches to marketing and recruitment, few charter school principals reported that their schools were oversubscribed in 2006-07.

On average, charter schools experience fewer problems than traditional district schools with student behavior and discipline issues. Across all school types, student tardiness and absenteeism posed the greatest challenges to schools. Principals of traditional district schools also reported notably greater problems than charter school principals with students cutting class, engaging in physical conflicts, and drug and alcohol abuse.

Across school types, campus charter school principals reported the greatest level of governing board involvement in school matters. In addition, campus charter school principals reported having less responsibility for curriculum and educational programs than traditional district principals. Campus charter school principals indicated that central office administrators shouldered the greatest responsibility for curricular matters, which is surprising because campus charter schools are exempted from district academic and instructional policies.

Few principals of traditional district schools that operated in the vicinity of charter schools reported that charter schools were having an effect on their schools' operations. Those that did report effects said that they tracked student mobility between charter and traditional district schools and compared student achievement outcomes across types of schooling.

Survey of Parents of Students Attending Campus Charter Schools and Parents of Students Attending Traditional District Schools

While the 2006-07 parent survey was administered to parents of students in campus charter schools and a comparable sample of parents of student enrolled in traditional district schools, results are compared to a similar survey of parents of students attending open-enrollment charter schools conducted as part of the 2005-06 evaluation of open-enrollment charter programs.

Half of campus charter school parents reported incomes of less than \$25,000 per year, while somewhat less than half of comparison school and open-enrollment charter school parents reported incomes in this category. On average, campus charter school parents reported lower annual incomes than comparison parents and open-enrollment charter school parents. In particular, 19% of campus charter school parents, 29% of traditional district school parents, and 26% of open-enrollment charter school parents reported incomes of \$50,000 or more.

Overall, campus charter school parents had completed less education than traditional district school parents and open-enrollment charter school parents. Approximately 15% of campus charter school parents had completed a college degree or higher level education compared to 28% of traditional district and 25% of open-enrollment charter school parents.

Campus and open-enrollment charter school parents placed similar emphasis on the sources of information to support selecting a charter school. Almost three-fourths of both groups relied on word of mouth information provided by parents of students currently enrolled in the charter school. The least used resource was information from a charter school website, used by somewhat more than one-fourth of parents in both groups.

Campus charter school parents' perceptions were very similar to those of traditional district school parents in considering various school attributes when selecting a school for their child. Interestingly, campus charter school and traditional district parents were much more likely than open-enrollment charter school parents to report that convenient location, recommendations from the child's previous school, the child's poor performance at the previous school, and dissatisfaction with the previous school were important considerations in selecting a school. Small school size was more important to open-enrollment charter school parents than to either campus charter school or traditional district parents.

Most campus charter parents reported that they were satisfied with the various educational programs and related services provided by their child's school. Campus charter school parents were similar to traditional district school parents in agreeing that they were satisfied with the various aspects of their child's school, however, somewhat more campus charter school than traditional district parents agreed that the school had high expectations and standards for students, and that their child receives sufficient individual attention. In general, campus charter school parents were much more likely than open enrollment charter schools to be satisfied with various aspects of their child's school. Campus charter school and traditional district school parents were least satisfied with class sizes, while small class sizes was a highly rated attribute for open-enrollment charter school parents.

Survey of Campus Charter School Students

The first survey of campus charter schools was conducted during the 2006-07 school year and targeted students in Grades 4 through 12. The data collection effort sought information about students' perceptions of the schools they attended, their plans for the future, and why students and families in Texas chose to enroll in campus charter schools. The responses for Grades 6 through 12 were compared to those collected in the last open-enrollment student survey, undertaken in 2004-05. To date, there has not been a student survey covering Grades 4 and 5 at open-enrollment charter schools.

Most campus charter school students previously attended a public school. Across campus charter schools, students' perceptions of teacher and school quality most influenced their decisions to enroll in their respective schools. The factors considered the least important in students' choice of the charter school included school location, school and class size, and the presence of friends at the school. All students, irrespective of campus accountability rating, ranked smaller school and class sizes and getting into trouble at their previous school as the least important factors in the choice to attend a campus charter school.

Survey respondents also reported high levels of satisfaction with their choice of campus charter schools. These responses varied by campus accountability ratings, however. Students from *academically acceptable* campuses (both standard accountability and AEA) reported much higher dissatisfaction rates than students from *recognized* or *exemplary* campuses.

While many students indicated satisfaction with their schools, not all students (excluding twelfth-graders) planned to return to their current charter school for the following school year. Among campus charter schools, for example, less than half of students attending an AEA program and slightly more than half of students attending a standard accountability program

reported that they would return to their school the following year. The proportion of returning students for both types of open-enrollment charter schools was below 50%.

Changes in grades earned varied by school type. Across open-enrollment and campus charter school AEA programs, students' grades improved from the marks received at previous schools. For students at standard accountability charter schools (both open-enrollment and campus charter schools), the improvement in grades earned was negligible.

Students' post-high school aspirations varied by charter school. Across campus and open-enrollment charter schools, a lower percentage of students attending AEA campuses, reported that they planned to attend four-year colleges and universities than their peers attending standard accountability campuses, and more campus charter students attending AEA programs reported that they planned to get a job after finishing high school. A larger proportion of AEA campus charter school students also considered technical school a post-high school possibility than students attending standard accountability campuses.

GLOSSARY OF TERMS

Basic Allotment: A basic amount of per pupil funding to which each district is entitled upon achieving a state effective tax rate of \$0.86 (TEC § 42.101).

Cost of Education Index: An index value for each school district that is multiplied by basic allotment to adjust state funding for differences in cost related to the cost of employing teachers in different parts of the state.

Effective Tax Rate: A calculated rate based on current-year maintenance and operations tax collections divided by the prior-year state property values.

Equalized Wealth Level: The amount of property wealth per weighted student that triggers the state's recapture mechanism (TEC § 41.002). This has the effect of capping school district revenue per student.

Guaranteed Yield: The state's method for providing equalized revenue in Tier II. Through it, each district is entitled to a guaranteed yield on each penny of tax effort per weighted student in average daily attendance (TEC § 42.302).

Interest and Sinking Tax (I&S): A tax rate adopted for the purpose of repaying a bond issue that was authorized by the voters (also referred to as the debt tax).

Maintenance and Operations Tax (M&O): A tax rate adopted for the purposes of funding the maintenance and operations of the school district. For most districts, this rate is capped at \$1.50 per \$100 in assessed local property value.

Recapture: A payment of local property tax revenue to the state from a property-wealthy school district (one with local property values in excess of \$305,000 per weighted student in average daily attendance (ADA)).

Scale Adjustment: A series of adjustments to student counts that are designed to compensate small and midsized school districts for costs associated with diseconomies of scale.

Weighted Average Daily Attendance (WADA): A count of ADA that is adjusted based on student program participation, the scale adjustment, and the cost of education index.

REFERENCES AND SOURCE MATERIAL

- Bettinger, E. (1999, November). *The effect of charter schools on charter students and public schools* (Occasional Paper No. 4). New York: National Center for the Study of Privatization in Education.
- Betts, J. & Hill, P. T. (2006, May). *Key issues in studying charter schools and achievement: A review and suggestions for national guidelines* (NCSRP White Paper Series, No. 2). Seattle, WA: Center on Reinventing Public Education.
- Bifulco, R., & Ladd, H. F. (2004, August). *The impacts of charter schools on student achievement: Evidence from North Carolina* (Working Paper Series SAN04-01). Durham, NC: Terry Sanford Institute of Public Policy.
- Buddin, R. & Zimmer, R. (2005, September). *Is charter school competition in California improving the performance of traditional public schools?* (Working Paper No. WR-297-EDU). Santa Monica, CA: RAND.
- Carnoy, M., Jacobsen, R., Mishel, L., & Rothstein, R. (2005). *The charter school dust-up: Examining the evidence on enrollment and achievement*. New York: Teachers College Press.
- Education Commission of the States. (2008). State comparisons: State policies for charter schools. Retrieved January 13, 2008, from <http://mb2.ecs.org/reports>.
- Fordham Institute. (August 2005). *Charter school funding: Inequity's next frontier*. Dayton, OH: Author.
- Fordham Institute. (August 2005). *Charter school funding: Inequity's next frontier*. Dayton, OH: Author.
- Goldstein, H. (1997). Methods in school effectiveness research. *School Effectiveness and School Improvement*, 8, 369-95.
- Gronberg, Jansen, Taylor, Booker (2004), "School Outcomes and School Costs: The Cost Function Approach." A report prepared for the Texas Legislature Joint Select Committee on Public Education Finance.
- Hassel, B. (2003). The future of charter schools. In P. E. Peterson (Ed.), *The future of school choice* (pp.187-211). Stanford, CA: Hoover Institute Press.
- Hassel, B. C., & Herdman, P. (2000, April). *Charter school accountability: A guide to issues and options for charter authorizers*. Charlotte, NC: Public Impact.
- Hess, F.M. (2006) *Tough love for schools: Essays on competition, accountability, and excellence*. Washington, DC: The AEI Press.

- Hill, P., Lake, R., Celio, M. B., Campbell, C., Herdman, P., & Bulkey, K. (2001). *A study of charter school accountability: National charter school accountability study*. Washington, DC: ED Pubs. (ERIC Document Reproduction Service No. ED455563).
- Holmes, G. M., Desimone, J., & Rupp, N.G. (2006, Winter). Friendly competition: Does the presence of charters spur public schools to improve? *Education Next*, 67-70.
- Hoxby, C. M. (2002, April). *School choice and school productivity (or could school choice be a tide that lifts all boats?)* (Working Paper No. 8873). Cambridge, MA: National Bureau of Economic Research.
- Lake, R. J. & Hill, P. T. (Eds.). (2005). *Hopes, fears, & reality: A balanced look at American charter schools in 2005*. Seattle, WA: Center on Reinventing Public Education.
- Mead, S. & Rotherham, A. J. (2007, September). A sum greater than the parts: What states can teach each other about charter schooling. Washington DC: Education Sector.
- Miron, G. & Nelson, C. (2001, December). *Student academic achievement in charter schools: What we know and why we know so little* (Occasional Paper No. 41). New York: National Center for the Study of Privatization in Education.
- National Center for Education Statistics. (2005). *The condition of education 2005* (NCES 2005094). Washington, DC: U.S. Government Printing Office.
- National Center for Education Statistics. (2006, November). *Trends in the Use of School Choice: 1993 to 2003. Statistical Analysis Report*. Washington, D.C.: Author.
- National Commission on Excellence in Education. (1983). *A nation at risk*. Retrieved January 23, 2007, from <http://www.ed.gov/pubs/NatAtRisk/index.html>.
- Nelson, F. H., Rosenberg, B., Van Meter, N. (2004, August). *Charter school achievement on the 2003 National Assessment of Educational Progress*. Washington, D.C.: American Federation of Teachers.
- Osberg, E. (2006). Charter school funding. In P. T. Hill (Ed.), *Charter schools against the odds: An assessment of the Koret Task Force on K-12 education* (pp. 45-69). Stanford, CA: Hoover Press.
- Progressive Policy Institute. (2005, February). *Texas Roundup: Charter Schooling in the Lone Star State*. Retrieved January 23, 2007, from <http://www.ppionline.org>.
- Spellings, M. (2006, May 1). Delivered remarks launching charter schools week. Retrieved January 9, 2007, from <http://www.ed.gov/print/news/pressreleases/2006>.

- Taylor, L. (2004). *Adjusting for geographic variations in teacher compensation: Updating the Texas Cost-of-Education Index*. Austin, TX: The Texas School Finance Project. Retrieved January 23, 2007, from http://bush.tamu.edu/research/faculty_projects/txschoolfinance/papers/AdjustingforGeographicVariationsInTeacherCompensation.pdf.
- Teske, P., & Reichardt, R. (2006, December). Doing their homework: How charter school parents make their choices. In R. J. Lake & P. T. Hill (Eds.), *Hopes, Fears, and Reality. A Balanced Look at American Charter Schools in 2006* (pp. 1-10). Seattle, WA: National Charter School Research Project, University of Washington.
- Texas Center for Educational Research. (2003, July). *Texas Open-Enrollment Charter Schools: Sixth-Year Evaluation*. Austin, TX: Author.
- Texas Center for Educational Research. (2005, February). *Texas open-enrollment charter schools: 2003-04 evaluation*. Austin, TX: Author.
- Texas Center for Educational Research. (2006, February). *Texas open-enrollment charter schools revenue: Supplement to the 2003-04 evaluation*. Austin, TX: Author.
- Texas Center for Educational Research. (2006b, May). *Texas open-enrollment charter schools: 2004-05 evaluation*. Austin, TX: Author.
- Texas Center for Educational Research. (2007, February). *Texas open-enrollment charter school revenue: 2005-06 evaluation*. Austin, TX: Author.
- Texas Senate Education Committee. (2006) *Senate education committee interim report to the 80th legislature*. Retrieved July 26, 2007 from, <http://www.senate.state.tx.us/75r/Senate/commit/c530/c530.InterimReport79.pdf>
- The Center for Education Reform. (2008). *Charter school highlights and statistics*. Retrieved January 13, 2008, from <http://www.edreform.com>.
- U.S. Department of Education. (2004). *Evaluation of the public charter schools program: Final report* (Doc. No. 2004-08). Washington, DC: Author, Office of the Under Secretary.
- Vergari, S. (2001). Charter school authorizers: Public agents for holding charter schools accountable. *Education and Urban Society*, 33, 129-140.
- Zimmer, R., Buddin, Chau, D., Gill, B., Guarion, C., Hamilton, L. (2003). *Charter school operations and performance: Evidence from California*. Santa Monica, CA: RAND.

Appendix A

Charter School Characteristics and Demographics

Appendix A1
Characteristics of Charter School Campuses, 2006-07

Campus	Location (County)	Years of Operation	Rating	Enrollment	Grades	Student-Teacher Ratio	Expenditure Per Student
Open-Enrollment Charter Campuses							
A W Brown - Fellowship North Campus	Dallas	3 years	Not Rated: Other	316	PK - PK	35.1	\$3,093
A+ Academy	Dallas	7 years	Academically Acceptable	994	PK - 12	13.5	\$6,647
Academy of Accelerated Learning	Harris	8 years	Academically Acceptable	603	PK - 05	15.3	\$6,353
Academy of Beaumont	Jefferson	8 years	Academically Unacceptable	366	PK - 08	17.5	\$5,281
Academy of Careers and Technologies	Bexar	7 years	AEA: Academically Acceptable	127	09 - 12	14.1	\$6,294
Academy of Dallas	Dallas	8 years	Academically Unacceptable	571	PK - 08	15.2	\$6,393
Accelerated Interdisciplinary Academy	Harris	3 years	Academically Acceptable	309	PK - 05	17.2	\$2,237
Accelerated Interdisciplinary Academy	Harris	2 years	Academically Acceptable	143	PK - 05	35.8	\$3,057
Accelerated Intermediate Academy	Harris	2 years	Not Rated: Other	3	06 - 06	3.0	—
Accelerated Intermediate Charter	Harris	6 years	Recognized	148	06 - 08	18.5	\$7,007
Accelerated Learning Center	Nueces	1 year	Not Rated: Other	37	PK - PK	18.5	—
Alief Montessori Community School	Harris	9 years	Recognized	205	PK - 03	22.8	\$3,280
Alpha Charter School	Dallas	6 years	Academically Unacceptable	261	KG - 12	22.1	\$4,278
Alphonso Crutch's-Life Support Center	Harris	8 years	AEA: Academically Unacceptable	434	06 - 12	44.1	\$2,902
American Academy of Excellence Charter	Harris	8 years	AEA: Academically Acceptable	150	09 - 12	15.6	\$5,817
American Youthworks Charter School	Travis	11 years	AEA: Academically Acceptable	135	09 - 12	21.1	\$4,633
American Youthworks Charter School	Travis	4 years	AEA: Academically Acceptable	287	09 - 12	18.2	\$6,331
Amigos Por Vida-Friends for Life Charter	Harris	8 years	Academically Acceptable	372	PK - 06	15.8	\$6,085
Annunciation Maternity Home	Travis	6 years	AEA: Academically Acceptable	5	09 - 12	5.0	\$8,740
Arlington Classics Academy	Tarrant	8 years	Exemplary	404	KG - 06	14.9	\$3,547
Audre and Bernard Rapoport Academy	McLennan	9 years	Recognized	168	PK - 04	11.9	\$8,583
Austin Can Academy Charter School	Travis	5 years	AEA: Academically Acceptable	271	09 - 12	15.1	\$6,657
Austin Discovery School	Travis	2 years	Academically Unacceptable	213	KG - 05	9.9	\$6,472
Aw Brown-Fellowship Charter School	Dallas	8 years	Recognized	788	KG - 06	20.7	\$5,628
Azleway Charter School	Smith	6 years	AEA: Academically Acceptable	87	03 - 12	7.9	\$16,657
Bay Area Charter MS	Harris	3 years	Academically Acceptable	37	06 - 08	11.5	\$6,431
Bay Area Charter School	Harris	9 years	Academically Acceptable	160	PK - 05	12.8	\$3,995
Beatrice Mayes Institute Charter	Harris	6 years	Recognized	347	KG - 08	16.4	\$5,388
Benji's Special Educational Academy	Harris	9 years	Academically Unacceptable	635	PK - 12	47.1	\$1,561

Campus	Location (County)	Years of Operation	Rating	Enrollment	Grades	Student-Teacher Ratio	Expenditure Per Student
Bexar Co Day Education & Treatment Program	Bexar	4 years	AEA: Academically Acceptable	23	09 - 11	24.2	\$8,243
Bexar County Academy	Bexar	8 years	Academically Unacceptable	501	PK - 08	19.5	\$5,181
Big Springs Charter School	Real	6 years	AEA: Academically Acceptable	53	06 - 12	8.7	\$12,990
Brazos River Charter School	Somervell	7 years	AEA: Academically Acceptable	135	09 - 12	15.8	\$5,367
Bright Ideas Charter	Wichita	9 years	Academically Acceptable	173	KG - 12	13.0	\$5,202
Brooks Academy of Science and English	Bexar	1 year	Academically Acceptable	235	06 - 09	14.3	—
Bryan Texas Campus	Bexar	4 years	AEA: Academically Unacceptable	20	08 - 10	20.0	\$3,722
BSIC Autumn Circle	Brazos	8 years	Academically Acceptable	86	PK - 12	10.3	\$14,337
BSIC Gano Street	Brazos	3 years	Academically Unacceptable	75	PK - 08	15.7	—
BSIC Houston-Rosslyn	Brazos	3 years	Academically Unacceptable	137	PK - 06	14.3	—
Burnett-Bayland Home	Harris	9 years	AEA: Academically Acceptable	52	06 - 11	7.9	\$7,793
Burnett-Bayland Reception Center	Harris	9 years	AEA: Academically Acceptable	179	06 - 12	14.9	\$4,809
Burnham Wood Charter School	El Paso	9 years	Exemplary	199	KG - 03	13.0	\$4,876
Calvin Nelms - Northwest	Harris	2 years	Academically Acceptable	61	01 - 12	13.7	\$5,045
Calvin Nelms High School	Harris	8 years	Academically Acceptable	175	09 - 12	16.8	\$5,569
Calvin Nelms Hospital Campus	Harris	3 years	Not Rated: Other	22	01 - 11	20.5	\$4,863
Calvin Nelms Middle School	Harris	5 years	Academically Acceptable	16	05 - 08	6.9	\$8,096
Cedar Crest Charter School	Bell	5 years	AEA: Academically Acceptable	62	02 - 12	16.1	\$18,080
Cedars International Academy	Travis	6 years	Academically Unacceptable	188	KG - 07	11.2	\$7,104
Children First Academy of Houston	Harris	8 years	Recognized	448	PK - 07	24.9	\$2,385
Children First of Dallas	Dallas	9 years	Recognized	315	PK - 07	22.5	\$2,453
Children of The Sun	Hidalgo	5 years	AEA: Academically Acceptable	71	PK - 12	35.5	\$8,428
Children of The Sun	Hidalgo	5 years	AEA: Academically Acceptable	160	PK - 12	32.0	\$7,447
Comquest Academy	Harris	8 years	AEA: Academically Acceptable	125	PK - 12	16.2	\$4,375
Corpus Christi Academy	Bexar	5 years	Academically Acceptable	106	09 - 12	10.0	\$6,018
Corpus Christi Montessori School	Nueces	2 years	Recognized	83	01 - 05	16.6	\$7,090
Crosstimbers Academy	Parker	1 year	AEA: Academically Acceptable	110	09 - 12	10.5	—
Cumberland Academy	Smith	9 years	Academically Acceptable	223	KG - 06	13.5	\$4,171
Dallas Can! Academy Charter-Oak Charter	Dallas	11 years	AEA: Academically Acceptable	469	09 - 12	16.0	\$8,687
Dallas Can! Academy Charter	Dallas	11 years	AEA: Academically Acceptable	534	09 - 12	21.0	\$6,218
Dallas County Juvenile Justice	Dallas	8 years	AEA: Academically Acceptable	658	04 - 12	11.0	\$7,974
Dan Chadwick Campus	Gregg	8 years	Academically Acceptable	168	09 - 12	16.3	\$5,673

Campus	Location (County)	Years of Operation	Rating	Enrollment	Grades	Student-Teacher Ratio	Expenditure Per Student
Davinci School for Science and the Arts	El Paso	1 year	Recognized	194	04 - 07	14.2	—
Depelchin-Elkins Campus	Travis	5 years	AEA: Academically Acceptable	36	01 - 11	7.2	\$13,053
Depelchin-Richmond	Travis	2 years	AEA: Academically Acceptable	12	06 - 10	3.0	\$14,155
Destiny High School	Dallas	7 years	AEA: Academically Acceptable	103	KG - 08	15.1	\$7,192
Dr David M Copeland Elementary	Bexar	1 year	Academically Acceptable	452	KG - 06	22.2	—
Dr Harmon W Kelley Elementary	Bexar	9 years	Academically Acceptable	493	KG - 03	21.8	\$6,452
Dr James L Burch Elementary	Bexar	7 years	Academically Acceptable	387	04 - 06	20.6	\$4,012
Dr M L Garza-Gonzalez Charter School	Nueces	11 years	AEA: Academically Acceptable	186	PK - 12	12.1	\$8,796
Dr Paul S Saenz J H	Bexar	3 years	Academically Acceptable	396	07 - 08	20.5	\$1,706
Draw Academy	Harris	3 years	AEA: Academically Acceptable	221	PK - 08	19.7	\$7,730
Eagle Academies of Texas at Abilene	Taylor	8 years	AEA: Academically Acceptable	135	06 - 12	12.3	\$4,991
Eagle Academies of Texas at Austin	Taylor	1 year	AEA: Academically Acceptable	216	06 - 12	19.6	—
Eagle Academies of Texas at Beaumont	Taylor	1 year	AEA: Academically Acceptable	130	06 - 12	18.6	—
Eagle Academies of Texas at Brown	Taylor	1 year	AEA: Academically Acceptable	144	07 - 12	16.9	—
Eagle Academies of Texas at Del Rio	Taylor	1 year	AEA: Academically Acceptable	97	06 - 12	24.3	—
Eagle Academies of Texas at Fort Worth	Taylor	1 year	AEA: Academically Acceptable	140	06 - 12	17.5	—
Eagle Academies of Texas at Laredo	Taylor	1 year	AEA: Academically Acceptable	114	07 - 12	19.0	—
Eagle Academies of Texas at Lindale	Taylor	1 year	AEA: Academically Acceptable	6	09 - 12	12.0	—
Eagle Academies of Texas at Lubbock	Taylor	1 year	AEA: Academically Acceptable	98	06 - 12	12.3	—
Eagle Academies of Texas at Midland	Taylor	1 year	AEA: Academically Acceptable	144	06 - 12	24.0	—
Eagle Academies of Texas at Pharr	Taylor	1 year	AEA: Academically Acceptable	173	07 - 12	20.4	—
Eagle Academies of Texas at San Antonio	Taylor	1 year	AEA: Academically Acceptable	245	06 - 12	22.3	—
Eagle Academies of Texas at Trinity	Taylor	1 year	AEA: Academically Acceptable	122	06 - 12	20.3	—
Eagle Academies of Texas at Tyler	Taylor	1 year	AEA: Academically Acceptable	123	06 - 12	15.4	—
Eagle Academies of Texas at Waco	Taylor	1 year	AEA: Academically Acceptable	179	06 - 12	25.6	—
Eagle Advantage Charter Elementary	Dallas	6 years	Academically Acceptable	1,212	PK - 12	24.0	\$5,181
East Fort Worth Montessori Academy	Tarrant	4 years	Recognized	247	PK - 04	21.5	\$5,758
Ed White Memorial High School	Harris	9 years	AEA: Academically Acceptable	98	09 - 12	12.7	\$4,080
Eden Park Academy	Travis	9 years	Recognized	156	KG - 08	14.6	\$3,968
Education Center at Little Elementary	Denton	6 years	Academically Acceptable	188	KG - 12	18.0	\$4,326
Education Center at the Colony	Denton	6 years	Academically Acceptable	153	KG - 12	18.6	\$4,092
Education Center International Academy	Dallas	6 years	Academically Acceptable	91	02 - 12	8.5	\$4,132

Campus	Location (County)	Years of Operation	Rating	Enrollment	Grades	Student-Teacher Ratio	Expenditure Per Student
Ehrhart School	Jefferson	6 years	Academically Acceptable	199	PK - 08	10.6	\$4,959
El Paso Academy	El Paso	7 years	AEA: Academically Acceptable	259	09 - 12	17.3	\$6,781
El Paso Academy West	El Paso	3 years	AEA: Academically Acceptable	204	09 - 12	13.6	\$3,999
El Paso School of Excellence	El Paso	7 years	Academically Unacceptable	361	PK - 05	15.7	\$5,990
El Paso School of Excellence Middle	El Paso	6 years	Academically Unacceptable	128	06 - 12	8.0	\$7,910
Encino School	Brooks	9 years	Academically Acceptable	73	PK - 08	18.3	\$5,950
Erath Excels Academy Inc	Erath	1 year	AEA: Academically Acceptable	135	09 - 12	15.5	—
Escuela De Las Americas	Bexar	9 years	Academically Unacceptable	124	PK - 05	13.8	\$6,265
Evolution Academy Charter School	Dallas	5 years	AEA: Academically Acceptable	347	09 - 12	21.7	\$4,724
Excel Academy	Dallas	7 years	AEA: Academically Acceptable	137	KG - 12	11.5	\$7,191
Faith Family Academy of Oak Cliff	Dallas	9 years	Academically Unacceptable	1,333	PK - 12	16.0	\$7,274
Focus Learning Academy	Dallas	8 years	AEA: Academically Acceptable	381	KG - 08	16.0	\$3,075
Fort Worth Academy of Fine Arts	Tarrant	6 years	Recognized	225	07 - 12	12.2	\$3,710
Fort Worth Academy of Fine Arts Elementary	Tarrant	1 year	Recognized	143	03 - 06	13.7	—
Fort Worth Can Academy	Tarrant	7 years	AEA: Academically Acceptable	354	09 - 12	19.7	\$7,368
Fruit of Excellence School	Travis	8 years	Academically Acceptable	51	PK - 12	35.7	\$1,755
Gabriel Tafolla Charter School	Uvalde	9 years	Academically Unacceptable	138	PK - 12	11.6	\$7,202
Gateway Academy (Student Alt Progressive Schl)	Webb	8 years	AEA: Academically Acceptable	342	09 - 12	20.7	\$7,291
Gateway Charter Academy	Dallas	6 years	Academically Acceptable	594	PK - 10	14.4	\$5,771
GCCLR Institute of Technology	Nueces	1 year	AEA: Academically Acceptable	29	08 - 11	Masked	—
Gen Alfred A Valenzuela Intermediate	Bexar	1 year	Academically Acceptable	29	06 - 07	10.0	—
George Gervin Academy	Bexar	11 years	AEA: Academically Acceptable	349	PK - 12	18.8	\$9,869
George I Sanchez Charter HS San Antonio	Bexar	7 years	AEA: Academically Acceptable	123	08 - 12	9.0	\$6,871
George I Sanchez HS	Harris	11 years	AEA: Academically Acceptable	590	PK - 12	13.1	\$6,451
George M Kometzky School	Travis	6 years	AEA: Academically Acceptable	27	KG - 08	13.5	\$11,526
Girls & Boys Prep Academy	Harris	11 years	Academically Acceptable	422	05 - 12	13.8	\$7,154
Girls & Boys Prep Academy Elementary	Harris	6 years	Recognized	463	PK - 04	21.3	\$2
Golden Rule	Dallas	1 year	Not Rated: Other	43	PK - 01	12.3	—
Golden Rule Charter School	Dallas	5 years	Academically Acceptable	447	PK - 08	16.8	\$6,118
Guardian Angel Performance Academy	Bexar	8 years	Not Rated: Other	10	06 - 08	4.7	\$3,800
Harmony Elementary-Austin	Travis	1 year	Recognized	246	KG - 05	16.7	—
Harmony Elementary	Harris	2 years	Recognized	371	KG - 05	14.4	\$4,300

Campus	Location (County)	Years of Operation	Rating	Enrollment	Grades	Student-Teacher Ratio	Expenditure Per Student
Harmony School of Excellence	Harris	1 year	Exemplary	314	KG - 08	15.1	—
Harmony Science Academy - Austin	Travis	5 years	Recognized	264	06 - 12	11.6	\$5,959
Harmony Science Academy -Dallas	Harris	3 years	Academically Acceptable	731	PK - 10	15.1	\$3,483
Harmony Science Academy	Harris	7 years	Recognized	377	06 - 12	18.2	\$4,670
Harmony Science Academy (El Paso)	El Paso	1 year	Recognized	329	KG - 08	18.1	—
Harmony Science Academy (Fort Worth)	Tarrant	1 year	Exemplary	356	KG - 08	22.7	—
Harmony Science Academy (San Antonio)	Bexar	1 year	Exemplary	301	KG - 08	14.4	—
Harris County Juvenile Detention	Harris	9 years	AEA: Not Rated-Other	214	05 - 12	12.6	\$6,017
Harris County Youth Village	Harris	9 years	AEA: Academically Acceptable	110	06 - 11	10.3	\$7,524
Heritage Champions Academy of Huntsville	Taylor	1 year	AEA: Academically Acceptable	204	KG - 12	14.7	—
Higgs Carter King Gifted & Talent	Bexar	9 years	AEA: Academically Acceptable	315	PK - 12	21.0	\$6,224
Hill Country Youth Ranch	Real	2 years	AEA: Academically Acceptable	48	01 - 08	6.9	\$12,370
Horizon Montessori	Hidalgo	3 years	Academically Acceptable	322	PK - 05	16.1	\$4,743
Houston Alternative Preparatory Charter School	Harris	5 years	Academically Unacceptable	167	PK - 12	14.1	\$2,696
Houston Can Academy Hobby	Harris	4 years	AEA: Academically Acceptable	327	09 - 12	16.2	\$8,515
Houston Can! Academy Charter School	Harris	9 years	AEA: Academically Acceptable	521	09 - 12	24.8	\$6,479
Houston Gateway Academy	Harris	8 years	Academically Acceptable	624	PK - 08	19.5	\$5,715
Houston Heights High School	Harris	8 years	AEA: Academically Acceptable	239	08 - 12	13.7	\$8,112
Houston Heights Learning Academy	Harris	8 years	Recognized	118	PK - 05	17.8	\$6,282
I Am That I Am Academy	Dallas	8 years	AEA: Academically Acceptable	105	08 - 12	15.0	\$7,054
Idea Academy	Hidalgo	7 years	Academically Acceptable	939	PK - 08	21.3	\$5,774
Idea College Prep	Hidalgo	1 year	Exemplary	231	09 - 12	12.9	—
Idea Frontier Academy	Hidalgo	1 year	Not Rated: Other	145	KG - 02	22.4	—
Idea Frontier College Prep	Hidalgo	1 year	Academically Unacceptable	205	06 - 08	19.5	—
Idea Quest Academy	Hidalgo	1 year	Not Rated: Other	281	KG - 02	23.4	—
Idea Quest College Prep	Hidalgo	1 year	Recognized	272	06 - 08	18.1	—
Inspired Vision	Dallas	6 years	Academically Acceptable	370	PK - 08	14.2	\$5,886
Inspired Vision Academy	Dallas	7 years	Academically Unacceptable	300	PK - 06	13.4	\$5,884
Jamie's House Charter School	Harris	8 years	Academically Unacceptable	81	06 - 12	14.6	\$10,060
Jean Massieu Academy	Dallas	8 years	Academically Unacceptable	114	PK - 12	7.3	\$5,772
Jesse Jackson Academy	Harris	9 years	Academically Acceptable	299	09 - 12	29.9	\$9,121
John H Wood Jr Charter Hays Co Juvenile	Bexar	5 years	AEA: Academically Acceptable	110	05 - 12	12.2	\$9,854

Campus	Location (County)	Years of Operation	Rating	Enrollment	Grades	Student-Teacher Ratio	Expenditure Per Student
John H Wood Jr Charter Hays Co Juvenile	Bexar	4 years	AEA: Academically Acceptable	12	07 - 12	—	—
John H Wood Jr Charter School at Afton Oaks	Bexar	9 years	AEA: Academically Acceptable	6	10 - 12	22.4	\$28,211
John H Wood Jr Charter School at Huebner Road	Bexar	4 years	AEA: Academically Acceptable	142	07 - 12	11.8	\$11,116
Juan B Galaviz Charter School	Harris	5 years	AEA: Academically Acceptable	70	09 - 12	10.0	\$4,637
Jubilee Academic Center	Bexar	6 years	Academically Acceptable	334	PK - 12	12.1	\$7,063
Katherine Anne Porter School	Hays	8 years	Academically Acceptable	124	09 - 12	7.6	\$6,965
Katy-Hockley Boot Campus	Harris	9 years	AEA: Academically Acceptable	143	06 - 11	12.3	\$4,455
Kipp 3D Academy	Harris	2 years	Exemplary	243	06 - 08	16.6	\$7,385
Kipp Academy Middle School and High School	Harris	9 years	Recognized	525	06 - 11	14.4	\$6,721
Kipp Aspire Academy	Bexar	3 years	Academically Acceptable	320	05 - 08	15.6	\$8,174
Kipp Austin College Prep	Travis	3 years	Academically Acceptable	313	05 - 08	14.4	\$8,399
Kipp Liberation	Harris	1 year	Academically Acceptable	79	05 - 05	15.8	—
Kipp Ne Lower School Dream	Harris	1 year	Academically Acceptable	209	PK - 05	14.0	—
Kipp Spirit	Harris	1 year	Academically Acceptable	87	05 - 05	17.4	—
Kipp Sw Lower School Shine	Harris	1 year	Academically Acceptable	433	PK - 05	17.4	—
Kipp Truth Academy	Dallas	3 years	Academically Acceptable	162	05 - 08	14.7	\$7,309
La Academia De Estrellas	Dallas	1 year	Academically Acceptable	174	KG - 03	12.7	—
La Amistad Love & Learning Academy	Harris	8 years	Not Rated: Other	184	PK - 04	18.4	\$3,384
Landmark School	Dallas	8 years	AEA: Academically Acceptable	80	09 - 12	18.2	\$6,958
Laurel Ridge	Travis	2 years	AEA: Not Rated-Other	91	KG - 12	9.5	\$12,293
Legacy High School	Dallas	7 years	AEA: Academically Acceptable	144	09 - 12	18.7	\$6,150
Life School Oak Cliff	Dallas	9 years	Academically Acceptable	1,219	KG - 12	17.8	\$5,895
Life School Red Oak	Dallas	4 years	Recognized	952	KG - 08	20.2	\$5,223
Lighthouse Charter School	Bexar	4 years	Academically Acceptable	66	PK - 06	7.5	\$4,865
Lindsley Park Community School	Dallas	8 years	Recognized	168	PK - 03	17.4	\$5,761
Mainland Preparatory Academy	Galveston	9 years	Academically Acceptable	543	PK - 08	13.2	\$5,593
McCullough Academy of Excellence	Travis	7 years	Academically Unacceptable	137	KG - 05	14.2	\$3,879
Medical Center Charter School/Southwest	Harris	8 years	Academically Unacceptable	241	PK - 05	19.3	\$4,445
Meridell	Travis	8 years	AEA: Academically Acceptable	100	01 - 12	7.7	\$12,703
Methodist Children's Home	Travis	4 years	AEA: Academically Acceptable	125	06 - 12	7.8	\$9,278
Metro Academy of Math and Science	Tarrant	6 years	Academically Unacceptable	568	PK - 09	19.0	\$522
Meyerpark Elementary	Harris	3 years	Academically Unacceptable	96	KG - 05	10.8	\$4,725

Campus	Location (County)	Years of Operation	Rating	Enrollment	Grades	Student-Teacher Ratio	Expenditure Per Student
Mid-Valley Academy-McAllen	Hidalgo	5 years	AEA: Academically Acceptable	204	09 - 12	25.5	\$4,369
Mid-Valley Academy	Hidalgo	8 years	AEA: Academically Acceptable	48	09 - 12	33.7	\$9,380
Midland Academy Charter School	Midland	8 years	Recognized	469	KG - 11	13.6	\$5,720
Miracle Farm	Travis	7 years	AEA: Academically Acceptable	10	07 - 11	3.7	\$7,633
National Elite Gymnastics	Travis	8 years	Recognized	16	02 - 10	8.0	\$6,819
NCI Charter School Without Walls	Harris	3 years	Not Rated: Other	702	PK - KG	33.4	\$1,572
New Directions	Bexar	5 years	AEA: Academically Acceptable	44	09 - 12	14.7	\$12,129
New Frontiers Charter School	Bexar	9 years	AEA: Academically Acceptable	376	KG - 05	14.1	\$6,560
New Frontiers Middle School	Bexar	2 years	AEA: Academically Acceptable	251	06 - 08	15.7	\$5,572
North Hills School	Dallas	10 years	Academically Acceptable	1,185	KG - 12	13.7	\$6,525
North Houston HS for Business	Harris	8 years	Academically Unacceptable	262	09 - 12	16.7	\$854
North Houston Multi-Language Academy	Harris	1 year	Not Rated: Other	13	01 - 05	6.5	—
Northwest Preparatory	Harris	6 years	Academically Unacceptable	193	PK - 05	11.2	\$9,566
Northwest Preparatory Campus (Wile School)	Harris	6 years	AEA: Academically Acceptable	78	06 - 08	8.9	\$6,017
Nova Academy	Dallas	3 years	Academically Acceptable	148	KG - 06	10.1	\$6,175
Nova Academy (Southeast)	Dallas	7 years	Academically Acceptable	275	PK - 06	14.0	\$6,867
Now College Prep	Harris	2 years	Not Rated: Other	129	KG - 05	18.4	\$6,869
NYOS Charter School	Travis	9 years	Academically Acceptable	372	KG - 12	11.4	\$5,422
NYOS Charter School Inc at Gessner	Travis	6 years	Exemplary	96	PK - 03	19.1	\$5,539
Odyssey Academy Inc	Galveston	8 years	Academically Unacceptable	314	PK - 08	14.7	\$4,624
Omega Academic Center	Bexar	4 years	AEA: Academically Acceptable	118	06 - 12	9.6	\$6,389
One Stop Multiservice	Hidalgo	6 years	AEA: Academically Acceptable	156	PK - 12	26.0	\$6,648
One Stop Multiservice	Hidalgo	6 years	Academically Unacceptable	180	PK - 12	25.7	\$8,406
One Stop Multiservice HS	Hidalgo	11 years	AEA: Academically Acceptable	125	PK - 12	17.9	\$6,494
Outreach Word Academy	Victoria	5 years	Academically Unacceptable	116	PK - 05	14.7	\$564
Panola Charter School	Panola	7 years	AEA: Academically Acceptable	144	08 - 12	17.7	\$4,679
Paradigm Accelerated School	Erath	7 years	AEA: Academically Acceptable	75	07 - 12	20.4	\$6,705
Paseo Del Norte Academy Ysleta	El Paso	1 year	AEA: Academically Acceptable	164	09 - 12	21.9	—
Paso Del Norte Academy	El Paso	8 years	Academically Unacceptable	237	09 - 12	29.6	\$7,155
Pathfinder Camp	Travis	8 years	AEA: Academically Acceptable	17	07 - 11	5.0	\$10,984
Pathways 3H Campus	Travis	5 years	AEA: Academically Acceptable	32	07 - 10	6.4	\$13,273
Peak Academy	Dallas	2 years	Academically Acceptable	132	KG - 05	16.5	\$5,921

Campus	Location (County)	Years of Operation	Rating	Enrollment	Grades	Student-Teacher Ratio	Expenditure Per Student
Peak Advantage	Dallas	1 year	Exemplary	188	06 - 09	17.1	—
Pegasus Campus	Travis	5 years	AEA: Academically Acceptable	166	05 - 12	9.7	\$8,365
Pegasus Charter HS	Dallas	10 years	AEA: Academically Acceptable	257	04 - 12	13.7	\$4,993
Pineywoods Community Academy High	Angelina	8 years	Academically Acceptable	263	KG - 08	14.3	\$3,912
Pinnacle School	Dallas	8 years	Academically Acceptable	186	KG - 09	12.8	\$5,883
Por Vida Academy Charter HS	Bexar	11 years	AEA: Academically Acceptable	200	09 - 12	19.2	\$6,115
Positive Solutions Charter	Bexar	9 years	AEA: Academically Acceptable	131	09 - 12	14.7	\$6,320
Pre-K Academy	Bexar	2 years	Not Rated: Other	121	PK - PK	24.2	\$2,963
Quest Academy	Dallas	8 years	AEA: Academically Acceptable	162	06 - 10	18.0	\$10,308
Radiance Academy of Learning	Bexar	8 years	AEA: Academically Acceptable	140	PK - 12	17.5	\$7,779
Radiance Academy of Learning (Del Rio)	Bexar	1 year	AEA: Academically Acceptable	54	06 - 08	13.5	—
Radiance Academy of Learning (West Lake)	Bexar	8 years	AEA: Academically Acceptable	304	EE - 12	19.2	\$5,886
Ranch Academy	Van Zandt	8 years	AEA: Academically Acceptable	33	09 - 12	6.4	\$14,183
Rapoport Academy-Quinn Campus	McLennan	4 years	Academically Acceptable	48	05 - 08	6.9	\$11,328
Rapoport Academy Prep School	McLennan	1 year	Recognized	15	09 - 09	2.6	—
Raul Yzaguirre School for Success	Harris	11 years	Academically Acceptable	677	PK - 12	21.2	\$5,932
Raul Yzaguirre School for Success	Harris	5 years	Academically Acceptable	284	PK - 06	18.9	\$4,457
Raven School	Walker	9 years	AEA: Academically Acceptable	172	09 - 11	12.3	\$9,153
Richard Milburn Academy - Ector County	Ector	4 years	AEA: Academically Acceptable	157	09 - 12	20.3	\$4,714
Richard Milburn Academy - Fort Worth	Tarrant	4 years	Academically Unacceptable	214	09 - 12	28.5	\$5,113
Richard Milburn Academy - Suburban Houston	Harris	4 years	AEA: Academically Acceptable	218	09 - 12	19.8	\$4,881
Richard Milburn Academy (Amarillo)	Potter	6 years	AEA: Academically Acceptable	173	09 - 12	20.4	\$4,914
Richard Milburn Academy (Beaumont)	Jefferson	6 years	AEA: Academically Acceptable	204	09 - 12	18.5	\$3,582
Richard Milburn Academy (Midland)	Midland	8 years	AEA: Academically Acceptable	184	09 - 12	16.7	\$4,679
Richard Milburn Alter HS (Corpus Christi)	Nueces	8 years	AEA: Academically Acceptable	204	09 - 12	17.1	\$4,944
Richard Milburn Alter HS (Killeen)	Bell	8 years	AEA: Academically Acceptable	158	09 - 12	18.1	\$4,174
Richard Milburn Alter HS (Lubbock)	Lubbock	8 years	AEA: Academically Acceptable	161	09 - 12	16.9	\$4,437
Richland Collegiate HS of Math Science	Dallas	1 year	Exemplary	171	11 - 11	Masked	—
Rick Hawkins HS	Bexar	3 years	Academically Unacceptable	439	09 - 12	15.3	\$7,873
Ripley House Charter School	Harris	5 years	Recognized	173	KG - 05	15.7	\$10,161
Rise Academy	Lubbock	8 years	Exemplary	197	PK - 07	12.2	\$5,921
River Oaks	Tarrant	6 years	AEA: Academically Acceptable	266	09 - 12	15.1	\$7,117

Campus	Location (County)	Years of Operation	Rating	Enrollment	Grades	Student-Teacher Ratio	Expenditure Per Student
San Antonio Can High School	Bexar	6 years	AEA: Academically Acceptable	406	09 - 12	19.2	\$6,819
San Antonio Preparatory Academy	Bexar	4 years	Academically Acceptable	262	PK - 07	16.0	\$4,403
San Antonio School for Inquiry & Creativity	Bexar	7 years	AEA: Academically Acceptable	240	KG - 12	12.6	\$4,637
San Antonio Technology Academy	Bexar	6 years	AEA: Academically Acceptable	68	09 - 12	6.5	\$6,998
San Marcos Treatment Center	Travis	3 years	AEA: Academically Acceptable	154	05 - 12	10.3	\$9,668
School of Liberal Arts and Science	Dallas	8 years	Academically Unacceptable	545	PK - 10	13.6	\$6,771
School of Science and Technology	Bexar	2 years	Recognized	327	06 - 09	18.2	\$8,226
Seashore Learning Center	Nueces	11 years	Exemplary	229	KG - 07	13.9	\$4,887
Sentry Technology Prep School	Hidalgo	9 years	AEA: Academically Acceptable	191	PK - 12	31.8	\$4,445
Ser-Ninos Charter Elementary	Harris	11 years	Academically Acceptable	563	PK - 08	13.5	\$5,625
Settlement Home	Travis	8 years	AEA: Academically Acceptable	26	02 - 12	5.8	\$11,379
Shekinah Hope	Bexar	7 years	Academically Acceptable	107	EE - 05	17.8	\$8,731
Shekinah Radiance Academy	Bexar	8 years	AEA: Academically Acceptable	76	PK - 05	19.1	\$6,365
Shekinah Radiance Academy Abundance	Bexar	2 years	AEA: Academically Acceptable	427	KG - 12	16.6	\$6,548
Shekinah Walzem	Bexar	6 years	AEA: Academically Acceptable	302	PK - 12	12.1	\$6,445
South Plains Academy	Lubbock	8 years	Academically Unacceptable	181	09 - 12	17.2	\$9,292
Southwest Elementary	Harris	2 years	AEA: Academically Acceptable	158	PK - 03	Masked	\$2,639
Southwest High School	Harris	8 years	AEA: Academically Acceptable	244	09 - 12	20.1	\$11,620
Southwest Middle School	Harris	2 years	AEA: Academically Acceptable	132	06 - 08	19.3	\$1,577
Southwest Preparatory School-Northwest	Bexar	5 years	AEA: Academically Acceptable	281	09 - 12	22.4	\$4,044
Southwest Preparatory School	Bexar	8 years	AEA: Academically Acceptable	360	09 - 12	21.6	\$4,048
Southwest Preparatory Southeast Campus	Bexar	6 years	AEA: Academically Acceptable	263	09 - 12	20.9	\$4,211
Southwest Schools - Treatment Center	Harris	6 years	AEA: Academically Acceptable	202	06 - 12	10.6	\$8,237
St Anthony Academy	Dallas	4 years	Academically Acceptable	228	PK - 08	15.2	\$7,317
St Mary's Academy Charter School	Bee	6 years	Recognized	283	KG - 08	15.0	\$8,309
Star Charter School	Travis	9 years	Recognized	301	01 - 12	15.1	\$4,832
Stepping Stones Charter Elementary	Harris	1 year	Academically Acceptable	87	KG - 03	12.8	—
Technology Education Charter HS	Hidalgo	9 years	Academically Unacceptable	129	PK - 12	12.9	\$7,640
Tekoa Academy of Accelerated Studies	Jefferson	8 years	Academically Acceptable	338	PK - 09	15.4	\$6,104
Temple Education Center	Bell	8 years	Academically Unacceptable	91	PK - 12	22.8	\$4,517
Texans Can Academy at Paul Quinn	Dallas	3 years	AEA: Academically Acceptable	478	09 - 12	20.7	\$7,025
Texans Can at Carrollton-Farmers	Dallas	4 years	AEA: Academically Unacceptable	321	09 - 12	19.9	\$7,805

Campus	Location (County)	Years of Operation	Rating	Enrollment	Grades	Student-Teacher Ratio	Expenditure Per Student
Texas Empowerment Academy	Travis	9 years	Academically Acceptable	122	05 - 09	14.9	\$4,018
Texas Preparatory School	Hays	6 years	Academically Unacceptable	92	KG - 08	15.7	\$5,453
Texas Serenity Academy	Montgomery	2 years	Not Rated: Other	56	KG - 05	2.3	—
Texas Serenity Academy	Montgomery	1 year	AEA: Academically Unacceptable	166	KG - 09	Masked	—
Texas Virtual Academy at Southwest	Harris	1 year	Academically Acceptable	171	03 - 06	42.8	—
The Education and Training Center	Bexar	3 years	AEA: Academically Acceptable	214	09 - 12	47.7	\$3,224
The Oaks Treatment Center	Travis	3 years	AEA: Not Rated-Other	99	02 - 12	10.3	\$9,540
The Phoenix Charter School	Hunt	6 years	Academically Unacceptable	401	PK - 12	9.2	\$6,676
The Varnett School - East	Harris	4 years	Academically Acceptable	288	PK - 05	16.9	—
The Varnett School - Northeast	Harris	4 years	Academically Acceptable	390	PK - 05	32.5	—
Theresa B Lee Academy	Tarrant	9 years	Academically Unacceptable	274	09 - 12	30.4	\$5,298
TNC Campus (Texas Neurorehabilitation)	Travis	5 years	AEA: Academically Acceptable	55	02 - 11	8.0	\$9,785
Transformative Charter Academy	Bell	9 years	AEA: Academically Acceptable	83	09 - 12	33.2	\$5,541
Treetops School International	Tarrant	9 years	Academically Acceptable	226	KG - 12	12.8	\$4,674
Trinity Basin Preparatory	Dallas	8 years	Academically Acceptable	444	PK - 08	14.3	\$6,905
Trinity Charter School	Comal	3 years	AEA: Academically Acceptable	57	06 - 11	8.1	\$18,984
Trinity Charter School	Comal	3 years	AEA: Academically Acceptable	57	02 - 10	7.6	\$18,605
Trinity Charter School	Comal	3 years	AEA: Academically Acceptable	54	06 - 08	10.8	\$13,813
Trinity Charter School	Comal	3 years	AEA: Academically Acceptable	50	07 - 11	7.1	\$18,345
Two Dimensions at Corsicana	Harris	4 years	Not Rated: Other	89	PK - 02	12.7	\$195
Two Dimensions Preparatory Academy	Harris	9 years	Academically Acceptable	241	PK - 06	17.2	\$8,805
Two Dimensions/Vickery	Harris	4 years	Academically Acceptable	189	PK - 04	21.0	\$14
Universal Academy - Flower Mound	Dallas	6 years	Recognized	477	KG - 12	12.9	\$7,179
Universal Academy	Dallas	9 years	Academically Acceptable	783	PK - 12	15.4	\$4,971
University of Houston Charter School-Technology	Harris	11 years	Recognized	132	KG - 05	18.5	\$6,874
University of Texas Elementary Charter	Travis	4 years	Exemplary	216	PK - 04	15.1	\$7,410
University School	Dallas	8 years	AEA: Academically Acceptable	77	06 - 12	13.0	\$6,853
Vanguard Academy	Hidalgo	6 years	Academically Acceptable	369	PK - 07	16.9	\$6,079
Varnett Charter School	Harris	9 years	Academically Acceptable	772	PK - 05	19.3	—
Vista Academy of Mission	Taylor	1 year	AEA: Academically Acceptable	150	06 - 12	21.4	—
Waco Charter School	McLennan	11 years	Academically Unacceptable	153	KG - 05	12.7	\$8,953
Waxahachie Faith Family Academy	Ellis	8 years	Academically Acceptable	282	PK - 12	20.2	\$8,180

Campus	Location (County)	Years of Operation	Rating	Enrollment	Grades	Student-Teacher Ratio	Expenditure Per Student
West Houston Charter	Harris	11 years	Recognized	23	06 - 07	7.2	\$4,715
West Houston Charter Elementary	Harris	8 years	Academically Acceptable	155	KG - 05	14.7	\$2,618
Westlake Academy	Tarrant	4 years	Recognized	350	KG - 09	12.2	\$6,718
Winfree Academy Charter School (Grapevine)	Dallas	5 years	AEA: Academically Acceptable	291	09 - 12	21.3	\$5,275
Winfree Academy Charter School (Irving)	Dallas	7 years	AEA: Academically Acceptable	398	09 - 12	31.8	\$4,540
Winfree Academy Charter School (Lewisville)	Dallas	7 years	AEA: Academically Acceptable	409	09 - 12	29.6	\$4,197
Winfree Academy Charter School (Richardson)	Dallas	6 years	AEA: Academically Acceptable	453	09 - 12	33.2	\$4,951
Winfree Academy NRH	Dallas	1 year	AEA: Academically Acceptable	272	09 - 12	22.0	—
Yes College Prep - Southwest Campus	Harris	2 years	Recognized	223	06 - 08	18.0	\$6,720
Yes College Preparatory - East End	Harris	1 year	Exemplary	105	06 - 06	11.4	—
Yes College Preparatory School, Grades 6-9	Harris	4 years	Exemplary	406	06 - 09	13.5	\$8,020
Yes College Preparatory School, Grades 6-12	Harris	7 years	Recognized	719	06 - 12	14.4	\$7,463
Young Learners	Harris	3 years	AEA: Not Rated-Other	780	PK - PK	—	\$1,995
Zoe Learning Academy - Ambassador Campus	Harris	3 years	Academically Acceptable	235	PK - 06	14.7	\$5,812
Zoe Learning Academy	Harris	6 years	Academically Unacceptable	351	PK - 06	16.9	\$6,905
Campus Charters							
Alta Academy	Harris	4 years	AEA: Academically Acceptable	451	09 - 12	Masked	\$4,415
Austin Academy	Bexar	4 years	Recognized	288	PK - 08	14.4	\$7,616
Banneker-McNair Math/Science Academy	Harris	4 years	Recognized	135	PK - 02	—	\$3,170
Bonham Elementary	Bexar	0 years	Recognized	343	PK - 05	14.3	\$6,873
Briarmeadow Charter	Harris	—	Academically Acceptable	396	PK - 05	35.0	\$7,053
Briscoe Academy	Bexar	1 year	Recognized	591	PK - 06	17.4	\$5,682
Cage Elementary	Harris	—	Recognized	705	EE - 05	18.2	\$5,399
Cameron Academy	Bexar	1 year	Academically Acceptable	399	EE - 08	12.8	\$6,328
Challenge Early College High School	Harris	3 years	Recognized	379	09 - 12	19.0	\$6,716
Clear View Education Center	Galveston	2 years	Academically Acceptable	221	07 - 12	5.9	\$15,464
Collegiate High School	Nueces	0 years	Recognized	106	09 - 09	24.1	—
Cornerstone Academy	Harris	8 years	Exemplary	371	06 - 08	18.0	\$5,373
Crockett Elementary	Harris	7 years	Academically Acceptable	533	PK - 05	19.0	\$5,673
David Barkley/Francisco Ruiz Elementary	Bexar	0 years	Academically Acceptable	503	PK - 05	16.5	\$6,027
Dominion Academy Charter School	Harris	4 years	Academically Acceptable	65	06 - 08	—	\$4,999
Dorie Miller Academy	Bexar	1 year	Academically Acceptable	481	PK - 08	15.0	\$6,154

Campus	Location (County)	Years of Operation	Rating	Enrollment	Grades	Student-Teacher Ratio	Expenditure Per Student
Early College High School	Webb	1 year	Exemplary	102	09 - 09	17.0	—
East Early College High School	Harris	1 year	Exemplary	115	09 - 09	23.0	—
Eastwood Academy	Harris	7 years	Recognized	244	09 - 12	16.3	\$6,465
Energized for Excellence Academy	Harris	6 years	Recognized	840	01 - 05	—	\$8,803
Energized for Excellence Early Childhood Acad	Harris	—	Not Rated: Other	883	PK - KG	—	\$749
Energized for Excellence Middle School	Harris	—	Exemplary	157	06 - 08	—	\$600
Gabe P Allen Elementary	Dallas	—	Academically Acceptable	654	PK - 05	17.7	\$5,520
Gates Academy	Bexar	1 year	Academically Acceptable	361	PK - 08	15.1	\$7,197
Harris Middle	Bexar	0 years	Academically Acceptable	577	06 - 08	16.1	\$6,278
Hawthorne PK-8 Academy	Bexar	5 years	Recognized	629	PK - 08	15.7	\$5,826
Henry Carroll Academy	Bexar	1 year	Recognized	371	PK - 08	16.1	\$6,031
Highland Heights Elementary	Harris	7 years	Academically Acceptable	333	PK - 05	17.1	\$5,859
Horace Mann Academy	Bexar	1 year	Academically Acceptable	553	06 - 08	16.0	\$6,198
Houston Academy for International Studies	Harris	1 year	Academically Acceptable	97	09 - 09	16.2	—
Irving Middle	Bexar	0 years	Recognized	839	06 - 08	16.8	\$5,891
Kaleidoscope/Caleidoscope	Harris	8 years	Recognized	97	06 - 08	18.8	\$5,979
Kandy Stripe Academy	Harris	4 years	Academically Acceptable	257	PK - 08	—	\$4,541
Lanier Middle School	Harris	7 years	Recognized	1,328	06 - 08	16.2	\$5,597
Lowell Middle	Bexar	0 years	Academically Acceptable	567	06 - 08	17.3	\$6,024
M C Williams Middle School	Harris	7 years	Academically Acceptable	527	06 - 08	14.4	\$7,154
M L King Academy	Bexar	1 year	Recognized	356	PK - 08	14.1	\$6,898
Newcomer Charter School	Harris	1 year	AEA: Academically Acceptable	228	12 - 12	31.8	\$4,866
NISD/SFASU Charter Campus	Nacogdoches	8 years	Exemplary	133	KG - 05	19.0	\$2,797
Osborne Elementary	Harris	7 years	Recognized	425	EE - 05	16.7	\$6,944
Pfeiffer Academy	Bexar	3 years	Academically Acceptable	302	EE - 08	11.6	\$7,974
Pleasant Hill Academy Elementary	Harris	4 years	Academically Unacceptable	90	PK - 05	—	\$3,665
Pro-Vision School	Harris	4 years	AEA: Academically Acceptable	81	05 - 08	—	\$4,861
Project Chrysalis Middle School	Harris	—	Recognized	147	06 - 08	16.0	\$4,507
Reach Charter	Harris	—	AEA: Academically Acceptable	123	11 - 12	13.9	—
Riverside Park Academy	Bexar	1 year	Academically Acceptable	487	PK - 05	15.7	\$6,175
St John's Academy	Harris	3 years	Not Rated: Other	90	PK - KG	—	\$5,144
Storm Academy	Bexar	0 years	Academically Acceptable	485	PK - 05	16.0	\$6,244

Campus	Location (County)	Years of Operation	Rating	Enrollment	Grades	Student-Teacher Ratio	Expenditure Per Student
TSU Charter Lab School	Harris	0 years	Recognized	64	PK - 02	—	—
Walipp	Harris	4 years	Academically Acceptable	106	06 - 08	—	\$4,819
Wallace Accelerated High School	Mitchell	2 years	AEA: Academically Acceptable	26	09 - 12	6.5	\$10,134
Wesley Elementary	Harris	7 years	Recognized	549	PK - 05	14.3	\$5,660
Westchester Academy for International Studies	Harris	—	Recognized	850	06 - 12	14.4	\$6,500
Whittier Middle	Bexar	0 years	Recognized	742	06 - 08	16.0	\$6,161
Young Learners	Harris	4 years	Not Rated: Other	816	PK - PK	—	\$2,299
Young Scholars Academy for Excellence	Harris	4 years	Academically Acceptable	186	PK - 07	—	\$4,398

Notes. “—” indicates data not available in AEIS. “Masking” refers to the use of special symbols to conceal the performance results in order to comply with the federal Family Educational Rights and Privacy Act (FERPA).

Appendix A2

Student Demographic Characteristics for Open-Enrollment and Campus Charter Schools (Percent)

Campus	African American	Hispanic	White	Economically Disadvantaged
Open-Enrollment Charter Campuses				
A W Brown - Fellowship North Campus	97.8	0.9	0.9	95.3
A+ Academy	9.7	71.5	17.6	70.5
Academy of Accelerated Learning	47.1	51.6	1.0	44.1
Academy of Beaumont	94.5	2.5	2.5	98.1
Academy of Careers and Technologies	5.5	89.0	4.7	80.3
Academy of Dallas	79.9	19.3	0.5	94.4
Accelerated Interdisciplinary Academy	84.8	14.2	0.0	98.7
Accelerated Interdisciplinary Academy	93.0	2.8	4.2	95.1
Accelerated Intermediate Academy	100.0	0.0	0.0	100.0
Accelerated Intermediate Charter	70.3	29.7	0.0	97.3
Accelerated Learning Center	0.0	97.3	2.7	94.6
Alief Montessori Community School	21.0	36.6	3.4	85.4
Alpha Charter School	48.3	30.3	19.9	30.7
Alphonso Crutch's-Life Support Center	88.0	10.8	0.9	39.9
American Academy of Excellence Charter	40.0	54.7	4.7	88.7
American Youthworks Charter School	15.6	50.4	33.3	59.3
American Youthworks Charter School	12.2	64.5	22.3	69.7
Amigos Por Vida-Friends for Life Charter	0.5	99.5	0.0	97.6
Annunciation Maternity Home	20.0	40.0	40.0	0.0
Arlington Classics Academy	14.6	10.4	64.9	6.7
Audre and Bernard Rapoport Academy	89.9	1.2	8.9	85.1
Austin Can Academy Charter School	32.8	62.7	4.4	85.2
Austin Discovery School	10.3	17.8	69.5	0.0
Aw Brown-Fellowship Charter School	97.6	2.3	0.0	77.2
Azleway Charter School	32.2	14.9	51.7	100.0
Bay Area Charter MS	13.5	16.2	67.6	51.4
Bay Area Charter School	6.3	18.1	73.1	34.4

Campus	African American	Hispanic	White	Economically Disadvantaged
Beatrice Mayes Institute Charter	99.4	0.6	0.0	73.8
Benji's Special Educational Academy	92.0	6.6	1.4	98.4
Bexar Co Day Education & Treatment Program	13.0	82.6	4.3	0.0
Bexar County Academy	9.4	88.2	2.2	97.2
Big Springs Charter School	15.1	24.5	60.4	94.3
Brazos River Charter School	0.0	9.6	89.6	51.1
Bright Ideas Charter	9.2	10.4	78.6	41.0
Brooks Academy of Science and English	4.7	83.4	11.5	65.1
Bryan Texas Campus	30.0	70.0	0.0	90.0
BSIC Autumn Circle	31.4	45.3	23.3	67.4
BSIC Gano Street	62.7	36.0	1.3	97.3
BSIC Houston-Rosslyn	43.8	56.2	0.0	98.5
Burnett-Bayland Home	53.8	30.8	13.5	100.0
Burnett-Bayland Reception Center	35.8	40.8	22.3	100.0
Burnham Wood Charter School	3.5	70.9	19.6	40.7
Calvin Nelms - Northwest	13.1	8.2	78.7	14.8
Calvin Nelms High School	11.4	32.0	54.3	25.7
Calvin Nelms Hospital Campus	50.0	13.6	36.4	0.0
Calvin Nelms Middle School	18.8	25.0	56.3	37.5
Cedar Crest Charter School	30.6	12.9	56.5	100.0
Cedars International Academy	58.0	26.1	12.8	65.4
Children First Academy of Houston	94.2	4.7	1.1	98.4
Children First of Dallas	99.0	1.0	0.0	100.0
Children of The Sun	2.8	97.2	0.0	100.0
Children of The Sun	0.0	100.0	0.0	98.1
Comquest Academy	7.2	35.2	57.6	65.6
Corpus Christi Academy	0.9	70.8	27.4	25.5
Corpus Christi Montessori School	0.0	47.0	51.8	6.0
Crosstimbers Academy	0.0	8.2	91.8	50.9
Cumberland Academy	23.8	9.9	65.5	46.6

Campus	African American	Hispanic	White	Economically Disadvantaged
Dallas Can! Academy Charter-Oak Charter	28.4	67.8	3.0	78.0
Dallas Can! Academy Charter	48.9	47.2	3.2	82.6
Dallas County Juvenile Justice	48.0	39.7	11.9	100.0
Dan Chadwick Campus	10.7	12.5	76.2	36.9
Davinci School for Science and the Arts	5.2	74.7	19.1	46.9
Depelchin-Elkins Campus	38.9	19.4	41.7	100.0
Depelchin-Richmond	58.3	16.7	25.0	100.0
Destiny High School	58.3	8.7	33.0	82.5
Dr David M Copeland Elementary	74.6	18.8	6.4	74.1
Dr Harmon W Kelley Elementary	27.4	65.3	6.1	84.8
Dr James L Burch Elementary	28.9	64.6	5.9	82.7
Dr M L Garza-Gonzalez Charter School	6.5	91.9	1.6	92.5
Dr Paul S Saenz J H	36.4	55.3	7.8	75.0
Draw Academy	7.2	89.6	0.0	100.0
Eagle Academies of Texas at Abilene	3.7	28.9	67.4	51.1
Eagle Academies of Texas at Austin	5.6	50.9	40.7	59.3
Eagle Academies of Texas at Beaumont	73.8	6.9	19.2	73.8
Eagle Academies of Texas at Brown	0.7	94.4	4.9	80.6
Eagle Academies of Texas at Del Rio	1.0	83.5	15.5	75.3
Eagle Academies of Texas at Fort Worth	30.7	29.3	38.6	47.1
Eagle Academies of Texas at Laredo	0.9	98.2	0.0	76.3
Eagle Academies of Texas at Lindale	16.7	0.0	66.7	100.0
Eagle Academies of Texas at Lubbock	4.1	41.8	53.1	37.8
Eagle Academies of Texas at Midland	0.7	68.8	28.5	63.9
Eagle Academies of Texas at Pharr	0.0	99.4	0.6	54.9
Eagle Academies of Texas at San Antonio	4.9	86.5	8.2	64.9
Eagle Academies of Texas at Trinity	4.9	6.6	88.5	59.0
Eagle Academies of Texas at Tyler	39.8	19.5	39.8	44.7
Eagle Academies of Texas at Waco	24.0	34.6	41.3	33.0
Eagle Advantage Charter Elementary	17.8	52.8	28.5	67.6

Campus	African American	Hispanic	White	Economically Disadvantaged
East Fort Worth Montessori Academy	54.7	34.8	6.9	84.2
Ed White Memorial High School	11.2	24.5	62.2	36.7
Eden Park Academy	5.8	39.1	50.6	37.8
Education Center at Little Elementary	6.9	25.0	67.6	45.2
Education Center at the Colony	13.1	19.0	66.0	5.9
Education Center International Academy	12.1	26.4	57.1	37.4
Ehrhart School	66.3	7.5	26.1	85.4
El Paso Academy	2.7	93.4	3.5	73.0
El Paso Academy West	0.0	86.8	13.2	55.4
El Paso School of Excellence	1.7	92.0	5.0	96.7
El Paso School of Excellence Middle	2.3	87.5	9.4	83.6
Encino School	0.0	90.4	9.6	79.5
Erath Excels Academy Inc	0.7	32.6	63.7	51.9
Escuela De Las Americas	0.0	100.0	0.0	93.5
Evolution Academy Charter School	43.8	40.6	15.0	35.4
Excel Academy	27.7	25.5	45.3	40.1
Faith Family Academy of Oak Cliff	68.3	31.1	0.3	83.8
Focus Learning Academy	79.8	19.4	0.3	57.5
Fort Worth Academy of Fine Arts	11.1	10.7	76.9	13.8
Fort Worth Academy of Fine Arts Elementary	18.9	14.7	63.6	19.6
Fort Worth Can Academy	58.2	33.9	6.8	79.9
Fruit of Excellence School	72.5	9.8	17.6	80.4
Gabriel Tafolla Charter School	1.4	92.8	5.8	80.4
Gateway Academy (Student Alt Progressive School)	0.3	97.4	1.8	96.5
Gateway Charter Academy	97.1	2.4	0.2	86.2
GCCLR Institute of Technology	6.9	93.1	0.0	93.1
Gen Alfred A Valenzuela Intermediate	0.0	96.6	3.4	89.7
George Gervin Academy	44.7	45.6	9.7	94.0
George I Sanchez Charter HS San Antonio	2.4	95.9	1.6	86.2
George I Sanchez HS	2.0	97.5	0.5	72.4

Campus	African American	Hispanic	White	Economically Disadvantaged
George M Kometzky School	22.2	59.3	14.8	25.9
Girls & Boys Prep Academy	89.8	10.0	0.0	74.6
Girls & Boys Prep Academy Elementary	95.0	4.5	0.0	87.9
Golden Rule	0.0	100.0	0.0	97.7
Golden Rule Charter School	0.9	97.1	1.1	97.5
Guardian Angel Performance Academy	70.0	30.0	0.0	90.0
Harmony Elementary-Austin	18.3	33.3	30.5	35.8
Harmony Elementary	17.0	37.7	20.2	50.4
Harmony School of Excellence	7.0	27.1	36.3	21.3
Harmony Science Academy - Austin	10.2	61.4	22.0	50.0
Harmony Science Academy -Dallas	10.9	73.6	11.5	67.6
Harmony Science Academy	30.5	37.4	20.7	64.2
Harmony Science Academy (El Paso)	3.3	88.1	6.1	72.9
Harmony Science Academy (Fort Worth)	23.3	28.7	36.5	44.7
Harmony Science Academy (San Antonio)	5.0	76.1	17.3	53.8
Harris County Juvenile Detention	49.1	40.2	9.3	100.0
Harris County Youth Village	43.6	39.1	15.5	100.0
Heritage Champions Academy of Huntsville	44.1	7.8	46.6	46.6
Higgs Carter King Gifted & Talent	10.5	83.8	5.1	95.9
Hill Country Youth Ranch	20.8	37.5	41.7	97.9
Horizon Montessori	2.2	71.7	20.8	50.9
Houston Alternative Preparatory Charter School	97.0	3.0	0.0	99.4
Houston Can Academy Hobby	32.7	64.5	2.4	78.9
Houston Can! Academy Charter School	79.5	18.8	1.7	86.0
Houston Gateway Academy	6.9	92.6	0.5	74.2
Houston Heights High School	25.9	64.0	10.0	77.8
Houston Heights Learning Academy	33.9	63.6	2.5	94.1
I Am That I Am Academy	94.3	4.8	1.0	100.0
Idea Academy	0.0	96.8	2.7	78.7
Idea College Prep	1.3	92.2	6.5	74.0

Campus	African American	Hispanic	White	Economically Disadvantaged
Idea Frontier Academy	0.0	95.2	4.8	73.1
Idea Frontier College Prep	0.0	96.6	2.9	66.8
Idea Quest Academy	1.8	81.5	11.0	48.8
Idea Quest College Prep	0.7	80.1	10.7	43.8
Inspired Vision	14.9	77.0	7.3	90.5
Inspired Vision Academy	19.7	76.7	3.3	68.0
Jamie's House Charter School	67.9	18.5	13.6	87.7
Jean Massieu Academy	34.2	48.2	17.5	70.2
Jesse Jackson Academy	98.0	2.0	0.0	100.0
John H Wood Jr Charter Hays Co Juvenile	30.0	42.7	27.3	99.1
John H Wood Jr Charter Hays Co Juvenile	33.3	41.7	25.0	100.0
John H Wood Jr Charter School at Afton Oaks	0.0	100.0	0.0	100.0
John H Wood Jr Charter School at Huebner Road	19.7	38.7	40.8	93.7
Juan B Galaviz Charter School	0.0	97.1	2.9	88.6
Jubilee Academic Center	11.7	81.1	7.2	81.1
Katherine Anne Porter School	0.8	14.5	83.9	30.6
Katy-Hockley Boot Campus	41.3	50.3	8.4	100.0
Kipp 3D Academy	15.2	84.0	0.8	86.4
Kipp Academy Middle School and High School	17.3	79.8	0.4	89.3
Kipp Aspire Academy	0.0	96.9	3.1	83.8
Kipp Austin College Prep	12.8	85.9	1.3	49.5
Kipp Liberation	92.4	5.1	1.3	81.0
Kipp Ne Lower School Dream	18.2	80.4	1.4	93.8
Kipp Spirit	94.3	5.7	0.0	78.2
Kipp SW Lower School Shine	20.3	78.1	0.0	95.8
Kipp Truth Academy	60.5	37.7	1.9	86.4
La Academia De Estrellas	4.0	94.3	1.7	88.5
La Amistad Love & Learning Academy	60.3	38.0	1.1	97.3
Landmark School	23.8	15.0	58.8	53.8
Laurel Ridge	18.7	16.5	54.9	3.3

Campus	African American	Hispanic	White	Economically Disadvantaged
Legacy High School	6.9	16.7	74.3	49.3
Life School Oak Cliff	65.8	24.3	8.1	54.8
Life School Red Oak	22.4	18.0	58.0	24.6
Lighthouse Charter School	1.5	80.3	16.7	90.9
Lindsley Park Community School	6.0	70.2	20.2	64.9
Mainland Preparatory Academy	88.2	7.9	3.7	59.1
McCullough Academy of Excellence	85.4	14.6	0.0	80.3
Medical Center Charter School/Southwest	76.3	16.2	1.2	85.5
Meridell	6.0	7.0	86.0	8.0
Methodist Children's Home	29.6	16.0	49.6	100.0
Metro Academy of Math and Science	80.3	12.0	5.8	74.3
Meyerpark Elementary	89.6	10.4	.0	75.0
Mid-Valley Academy-McAllen	1.0	91.7	7.4	78.4
Mid-Valley Academy	0.0	97.9	2.1	81.3
Midland Academy Charter School	6.0	61.2	32.8	60.8
Miracle Farm	30.0	10.0	60.0	0.0
National Elite Gymnastics	0.0	25.0	75.0	68.8
NCI Charter School Without Walls	36.8	59.1	0.3	100.0
New Directions	27.3	54.5	18.2	61.4
New Frontiers Charter School	2.7	93.9	3.2	92.0
New Frontiers Middle School	2.4	93.2	4.0	83.7
North Hills School	6.3	11.2	39.5	0.0
North Houston HS for Business	72.1	26.7	0.8	89.3
North Houston Multi-Language Academy	76.9	23.1	0.0	92.3
Northwest Preparatory	95.9	4.1	0.0	96.4
Northwest Preparatory Campus (Wile School)	91.0	9.0	0.0	84.6
Nova Academy	42.6	54.7	2.7	91.2
Nova Academy (Southeast)	54.5	45.1	0.4	95.3
Now College Prep	98.4	1.6	0.0	99.2
NYOS Charter School	7.8	17.5	71.8	20.4

Campus	African American	Hispanic	White	Economically Disadvantaged
NYOS Charter School Inc at Gessner	22.9	49.0	28.1	63.5
Odyssey Academy Inc	27.4	46.5	22.3	77.1
Omega Academic Center	3.4	82.2	14.4	73.7
One Stop Multiservice	0.0	98.1	1.9	95.5
One Stop Multiservice	0.6	98.3	1.1	99.4
One Stop Multiservice HS	0.0	98.4	1.6	99.2
Outreach Word Academy	27.6	57.8	14.7	87.1
Panola Charter School	18.1	4.9	76.4	58.3
Paradigm Accelerated School	0.0	33.3	66.7	66.7
Paseo Del Norte Academy Ysleta	0.6	95.1	1.8	45.7
Paso Del Norte Academy	1.7	92.8	5.1	77.2
Pathfinder Camp	41.2	29.4	29.4	0.0
Pathways 3H Campus	25.0	46.9	28.1	100.0
Peak Academy	3.8	78.0	13.6	65.9
Peak Advantage	7.4	85.6	5.9	78.2
Pegasus Campus	33.1	37.3	28.3	100.0
Pegasus Charter HS	29.6	66.1	4.3	72.0
Pineywoods Community Academy High	23.6	9.5	65.4	55.1
Pinnacle School	13.4	15.1	69.9	38.2
Por Vida Academy Charter HS	2.0	94.5	3.5	83.0
Positive Solutions Charter	2.3	89.3	8.4	87.8
Pre-K Academy	36.4	60.3	3.3	99.2
Quest Academy	22.2	72.8	3.7	92.0
Radiance Academy of Learning	24.3	42.1	27.1	62.9
Radiance Academy of Learning (Del Rio)	1.9	70.4	27.8	57.4
Radiance Academy of Learning (West Lake Campus)	16.8	70.1	12.5	80.3
Ranch Academy	3.0	9.1	87.9	15.2
Rapoport Academy-Quinn Campus	85.4	8.3	6.3	77.1
Rapoport Academy Prep School	26.7	20.0	53.3	73.3
Raul Yzaguirre School for Success	0.4	98.4	1.2	96.3

Campus	African American	Hispanic	White	Economically Disadvantaged
Raul Yzaguirre School for Success	0.4	98.2	1.4	94.0
Raven School	23.3	41.3	32.6	100.0
Richard Milburn Academy - Ector County	4.5	67.5	27.4	69.4
Richard Milburn Academy - Fort Worth	22.4	24.8	51.4	21.0
Richard Milburn Academy - Suburban Houston	33.0	57.8	8.7	59.2
Richard Milburn Academy (Amarillo)	4.0	26.6	68.2	50.3
Richard Milburn Academy (Beaumont)	92.2	2.0	2.0	78.4
Richard Milburn Academy (Midland)	4.9	51.6	42.4	65.8
Richard Milburn Alter HS (Corpus Christi)	3.4	67.2	29.4	60.3
Richard Milburn Alter HS (Killeen)	46.8	20.9	28.5	51.9
Richard Milburn Alter HS (Lubbock)	3.7	46.0	49.7	77.6
Richland Collegiate HS of Math Science	15.8	19.3	52.6	0.0
Rick Hawkins HS	35.8	58.1	5.2	75.4
Ripley House Charter School	5.8	94.2	0.0	93.6
Rise Academy	63.5	28.9	7.6	94.4
River Oaks	2.6	78.9	17.7	80.5
San Antonio Can High School	1.0	93.3	5.7	78.8
San Antonio Preparatory Academy	14.5	63.4	20.2	71.8
San Antonio School for Inquiry & Creativity	3.8	78.8	16.7	94.2
San Antonio Technology Academy	2.9	91.2	5.9	83.8
San Marcos Treatment Center	24.7	4.5	55.2	0.0
School of Liberal Arts and Science	1.8	97.6	0.2	88.1
School of Science and Technology	9.5	54.7	28.1	30.3
Seashore Learning Center	0.9	16.6	79.9	20.5
Sentry Technology Prep School	0.0	100.0	0.0	97.9
Ser-Ninos Charter Elementary	0.4	99.5	0.0	94.3
Settlement Home	26.9	23.1	50.0	0.0
Shekinah Hope	43.9	27.1	26.2	76.6
Shekinah Radiance Academy	2.6	92.1	5.3	98.7
Shekinah Radiance Academy Abundance	53.9	17.8	26.2	55.0

Campus	African American	Hispanic	White	Economically Disadvantaged
Shekinah Walzem	73.2	16.9	9.9	93.7
South Plains Academy	11.6	66.3	21.5	76.8
Southwest Elementary	19.0	78.5	1.3	93.7
Southwest High School	14.8	80.3	3.3	72.5
Southwest Middle School	6.1	87.9	5.3	92.4
Southwest Preparatory School-Northwest	5.7	81.1	12.5	53.7
Southwest Preparatory School	22.5	53.1	22.2	58.3
Southwest Preparatory Southeast Campus	38.0	54.8	6.5	65.0
Southwest Schools - Treatment Center	23.3	42.1	34.2	97.5
St Anthony Academy	98.7	1.3	0.0	43.0
St Mary's Academy Charter School	3.2	77.7	18.4	71.7
Star Charter School	8.3	15.9	72.8	0.0
Stepping Stones Charter Elementary	36.8	34.5	12.6	100.0
Technology Education Charter HS	0.0	95.3	3.1	78.3
Tekoa Academy of Accelerated Studies	95.3	2.7	1.5	95.6
Temple Education Center	63.7	18.7	16.5	82.4
Texans Can Academy at Paul Quinn	95.0	4.6	0.4	77.4
Texans Can at Carrollton-Farmers	12.5	76.9	9.0	76.9
Texas Empowerment Academy	91.8	5.7	2.5	69.7
Texas Preparatory School	8.7	76.1	13.0	69.6
Texas Serenity Academy	60.7	26.8	12.5	80.4
Texas Serenity Academy	87.3	11.4	0.6	86.1
Texas Virtual Academy at Southwest	15.2	17.0	50.3	0.0
The Education and Training Center	45.8	45.8	7.5	89.7
The Oaks Treatment Center	33.3	13.1	46.5	0.0
The Phoenix Charter School	13.2	21.4	63.8	56.9
The Varnett School - East	43.1	55.9	1.0	75.7
The Varnett School - Northeast	46.2	53.3	0.5	70.0
Theresa B Lee Academy	90.1	8.4	1.5	54.0
TNC Campus (Texas Neurorehabilitation)	7.3	5.5	69.1	0.0

Campus	African American	Hispanic	White	Economically Disadvantaged
Transformative Charter Academy	54.2	19.3	22.9	60.2
Treetops School International	10.6	11.1	72.6	8.0
Trinity Basin Preparatory	3.6	96.4	0.0	91.9
Trinity Charter School	17.5	42.1	40.4	100.0
Trinity Charter School	24.6	17.5	57.9	100.0
Trinity Charter School	0.0	100.0	0.0	100.0
Trinity Charter School	30.0	38.0	32.0	100.0
Two Dimensions at Corsicana	73.0	23.6	3.4	100.0
Two Dimensions Preparatory Academy	96.7	2.9	0.0	89.2
Two Dimensions/Vickery	97.9	2.1	0.0	96.8
Universal Academy - Flower Mound	23.1	4.4	23.3	0.4
Universal Academy	68.2	29.1	0.3	86.3
University of Houston Charter School-Technology	41.7	30.3	22.0	23.5
University of Texas Elementary Charter	15.3	78.7	5.1	66.2
University School	32.5	32.5	35.1	46.8
Vanguard Academy	0.3	94.3	4.9	73.7
Varnett Charter School	86.7	13.2	0.0	81.5
Vista Academy of Mission	0.0	92.7	7.3	50.7
Waco Charter School	30.7	63.4	5.9	100.0
Waxahachie Faith Family Academy	15.6	27.3	54.3	64.9
West Houston Charter	17.4	26.1	52.2	0.0
West Houston Charter Elementary	12.9	7.7	71.6	0.0
Westlake Academy	0.3	7.7	82.9	0.0
Winfree Academy Charter School (Grapevine)	3.1	13.1	80.4	25.4
Winfree Academy Charter School (Irving)	15.6	49.0	32.9	49.7
Winfree Academy Charter School (Lewisville)	13.7	23.0	60.4	33.0
Winfree Academy Charter School (Richardson)	34.2	17.4	46.4	41.1
Winfree Academy NRH	4.8	25.4	67.3	40.8
Yes College Prep - Southwest Campus	52.5	40.8	5.4	57.0
Yes College Preparatory - East End	11.4	85.7	2.9	83.8

Campus	African American	Hispanic	White	Economically Disadvantaged
Yes College Preparatory School, Grades 6-9	7.4	92.1	0.5	86.5
Yes College Preparatory School, Grades 6-12	2.9	95.8	0.6	77.2
Young Learners	23.8	74.2	1.5	100.0
Zoe Learning Academy - Ambassador Campus	95.7	1.7	2.6	80.0
Zoe Learning Academy	98.9	1.1	0.0	92.0
Campus Charters				
Alta Academy	7.8	89.4	2.2	65.6
Austin Academy	3.5	89.9	4.9	93.8
Banneker-McNair Math/Science Academy	90.4	9.6	0.0	72.6
Bonham Elementary	4.7	86.9	7.9	80.8
Briar Meadow Charter	21.5	41.2	27.5	56.8
Briscoe Academy	1.0	98.1	.3	91.4
Cage Elementary	1.1	97.6	1.3	93.6
Cameron Academy	75.4	20.8	2.3	97.5
Challenge Early College High School	22.7	46.4	25.3	51.5
Clear View Education Center	7.2	19.0	73.3	17.6
Collegiate High School	4.7	79.2	12.3	72.6
Cornerstone Academy	4.6	40.4	49.9	38.0
Crockett Elementary	8.8	89.1	1.7	92.3
David Barkley/Francisco Ruiz Elementary	0.2	99.6	0.2	97.6
Dominion Academy Charter School	84.6	15.4	0.0	83.1
Dorie Miller Academy	23.3	75.1	1.5	99.8
Early College High School	0.0	95.1	2.9	97.1
East Early College High School	6.1	84.3	2.6	82.6
Eastwood Academy	1.6	96.7	1.6	86.9
Energized for Excellence Academy	13.6	86.2	0.0	90.6
Energized for Excellence Early Childhood Academy	22.2	76.8	0.3	85.4
Energized for Excellence Middle School	19.7	79.0	0.0	92.4
Gabe P Allen Elementary	8.4	91.0	0.3	93.4
Gates Academy	53.7	44.9	1.4	99.4

Campus	African American	Hispanic	White	Economically Disadvantaged
Harris Middle	0.0	98.3	1.7	83.0
Hawthorne PK-8 Academy	3.5	89.0	6.7	90.6
Henry Carroll Academy	32.1	62.5	5.1	96.5
Highland Heights Elementary	88.0	12.0	0.0	88.9
Horace Mann Academy	1.6	94.0	3.6	82.3
Houston Academy for International Studies	42.3	52.6	4.1	75.3
Irving Middle	0.6	98.3	0.7	94.8
Kaleidoscope/Caleidoscope	0.0	97.9	0.0	99.0
Kandy Stripe Academy	97.3	1.9	0.4	67.3
Lanier Middle School	13.0	31.4	44.1	30.3
Lowell Middle	0.7	98.6	0.7	85.4
M C Williams Middle School	66.6	31.5	1.9	88.6
M L King Academy	62.4	35.1	2.2	100.0
Newcomer Charter School	1.8	97.8	0.0	93.9
NISD/SFASU Charter Campus	15.8	8.3	69.9	11.3
Osborne Elementary	70.6	28.5	0.7	96.0
Pfeiffer Academy	45.7	43.0	7.0	93.7
Pleasant Hill Academy Elementary	91.1	8.9	0.0	97.8
Pro-Vision School	81.5	17.3	1.2	86.4
Project Chrysalis Middle School	1.4	98.0	0.0	87.1
Reach Charter	26.8	70.7	2.4	58.5
Riverside Park Academy	1.2	95.3	2.7	97.1
St John's Academy	87.8	11.1	1.1	73.3
Storm Academy	1.2	98.4	0.4	100.0
TSU Charter Lab School	92.2	7.8	0.0	93.8
Walipp	96.2	3.8	0.0	71.7
Wallace Accelerated High School	0.0	61.5	38.5	80.8
Wesley Elementary	84.9	14.4	0.7	97.6
Westchester Academy for International Studies	3.8	48.8	42.2	42.9
Whittier Middle	0.5	97.2	2.2	95.0

Campus	African American	Hispanic	White	Economically Disadvantaged
Young Learners	50.4	49.0	0.2	98.9
Young Scholars Academy for Excellence	87.1	8.1	3.8	87.6

Appendix B

Survey of Charter School and Traditional District Principals
Survey of Charter School and Traditional School Parents
Survey of Campus Charter School Students

2006-07 Evaluation of Texas Charter Schools Online Survey of Charter and Traditional District Principals

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. The Texas Center for Educational Research (TCER) is conducting the evaluation and asks your assistance in completing the following online survey. Survey responses are confidential.

The online survey is designed to collect information from charter school principals as well as from principals of traditional district schools that may be affected by charters. The survey takes about 15 minutes to complete.

If you require a paper and pencil version of the survey, please contact Dana Beebe at 800-580-8237.

GENERAL INFORMATION

School name:

Your job title:

What is your gender?

- Male
 Female

What is your race/ethnicity?

- Hispanic/Latino
 African American
 White
 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 Texas 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**?

Public School

Non-Religious Private

Religious Private

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**?

Public School

Non-Religious Private

Religious Private

Charter School

How many days do you work each year (contracted)?

On average, how many hours per week do you work for this campus?

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.

	<u>Used</u>		<u>If used, strategy implemented with (select only one):</u>		
	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	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Credit through flexible entry/exit courses					
Before/after school tutoring or enrichment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other					
(specify)	_____				

Which features of your school are the most attractive to parents and students?

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 computers in the lab.

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.

	<u>Used</u>		<u>If yes, how often?</u>		
	Yes <input type="radio"/>	No <input type="radio"/>	Once a year <input type="radio"/>	Once a semester <input type="radio"/>	Once a marking period <input type="radio"/>
Standardized norm-referenced test (e.g., ITBS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Criterion-referenced test (excluding TAKS)					
Performance-based tests developed locally					
Student portfolios					
Student demonstrations or performances					
Student projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student writing samples	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tests accompanying adopted textbooks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(specify)	_____				

Does your school offer an instructional program designed to attract a specific student group (e.g., magnet school, program for at-risk students, program for students with a particular talent or cultural interest, etc.)?

- Yes
 No (general educational program)

If yes, please describe your school's program.

STUDENT DISCIPLINE AND BEHAVIOR

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

	Not a Problem	Minor Problem	Moderate Problem	Serious Problem
Student tardiness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student absenteeism				
Student disrespect for teachers				
Students cutting class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical conflicts among students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vandalism of school property	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student drug or alcohol abuse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student possession of weapons on school property				
Other problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(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

	Central Administration				Campus Principal				***** Teachers				Governing Board			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
Hiring administrators																
Hiring teachers																
Setting school policies/procedures																
Developing/approving the budget																
Determining training priorities																
Maintaining focus on the school's mission																
Monitoring student performance																
PEIMS recordkeeping																
Developing curriculum																
Creating the school schedule																
Fundraising																
Developing educational programs																
Conducting teacher appraisal																

OPERATIONAL CHALLENGES

Indicate to what extent each of the following is a challenge to operating your school.

	Not a Challenge	Small Challenge	Moderate Challenge	Great Challenge
Inadequate facilities				
Hiring teachers				
Inadequate finances for ongoing operations				
Internal conflicts in the school				
Conflicts with the school's governing board				
Accountability requirements				
Special education requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Too much paperwork/reporting requirements				
Budgeting/accounting requirements				
Adequate Yearly Progress (AYP) requirements				
Other				
(specify)	<hr/>			

TYPE OF SCHOOL

Please indicate the type of school in which you work.

- Traditional district school
- Open-enrollment charter school
- University charter school
- Campus charter school [Survey branches for each type of campus]

Campus enrollment trend:

Increasing enrollment

Stable enrollment

Decreasing enrollment

Are you aware of charter schools that have opened in or near your school?

Yes

No [Survey branches to the next few pages for a yes response and to the last page of survey for a no response]

DISTRICT OPERATIONS

What changes has your school implemented in terms of its operations? Please note whether or not the change was implemented, and for each change implemented, note whether charter schools served as the primary reason, a contributing reason, or were not a factor.

	<u>Occurred</u>		<u>If yes, charter school served as:</u>		
	Yes <input type="radio"/>	No <input type="radio"/>	Primary Reason <input type="radio"/>	Contributing Reason <input type="radio"/>	Not a Factor <input type="radio"/>
Track students leaving for or returning from charter schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare district student achievement with charter school student achievement					
Increased marketing to inform parents about district programs					
Improved responsiveness to district parents' needs and concerns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increased communication with parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promoted parent involvement activities					
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(specify)	_____				

BUDGET AND FINANCIAL OPERATIONS

How have charter schools in your area affected your school's budget or financial operations? (select all that apply)

- Changing enrollments made it difficult to estimate the budget for personnel, materials, and overhead.
- My campus had to downsize teaching staff.
- My campus had to downsize administrative staff.
- My campus' financial operations were not affected.
- Other

(specify)

My campus lost ADA funding (approximately)

_____ \$

My campus lost federal funding (approximately)

_____ \$

CHANGES TO EDUCATIONAL APPROACHES AND PRACTICES

What changes has your school recently implemented in educational approaches and practices? Please note whether or not the change was implemented, and for each change implemented, note whether charter school(s) served as the primary reason, a contributing reason, or were not a factor.

	<u>Occured</u>		<u>If yes, charter school served as:</u>		
	Yes <input type="radio"/>	No <input type="radio"/>	Primary Reason <input type="radio"/>	Contributing Reason <input type="radio"/>	Not a Factor <input type="radio"/>
Developed new educational program(s) (e.g., after-school program, at-risk student program)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Expanded current educational program(s)					
Changed or expanded curricular offering (e.g., character education, Core Knowledge)					
Changed school organizational structure (e.g., block scheduling, multiage grouping)					
Instituted school-within-school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increased class sizes					
Decreased class sizes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adopted one or more practices similar to area charter schools					
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(please describe)	<hr/>				

Please provide additional comments on changes to district operations, budget/financial operations, or educational approaches/practices caused by charter schools.

In the 2006-07 school year:

Did students leave your campus to attend charter schools?	Yes <input type="radio"/>	No <input type="radio"/>	Not sure <input type="radio"/>
Did students return or transfer to your campus from charter schools?	Yes <input type="radio"/>	No <input type="radio"/>	Not sure <input type="radio"/>
Did teachers leave your campus to teach at charter schools?	Yes <input type="radio"/>	No <input type="radio"/>	Not sure <input type="radio"/>
Did your campus hire teachers from charter schools?	Yes <input type="radio"/>	No <input type="radio"/>	Not sure <input type="radio"/>

Please provide additional comment on the effects of students and/or teachers leaving for or returning from charter schools.

EFFECTS ON DISTRICT STUDENTS

Have charter schools affected **students** currently attending **your campus**?

- No
 Yes

If yes, please select all that apply.

- Teachers, counselors, or administrators at my campus inform students about charter school opportunities.
- Students are informed about special charter school programs or practices (e.g., Montessori, half-day program, flexible scheduling).
- At-risk students are informed about alternative learning programs in charter schools.
- Other

(specify)

Please provide additional comments on the effects of charter schools on your students.

EDUCATORS' PERCEPTIONS OF CHARTER SCHOOLS

Describe your overall perceptions of charter schools. (*select all that apply*)

- Educators view charter schools as a challenge or competition to the district.
- Educators view charter schools as sources of good ideas and information.
- Educators believe charter schools provide educational opportunities for students who are not currently being appropriately served in district schools.
- Educators believe charter schools have provided alternatives for dissatisfied parents.
- Educators worry that special-needs students in charter schools may not get an appropriate education.
- Educators worry about the fiscal responsibility of charter schools.
- Educators regard increased mobility between the district and charter schools as disruptive to the educational process.
- Educators are concerned about the quality of instruction in charter schools.
- Educators are concerned about the grading standards (i.e., standards for assigning grades and course credits) used in charter schools.
- Educators view charter schools as providing more personalized instruction for students.
- Educators believe charter schools provide better opportunities for parent involvement.
- Other

(specify)

Please select continue to add final comments and submit the survey. (You will also need to click the next button below.)

- Continue [Survey branches to last page for comments]

During the 2006-07 school year, was this school oversubscribed?

Yes

No

If yes, by how many students?

STUDENT RECRUITMENT

Indicate whether your school uses each of the following recruitment methods and the approximate percent of students recruited by each method. Percents should total to 100.

% of Students Recruited

_____ Broadcast advertising (i.e., TV, radio)

_____ Print advertising (i.e., newspaper, magazines)

_____ Flyers, brochures, posters

_____ Community outreach (i.e., meetings with youth groups, community or parent organizations, etc.)

_____ Coordination with juvenile justice entities

_____ Coordination with military recruitment entities

_____ Traditional district referral

_____ Parent/student word of mouth

_____ Other (specify) _____

_____ TOTAL (out of 100)

SCHOOL FACILITIES

Mark the response that best describes how your school facility was provided during the 2006-07 school year. (Mark only one.)

- Provided by a local school district at no cost
- Leased from a local school district at market price
- Leased from a commercial source
- Leased from a private source
- Owned by the charter operator
- Donated by a private source
- Other

Please describe

SCHOOL OPERATIONS

Excluding the state financial allotment and any federal/Title I funds, from which sources have you received support for implementing school operation's 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	Local School District
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)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Staff professional development						
Other						
(specify)						

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

Please select continue to add final comments and submit the survey. (You will also need to click the next button below.)

Continue

During the 2006-07 school year, was this school oversubscribed?

- Yes
- No

If yes, by how many students?

During the 2006-07 school year, what percent of this school's enrollment was drawn from the local attendance area?

_____ %

STUDENT RECRUITMENT

Indicate whether your school uses each of the following recruitment methods and the approximate percent of students recruited by each method. Percents should total to 100.

% of Students Recruited

- _____ Broadcast advertising (i.e., TV, radio)
- _____ Print advertising (i.e., newspaper, magazines)
- _____ Flyers, brochures, posters
- _____ Community outreach (i.e., meetings with youth groups, community or parent organizations, etc.)
- _____ Coordination with juvenile justice entities
- _____ Coordination with military recruitment entities
- _____ Traditional district referral
- _____ Parent/student word of mouth
- _____ Other (specify) _____

_____ TOTAL (out of 100)

SCHOOL FACILITIES

Mark the response that best describes how your school facility was provided during the 2006-07 school year. (Mark only one.)

- Provided by a local school district at no cost
- Leased from a local school district at market price
- Leased from a commercial source
- Leased from a private source
- Owned by the charter operator
- Donated by a private source
- Other

Please describe

SCHOOL OPERATIONS

Excluding the state financial allotment and any federal/Title I funds, from which sources have you received support for implementing school operation's 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	Local School District
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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In-kind support (donations of material resources)						
Staff professional development						
Other						
(specify)	<hr/>					

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

What recommendations would you offer to policy makers on charter schools?

GENERAL COMMENTS

Evaluation of Charter Schools
SURVEY OF CAMPUS CHARTER SCHOOL AND TRADITIONAL SCHOOL PARENTS
2006-07 School Year

ENGLISH and SPANISH

Introduction

Hello! My name is [interviewer's name]. I am calling on behalf of the Texas Center for Educational Research.

Buenos días or buenas tardes (1st of a.m. and 2nd if p.m.) Me llamo [interviewer's name] y estoy llamando de parte del *Texas Center for Educational Research* (o Centro de estudio y análisis de la educación en Texas).

We are conducting a survey with parents of students who are attending [school name] to obtain parents' perceptions of and experiences with the school.

Estamos haciendo una encuesta los padres de los alumnos que asisten a [school name] para saber qué opinan sobre la escuela y qué experiencia han tenido.

May I speak with the parent or guardian of [child's name] or the adult in your household who is most involved in decisions about the education of this child?

Puedo hablar con el padre o el tutor de [child's name] o con la persona que se encarga de tomar las decisiones sobre los estudios de este menor.

We would like to talk with you about [child's name]'s experiences at school.

También quisieramos saber cuál ha sido la experiencia de [child's name] en la escuela.

Your name has been randomly selected to participate in this survey. All answers will be kept completely confidential. Your participation is voluntary, and if there is a question you don't wish to answer, please let us know and we'll go on to the next question.

Usted fue seleccionado, al azar, para participar en esta encuesta y sus respuestas se guardarán en absoluta reserva.. Su participacion es voluntaria, y si no desea contestar alguna pregunta por favor avíseme y pasaremos a la siguiente.

Survey

Are you at least 18 years old? *{If "no", end survey.}*

¿Tiene Vd. por lo menos 18 años de edad? *{If "no", end survey.}*

{Please note gender of respondent:Female, Male.}

{Por favor indique el sexo de la persona entrevistada: Mujer, Hombre.}

1. Was [child's name] enrolled in [school name] last year?

El año pasado ¿estuvo [child's name] inscrito (or matriculado) en [school name]?

- a. *{If no} Did you have another child attending [school name] last year? {If "no", end survey.}*
{If no} ¿Estuvo algún otro hijo(a) asistiendo [school name] el año pasado? {If "no", end survey.}

1a. Is [child's name] still enrolled at this school?

[Child's name] ¿aún está inscrito [or inscrita if the child is female] en esta escuela?

Yes	No
Sí	No

2. How many years has [child's name] attended this school, including the current year?

En total ¿cuántos años tiene [child's name] asistiendo a esta escuela? Por favor incluya este año escolar en la cifra.

3. Did you have any other children enrolled in [school name] last year?

El año pasado ¿estuvo algún otro hijo suyo inscrito en [school name]?

Yes	No
Sí	No

a. *{If "yes"}* In what grades were these children enrolled?

{If "yes"} ¿En qué grados escolares estuvieron?

- Kindergarten
Kindergarten (Jardín de infantes)
- Grades 1-12
Del primero hasta el doce

4. CHARTER SCHOOL PARENTS: Think about when you first decided to enroll your child in [school name]. How important were the following factors in your decision to choose this school? Please respond with not important, somewhat important, important, or very important.

Cuándo primero decidió matricular a su hijo en [school name], ¿cuán importante fueron los siguientes factores para que seleccionara esta escuela? Al contestar por favor responda no fue importante, algo importante, fue importante o muy importante.

TRADITIONAL SCHOOL PARENTS: How important are the following factors in your decision to keep your child in [school name]? Please respond with not important, somewhat important, important, or very important.

¿Que tan importante fueron los siguientes factores en su decisión para mantener su hijo en [school name]? Al contestar por favor responda no fue importante, algo importante, fue importante o muy importante.

{Items a through n are for both CHARTER SCHOOL PARENTS and TRADITIONAL SCHOOL PARENTS.}

- a. District assignment.
La escuela a la cual el distrito escolar había asignado mi hijo
- b. Convenient location.
Le resultaba cómoda la ubicación.
- c. Academic reputation of this school.
La reputación académica de la escuela.
- d. Small school size.

Que fuera una escuela pequeña.

- e. The school's discipline approach.
El enfoque que tiene en cuanto a la disciplina.
- f. The educational program of this school.
Su programa académico .
- g. The teaching of moral values similar to mine.
Los valores morales que se inculcan son parecidos a los míos.
- h. The school's ability to effectively serve my child's specific educational needs (such as special education, dyslexia, dropout recovery).
Su capacidad de atender, en forma eficaz, las necesidades educativas particulares de mi hijo(a) (como por ejemplo- programas de enseñanza especial, para la dislexia, la recuperación de estudiantes que han abandonado la escuela).
- i. Good teachers.
Buenos maestros.
- j. Reputation of school administrators or staff..
La buena reputación de los directores o del personal docente.
- k. My child's poor performance at his/her previous school.
El bajo rendimiento de mi hijo en su escuela anterior.
- l. Dissatisfaction with the educational program and instruction at my child's previous school.
No estaba satisfecho Descontento con el programa y la instrucción académica en la escuela anterior de mi hijo(a).
- m. Recommendations from teachers or staff from my child's previous school.
Me la recomendaron los maestros o el personal de la escuela a la que asistía mi hijo antes.
- n. Recommendations from a family member or friend.
Me la recomendó un pariente o un amigo.
- o. Are there any factors I haven't mentioned?
¿Algún otro factor?

Yes {specify} No
Sí {especifique} No

5. TRADITIONAL SCHOOL PARENTS: *{Skip to next survey question--#6.}*

CHARTER SCHOOL PARENTS: When you were considering sending your child to [school name], what types of information did you use to make the decision? I will read a list of information sources. Please answer "yes" or "no" to indicate whether you gathered this information prior to enrolling your child in this school.

¿Qué información tomó en cuenta para tomar la decisión de enviar a su hijo(a) a [school name]? A continuación le voy a leer una lista de fuentes de información, por favor responda "sí" o "no" para dejarnos saber si contaba con esa información antes de matricular a su hijo en esta escuela.

- a. Written brochures or descriptions of this charter school.
Folletos o alguna descripción, por escrito, de esta escuela *charter*.
- b. Information from the charter school's website.
Información recaba por medio del portal o la página electrónica de la escuela.
- c. Academic performance of this school's students.
El Rendimiento académico de sus alumnos
- d. The school's accountability rating.
La clasificación de la escuela de acuerdo a su rendimiento..
- e. Information from parents with children at this school.
Información proporcionada por otros padres de familia con hijos que asisten a esta escuela.

6. To what extent do you agree or disagree with the following statements about your child's school? Please respond with strongly disagree, disagree, agree, strongly agree.

¿Qué opina sobre las siguientes afirmaciones acerca de la escuela de su hijo(a)? Por favor utilice las siguientes respuestas: estoy completamente en desacuerdo, en desacuerdo, de acuerdo, completamente de acuerdo.

- a. This school has sufficient financial resources.
Esta escuela cuenta con suficientes recursos económicos.
- b. I am satisfied with this school's basic educational program (including reading, language arts, math, science, social studies).
Estoy satisfecho con el programa básico de educación (cual incluye lectura, gramática y redacción, matemáticas, ciencias, ciencias sociales).
- c. I am satisfied with the instruction offered.
Estoy satisfecho(a) con la enseñanza que se ofrece.
- d. The rate of staff turnover at this school is acceptable.
Tiene una tasa de renovación del personal aceptable.
- e. I am satisfied with this school's enriched educational programs (including music, art, foreign language).
Los programas de enriquecimiento académico (que incluyen- música, bellas artes, otros idiomas) son satisfactorios
- f. This school has high expectations and standards for students.
Se espera un alto rendimiento de los alumnos.
- g. This school has small class sizes.
En esta escuela las clases son pequeñas.

- h. I am satisfied with the building and grounds of my child's school.
Considero que los edificios y las instalaciones de la escuela son adecuadas.
- i. This school provides adequate support services (such as counseling, healthcare, social services).
Los servicios de apoyo que esta escuela proporciona (tales como orientación y terapia, atención médica, servicios sociales) son adecuados
- j. Teachers and school leaders are accountable for student achievement.
Los maestros y directores de la escuela asumen responsabilidad por el rendimientos de los estudiantes.
- k. My child receives sufficient individual attention.
Mi hijo(a) recibe suficiente atención individual.
- l. I am satisfied with the kinds of extracurricular activities offered at this school.
Las distintas actividades adicionales que ofrece esta escuela son satisfactorias.
- m. This school emphasizes educational content more than test preparation (TAAS/TAKS).
En esta escuela se le da más importancia a lo académico que a la preparación para los exámenes (TAAS/TAKS).
- n. This school regularly keeps me informed about how my child is performing academically.
Se me informa regularmente sobre el desempeño académico de mi hijo(a).
- o. TRADITIONAL SCHOOL PARENTS: *{Skip to next survey question--#7.}*
- o. CHARTER SCHOOL PARENTS: The charter school meets the needs of my child that were not addressed at his/her previous school.
Esta escuela charter, responde mejor a las necesidades de mi hijo(a) que en la escuela anterior
- p. CHARTER SCHOOL PARENTS: My child's grades have improved since attending [school name].
Desde que empezó a asistir a [school name], las calificaciones de mi hijo(a) han mejorado
- q. CHARTER SCHOOL PARENTS: My child's TAAS/TAKS scores have improved since attending [school name].
Desde que asiste a [school name] el puntaje de mi hijo en los exámenes TAAS/TAKS ha mejorado.

7. Have you participated in any activities at your child's school? I will read a list of activities. Please answer "yes" or "no" to indicate whether you participated in these activities at [school name].
¿Ha participado en alguna actividad en la escuela de su hijo? A continuación le leeré una lista por favor indique si ha participado en una de estas actividades en la escuela [school name] contestando "sí" o "no".

- a. Attended PTA meetings.
Ha asistido a reuniones de la PTA (o sea la Asociación de Padres y Maestros).

- b. Volunteered for school activities.
Fue voluntario en actividades escolares.
- c. Attended a school board meeting.
Asistió a una reunión de la junta directiva de [school name].
- d. Served as a member of the school's governing board or a school-related committee.
Formó parte de la junta directiva o de un comité escolar.
- e. Helped make educational program or curricular decisions.
Participó en tomar decisiones en cuanto al programa académico o las actividades adicionales.
- f. Helped with fundraising.
Ayudó a recaudar fondos.
- g. Attended parent-teacher conferences.
Asistió a una reunión con el maestro de su hijo.
- h. Observed/visited my child's classroom.
Observó o ha visitado el salón de clase de su hijo.
- i. Signed a contract or agreement about participation in my child's education.
Firmó un contrato o acuerdo comprometiéndose a participar en la educación de su hijo
- j. Communicated with teachers or administrators by telephone or in writing.
Se ha comunicado con los maestros y directores ya sea por escrito o por teléfono.
- k. Assisted with or monitored your child's homework at home.
En la casa, ha ayudado a su hijo con sus tareas escolares o supervisa que las haga.
- l. Tutored your child at home using materials and instructions provided by the teacher.
Utilizando materiales o instrucciones proporcionadas por los maestros, ha ayudado a su hijo con sus estudios.
- m. Read with your child at home.
En casa, acostumbra leerle a su hijo [hija].
- n. Assisted your child in making college plans and choosing courses to support these plans.
Ha ayudado a su hijo decidir qué planes de estudios universitarios tiene y cuáles cursos le ayudarán lograrlos.

8. How many students are in your child's class *[if elementary]*/classes *[if middle or high school]*, on average?

De promedio, ¿cuántos estudiantes hay en la clase *[si está en la primaria]* o clases *[si está en la secundaria o preparatoria]* de su hijo?

9. What grade levels are offered at your child's school?

En la escuela que asiste su hijo, ¿qué grados o años escolares se ofrecen?

10. Approximately how many students attend your child's school?
Aproximadamente ¿cuántos estudiantes asisten a la escuela de su hijo(a)?

11. What is the name of the principal or director of your child's school?
¿Cómo se llama el director de la escuela de su hijo(a)?

12. Thinking about your and your child's experiences at [school name], if you were to give the school a grade such as A, B, C, D, or F, what grade would you give it?
Si tiene en cuenta las experiencias que usted y su hijo han tenido en [school name], ¿la calificaría con una A, B, C, D o F?

13. Is there anything else you'd like to share about your child's experiences at [school name]?
¿Hay algo más que quisiera compartir con nosotros acerca de las experiencias de su hijo(a) en [school name]?

14. TRADITIONAL SCHOOL PARENTS: *{Skip to demographic survey questions – beginning with #17}*.

CHARTER SCHOOL PARENTS: Now let's talk about the school your child previously attended.
Ahora hablemos de la escuela a la que asistía su hijo anteriormente.

What kind of school did your child/children attend before this charter school?
Antes de asistir a esta escuela *Charter* ¿a qué tipo de escuela asistía su hijo?

- Public school (traditional)
Escuela pública tradicional
- Private school
Escuela particular
- Another charter school
Otra escuela tipo *Charter*
- Home schooled *{if home schooled, skip to demographic questions}*
Vd. le enseñaba en casa *{if home schooled, skip to demographic questions}*
- Did not attend school *{if did not attend, skip to demographic questions}*
No asistía a la escuela *{if did not attend, skip to demographic questions}*

15. TRADITIONAL SCHOOL PARENTS: *{Skip to demographic survey questions – beginning with #17}*.

CHARTER SCHOOL PARENTS: In what activities did you participate at your child's previous school? I will read a list of activities. Please answer "yes" or "no" to indicate whether you participated in these activities at your child's previous school.

¿En qué actividades participaba en la escuela anterior de su hijo(a)? A continuación le voy a leer una lista de actividades. Por favor indique si participó en alguna de ellas respondiendo sí o no.

- a. Attended PTA meetings.
Asistió a las reuniones de la PTA.

- b. Volunteered for school activities.
Fue voluntario en las actividades escolares.
- c. Attended a school board meeting.
Asistió una reunion de la junta directiva de [school name].
- d. Served as a member of the school's governing board or a school-related committee.
Formó parte de la junta directiva o de un comité escolar.
- e. Helped make educational program or curricular decisions.
Participó en tomar decisiones en cuanto al programa académico o las actividades adicionales.
- f. Helped with fundraising.
Ayudó a recaudar fondos.
- g. Attended parent-teacher conferences.
Asistió a reuniones con el maestro de su hijo..
- h. Observed/visited my child's classroom.
Observó o ha visitado el salón de clase de su hijo(a).
- i. Signed a contract or agreement about participation in my child's education.
Firmó un contrato o acuerdo comprometiéndose a participar en la educación de su hijo
- j. Communicated with teachers or administrators by telephone or in writing.
Se comunicaba con los maestros o directores por escrito o por teléfono.
- k. Assisted with or monitored your child's homework at home.
En la casa, ayudaba a su hijo con sus tareas escolares o supervisaba que las hiciera.
- l. Tutored your child at home using materials and instructions provided by the teacher.
Utilizando materiales o instrucciones proporcionadas por los maestros, ayudaba a su hijo con sus estudios.
- m. Read with your child at home.
En casa, acostumbraba leerle a su hijo
- n. Assisted your child in making college plans and choosing courses to support these plans.
Ayudó a su hijo decidir qué planes de estudios universitarios tenía y cuáles cursos le ayudarían lograrlos.

16. TRADITIONAL SCHOOL PARENTS: *{Skip to demographic survey questions – beginning with #17}.*

CHARTER SCHOOL PARENTS: Thinking about your and your child's experiences at that previous school, if you were to give the school a grade such as A, B, C, D, or F, what grade would you give it? **Teniendo en cuenta las experiencias que usted y su hijo tuvieron en [school name], ¿la calificaría con una A, B, C, D o F?**

17. Finally, I'd like to finish by asking you a few brief background questions.
Finalmente quisiera concluir con unas preguntas de información general.

What is your race/ethnicity?

¿Cuál es su ascendencia racial o étnica?

White
Blanca

African American
Negra

Hispanic
Hispana/Latina

Other {specify}
u Otra {especifique}

Don't know
No sabe

Refused
Rehúsa contestar

19. Which of the following languages are primarily spoken in your home?
¿Cuáles de los siguientes idiomas acostumbra hablar en su casa?

English
El inglés

Other
Otro idioma

Spanish
Español

Don't know
No sabe

Chinese
Chino

Refused
Rehúsa contestar

Vietnamese
Vietnamita

20. How much formal education have you had?
¿Cuántos años de estudios formales tiene?

Did not complete high school
No terminó la preparatoria [or el bachirellato]

Completed high school
Se recibió de la preparatoria (or del bachillerato)

Less than four years of college
Menos de 4 años de estudios universitarios

College graduate (BA/BS)
Es licenciado

Graduate courses, no degree
Realizó cursos de posgrado pero no se recibió

Graduate/professional degree
Título de posgrado o de formación profesional

Don't know
No sabe

Refused
Rehúsa contestar

21. Which best describes your household?
De los siguientes, ¿cuál describe mejor a su hogar?

Two parents or guardians
Hay dos padres de familia o tutores

Single parent or guardian
Familia monoparental

Other {specify}
u Otro {especifique}

Don't know
No sabe

Refused
Rehúsa contestar

22. What is the estimated annual income of your household/family?
¿Cuál es el ingreso anual aproximado de su hogar o familia?

Less than \$10,000
Menos de \$10.000

\$10,000 - \$14,999
entre \$10.000 y \$14.999

\$15,000 - \$24,999
entre \$15.000 y \$24.999

\$25,000 - \$34,999
entre \$25.000 y \$34.999

\$35,000 - \$49,999
entre \$35.000 y \$49.999

\$50,000 or more
\$50.000 o más

Don't know
No sabe

Refused
Rehúsa contestar

23. Your responses have been very helpful. Your participation in this survey will help your school district better understand the needs of their students. Thank you for completing this survey!
Gracias por haber aceptado participar, sus respuestas y cooperación permitirán que el personal de su distrito escolar entienda mejor lo que necesitan los estudiantes.

*****END OF COMBINED PARENT SURVEY*****

**2006-07 Evaluation of Charter Schools
Survey of 4th and 5th Grade 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

Are you a boy or a girl?

- Boy
- Girl

Which of the following best describes you?

- Hispanic/Latino
- African American
- White
- Other (describe) _____

What grade are you in?

- 4th
- 5th

How old are you today?

- 7 11
- 8 12
- 9 13
- 10

Did you attend this school last year?

- Yes
- No

What kind of school did you attend before this school?

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

What kinds of grades did you get at the school you used to attend?

- Mostly A's
- A's and B's
- Mostly B's
- B's and C's
- Mostly C's
- C's and D's
- Mostly D's
- D's and F's
- Mostly F's

What kinds of grades are you getting *this school year*?

- Mostly A's
- A's and B's
- Mostly B's
- B's and C's
- Mostly C's
- C's and D's
- Mostly D's
- D's and F's
- Mostly F's

Do you plan on attending this charter school next year?

- Yes
- No
- Not sure

Why or why not? _____

CONTINUED ON BACK

YOUR CURRENT SCHOOL

Think about why you and your family chose this school. How much do you agree or disagree with each statement below? Choose only **one** answer for each statement.

	Agree	Disagree	Not Sure
This school is close to my home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My parents think this school is better for me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was not getting good grades at my old school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I got into trouble at my old school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This school is smaller	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers at my old school did not help me enough	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are good teachers at this school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This school has fewer conflicts between students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wanted to do more in my classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My friends are going to this school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This school has smaller classes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This school has special classes I like	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (specify) _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Think about your current school. How much you agree or disagree with each statement below? Choose only **one** answer for each statement.

	Agree	Disagree	Not Sure
I work hard to get good grades in this school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have more homework than I had at my old school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am learning more here than at my old school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students in this school like learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This school has enough extra activities (like gym, music, or art class)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wish this school had classes in more subjects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a computer for students to use in my classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel safe at this school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teachers ask me to think about my future	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teachers help me a lot	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other students at this school help me learn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most teachers at this school know my name	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This is a good school for me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix C

Hierarchical Linear Modeling (HLM) Analyses for TAKS Achievement

Appendix C1

Hierarchical Linear Modeling (HLM) Analyses of the Effect of Open-Enrollment Charter Schooling on TAKS Reading/ELA and Math Scores

This study examined the effects of the length of time in years that students spent in an open-enrollment charter school, type of open-enrollment charter school (standard open-enrollment charter or alternative education open-enrollment charter), attendance level of the school, and poverty level of the school (percentage of students on free- or reduced-lunch) on 2007 TAKS reading/ELA and math scores. Specifically, effects were estimated for TAKS *T* scores. For each TAKS test at each grade level in each year, statewide scale score means and standard deviations were calculated from frequency distributions published in Texas Education Agency documents (for 2006, scale score frequency distributions for each subject tested at each grade were imported from <http://www.tea.state.tx.us/student.assessment/reporting/freq/2006/index.html>, and means and standard deviations were calculated using Excel. Similar procedures were used for 2007. The 2007 frequency distributions were found at <http://www.tea.state.tx.us/student.assessment/reporting/freq/2007/index.html>). *Z* scores were calculated by subtracting the statewide mean scale score from each student's scale score and dividing by the statewide scale score standard deviation. The *z* score, which has a mean of zero and a standard deviation of 1.0, provides a measure of TAKS score change across grade levels and testing years. However, one characteristic of *z* scores is that about half of the scores are negative, and negative scores may be difficult to fully understand. To overcome this limitation, we have transformed students' *z* scores into normalized scores, or *T* scores. *T* scores are scores with a mean of 50 and a standard deviation of 10. Thus, a student who scores at the state average will have a TAKS *T* score of 50. A student who has a score of 60 will be one standard deviation above the state average, and a student who has a score of 40 will be one standard deviation below the state average. The effects of the number of years in an open-enrollment charter school, school type, school attendance level, and school poverty on 2007 TAKS *T* scores were then analyzed using a two-level hierarchical linear model (HLM). Separate analyses were conducted for TAKS reading/ELA and math and for elementary students (Grades 4 and 5), middle school students (Grades 6, 7, and 8), and high school students (Grades 9, 10, and 11).

Methodology

Student-level model. In the student-level model, spring 2007 *T* scores were regressed on spring 2006 *T* scores, gender (1 if female, 0 if male), economic status (1 if economically disadvantaged, 0 if not), African American status (1 if African American, 0 if not), Hispanic status (1 if Hispanic, 0 if not), grade level (0 = 4, 1 = 5 [elementary]; 0 = 6, 1 = 7, 2 = 8 [middle school]; 0 = 9, 1 = 10, 2 = 11 [high school]), and number of years in an open-enrollment charter school (0 = 1 year through 9 = 10 years). That is,

$$Y_{ij} = \beta_{0j} + \beta_{1j}(\text{Spring 2006 } T \text{ score}) + \beta_{2j}(\text{Gender}) + \beta_{3j}(\text{Economic status}) + \beta_{4j}(\text{Hispanic status}) + \beta_{5j}(\text{African American status}) + \beta_{6j}(\text{grade level}) + \beta_{7j}(\text{Years in charter}) + r_{ij}.$$

With both reading/ELA and math, significant variation was found across schools at all grade groupings. Thus, the school means (β_{0j}) were specified as randomly varying. The coefficients for the spring 2006 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, African American status, Hispanic status, and years in an open-enrollment charter school were specified as fixed.

School-level model. A school-level model was developed to answer the question of whether open-enrollment charter schools rated under standard accountability procedures had higher achievement scores than open-enrollment charter schools rated under alternative education accountability procedures, after controlling for student-level variables. That is,

$$\beta_{0j} = \gamma_{00} + \gamma_{01}(\text{Open-enrollment charter type [Std. AP versus Alt. Ed. AP]}) + \gamma_{02}(\text{Campus attendance}) + \gamma_{03}(\text{Campus poverty}) + \mu_{0j}.$$

Results

For TAKS reading/ELA, descriptive statistics for the two-level HLM analyses are reported in Table C1.1, fixed effects analyses are reported in Table C1.2, and variance decomposition data are reported in Table C1.3. Similar details for TAKS math are reported in Tables C1.4, C1.5, and C1.6.

Table C1.1
Descriptive Statistics for Open-Enrollment Charter TAKS Reading/ELA Achievement

Variable Name	<i>N</i>	<i>Mean</i>	<i>SD</i>
Student-Level Descriptive Statistics: Elementary Grades (Level 1)			
Female (1 = yes, 0 = no)	6,469	0.51	0.50
African American (1 = yes, 0 = no)	6,462	0.37	0.48
Hispanic (1 = yes, 0 = no)	6,462	0.42	0.49
Eco. disadvantaged (1 = yes, 0 = no)	6,459	0.66	0.48
Grade level (0 = 4, 1 = 5)	6,459	0.52	0.50
Years in Open-Enrollment charter (0 = 1 to 7 = 8)	6,010	1.95	1.92
TAKS Reading/ELA <i>T</i> score (2006)	5,354	47.53	10.39
TAKS Reading/ELA <i>T</i> score (2007)	5,806	47.56	10.15
Elementary School-Level Descriptive Statistics (Level 2)			
Open-enrollment charter type (1 = Alt. Ed., 0 = Std.)	144	0.17	0.38
School poverty (percentage)	144	68.46	30.76
Open-enrollment charter 2006 attendance rate	144	95.66	2.26
Student-Level Descriptive Statistics: Middle School Grades (Level 1)			
Female (1 = yes, 0 = no)	10,004	0.51	0.50
African American (1 = yes, 0 = no)	10,004	0.28	0.45
Hispanic (1 = yes, 0 = no)	10,004	0.53	0.50
Eco. disadvantaged (1 = yes, 0 = no)	10,005	0.67	0.47
Grade level (0 = 6, 1 = 7, 2 = 8)	10,006	0.96	0.82
Years in Open-Enrollment charter (0 = 1 to 8 = 9)	9,166	1.71	1.99
TAKS Reading/ELA <i>T</i> score (2006)	8,258	48.92	9.54
TAKS Reading/ELA <i>T</i> score (2007)	9,155	50.59	8.69
Middle School-Level Descriptive Statistics (Level 2)			
Open-Enrollment charter type (1 = Alt. Ed., 0 = Std.)	155	0.35	0.48
School poverty (percentage)	155	68.75	30.81
Open-Enrollment charter 2006 attendance rate	155	95.18	3.69
Student-Level Descriptive Statistics: High School Grades (Level 1)			
Female (1 = yes, 0 = no)	11,703	0.52	0.50
African American (1 = yes, 0 = no)	11,694	0.25	0.43
Hispanic (1 = yes, 0 = no)	11,694	0.51	0.50
Eco. disadvantaged (1 = yes, 0 = no)	11,685	0.65	0.48
Grade level (0 = 9, 1 = 10, 2 = 11)	11,711	0.91	0.80
Years in Open-Enrollment charter (0 = 1 to 9 = 10)	10,848	1.06	1.65
TAKS Reading/ELA <i>T</i> score (2006)	8,907	46.31	9.51
TAKS Reading/ELA <i>T</i> score (2007)	10,172	45.57	9.10
High School-Level Descriptive Statistics (Level 2)			
Open-Enrollment charter type (1 = Alt. Ed., 0 = Std.)	168	0.64	0.48
School poverty (percentage)	168	66.44	29.55
Open-Enrollment charter 2006 attendance rate	168	91.28	6.62

Table C1.2
Fixed Effect Analyses of Open-Enrollment Charter TAKS Reading/ELA Achievement

Level of Measure	School-Level Analysis	Gamma Coefficient	Standard Error	<i>t</i> -value
Elementary Grades (4 and 5)				
	Base	48.379	0.466	103.81***
Campus	Open-Enrollment charter type	-1.877	0.668	-2.81**
Campus	School poverty	-0.009	0.009	-0.98
Campus	2006 attendance	0.193	0.146	1.32
Student	Female (1 = yes, 0 = no)	0.634	0.210	3.02**
Student	African American (1 = yes, 0 = no)	-1.280	0.470	-2.72**
Student	Hispanic (1 = yes, 0 = no)	-1.319	0.391	-3.38**
Student	Eco. Disadvantaged (1 = yes, 0 = no)	-0.848	0.232	-3.66***
Student	Grade level (0 = 4, 1 = 5)	0.078	0.291	0.27
Student	Years in a charter school	0.185	0.071	2.62**
Student	Spring 2006 <i>T</i> score	0.598	0.015	39.18***
Middle School Grades (6, 7, and 8)				
	Base	51.081	0.295	173.02***
Campus	Open-Enrollment charter type	-0.579	0.467	-1.24
Campus	School poverty	-0.016	0.005	-3.29**
Campus	2006 attendance	0.392	0.063	6.21***
Student	Female (1 = yes, 0 = no)	0.474	0.165	2.87**
Student	African American (1 = yes, 0 = no)	-0.924	0.275	-3.37**
Student	Hispanic (1 = yes, 0 = no)	-0.913	0.245	-3.73***
Student	Eco. Disadvantaged (1 = yes, 0 = no)	-0.419	0.188	-2.23*
Student	Grade level (0 = 6, 1 = 7, 2 = 8)	0.137	0.147	0.93
Student	Years in a charter school	0.125	0.056	2.25*
Student	Spring 2006 <i>T</i> score	0.509	0.014	35.62***
High School Grades (9, 10, and 11)				
	Base	47.788	0.477	100.15***
Campus	Open-Enrollment charter type	-0.931	0.516	-1.81 [†]
Campus	School poverty	-0.011	0.009	-1.14
Campus	2006 attendance	0.180	0.034	5.26***
Student	Female (1 = yes, 0 = no)	1.068	0.157	6.80***
Student	African American (1 = yes, 0 = no)	-1.108	0.275	-4.04***
Student	Hispanic (1 = yes, 0 = no)	-0.978	0.234	-4.18***
Student	Eco. Disadvantaged (1 = yes, 0 = no)	-0.619	0.161	-3.84***
Student	Grade level (0 = 9, 1 = 10, 2 = 11)	-1.158	0.128	-9.03***
Student	Years in a charter school	0.096	0.061	1.57
Student	Spring 2006 <i>T</i> score	0.466	0.014	32.96***

[†] $p < .10$; * $p < .05$; ** $p < .01$; *** $p < .001$.

Table C1.3
Variance Decomposition from Conditional HLM Models of Open-Enrollment Charter Reading/ELA Achievement

Test/ Random Effect	Variance Component	<i>df</i>	X^2	<i>p</i>
Elementary Grades (4 and 5)				
Level-1 student effect	48.4825			
School mean	5.6499	127	522.66	0.000
School pre-measure-outcome slope	0.0084	130	198.65	0.000
Middle School Grades (6, 7, and 8)				
Level-1 student effect	39.3159			
School mean	0.9693	128	278.31	0.000
School pre-measure-outcome slope	0.0097	131	277.06	0.000
High School Grades (9, 10, and 11)				
Level-1 student effect	38.4809			
School mean	4.4230	151	781.64	0.000
School pre-measure-outcome slope	0.0124	154	351.68	0.000

Table C1.4
Descriptive Statistics for Open-Enrollment Charter TAKS Math Achievement

Variable Name	<i>N</i>	<i>Mean</i>	<i>SD</i>
Student-Level Descriptive Statistics: Elementary Grades (Level 1)			
Female (1 = yes, 0 = no)	6,469	0.51	0.50
African American (1 = yes, 0 = no)	6,462	0.37	0.48
Hispanic (1 = yes, 0 = no)	6,462	0.42	0.49
Eco. disadvantaged (1 = yes, 0 = no)	6,459	0.66	0.48
Grade level (0 = 4, 1 = 5)	6,469	0.52	0.50
Years in Open-Enrollment charter (0 = 1 to 7 = 8)	6,010	1.95	1.92
TAKS Math <i>T</i> score (2006)	5,239	47.22	10.09
TAKS Math <i>T</i> score (2007)	5,834	46.26	9.32
Elementary School-Level Descriptive Statistics (Level 2)			
Open-enrollment charter type (1 = Alt. Ed., 0 = Std.)	144	0.17	0.38
School poverty (percentage)	144	68.46	30.76
Open-Enrollment charter 2006 attendance rate	144	95.66	2.26
Student-Level Descriptive Statistics: Middle School Grades (Level 1)			
Female (1 = yes, 0 = no)	10,004	0.51	0.50
African American (1 = yes, 0 = no)	10,004	0.28	0.45
Hispanic (1 = yes, 0 = no)	10,004	0.53	0.50
Eco. disadvantaged (1 = yes, 0 = no)	10,005	0.67	0.47
Grade level (0 = 6, 1 = 7, 2 = 8)	10,006	0.96	0.82
Years in Open-Enrollment charter (0 = 1 to 8 = 9)	9,166	1.71	1.99
TAKS Math <i>T</i> score (2006)	8,356	48.95	9.84
TAKS Math <i>T</i> score (2007)	9,112	48.89	9.66
Middle School-Level Descriptive Statistics (Level 2)			
Open-Enrollment charter type (1 = Alt. Ed., 0 = Std.)	155	0.35	0.48
School poverty (percentage)	155	68.75	30.81
Open-Enrollment charter 2006 attendance rate	155	95.18	3.69
Student-Level Descriptive Statistics: High School Grades (Level 1)			
Female (1 = yes, 0 = no)	11,703	0.52	0.50
African American (1 = yes, 0 = no)	11,694	0.25	0.43
Hispanic (1 = yes, 0 = no)	11,694	0.51	0.50
Eco. disadvantaged (1 = yes, 0 = no)	11,685	0.65	0.48
Grade level (0 = 9, 1 = 10, 2 = 11)	11,711	0.91	0.80
Years in Open-Enrollment charter (0 = 1 to 8 = 9)	10,848	1.06	1.65
TAKS Math <i>T</i> score (2006)	8,679	45.48	9.01
TAKS Math <i>T</i> score (2007)	9,107	44.86	9.06
High School-Level Descriptive Statistics (Level 2)			
Open-Enrollment charter type (1 = Alt. Ed., 0 = Std.)	168	0.64	0.48
School poverty (percentage)	168	66.44	29.55
Open-Enrollment charter 2006 attendance rate	168	91.28	6.62

Table C1.5
Fixed Effect Analyses of Open-Enrollment Charter TAKS Math Achievement

Level of Measure	School-Level Analysis	Gamma Coefficient	Standard Error	<i>t</i> -value
Elementary Grades (4 and 5)				
	Base	47.093	0.537	87.68***
Campus	Open-Enrollment charter type	-1.730	0.661	-2.62*
Campus	School poverty	-0.010	0.009	-1.12
Campus	2006 attendance	0.132	0.155	0.85
Student	Female (1 = yes, 0 = no)	-0.507	0.167	-3.04**
Student	African American (1 = yes, 0 = no)	-1.569	0.375	-4.18***
Student	Hispanic (1 = yes, 0 = no)	-0.939	0.362	-2.59*
Student	Eco. Disadvantaged (1 = yes, 0 = no)	-0.279	0.255	-1.09
Student	Grade level (0 = 4, 1 = 5)	0.154	0.377	0.41
Student	Years in a charter school	0.206	0.052	3.94***
Student	Spring 2006 <i>T</i> score	0.591	0.015	40.64***
Middle School Grades (6, 7, and 8)				
	Base	49.619	0.502	98.93***
Campus	Open-Enrollment charter type	-1.786	0.648	-2.76**
Campus	School poverty	0.001	0.008	0.12
Campus	2006 attendance	0.241	0.083	2.92**
Student	Female (1 = yes, 0 = no)	-0.183	0.170	-1.08
Student	African American (1 = yes, 0 = no)	-0.963	0.354	-2.72**
Student	Hispanic (1 = yes, 0 = no)	-0.941	0.341	-2.76**
Student	Eco. Disadvantaged (1 = yes, 0 = no)	-0.349	0.186	-1.88
Student	Grade level (0 = 6, 1 = 7, 2 = 8)	0.133	0.224	0.59
Student	Years in a charter school	0.105	0.049	2.15*
Student	Spring 2006 <i>T</i> score	0.651	0.016	40.16***
High School Grades (9, 10, and 11)				
	Base	47.055	0.423	111.36***
Campus	Open-Enrollment charter type	-0.927	0.440	-2.11*
Campus	School poverty	0.003	0.007	0.53
Campus	2006 attendance	0.123	0.029	4.24***
Student	Female (1 = yes, 0 = no)	-0.468	0.152	-3.08**
Student	African American (1 = yes, 0 = no)	-0.941	0.277	-3.40**
Student	Hispanic (1 = yes, 0 = no)	-0.662	0.213	-3.11**
Student	Eco. Disadvantaged (1 = yes, 0 = no)	-0.100	0.138	-0.72
Student	Grade level (0 = 9, 1 = 10, 2 = 11)	-1.040	0.169	-6.15***
Student	Years in a charter school	0.082	0.049	1.68 [†]
Student	Spring 2006 <i>T</i> score	0.652	0.019	34.65***

[†] $p < .10$; * $p < .05$; ** $p < .01$; *** $p < .001$.

Table C1.6
Variance Decomposition from Conditional HLM Models of Open-Enrollment Charter Math Achievement

Test/ Random Effect	Variance Component	<i>df</i>	X^2	<i>p</i>
Elementary Grades (4 and 5)				
Level-1 student effect	36.4676			
School mean	6.6609	125	722.88	0.000
School pre-measure-outcome slope	0.0094	128	210.21	0.000
Middle School Grades (6, 7, and 8)				
Level-1 student effect	35.7500			
School mean	6.5800	126	1036.23	0.000
School pre-measure-outcome slope	0.0152	129	321.96	0.000
High School Grades (9, 10, and 11)				
Level-1 student effect	25.9739			
School mean	4.2014	148	732.91	0.000
School pre-measure-outcome slope	0.0304	151	550.97	0.000

Appendix C2

Hierarchical Linear Modeling (HLM) Analyses to Identify the Characteristics of High-Performing Open-Enrollment Standard AP and Alternative Education AP Charter Schools

Methodology

Procedures. Hierarchical linear modeling (HLM) was used to determine the extent to which individual standard AP and alternative education AP open-enrollment charter campuses exceeded or fell below levels of TAKS achievement predicted across all similar charter campuses. HLM is a particularly appropriate because Bayesian estimators are used to calculate each school's predicted outcome or intercept. Simply put, Bayesian techniques use multiple sources of information. For example, Bayesian estimators differentially weight each school's data in proportion to the reliability of the data. If a school has reliable data (e.g., based on many students, estimates are relatively close to the average across all schools), more weight is given to this data. If a school has unreliable data (e.g., based on few students, estimates are relatively far from the average across all schools), less weight is given to this data, and more weight is given to data averaged across all schools.

Note that separate analyses were conducted for open-enrollment charters rated under standard accountability procedures and for open-enrollment charters rated under alternative education accountability procedures. Average TAKS scores were used as pre- and post-measures. Specifically, for each student, reading/ELA and math TAKS *T* scores were averaged. If a student only had one *T* score (reading/ELA or math), that score was used.

The first step in the analysis was to determine if variation existed between open-enrollment charter campuses in spring 2007 average TAKS scores. If significant variation exists, it is logical to think of different levels of TAKS performance between open-enrollment charter campuses. HLM maximum likelihood estimates of within and between school variance in average TAKS scores were calculated. A chi-square test was used to determine the significance of the between-school variation, which was 16.9 percent for standard AP charters and 9.8 percent for alternative education AP charters. For both types of campuses, the chi-square tests were significant at $p < .001$ (chi-square values of 2,366 [standard AP campuses] and 662 [alternative AP campuses] with $df = 168$ and 127, respectively). Thus, there was significant variation in average TAKS scores across both types of open-enrollment charter campuses.

The second step was to calculate the mean outcome (TAKS score) based on the backgrounds and prior achievement of the students in all campuses of a particular type (standard AP or alternative AP) and in each campus. Specifically, for students attending campuses in 2006-07, average spring 2007 TAKS *T* scores were calculated from average 2006 TAKS *T* scores, ethnicity, grade level, gender, poverty status, and years in an open-enrollment charter school.

$$Y_{ij}(\text{Predicted 2007 average TAKS } T \text{ score}) = \beta_{0j} + \beta_{1j}(\text{average 2006 } T \text{ score}) + \beta_{2j}(\text{Hispanic status}) + \beta_{3j}(\text{African American status}) + \beta_{4j}(\text{Grade level}) + \beta_{5j}(\text{Gender}) + \beta_{6j}(\text{Poverty status}) + \beta_{7j}(\text{Years in charter}) + r_{ij}.$$

In this model, the intercept (β_{0j}) represents the mean achievement net of the effects of the other predictors. This adjusted mean achievement was calculated for all campuses within each type of school (standard AP and alternative education AP campuses).

The third step determined those standard AP and alternative education AP campuses with adjusted mean achievement higher than predicted and those with adjusted mean achievement lower than predicted. Specifically, an adjusted campus score was calculated by adding each campus' deviation from the average adjusted score to the overall average adjusted score. The resulting scores were ordered. Separate orderings were made for standard AP and alternative education AP charter campuses. Finally, these adjusted TAKS scores for each type of open-enrollment charter campus were correlated with a variety of campus characteristics. These included the percentage of economically disadvantaged students, the percentage of minority students, campus size, the mobility rate, the teacher-student ratio, the campus attendance rate, the number of years the campus was in operation, the average campus administrator salary, the average central administrator salary, the average teacher salary, average teacher experience, the percentage of teachers with no degree, and the total operating expenditures per student.

Limitations. The terms “ranking” and “effectiveness” have been judiciously avoided, perhaps at the expense of readability. However, given the available data, use of these terms is unwarranted. First, all factors (including factors like motivation and family influence) that influence student achievement may not have been controlled. Second, compared to public schools statewide, open-enrollment charter school data are less likely to be as complete and as accurate. Excessive mobility, growth in the number of open-enrollment charter schools, and some extremely small campuses limit longitudinal data. In addition, data error rates for open-enrollment charter schools can be greater than the error rates for public schools statewide. For example, in 2006-07, the Person Identification Database (PID) error rate for open-enrollment charter districts was 0.40 percent or four times the state average of 0.10 percent. In this analysis, 17 of 187 standard AP charters (9 percent) and 14 of 145 (10 percent) alternative education AP charters (21 percent) did not have sufficient data for inclusion in these analyses. Other open-enrollment charter campuses had reduced sample sizes because of incomplete data. By way of example, of open-enrollment charter campuses with TAKS testing in both 2006 and 2007, only about one in two students (49 percent) had TAKS scores for both years. (Note, however, that this was a significant improvement over 2005 and 2006 when only one in four or 24 percent had TAKS scores for both years.) Given these mitigating circumstances, caution appears justified.

Results

Table C2.1
Standard AP Charter Campuses Ordered by 2007 Adjusted Campus TAKS Score

Adjusted Score	Campus	District
57.497	Girls & Boys Prep Academy Elementary	Girls & Boys Prep Academy
56.813	Two Dimensions Preparatory Academy	Two Dimensions Preparatory Academy
54.987	Yes College Preparatory - East End	Yes College Preparatory School
54.288	Houston Heights Learning Academy	Houston Heights Learning Academy Inc
53.791	Kipp Austin College Prep	Kipp Austin College Prep School Inc
53.545	Yes College Preparatory School, Grades 6-9	Yes College Preparatory School
53.519	Peak Advantage	Peak Academy
53.072	Davinci School for Science and the Arts	Burnham Wood Charter School
52.589	Amigos Por Vida-Friends for Life Charter	Amigos Por Vida-Friends for Life Charter
52.333	Kipp Academy Middle School and High School	Kipp Inc Charter
52.192	Idea Quest College Prep	Idea Academy
52.012	Fort Worth Academy of Fine Arts Elementary	Fort Worth Academy of Fine Arts
51.936	Rapoport Academy Prep School	Rapoport Academy Prep School
51.928	North Hills School	North Hills School
51.910	Now College Prep	Kipp Inc Charter
51.883	Yes College Prep - Southwest Campus	Yes College Preparatory School
51.754	Arlington Classics Academy	Arlington Classics Academy
51.692	St Mary's Academy Charter School	St Mary's Academy Charter School
51.596	Kipp Aspire Academy	Kipp Aspire Academy
51.580	Trinity Basin Preparatory	Trinity Basin Preparatory
51.575	School of Science and Technology	School of Science and Technology
51.573	Idea College Prep	Idea Academy
51.549	Calvin Nelms Middle School	Calvin Nelms Charter Schools
51.508	Life School Red Oak	Life School
51.486	Zoe Learning Academy - Ambassador Campus	Zoe Learning Academy
51.468	Kipp 3D Academy	Kipp Inc Charter
51.443	Inspired Vision Academy	Inspired Vision Academy
51.434	Mainland Preparatory Academy	Mainland Preparatory Academy
51.433	Vanguard Academy	Vanguard Academy
51.336	St Anthony Academy	St Anthony School
51.186	School of Liberal Arts and Science	School of Liberal Arts and Science
51.178	Children First of Dallas	Children First Academy of Dallas
51.125	Nova Academy	Nova Academy
51.111	Harmony Science Academy (El Paso)	Harmony Science Academy (El Paso)
51.109	Harmony Science Academy	Harmony Science Academy
51.092	Midland Academy Charter School	Midland Academy Charter School
51.086	Harmony Science Academy - Austin	Harmony Science Academy (Austin)
51.057	Rise Academy	Rise Academy
50.937	Fort Worth Academy of Fine Arts	Fort Worth Academy of Fine Arts
50.896	Idea Frontier College Prep	Idea Academy
50.862	Ser-Ninos Charter Elementary	Ser-Ninos Charter School
50.737	Universal Academy - Flower Mound	Universal Academy

Adjusted Score	Campus	District
50.728	Fruit of Excellence School	Fruit of Excellence
50.670	Westlake Academy	Westlake Academy Charter School
50.608	Star Charter School	Star Charter School
50.588	AW Brown-Fellowship Charter School	AW Brown-Fellowship Charter School
50.493	El Paso School of Excellence	El Paso School of Excellence
50.493	Yes College Preparatory School, Grades 6-12	Yes College Preparatory School
50.467	Accelerated Interdisciplinary Academy	Accelerated Intermediate Academy
50.319	Harmony Elementary	Harmony Elementary
50.318	Cumberland Academy	Cumberland Academy
50.307	Texas Empowerment Academy	Texas Empowerment Academy
50.276	Harmony School of Excellence	Harmony School of Excellence
50.231	Dr James L Burch Elementary	School of Excellence In Education
50.214	University of Houston Charter School-Technology	University of Houston Charter School
50.201	Kipp Truth Academy	Kipp Truth Academy
50.198	West Houston Charter	West Houston Charter School
50.195	East Fort Worth Montessori Academy	East Fort Worth Montessori Academy
50.187	Harmony Science Academy (Fort Worth)	Harmony Science Academy (Fort Worth)
50.131	Gateway Charter Academy	Gateway Charter Academy
50.117	National Elite Gymnastics	University of Texas University Charter
50.098	Life School Oak Cliff	Life School
50.059	Kipp NE Lower School Dream	Kipp Inc Charter
49.989	Beatrice Mayes Institute Charter	Beatrice Mayes Institute Charter School
49.976	Outreach Word Academy	Outreach Word Academy
49.966	Peak Academy	Peak Academy
49.916	Universal Academy	Universal Academy
49.892	Idea Academy	Idea Academy
49.875	Rapoport Academy-Quinn Campus	Audre and Bernard Rapoport Academy
49.824	Pineywoods Community Academy High	Pineywoods Community Academy
49.787	Horizon Montessori	Technology Education Charter High
49.783	North Houston Multi-Language Academy	North Houston HS for Business
49.766	Seashore Learning Center	Seashore Learning Center Charter
49.607	Kipp Liberation	Kipp Southeast Houston
49.605	Accelerated Intermediate Charter	Accelerated Intermediate Academy
49.603	Meyerpark Elementary	Meyerpark Elementary
49.519	Jubilee Academic Center	Jubilee Academic Center
49.518	Corpus Christi Montessori School	Corpus Christi Montessori School
49.476	Texas Serenity Academy	Texas Serenity Academy
49.470	Bay Area Charter School	Bay Area Charter School
49.461	Ehrhart School	Ehrhart School
49.458	Odyssey Academy Inc	Odyssey Academy Inc
49.403	Dr David M Copeland Elementary	School of Excellence In Education
49.346	Harmony Science Academy -Dallas	Harmony Science Academy
49.316	Children First Academy of Houston	Children First Academy of Houston
49.308	The Varnett School - East	Varnett Charter School
49.282	Raul Yzaguirre School for Success	Raul Yzaguirre School for Success
49.242	Pinnacle School	Honors Academy

Adjusted Score	Campus	District
49.234	Education Center at Little Elementary	Education Center
49.149	Academy of Dallas	Academy of Dallas
49.137	Jamie's House Charter School	Jamie's House Charter School
49.123	Raul Yzaguirre School for Success	Raul Yzaguirre School for Success
48.965	Nyos Charter School	Nyos Charter School
48.926	Cedars International Academy	Cedars International Academy
48.903	Brooks Academy of Science and English	Brooks Academy of Science and Engineering
48.883	Dr Paul S Saenz J H	School of Excellence In Education
48.825	Shekinah Hope	Shekinah Radiance Academy
48.810	Eden Park Academy	Eden Park Academy
48.796	Houston Gateway Academy	Houston Gateway Academy Inc
48.771	Corpus Christi Academy	Por Vida Academy
48.770	University of Texas Elementary Charter	University of Texas Elementary Cha
48.742	Medical Center Charter School/Southwest	Medical Center Charter School
48.740	Richland Collegiate HS of Math Science	Richland Collegiate HS of Math Science
48.700	Kipp SW Lower School Shine	Kipp Inc Charter
48.690	Harmony Science Academy (San Antonio)	Harmony Science Academy (San Antonio)
48.677	Inspired Vision	Inspired Vision Academy
48.665	Tekoa Academy of Accelerated Studies	Tekoa Academy of Accelerated Studies
48.664	BSIC Autumn Circle	Brazos School for Inquiry & Creativity
48.625	Ripley House Charter School	Ripley House Charter School
48.552	Bay Area Charter MS	Bay Area Charter School
48.545	Gen Alfred A Valenzuela Inter. Leadership	General Alfred A Valenzuela Inter. Leadership
48.518	A+ Academy	A+ Academy
48.489	Gabriel Tafolla Charter School	Gabriel Tafolla Charter School
48.432	Education Center International Academy	Education Center International Academy
48.431	The Phoenix Charter School	Phoenix Charter School
48.328	Texas Virtual Academy at Southwest	Southwest School
48.284	Accelerated Interdisciplinary Academy	Accelerated Intermediate Academy
48.167	Guardian Angel Performance Academy	Guardian Angel Performance Arts Academy
48.157	Harmony Elementary-Austin	Harmony Elementary (Austin)
48.050	Golden Rule Charter School	Golden Rule Charter School
48.019	BSIC Gano Street	Brazos School for Inquiry & Creativity
47.997	Varnett Charter School	Varnett Charter School
47.956	Texas Preparatory School	Texas Preparatory School
47.952	Nova Academy (Southeast)	Nova Academy (Southeast)
47.929	Girls & Boys Prep Academy	Girls & Boys Prep Academy
47.855	Northwest Preparatory	Northwest Preparatory
47.829	Calvin Nelms - Northwest	Calvin Nelms Charter Schools
47.826	Education Center at the Colony	Education Center
47.734	Houston Alternative Preparatory Charter School	Houston Alternative Preparatory Charter
47.728	Rick Hawkins HS	School of Excellence In Education
47.690	Eagle Advantage Charter Elementary	Eagle Advantage Schools
47.635	Dan Chadwick Campus	East Texas Charter Schools
47.617	Waxahachie Faith Family Academy	Waxahachie Faith Family Academy
47.554	BSIC Houston-Rosslyn	Brazos School for Inquiry & Creativity
47.547	Jean Massieu Academy	Jean Massieu Academy

Adjusted Score	Campus	District
47.528	Paso Del Norte Academy	Paso Del Norte
47.439	Treetops School International	Treetops School International
47.410	McCullough Academy of Excellence	McCullough Academy of Excellence
47.394	Academy of Accelerated Learning	Academy of Accelerated Learning Inc
47.338	La Amistad Love & Learning Academy	La Amistad Love & Learning Academy
47.320	Escuela De Las Americas	La Escuela De Las Americas
47.225	Bright Ideas Charter	Bright Ideas Charter
47.222	Austin Discovery School	Austin Discovery School
47.212	Zoe Learning Academy	Zoe Learning Academy
47.158	Faith Family Academy of Oak Cliff	Faith Family Academy of Oak Cliff
47.146	Calvin Nelms High School	Calvin Nelms Charter Schools
47.118	Encino School	Encino School
46.976	Metro Academy of Math and Science	Metro Academy of Math and Science
46.952	One Stop Multiservice	One Stop Multiservice Charter School
46.892	Katherine Anne Porter School	Katherine Anne Porter School
46.782	Lighthouse Charter School	Lighthouse Charter School
46.731	Two Dimensions/Vickery	Two Dimensions Preparatory Academy
46.712	The Varnett School - Northeast	Varnett Charter School
46.688	Kipp Spirit	Kipp Southeast Houston
46.615	North Houston HS for Business	North Houston HS for Business
46.577	West Houston Charter Elementary	West Houston Charter School
46.510	Audre and Bernard Rapoport Academy	Audre and Bernard Rapoport Academy
46.509	Temple Education Center	Temple Education Center
46.499	Bexar County Academy	Bexar County Academy
46.334	El Paso School of Excellence Middle	El Paso School of Excellence
46.297	Benji's Special Educational Academy	Benji's Special Educational Academy
46.111	San Antonio Preparatory Academy	San Antonio Preparatory Academy
45.633	Waco Charter School	Waco Charter School
45.567	Alpha Charter School	Alpha Charter School
45.215	Jesse Jackson Academy	Jesse Jackson Academy
45.164	South Plains Academy	South Plains
45.099	Theresa B Lee Academy	Theresa B Lee Academy
44.250	Technology Education Charter HS	Technology Education Charter High
44.108	Academy of Beaumont	Academy of Beaumont
43.630	Richard Milburn Academy - Fort Worth	Richard Milburn Academy (Fort Worth)

Table C2.2
Alternative Education AP Charter Campuses Ordered by 2007 Adjusted Campus TAKS Score

Adjusted Score	Campus	District
50.563	University School	Honors Academy
48.366	Pegasus Charter HS	Pegasus School of Liberal Arts and Sciences
47.994	Higgs Carter King Gifted & Talent	Higgs Carter King Gifted & Talented
47.987	Pegasus Campus	University of Texas University Charter
47.634	New Frontiers Middle School	New Frontiers Charter School
47.517	Southwest High School	Southwest School
47.353	Methodist Children's Home	University of Texas University Charter

Adjusted Score	Campus	District
47.330	Raven School	Raven School
47.196	Dallas County Juvenile Justice	Dallas County Juvenile Justice
47.115	Draw Academy	Draw Academy
47.084	Winfree Academy Charter School (Grapevine)	Winfree Academy
47.036	Comquest Academy	Comquest Academy
46.941	Paseo Del Norte Academy Ysleta	Paseo Del Norte
46.921	Crosstimbers Academy	Crosstimbers Academy
46.890	Southwest Middle School	Southwest School
46.721	Eagle Academies of Texas at Abilene	Eagle Academies of Texas
46.701	Radiance Academy of Learning (Del Rio)	Radiance Academy of Learning
46.622	One Stop Multiservice HS	One Stop Multiservice Charter School
46.592	Eagle Academies of Texas at Fort Worth	Eagle Academies of Texas
46.582	Burnett-Bayland Reception Center	Harris County Juvenile Justice Charter
46.565	Eagle Academies of Texas at Laredo	Eagle Academies of Texas
46.534	Azleway Charter School	Azleway Charter School
46.519	Pathways 3H Campus	University of Texas University Charter
46.493	Winfree Academy Charter School (Richardson)	Winfree Academy
46.490	Harris County Youth Village	Harris County Juvenile Justice Charter
46.468	The Oaks Treatment Center	University of Texas University Charter
46.460	Transformative Charter Academy	Transformative Charter Academy
46.448	El Paso Academy West	El Paso Academy
46.441	Brazos River Charter School	Brazos River Charter School
46.419	San Antonio School for Inquiry & Creativity	San Antonio School for Inquiry & Creativity
46.385	Winfree Academy Charter School (Irving)	Winfree Academy
46.323	San Antonio Technology Academy	San Antonio Technology Academy
46.319	Northwest Preparatory Campus (Wile School)	Northwest Preparatory
46.298	Big Springs Charter School	Big Springs Charter School
46.208	Eagle Academies of Texas at Del Rio	Eagle Academies of Texas
46.200	Children of The Sun	One Stop Multiservice Charter School
46.097	George I Sanchez Charter HS San Antonio	George I Sanchez Charter HS San Antonio
46.026	Sentry Technology Prep School	One Stop Multiservice Charter School
46.025	San Antonio Can High School	San Antonio Can High School
46.019	Positive Solutions Charter	Positive Solutions Charter School
45.969	Eagle Academies of Texas at Pharr	Eagle Academies of Texas
45.958	Eagle Academies of Texas at Austin	Eagle Academies of Texas
45.940	Gateway Academy (Student Alternative. Schl.)	Gateway (Student Alternative Progressive School)
45.937	Omega Academic Center	Jubilee Academic Center
45.929	Richard Milburn Alter HS (Corpus Christi)	Richard Milburn Alter High School
45.911	Katy-Hockley Boot Campus	Harris County Juvenile Justice Charter
45.910	Dr M L Garza-Gonzalez Charter School	Dr M L Garza-Gonzalez Charter School
45.902	Trinity Charter School	Trinity Charter School
45.870	Houston Heights High School	Houston Heights High School
45.821	Miracle Farm	University of Texas University Charter
45.757	Cedar Crest Charter School	Cedar Crest School
45.700	Radiance Academy of Learning (West Lake)	Radiance Academy of Learning
45.686	Vista Academy of Mission	Eagle Academies of Texas
45.668	One Stop Multiservice	One Stop Multiservice Charter School

Adjusted Score	Campus	District
45.646	Legacy High School	Honors Academy
45.599	Richard Milburn Academy (Amarillo)	Richard Milburn Academy (Amarillo)
45.587	San Marcos Treatment Center	University of Texas University Charter
45.576	Fort Worth Can Academy	Fort Worth Can Academy
45.478	Eagle Academies of Texas at Midland	Eagle Academies of Texas
45.425	Radiance Academy of Learning	Radiance Academy of Learning
45.274	Winfrey Academy NRH	Winfrey Academy
45.218	Richard Milburn Academy - Ector County	Richard Milburn Academy (Ector County)
45.192	Quest Academy	Honors Academy
45.125	Southwest Schools - Treatment Center	Southwest School
45.119	Eagle Academies of Texas at Lubbock	Eagle Academies of Texas
45.076	George I Sanchez HS	George I Sanchez Charter
45.070	Trinity Charter School	Trinity Charter School
45.012	Eagle Academies of Texas at Trinity	Eagle Academies of Texas
45.007	John H Wood Jr Charter School at Huebner Rd.	John H Wood Jr Charter School
44.997	Eagle Academies of Texas at Tyler	Eagle Academies of Texas
44.983	John H Wood Jr Charter Hays Co Juvenile	John H Wood Jr Charter School
44.982	American Academy of Excellence Charter	American Academy of Excellence Charter
44.978	Eagle Academies of Texas at Waco	Eagle Academies of Texas
44.963	El Paso Academy	El Paso Academy
44.951	Meridell	University of Texas University Charter
44.917	Pathfinder Camp	University of Texas University Charter
44.836	Evolution Academy Charter School	Evolution Academy Charter School
44.823	Excel Academy	Honors Academy
44.816	Heritage Champions Academy of Huntsville	Eagle Academies of Texas
44.789	Mid-Valley Academy-McAllen	Mid-Valley Academy
44.769	George Gervin Academy	George Gervin Academy
44.738	Winfrey Academy Charter School (Lewisville)	Winfrey Academy
44.734	Shekinah Radiance Academy Abundance	Shekinah Radiance Academy
44.731	Bryan Texas Campus	Positive Solutions Charter School
44.729	Austin Can Academy Charter School	Austin Can Academy Charter School
44.708	Houston Can! Academy Charter School	Houston Can Academy Charter School
44.708	Eagle Academies of Texas at Brown	Eagle Academies of Texas
44.687	New Directions	Southwest Preparatory School
44.686	Settlement Home	University of Texas University Charter
44.610	American Youthworks Charter School	American Youthworks Charter School
44.594	River Oaks	Fort Worth Can Academy
44.555	Focus Learning Academy	Focus Learning Academy
44.520	Trinity Charter School	Trinity Charter School
44.519	Richard Milburn Academy (Beaumont)	Richard Milburn Academy (Beaumont)
44.508	Southwest Preparatory Southeast Campus	Southwest Preparatory School
44.452	Dallas Can! Academy Charter-Oak Charter	Dallas Can Academy Charter
44.448	Texans Can at Carrollton-Farmers	Dallas Can Academy Charter
44.442	Shekinah Walzem	Shekinah Radiance Academy
44.412	Paradigm Accelerated School	Paradigm Accelerated School
44.286	Houston Can Academy Hobby	Houston Can Academy Charter School
44.282	New Frontiers Charter School	New Frontiers Charter School

Adjusted Score	Campus	District
44.231	Erath Excels Academy Inc	Erath Excels Academy Inc
44.203	Eagle Academies of Texas at Beaumont	Eagle Academies of Texas
44.113	Por Vida Academy Charter HS	Por Vida Academy
44.053	Juan B Galaviz Charter School	Juan B Galaviz Charter School
44.048	Eagle Academies of Texas at San Antonio	Eagle Academies of Texas
44.045	I Am That I Am Academy	I Am That I Am Academy
44.021	Texans Can Academy at Paul Quinn	Dallas Can Academy Charter
44.000	Richard Milburn Alter HS (Lubbock)	Richard Milburn Alter High School
43.840	Harris County Juvenile Detention	Harris County Juvenile Justice Charter
43.828	Southwest Preparatory School	Southwest Preparatory School
43.819	Panola Charter School	Panola Charter School
43.806	Ed White Memorial High School	Bay Area Charter School
43.799	The Education and Training Center	George Gervin Academy
43.704	Academy of Careers and Technologies	Academy of Careers and Technologies
43.509	Depelchin-Elkins Campus	University of Texas University Charter
43.442	Dallas Can! Academy Charter	Dallas Can Academy Charter
43.401	Southwest Preparatory School-Northwest	Southwest Preparatory School
43.375	Richard Milburn Academy (Midland)	Richard Milburn Academy (Midland)
43.368	Destiny High School	Honors Academy
43.327	Shekinah Radiance Academy	Shekinah Radiance Academy
43.297	Texas Serenity Academy	Texas Serenity Academy
43.076	Richard Milburn Alter HS (Killeen)	Richard Milburn Alter High School
43.039	Laurel Ridge	University of Texas University Charter
42.999	Mid-Valley Academy	Mid-Valley Academy
42.905	Landmark School	Honors Academy
42.828	Bexar Co Day Education & Treatment Program	Por Vida Academy
42.663	American Youthworks Charter School	American Youthworks Charter School
41.917	Richard Milburn Academy - Suburban Houston	Richard Milburn Academy (Suburban Houston)
41.684	Alphonso Crutch's-Life Support Center	Alphonso Crutch's-Life Support Center
41.636	Children of The Sun	One Stop Multiservice Charter School

Appendix C3

TAKS Reading/ELA and Math Comparisons between Campus Charters and a Sample of Nearby Traditional Public Schools

This study compared the reading and math achievement of students at campus charters with students at a sample of nearby traditional public school campuses. The traditional public school campuses were located near the charter campuses and had similar grade-level configurations and instructional programs. Differences in adjusted 2007 TAKS scores between students at campus charters and students at the sample of nearby traditional public school campuses were calculated using a two-level hierarchical linear model. In this method, actual comparisons were made for TAKS *T* scores. For each TAKS test at each grade level in each year, statewide scale score means and standard deviations were calculated from frequency distributions published in Texas Education Agency documents. *Z* scores were calculated by subtracting the statewide mean scale score from each student's scale score and dividing by the statewide scale score standard deviation. To obtain more understandable scores, students' *z* scores were transformed into normalized scores, or *T* scores, or scores with a mean of 50 and a standard deviation of 10. Separate analyses were conducted for TAKS reading/ELA and math.

Methodology

The campus charters. TEA provided 2005-06 and 2006-07 TAKS scores for students at 42 campus charters. The campus charters with TAKS scores are listed in Table C3.1. Note that 14 of the 56 campus charters were not included in these analyses because either their grade configurations did not correspond to the grade levels tested by TAKS (e.g., PK-2), or the campuses started operation after the TAKS data were collected (e.g., started in February of 2008).

Table C3.1
Campus Charters Used in the Comparison with a Sample of Nearby Traditional Public Campuses

CDC_NUM	Campus	District
15907052	Horace Mann Academy	San Antonio ISD
15907102	Austin Academy	San Antonio ISD
15907109	Henry Carroll Academy	San Antonio ISD
15907112	Briscoe Academy	San Antonio ISD
15907114	Cameron Academy	San Antonio ISD
15907127	Gates Academy	San Antonio ISD
15907142	M. L. King Academy	San Antonio ISD
15907153	Dorie Miller Academy	San Antonio ISD
15907159	Pfeiffer Academy	San Antonio ISD
15907160	Riverside Park Academy	San Antonio ISD
15907169	Storm Academy	San Antonio ISD
15907179	Hawthorne PK-8 Academy	San Antonio ISD
57905103	Gabe P Allen Elementary	Dallas ISD
84910004	Clear View Education Center	Clear Creek ISD
101912057	Lanier Middle	Houston ISD
101912071	Project Chrysalis Middle	Houston ISD
101912082	M C Williams Middle	Houston ISD

CDC_NUM	Campus	District
101912135	Crockett El	Houston ISD
101912143	Briarmeadow Charter	Houston ISD
101912174	Highland Heights Elementary	Houston ISD
101912213	Osborne Elementary	Houston ISD
101912254	Wesley Elementary	Houston ISD
101912287	Cage Elementary	Houston ISD
101912301	Eastwood Academy	Houston ISD
101912323	Challenge Early College H. S.	Houston ISD
101912332	Pro-Vision School	Houston ISD
101912334	Kaleidoscope/Caleidoscopio	Houston ISD
101912341	Alta Academy	Houston ISD
101912342	Energized For Excellence Middle School	Houston ISD
101912343	Walipp	Houston ISD
101912345	East Early College H. S.	Houston ISD
101912346	Pleasant Hill Academy Elementary	Houston ISD
101912349	Reach Charter	Houston ISD
101912364	Energized For Excellence Academy	Houston ISD
101912371	Young Scholars Academy For Excellence	Houston ISD
101912376	Dominion Academy Charter School	Houston ISD
101912378	Kandy Stripe Academy	Houston ISD
101920014	Westchester Academy For International	Spring Branch ISD
101920048	Cornerstone Academy	Spring Branch ISD
168901003	Wallace Accelerated H. S.	Colorado ISD
174904108	NISD/SFASU Charter Campus	Nacogdoches ISD
178904008	Collegiate H. S.	Corpus Christi ISD

The sample of nearby public school comparison campuses. For each campus charter school, researchers identified a traditional campus within the same school district that (1) was geographically nearby the campus charter school, (2) included the same grade levels as the campus charter school, and (3) had the same type of instructional program – regular instruction or alternative instruction. If a campus charter school included grade levels that spanned more than one level, then two or more traditional campuses were identified as matches for the campus charter. For example, if a campus charter school enrolled students in Grades 1 through 10, researchers would identify a traditional elementary school, a traditional middle school, and a traditional high school that were in geographic proximity to the campus charter school. Table C3.2 lists the nearby public school comparison campuses.

Table C3.2
Sample of Nearby Traditional Public School Campuses

CDC_NUM	Campus	District
15905046	Gus Garcia Middle School	Edgewood ISD
15907042	Cooper Middle	San Antonio ISD
15907043	Davis Middle	San Antonio ISD
15907046	Wheatley Middle	San Antonio ISD
15907050	Longfellow Middle	San Antonio ISD
15907053	Page Middle	San Antonio ISD
15907054	Poe Middle	San Antonio ISD

CDC_NUM	Campus	District
15907055	Rhodes Middle	San Antonio ISD
15907058	Twain Middle	San Antonio ISD
15907061	Tafolla Middle	San Antonio ISD
15907108	James Bowie Elementary	San Antonio ISD
15907116	Collins Garden Elementary	San Antonio ISD
15907119	Douglass Academy	San Antonio ISD
15907121	De Zavala Elementary	San Antonio ISD
15907131	Robert B Green Elementary	San Antonio ISD
15907137	Hirsch Elementary	San Antonio ISD
15907145	W J Knox Elementary	San Antonio ISD
15907165	Smith Elementary	San Antonio ISD
15907168	P F Stewart Elementary	San Antonio ISD
15907170	Wm B Travis Elementary	San Antonio ISD
15907171	Tynan Elementary	San Antonio ISD
15907173	W. W. White Elementary	San Antonio ISD
57905140	Amelia Earhart Elementary	Dallas ISD
84910003	Clear Brook H. S.	Clear Creek ISD
84910046	Creekside Intermediate	Clear Creek ISD
101912001	Austin H. S.	Houston ISD
101912002	Bellaire H. S.	Houston ISD
101912011	Milby H. S.	Houston ISD
101912029	Contemporary Learning Center H. S.	Houston ISD
101912032	Houston Night High School	Houston ISD
101912036	Westside H. S.	Houston ISD
101912038	H P Carter Career Center	Houston ISD
101912042	Black Middle	Houston ISD
101912043	Burbank Middle	Houston ISD
101912044	Cullen Middle	Houston ISD
101912054	Jackson Middle	Houston ISD
101912055	Johnston Middle	Houston ISD
101912059	Long Middle	Houston ISD
101912066	Ryan Middle	Houston ISD
101912068	Grady Middle	Houston ISD
101912093	Contemporary Learning Center Middle	Houston ISD
101912110	Blackshear Elementary	Houston ISD
101912114	Braeburn Elementary	Houston ISD
101912115	Durham Elementary	Houston ISD
101912149	Emerson Elementary	Houston ISD
101912171	Henderson J Elementary	Houston ISD
101912176	Hohl Elementary	Houston ISD
101912184	Jones J Will Elementary	Houston ISD
101912187	Kelso Elementary	Houston ISD
101912218	Pilgrim Elementary	Houston ISD
101912256	Wharton Elementary	Houston ISD
101912266	E .O. Smith Elementary	Houston ISD
101912359	Joe E. Moreno Elementary	Houston ISD
101920045	Spring Forest Middle	Spring Branch ISD

CDC_NUM	Campus	District
168901001	Colorado High School	Colorado ISD
174904110	Thomas J Rusk Elementary	Nacogdoches ISD
178904003	Miller H. S. For Communication & Tech	Corpus Christi ISD
178904009	Coles High School and Educational	Corpus Christi ISD

Student-level model. In the student-level model, spring 2007 TAKS T scores were regressed on spring 2006 TAKS T scores, gender (1 if female, 0 if male), economic status (1 if economically disadvantaged, 0 if not), Hispanic status (1 if Hispanic, 0 if not), African American status (1 if African American, 0 if not), middle school level (1 if a student was in grades 6 through 8, 0 if not), and high school level (1 if a student was in grades 9 through 11, 0 if not; note that the elementary level [grades 4 and 5] was the omitted category). That is,

$$Y_{ij} = \beta_{0j} + \beta_{1j}(\text{Spring 2006 } T \text{ score}) + \beta_{2j}(\text{Gender}) + \beta_{3j}(\text{Economic status}) + \beta_{4j}(\text{Hispanic status}) + \beta_{5j}(\text{African American status}) + \beta_{6j}(\text{Middle school level}) + \beta_{7j}(\text{High school level}) + r_{ij}.$$

With both math and reading/ELA, significant variation was found across schools. Specifically, the intraclass correlation coefficients indicated that 15.7% of the TAKS math variance was between schools, and 13.5% of the TAKS reading/ELA variance was between schools. Thus, the school means (β_{0j}) were specified as randomly varying. The coefficients for the spring 2006 TAKS T 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, ethnicity, and grade grouping were specified as fixed.

School-level model. A school-level model was developed to answer the question of whether the campus charter school students had higher achievement scores than nearby traditional public school students, after controlling for initial achievement, ethnicity, economic status, gender, grade grouping, school poverty, and 2005-06 (most recent) campus attendance. That is,

$$\beta_{0j} = \gamma_{00} + \gamma_{01}(\text{Open-enrollment charter type [Campus charter versus nearby traditional]}) + \gamma_{02}(\text{Campus attendance}) + \gamma_{03}(\text{Campus poverty}) + \mu_{0j}.$$

Results

For TAKS math, descriptive statistics for the two-level HLM analyses are reported in Table C3.3, fixed effects analyses are reported in Table C3.4, and variance decomposition data are reported in Table C3.5. Similar details for TAKS reading/ELA are reported in Tables C3.6, C3.7, and C3.8.

Table C3.3
Descriptive Statistics for Campus Charters and Nearby Comparison Campuses:
TAKS Math Achievement

Variable Name	<i>N</i>	<i>Mean</i>	<i>SD</i>
Student-Level Descriptive Statistics (Level 1)			
Female	34,081	0.50	0.50
African American	34,081	0.19	0.39
Hispanic	34,081	0.60	0.49
Eco. disadvantaged (1 = yes, 0 = no)	34,082	0.68	0.47
TAKS Math <i>T</i> score (2006)	29,437	49.18	10.26
TAKS Math <i>T</i> score (2007)	31,157	49.28	10.03
Middle school level (1 if grades 6, 7, or 8, 0 if not)	34,086	0.51	0.50
High school level (1 if grades 9, 10, or 11, 0 if not)	34,086	0.35	0.48
School-Level Descriptive Statistics (Level 2)			
Campus type (0 = nearby, 1 = CC)	97	0.40	0.49
School poverty (percentage)	97	81.31	21.83
Campus 2006 attendance rate	97	94.94	3.74

Table C3.4
Immersion (Fixed) Effect Analyses for Campus Charters and Nearby Comparison
Campuses: TAKS Math Achievement

Level of Measure	School-Level Analysis	Gamma Coefficient	Standard Error	<i>t</i> -value
	Base	50.248	0.431	116.53***
Campus	Type (0 = nearby, 1 = CC)	0.425	0.386	1.10
Campus	School poverty	0.010	0.008	1.36
Campus	2006 attendance	0.344	0.068	5.03***
Student	Female (1 = yes, 0 = no)	-0.146	0.091	-1.60
Student	African American (1 = yes, 0 = no)	-1.488	0.251	-5.92***
Student	Hispanic (1 = yes, 0 = no)	-1.423	0.279	-5.11***
Student	Eco. Disadvantaged (1 = yes, 0 = no)	-0.512	0.154	-3.32**
Student	Spring 2006 <i>T</i> score	0.668	0.011	59.94***
Student	Middle school level (1 = yes, 0 = no)	1.001	0.422	2.38*
Student	High school level (1 = yes, 0 = no)	0.201	0.469	0.43

* $p < .05$; ** $p < .01$; *** $p < .001$.

Table C3.5
Variance Decomposition from Conditional HLM Model for Campus Charters and Nearby
Comparison Campuses: TAKS Math Achievement

Test/ Random Effect	Variance Component	<i>df</i>	X^2	<i>p</i>
Level-1 student effect	34.69386			
School mean	2.5594	93	1233.84	0.000
School pre-measure-outcome slope	0.0077	96	755.39	0.000

Table C3.6
Descriptive Statistics for Campus Charters and Nearby Comparison Campuses:
TAKS Reading/ELA Achievement

Variable Name	<i>N</i>	<i>Mean</i>	<i>SD</i>
Student-Level Descriptive Statistics (Level 1)			
Female	34,081	0.50	0.50
African American	34,081	0.19	0.39
Hispanic	34,081	0.60	0.49
Eco. disadvantaged (1 = yes, 0 = no)	34,082	0.68	0.47
TAKS Reading/ELA <i>T</i> score (2006)	29,438	49.05	10.01
TAKS Reading/ELA <i>T</i> score (2007)	31,291	49.70	9.36
Middle school level (1 if grades 6, 7, or 8, 0 if not)	34,086	0.51	0.50
High school level (1 if grades 9, 10, or 11, 0 if not)	34,086	0.35	0.48
School-Level Descriptive Statistics (Level 2)			
Campus type (0 = nearby, 1 = CC)	97	0.40	0.49
School poverty (percentage)	97	81.31	21.83
Campus 2006 attendance rate	97	94.94	3.74

Table C3.7
Immersion (Fixed) Effect Analyses for Campus Charters and Nearby Comparison
Campuses: TAKS Reading/ELA Achievement

Level of Measure	School-Level Analysis	Gamma Coefficient	Standard Error	<i>t</i> -value
	Base	50.767	0.378	134.46***
Campus	Type (0 = nearby, 1 = CC)	0.632	0.291	2.17*
Campus	School poverty	0.006	0.006	1.15
Campus	2006 attendance	0.283	0.071	3.99***
Student	Female (1 = yes, 0 = no)	0.623	0.127	4.89***
Student	African American (1 = yes, 0 = no)	-1.739	0.355	-4.91***
Student	Hispanic (1 = yes, 0 = no)	-1.900	0.321	-5.92***
Student	Eco. Disadvantaged (1 = yes, 0 = no)	-0.786	0.110	-7.13***
Student	Spring 2006 <i>T</i> score	0.577	0.008	71.47***
Student	Middle school level (1 = yes, 0 = no)	1.569	0.283	5.54***
Student	High school level (1 = yes, 0 = no)	-0.131	0.461	-0.29

* $p < .05$; ** $p < .01$; *** $p < .001$.

Table C3.8
Variance Decomposition from Conditional HLM Model for Campus Charters and Nearby
Comparison Campuses: TAKS Reading/ELA Achievement

Test/ Random Effect	Variance Component	<i>df</i>	X^2	<i>p</i>
Level-1 student effect	42.48146			
School mean	1.3133	93	603.53	0.000
School pre-measure-outcome slope	0.0025	96	227.43	0.000

Appendix D

2006-07 Accountability Ratings of Charter Schools

Appendix D
2006-07 Accountability Ratings of Charter Schools

District	Campus	Accountability Rating
Open-Enrollment Charters		
Aw Brown-Fellowship Charter School	A W Brown - Fellowship North Campus	Not Rated: Other
A+ Academy	A+ Academy	Academically Acceptable
Academy of Accelerated Learning Inc	Academy of Accelerated Learning	Academically 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	Academically Unacceptable
Accelerated Intermediate Academy	Accelerated Interdisciplinary Academy	Academically Acceptable
Accelerated Intermediate Academy	Accelerated Interdisciplinary Academy	Academically Acceptable
Accelerated Intermediate Academy	Accelerated Intermediate Academy	Not Rated: Other
Accelerated Intermediate Academy	Accelerated Intermediate Charter	Recognized
Dr M L Garza-Gonzalez Charter School	Accelerated Learning Center	Not Rated: Other
Alief Montessori Community School	Alief Montessori Community School	Recognized
Alpha Charter School	Alpha Charter School	Academically Unacceptable
Alphonso Crutch's-Life Support Center	Alphonso Crutch's-Life Support Center	AEA: Academically Unacceptable
American Academy of Excellence Charter	American Academy of Excellence Charter	AEA: Academically Acceptable
American Youthworks Charter School	American Youthworks Charter School	AEA: Academically Acceptable
American Youthworks Charter School	American Youthworks Charter School	AEA: Academically Acceptable
Amigos Por Vida-Friends for Life Charter	Amigos Por Vida-Friends for Life	Academically Acceptable
University of Texas University Charter	Annunciation Maternity Home	AEA: Academically Acceptable
Arlington Classics Academy	Arlington Classics Academy	Exemplary
Audre and Bernard Rapoport Academy	Audre and Bernard Rapoport Academy	Recognized
Austin Can Academy Charter School	Austin Can Academy Charter School	AEA: Academically Acceptable
Austin Discovery School	Austin Discovery School	Academically Unacceptable
AW Brown-Fellowship Charter School	AW Brown-Fellowship Charter School	Recognized
Azleway Charter School	Azleway Charter School	AEA: Academically Acceptable
Bay Area Charter School	Bay Area Charter MS	Academically Acceptable

District	Campus	Accountability Rating
Bay Area Charter School	Bay Area Charter School	Academically Acceptable
Beatrice Mayes Institute Charter School	Beatrice Mayes Institute Charter	Recognized
Benji's Special Educational Academy	Benji's Special Educational Academy	Academically Unacceptable
Por Vida Academy	Bexar Co Day Education & Treatment Program	AEA: Academically Acceptable
Bexar County Academy	Bexar County Academy	Academically Unacceptable
Big Springs Charter School	Big Springs Charter School	AEA: Academically Acceptable
Brazos River Charter School	Brazos River Charter School	AEA: Academically Acceptable
Bright Ideas Charter	Bright Ideas Charter	Academically Acceptable
Brooks Academy of Science and Engineering	Brooks Academy of Science and English	Academically Acceptable
Positive Solutions Charter School	Bryan Texas Campus	AEA: Academically Unacceptable
Brazos School for Inquiry & Creativity	BSIC Autumn Circle	Academically Acceptable
Brazos School for Inquiry & Creativity	BSIC Gano Street	Academically Unacceptable
Brazos School for Inquiry & Creativity	BSIC Houston-Rosslyn	Academically Unacceptable
Harris County Juvenile Justice Charter	Burnett-Bayland Home	AEA: Academically Acceptable
Harris County Juvenile Justice Charter	Burnett-Bayland Reception Center	AEA: Academically Acceptable
Burnham Wood Charter School	Burnham Wood Charter School	Exemplary
Calvin Nelms Charter Schools	Calvin Nelms - Northwest	Academically Acceptable
Calvin Nelms Charter Schools	Calvin Nelms High School	Academically Acceptable
Calvin Nelms Charter Schools	Calvin Nelms Hospital Campus	Not Rated: Other
Calvin Nelms Charter Schools	Calvin Nelms Middle School	Academically Acceptable
Cedar Crest School	Cedar Crest Charter School	AEA: Academically Acceptable
Cedars International Academy	Cedars International Academy	Academically Unacceptable
Children First Academy of Houston	Children First Academy of Houston	Recognized
Children First Academy of Dallas	Children First of Dallas	Recognized
One Stop Multiservice Charter School	Children of The Sun	AEA: Academically Acceptable
One Stop Multiservice Charter School	Children of The Sun	AEA: Academically Acceptable
Comquest Academy	Comquest Academy	AEA: Academically Acceptable
Por Vida Academy	Corpus Christi Academy	Academically Acceptable
Corpus Christi Montessori School	Corpus Christi Montessori School	Recognized

District	Campus	Accountability Rating
Crosstimbers Academy	Crosstimbers Academy	AEA: Academically Acceptable
Cumberland Academy	Cumberland Academy	Academically Acceptable
Dallas Can Academy Charter	Dallas Can! Academy Charter-Oak Charter	AEA: Academically Acceptable
Dallas Can Academy Charter	Dallas Can! Academy Charter	AEA: Academically Acceptable
Dallas County Juvenile Justice	Dallas County Juvenile Justice	AEA: Academically Acceptable
East Texas Charter Schools	Dan Chadwick Campus	Academically Acceptable
Burnham Wood Charter School	Davinci School for Science and the Arts	Recognized
University of Texas University Charter	Depelchin-Elkins Campus	AEA: Academically Acceptable
University of Texas University Charter	Depelchin-Richmond	AEA: Academically Acceptable
Honors Academy	Destiny High School	AEA: Academically Acceptable
School of Excellence In Education	Dr David M Copeland Elementary	Academically Acceptable
School of Excellence In Education	Dr Harmon W Kelley Elementary	Academically Acceptable
School of Excellence In Education	Dr James L Burch Elementary	Academically Acceptable
Dr M L Garza-Gonzalez Charter School	Dr M L Garza-Gonzalez Charter School	AEA: Academically Acceptable
School of Excellence In Education	Dr Paul S Saenz J H	Academically Acceptable
Draw Academy	Draw Academy	AEA: Academically Acceptable
Eagle Academies of Texas	Eagle Academies of Texas at Abilene	AEA: Academically Acceptable
Eagle Academies of Texas	Eagle Academies of Texas at Austin	AEA: Academically Acceptable
Eagle Academies of Texas	Eagle Academies of Texas at Beaumont	AEA: Academically Acceptable
Eagle Academies of Texas	Eagle Academies of Texas at Brown	AEA: Academically Acceptable
Eagle Academies of Texas	Eagle Academies of Texas at Del Rio	AEA: Academically Acceptable
Eagle Academies of Texas	Eagle Academies of Texas at Fort Worth	AEA: Academically Acceptable
Eagle Academies of Texas	Eagle Academies of Texas at Laredo	AEA: Academically Acceptable
Eagle Academies of Texas	Eagle Academies of Texas at Lindale	AEA: Academically Acceptable
Eagle Academies of Texas	Eagle Academies of Texas at Lubbock	AEA: Academically Acceptable
Eagle Academies of Texas	Eagle Academies of Texas at Midland	AEA: Academically Acceptable
Eagle Academies of Texas	Eagle Academies of Texas at Pharr	AEA: Academically Acceptable
Eagle Academies of Texas	Eagle Academies of Texas at San Antonio	AEA: Academically Acceptable
Eagle Academies of Texas	Eagle Academies of Texas at Trinity	AEA: Academically Acceptable

District	Campus	Accountability Rating
Eagle Academies of Texas	Eagle Academies of Texas at Tyler	AEA: Academically Acceptable
Eagle Academies of Texas	Eagle Academies of Texas at Waco	AEA: Academically Acceptable
Eagle Advantage Schools	Eagle Advantage Charter Elementary	Academically Acceptable
East Fort Worth Montessori Academy	East Fort Worth Montessori Academy	Recognized
Bay Area Charter School	Ed White Memorial High School	AEA: Academically Acceptable
Eden Park Academy	Eden Park Academy	Recognized
Education Center	Education Center at Little Elementary	Academically Acceptable
Education Center	Education Center at the Colony	Academically Acceptable
Education Center International Academy	Education Center International Academy	Academically Acceptable
Ehrhart School	Ehrhart School	Academically Acceptable
El Paso Academy	El Paso Academy	AEA: Academically Acceptable
El Paso Academy	El Paso Academy West	AEA: Academically Acceptable
El Paso School of Excellence	El Paso School of Excellence	Academically Unacceptable
El Paso School of Excellence	El Paso School of Excellence Middle	Academically Unacceptable
Encino School	Encino School	Academically Acceptable
Erath Excels Academy Inc	Erath Excels Academy Inc	AEA: Academically Acceptable
La Escuela De Las Americas	Escuela De Las Americas	Academically Unacceptable
Evolution Academy Charter School	Evolution Academy Charter School	AEA: Academically Acceptable
Honors Academy	Excel Academy	AEA: Academically Acceptable
Faith Family Academy of Oak Cliff	Faith Family Academy of Oak Cliff	Academically Unacceptable
Focus Learning Academy	Focus Learning Academy	AEA: Academically Acceptable
Fort Worth Academy of Fine Arts	Fort Worth Academy of Fine Arts	Recognized
Fort Worth Academy of Fine Arts	Fort Worth Academy of Fine Arts Elementary	Recognized
Fort Worth Can Academy	Fort Worth Can Academy	AEA: Academically Acceptable
Fruit of Excellence	Fruit of Excellence School	Academically Acceptable
Gabriel Tafolla Charter School	Gabriel Tafolla Charter School	Academically Unacceptable
Gateway (Student Alternative Program)	Gateway Academy (Student Alt Progressive School)	AEA: Academically Acceptable
Gateway Charter Academy	Gateway Charter Academy	Academically Acceptable
Dr M L Garza-Gonzalez Charter School	Gcclr Institute of Technology	AEA: Academically Acceptable

District	Campus	Accountability Rating
General Alfred A Valenzuela Intermediate	Gen Alfred A Valenzuela Intermediate	Academically Acceptable
George Gervin Academy	George Gervin Academy	AEA: Academically Acceptable
George I Sanchez Charter HS San Antonio	George I Sanchez Charter HS San Antonio	AEA: Academically Acceptable
George I Sanchez Charter	George I Sanchez HS	AEA: Academically Acceptable
University of Texas University Charter	George M Kometzky School	AEA: Academically Acceptable
Girls & Boys Prep Academy	Girls & Boys Prep Academy	Academically Acceptable
Girls & Boys Prep Academy	Girls & Boys Prep Academy Elementary	Recognized
Golden Rule Charter School	Golden Rule	Not Rated: Other
Golden Rule Charter School	Golden Rule Charter School	Academically Acceptable
Guardian Angel Performance Arts Academy	Guardian Angel Performance Academy	Not Rated: Other
Harmony Elementary (Austin)	Harmony Elementary-Austin	Recognized
Harmony Elementary	Harmony Elementary	Recognized
Harmony School of Excellence	Harmony School of Excellence	Exemplary
Harmony Science Academy (Austin)	Harmony Science Academy - Austin	Recognized
Harmony Science Academy	Harmony Science Academy -Dallas	Academically Acceptable
Harmony Science Academy	Harmony Science Academy	Recognized
Harmony Science Academy (El Paso)	Harmony Science Academy (El Paso)	Recognized
Harmony Science Academy (Fort Worth)	Harmony Science Academy (Fort Worth)	Exemplary
Harmony Science Academy (San Antonio)	Harmony Science Academy (San Antonio)	Exemplary
Harris County Juvenile Justice Charter	Harris County Juvenile Detention	AEA: Not Rated-Other
Harris County Juvenile Justice Charter	Harris County Youth Village	AEA: Academically Acceptable
Eagle Academies of Texas	Heritage Champions Academy of Huntsville	AEA: Academically Acceptable
Higgs Carter King Gifted & Talented	Higgs Carter King Gifted & Talent	AEA: Academically Acceptable
Big Springs Charter School	Hill Country Youth Ranch	AEA: Academically Acceptable
Technology Education Charter High	Horizon Montessori	Academically Acceptable
Houston Alternative Preparatory Charter	Houston Alternative Preparatory Charter School	Academically Unacceptable
Houston Can Academy Charter School	Houston Can Academy Hobby	AEA: Academically Acceptable
Houston Can Academy Charter School	Houston Can! Academy Charter School	AEA: Academically Acceptable
Houston Gateway Academy Inc	Houston Gateway Academy	Academically Acceptable

District	Campus	Accountability Rating
Houston Heights High School	Houston Heights High School	AEA: Academically Acceptable
Houston Heights Learning Academy Inc	Houston Heights Learning Academy	Recognized
I Am That I Am Academy	I Am That I Am Academy	AEA: Academically Acceptable
Idea Academy	Idea Academy	Academically Acceptable
Idea Academy	Idea College Prep	Exemplary
Idea Academy	Idea Frontier Academy	Not Rated: Other
Idea Academy	Idea Frontier College Prep	Academically Unacceptable
Idea Academy	Idea Quest Academy	Not Rated: Other
Idea Academy	Idea Quest College Prep	Recognized
Inspired Vision Academy	Inspired Vision	Academically Acceptable
Inspired Vision Academy	Inspired Vision Academy	Academically Unacceptable
Jamie's House Charter School	Jamie's House Charter School	Academically Unacceptable
Jean Massieu Academy	Jean Massieu Academy	Academically Unacceptable
Jesse Jackson Academy	Jesse Jackson Academy	Academically Acceptable
John H Wood Jr Charter School	John H Wood Jr Charter Hays Co Juvenile	AEA: Academically Acceptable
John H Wood Jr Charter School	John H Wood Jr Charter Hays Co Juvenile	AEA: Academically Acceptable
John H Wood Jr Charter School	John H Wood Jr Charter School at Afton Oaks	AEA: Academically Acceptable
John H Wood Jr Charter School	John H Wood Jr Charter School at Huebner Road	AEA: Academically Acceptable
Juan B Galaviz Charter School	Juan B Galaviz Charter School	AEA: Academically Acceptable
Jubilee Academic Center	Jubilee Academic Center	Academically Acceptable
Katherine Anne Porter School	Katherine Anne Porter School	Academically Acceptable
Harris County Juvenile Justice Charter	Katy-Hockley Boot Campus	AEA: Academically Acceptable
Kipp Inc Charter	Kipp 3D Academy	Exemplary
Kipp Inc Charter	Kipp Academy Middle School and High School	Recognized
Kipp Aspire Academy	Kipp Aspire Academy	Academically Acceptable
Kipp Austin College Prep School Inc	Kipp Austin College Prep	Academically Acceptable
Kipp Southeast Houston	Kipp Liberation	Academically Acceptable
Kipp Inc Charter	Kipp Ne Lower School Dream	Academically Acceptable
Kipp Southeast Houston	Kipp Spirit	Academically Acceptable

District	Campus	Accountability Rating
Kipp Inc Charter	Kipp Sw Lower School Shine	Academically Acceptable
Kipp Truth Academy	Kipp Truth Academy	Academically Acceptable
La Academia De Estrellas	La Academia De Estrellas	Academically Acceptable
La Amistad Love & Learning Academy	La Amistad Love & Learning Academy	Not Rated: Other
Honors Academy	Landmark School	AEA: Academically Acceptable
University of Texas University Charter	Laurel Ridge	AEA: Not Rated-Other
Honors Academy	Legacy High School	AEA: Academically Acceptable
Life School	Life School Oak Cliff	Academically Acceptable
Life School	Life School Red Oak	Recognized
Lighthouse Charter School	Lighthouse Charter School	Academically Acceptable
Dallas Community Charter School	Lindsley Park Community School	Recognized
Mainland Preparatory Academy	Mainland Preparatory Academy	Academically Acceptable
McCullough Academy of Excellence	McCullough Academy of Excellence	Academically Unacceptable
Medical Center Charter School	Medical Center Charter School/Southwest	Academically Unacceptable
University of Texas University Charter	Meridell	AEA: Academically Acceptable
University of Texas University Charter	Methodist Children's Home	AEA: Academically Acceptable
Metro Academy of Math and Science	Metro Academy of Math and Science	Academically Unacceptable
Meyerpark Elementary	Meyerpark Elementary	Academically Unacceptable
Mid-Valley Academy	Mid-Valley Academy-McAllen	AEA: Academically Acceptable
Mid-Valley Academy	Mid-Valley Academy	AEA: Academically Acceptable
Midland Academy Charter School	Midland Academy Charter School	Recognized
University of Texas University Charter	Miracle Farm	AEA: Academically Acceptable
University of Texas University Charter	National Elite Gymnastics	Recognized
Ripley House Charter School	NCI Charter School Without Walls	Not Rated: Other
Southwest Preparatory School	New Directions	AEA: Academically Acceptable
New Frontiers Charter School	New Frontiers Charter School	AEA: Academically Acceptable
New Frontiers Charter School	New Frontiers Middle School	AEA: Academically Acceptable
North Hills School	North Hills School	Academically Acceptable
North Houston HS for Business	North Houston HS for Business	Academically Unacceptable

District	Campus	Accountability Rating
North Houston HS for Business	North Houston Multi-Language Academy	Not Rated: Other
Northwest Preparatory	Northwest Preparatory	Academically Unacceptable
Northwest Preparatory	Northwest Preparatory Campus (Wile School)	AEA: Academically Acceptable
Nova Academy	Nova Academy	Academically Acceptable
Nova Academy (Southeast)	Nova Academy (Southeast)	Academically Acceptable
Kipp Inc Charter	Now College Prep	Not Rated: Other
NYOS Charter School	NYOS Charter School	Academically Acceptable
NYOS Charter School	NYOS Charter School Inc at Gessner	Exemplary
Odyssey Academy Inc	Odyssey Academy Inc	Academically Unacceptable
Jubilee Academic Center	Omega Academic Center	AEA: Academically Acceptable
One Stop Multiservice Charter School	One Stop Multiservice	AEA: Academically Acceptable
One Stop Multiservice Charter School	One Stop Multiservice	Academically Unacceptable
One Stop Multiservice Charter School	One Stop Multiservice HS	AEA: Academically Acceptable
Outreach Word Academy	Outreach Word Academy	Academically Unacceptable
Panola Charter School	Panola Charter School	AEA: Academically Acceptable
Paradigm Accelerated School	Paradigm Accelerated School	AEA: Academically Acceptable
Paso Del Norte	Paseo Del Norte Academy Ysleta	AEA: Academically Acceptable
Paso Del Norte	Paso Del Norte Academy	Academically Unacceptable
University of Texas University Charter	Pathfinder Camp	AEA: Academically Acceptable
University of Texas University Charter	Pathways 3H Campus	AEA: Academically Acceptable
Peak Academy	Peak Academy	Academically Acceptable
Peak Academy	Peak Advantage	Exemplary
University of Texas University Charter	Pegasus Campus	AEA: Academically Acceptable
Pegasus School of Liberal Arts and Sciences	Pegasus Charter HS	AEA: Academically Acceptable
Pineywoods Community Academy	Pineywoods Community Academy High	Academically Acceptable
Honors Academy	Pinnacle School	Academically Acceptable
Por Vida Academy	Por Vida Academy Charter HS	AEA: Academically Acceptable
Positive Solutions Charter School	Positive Solutions Charter	AEA: Academically Acceptable
School of Excellence In Education	Pre-K Academy	Not Rated: Other

District	Campus	Accountability Rating
Honors Academy	Quest Academy	AEA: Academically Acceptable
Radiance Academy of Learning	Radiance Academy of Learning	AEA: Academically Acceptable
Radiance Academy of Learning	Radiance Academy of Learning (Del Rio)	AEA: Academically Acceptable
Radiance Academy of Learning	Radiance Academy of Learning (West Lake Campus)	AEA: Academically Acceptable
Ranch Academy	Ranch Academy	AEA: Academically Acceptable
Audre and Bernard Rapoport Academy	Rapoport Academy-Quinn Campus	Academically Acceptable
Rapoport Academy Prep School	Rapoport Academy Prep School	Recognized
Raul Yzaguirre School for Success	Raul Yzaguirre School for Success	Academically Acceptable
Raul Yzaguirre School for Success	Raul Yzaguirre School for Success	Academically Acceptable
Raven School	Raven School	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	Academically Unacceptable
Richard Milburn Academy (Suburban Houston)	Richard Milburn Academy - Suburban Houston	AEA: Academically Acceptable
Richard Milburn Academy (Amarillo)	Richard Milburn Academy (Amarillo)	AEA: Academically Acceptable
Richard Milburn Academy (Beaumont)	Richard Milburn Academy (Beaumont)	AEA: Academically Acceptable
Richard Milburn Academy (Midland)	Richard Milburn Academy (Midland)	AEA: Academically Acceptable
Richard Milburn Alter High School	Richard Milburn Alter HS (Corpus Christi)	AEA: Academically Acceptable
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
Richland Collegiate HS of Math Science	Richland Collegiate HS of Math Science	Exemplary
School of Excellence In Education	Rick Hawkins HS	Academically Unacceptable
Ripley House Charter School	Ripley House Charter School	Recognized
Rise Academy	Rise Academy	Exemplary
Fort Worth Can Academy	River Oaks	AEA: Academically Acceptable
San Antonio Can High School	San Antonio Can High School	AEA: Academically Acceptable
San Antonio Preparatory Academy	San Antonio Preparatory Academy	Academically Acceptable
San Antonio School for Inquiry & Creativity	San Antonio School for Inquiry & Creativity	AEA: Academically Acceptable
San Antonio Technology Academy	San Antonio Technology Academy	AEA: Academically Acceptable
University of Texas University Charter	San Marcos Treatment Center	AEA: Academically Acceptable

District	Campus	Accountability Rating
School of Liberal Arts and Science	School of Liberal Arts and Science	Academically Unacceptable
School of Science and Technology	School of Science and Technology	Recognized
Seashore Learning Center Charter	Seashore Learning Center	Exemplary
One Stop Multiservice Charter School	Sentry Technology Prep School	AEA: Academically Acceptable
Ser-Ninos Charter School	Ser-Ninos Charter Elementary	Academically Acceptable
University of Texas University Charter	Settlement Home	AEA: Academically Acceptable
Shekinah Radiance Academy	Shekinah Hope	Academically Acceptable
Shekinah Radiance Academy	Shekinah Radiance Academy	AEA: Academically Acceptable
Shekinah Radiance Academy	Shekinah Radiance Academy Abundance	AEA: Academically Acceptable
Shekinah Radiance Academy	Shekinah Walzem	AEA: Academically Acceptable
South Plains	South Plains Academy	Academically Unacceptable
Southwest School	Southwest Elementary	AEA: Academically Acceptable
Southwest School	Southwest High School	AEA: Academically Acceptable
Southwest School	Southwest Middle School	AEA: Academically Acceptable
Southwest Preparatory School	Southwest Preparatory School-Northwest	AEA: Academically Acceptable
Southwest Preparatory School	Southwest Preparatory School	AEA: Academically Acceptable
Southwest Preparatory School	Southwest Preparatory Southeast Campus	AEA: Academically Acceptable
Southwest School	Southwest Schools - Treatment Center	AEA: Academically Acceptable
St Anthony School	St Anthony Academy	Academically Acceptable
St Mary's Academy Charter School	St Mary's Academy Charter School	Recognized
Star Charter School	Star Charter School	Recognized
Stepping Stones Charter Elementary	Stepping Stones Charter Elementary	Academically Acceptable
Technology Education Charter High	Technology Education Charter HS	Academically Unacceptable
Tekoa Academy of Accelerated Studies	Tekoa Academy of Accelerated Studies	Academically Acceptable
Temple Education Center	Temple Education Center	Academically Unacceptable
Dallas Can Academy Charter	Texans Can Academy at Paul Quinn	AEA: Academically Acceptable
Dallas Can Academy Charter	Texans Can at Carrollton-Farmers	AEA: Academically Unacceptable
Texas Empowerment Academy	Texas Empowerment Academy	Academically Acceptable
Texas Preparatory School	Texas Preparatory School	Academically Unacceptable

District	Campus	Accountability Rating
Texas Serenity Academy	Texas Serenity Academy	Not Rated: Other
Texas Serenity Academy	Texas Serenity Academy	AEA: Academically Unacceptable
Southwest School	Texas Virtual Academy at Southwest	Academically Acceptable
George Gervin Academy	The Education and Training Center	AEA: Academically Acceptable
University of Texas University Charter	The Oaks Treatment Center	AEA: Not Rated-Other
Phoenix Charter School	The Phoenix Charter School	Academically Unacceptable
Varnett Charter School	The Varnett School - East	Academically Acceptable
Varnett Charter School	The Varnett School - Northeast	Academically Acceptable
Theresa B Lee Academy	Theresa B Lee Academy	Academically Unacceptable
University of Texas University Charter	TNC Campus (Texas Neurorehabilitation)	AEA: Academically Acceptable
Transformative Charter Academy	Transformative Charter Academy	AEA: Academically Acceptable
Treetops School International	Treetops School International	Academically Acceptable
Trinity Basin Preparatory	Trinity Basin Preparatory	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
Trinity Charter School	Trinity Charter School	AEA: Academically Acceptable
Two Dimensions Preparatory Academy	Two Dimensions at Corsicana	Not Rated: Other
Two Dimensions Preparatory Academy	Two Dimensions Preparatory Academy	Academically Acceptable
Two Dimensions Preparatory Academy	Two Dimensions/Vickery	Academically Acceptable
Universal Academy	Universal Academy - Flower Mound	Recognized
Universal Academy	Universal Academy	Academically Acceptable
University of Houston Charter School	University of Houston Charter School-Technology	Recognized
University of Texas Elementary Cha	University of Texas Elementary Charter	Exemplary
Honors Academy	University School	AEA: Academically Acceptable
Vanguard Academy	Vanguard Academy	Academically Acceptable
Varnett Charter School	Varnett Charter School	Academically Acceptable
Eagle Academies of Texas	Vista Academy of Mission	AEA: Academically Acceptable
Waco Charter School	Waco Charter School	Academically Unacceptable

District	Campus	Accountability Rating
Waxahachie Faith Family Academy	Waxahachie Faith Family Academy	Academically Acceptable
West Houston Charter School	West Houston Charter	Recognized
West Houston Charter School	West Houston Charter Elementary	Academically Acceptable
Westlake Academy Charter School	Westlake Academy	Recognized
Winfree Academy	Winfree Academy Charter School (Grapevine)	AEA: Academically Acceptable
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 NRH	AEA: Academically Acceptable
Yes College Preparatory School	Yes College Prep - Southwest Campus	Recognized
Yes College Preparatory School	Yes College Preparatory - East End	Exemplary
Yes College Preparatory School	Yes College Preparatory School, Grades 6-9	Exemplary
Yes College Preparatory School	Yes College Preparatory School, Grades 6-12	Recognized
Southwest School	Young Learners	AEA: Not Rated-Other
Zoe Learning Academy	Zoe Learning Academy - Ambassador Campus	Academically Acceptable
Zoe Learning Academy	Zoe Learning Academy	Academically Unacceptable
Campus Charters		
Houston ISD	Alta Academy	AEA: Academically Acceptable
San Antonio ISD	Austin Academy	Recognized
Houston ISD	Banneker-McNair Math/Science Academy	Recognized
San Antonio ISD	Bonham Elementary	Recognized
Houston ISD	Briar Meadow Charter	Academically Acceptable
San Antonio ISD	Briscoe Academy	Recognized
Houston ISD	Cage Elementary	Recognized
San Antonio ISD	Cameron Academy	Academically Acceptable
Houston ISD	Challenge Early College High School	Recognized
Clear Creek ISD	Clear View Education Center	Academically Acceptable
Corpus Christi ISD	Collegiate High School	Recognized
Spring Branch ISD	Cornerstone Academy	Exemplary

District	Campus	Accountability Rating
Houston ISD	Crockett Elementary	Academically Acceptable
San Antonio ISD	David Barkley/Francisco Ruiz Elementary	Academically Acceptable
Houston ISD	Dominion Academy Charter School	Academically Acceptable
San Antonio ISD	Dorie Miller Academy	Academically Acceptable
Laredo ISD	Early College High School	Exemplary
Houston ISD	East Early College High School	Exemplary
Houston ISD	Eastwood Academy	Recognized
Houston ISD	Energized for Excellence Academy	Recognized
Houston ISD	Energized for Excellence Early Childhood Academy	Not Rated: Other
Houston ISD	Energized for Excellence Middle School	Exemplary
Dallas ISD	Gabe P Allen Elementary	Academically Acceptable
San Antonio ISD	Gates Academy	Academically Acceptable
San Antonio ISD	Harris Middle	Academically Acceptable
San Antonio ISD	Hawthorne PK-8 Academy	Recognized
San Antonio ISD	Henry Carroll Academy	Recognized
Houston ISD	Highland Heights Elementary	Academically Acceptable
San Antonio ISD	Horace Mann Academy	Academically Acceptable
Houston ISD	Houston Academy for International Studies	Academically Acceptable
San Antonio ISD	Irving Middle	Recognized
Houston ISD	Kaleidoscope/Caleidoscope	Recognized
Houston ISD	Kandy Stripe Academy	Academically Acceptable
Houston ISD	Lanier Middle School	Recognized
San Antonio ISD	Lowell Middle	Academically Acceptable
Houston ISD	M C Williams Middle School	Academically Acceptable
San Antonio ISD	M L King Academy	Recognized
Houston ISD	Newcomer Charter School	AEA: Academically Acceptable
Nacogdoches ISD	NISD/SFASU Charter Campus	Exemplary
Houston ISD	Osborne Elementary	Recognized
San Antonio ISD	Pfeiffer Academy	Academically Acceptable

District	Campus	Accountability Rating
Houston ISD	Pleasant Hill Academy Elementary	Academically Unacceptable
Houston ISD	Pro-Vision School	AEA: Academically Acceptable
Houston ISD	Project Chrysalis Middle School	Recognized
Houston ISD	Reach Charter	AEA: Academically Acceptable
San Antonio ISD	Riverside Park Academy	Academically Acceptable
Houston ISD	St John's Academy	Not Rated: Other
San Antonio ISD	Storm Academy	Academically Acceptable
Houston ISD	TSU Charter Lab School	Recognized
Houston ISD	Walipp	Academically Acceptable
Colorado ISD	Wallace Accelerated High School	AEA: Academically Acceptable
Houston ISD	Wesley Elementary	Recognized
Spring Branch ISD	Westchester Academy for International Studies	Recognized
San Antonio ISD	Whittier Middle	Recognized
Houston ISD	Young Learners	Not Rated: Other
Houston ISD	Young Scholars Academy for Excellence	Academically Acceptable

Appendix E

Student Performance for Charter School Campuses

Appendix E
Student Performance for Charter School Campuses

Campus	Enrollment	Grades	Dropout Rate Grades 7-8 ^b	Completion rate Grades 9-12 ^b	Attendance Rate	TAKS Reading/ELA % Passing ^c	TAKS Math % Passing ^c
Open-Enrollment Charter Campuses							
A W Brown - Fellowship North Campus	316	PK - PK	—	—	—	—	—
A+ Academy	994	PK - 12	0.0	—	96.2	75	55
Academy of Accelerated Learning	603	PK - 05	—	—	95.8	68	51
Academy of Beaumont	366	PK - 08	1.8	—	95.2	65	29
Academy of Careers and Technologies	127	09 - 12	—	87.5	86.2	56	23
Academy of Dallas	571	PK - 08	2.5	—	93.5	62	53
Accelerated Interdisciplinary Academy	309	PK - 05	—	—	92.9	89	79
Accelerated Interdisciplinary Academy	143	PK - 05	—	—	97.1	75	58
Accelerated Intermediate Academy	3	06 - 06	—	—	97.1	—	—
Accelerated Intermediate Charter	148	06 - 08	0.0	—	92.9	88	78
Accelerated Learning Center	37	PK - PK	—	—	—	—	—
Alief Montessori Community School	205	PK - 03	—	—	97.6	Masked	89
Alpha Charter School	261	KG - 12	0.0	83.3	91.5	56	26
Alphonso Crutch's-Life Support Center	434	06 - 12	0.0	86.8	78.4	26	Masked
American Academy of Excellence Charter	150	09 - 12	—	62.3	78.1	68	24
American Youthworks Charter School	135	09 - 12	—	57.1	72.7	64	28
American Youthworks Charter School	287	09 - 12	Masked	—	72.8	44	19
Amigos Por Vida-Friends for Life Charter	372	PK - 06	—	—	97.6	92	86
Annunciation Maternity Home	5	09 - 12	—	33.3	95.2	—	—
Arlington Classics Academy	404	KG - 06	—	—	96.3	98	95
Audre and Bernard Rapoport Academy	168	PK - 04	—	—	98.0	93	80
Austin Can Academy Charter School	271	09 - 12	—	67.3	71.9	60	17
Austin Discovery School	213	KG - 05	—	—	94.0	84	75
Aw Brown-Fellowship Charter School	788	KG - 06	—	—	97.7	98	93
Azleway Charter School	87	03 - 12	0.0	Masked	95.6	71	33
Bay Area Charter MS	37	06 - 08	0.0	—	91.3	94	41
Bay Area Charter School	160	PK - 05	—	—	95.5	95	73
Beatrice Mayes Institute Charter	347	KG - 08	0.0	—	97.4	95	88
Benji's Special Educational Academy	635	PK - 12	6.9	43.5	92.8	64	37

Campus	Enrollment	Grades	Dropout Rate Grades 7-8 ^b	Completion rate Grades 9-12 ^b	Attendance Rate	TAKS Reading/ELA % Passing ^c	TAKS Math % Passing ^c
Bexar Co Day Education & Treatment Program	23	09 - 11	—	—	88.8	Masked	Masked
Bexar County Academy	501	PK - 08	0.0	—	93.1	61	47
Big Springs Charter School	53	06 - 12	0.0	—	94.3	80	67
Brazos River Charter School	135	09 - 12	0.0	96.6	92.6	81	49
Bright Ideas Charter	173	KG - 12	0.0	80.0	93.2	90	64
Brooks Academy of Science and English	235	06 - 09	—	—	—	93	60
Bryan Texas Campus	20	08 - 10	0.0	—	93.7	Masked	Masked
BSIC Autumn Circle	86	PK - 12	0.0	83.3	93.3	78	65
BSIC Gano Street	75	PK - 08	0.0	—	91.6	74	21
BSIC Houston-Rosslyn	137	PK - 06	—	—	96.4	70	36
Burnett-Bayland Home	52	06 - 11	0.0	—	99.7	Masked	Masked
Burnett-Bayland Reception Center	179	06 - 12	0.0	Masked	99.4	85	27
Burnham Wood Charter School	199	KG - 03	—	—	99.9	97	Masked
Calvin Nelms - Northwest	61	01 - 12	0.0	77.3	89.3	89	73
Calvin Nelms High School	175	09 - 12	—	77.6	94.6	77	56
Calvin Nelms Hospital Campus	22	01 - 11	0.0	77.3	100.0	Masked	Masked
Calvin Nelms Middle School	16	05 - 08	0.0	—	97.1	92	57
Cedar Crest Charter School	62	02 - 12	1.8	44.4	99.9	60	Masked
Cedars International Academy	188	KG - 07	0.0	—	96.3	81	53
Children First Academy of Houston	448	PK - 07	0.0	—	95.7	90	80
Children First of Dallas	315	PK - 07	0.0	—	96.7	84	85
Children of The Sun	71	PK - 12	—	—	77.7	58	27
Children of The Sun	160	PK - 12	—	—	85.7	37	5
Comquest Academy	125	PK - 12	—	100.0	94.9	81	59
Corpus Christi Academy	106	09 - 12	—	72.2	94.0	90	43
Corpus Christi Montessori School	83	01 - 05	—	—	95.2	90	86
Crosstimbers Academy	110	09 - 12	—	—	—	87	55
Cumberland Academy	223	KG - 06	—	—	95.9	94	70
Dallas Can! Academy Charter-Oak Charter	469	09 - 12	—	71.8	90.2	61	26
Dallas Can! Academy Charter	534	09 - 12	—	79.0	87.5	50	14
Dallas County Juvenile Justice	658	04 - 12	5.9	73.5	96.5	69	25
Dan Chadwick Campus	168	09 - 12	—	92.6	91.3	79	73

Campus	Enrollment	Grades	Dropout Rate Grades 7-8 ^b	Completion rate Grades 9-12 ^b	Attendance Rate	TAKS Reading/ELA % Passing ^c	TAKS Math % Passing ^c
Davinci School for Science and the Arts	194	04 - 07	—	—	—	94	96
Depelchin-Elkins Campus	36	01 - 11	0.0	Masked	99.8	Masked	Masked
Depelchin-Richmond	12	06 - 10	0.0	—	99.5	Masked	Masked
Destiny High School	103	KG - 08	8.0	—	94.8	58	30
Dr David M Copeland Elementary	452	KG - 06	—	—	—	80	63
Dr Harmon W Kelley Elementary	493	KG - 03	—	—	96.6	93	63
Dr James L Burch Elementary	387	04 - 06	—	—	96.9	81	71
Dr M L Garza-Gonzalez Charter School	186	PK - 12	17.3	47.1	93.9	45	38
Dr Paul S Saenz J H	396	07 - 08	0.6	—	95.5	75	50
Draw Academy	221	PK - 08	0.0	—	96.6	70	68
Eagle Academies of Texas at Abilene	135	06 - 12	0.0	92.1	90.4	91	74
Eagle Academies of Texas at Austin	216	06 - 12	—	—	—	73	43
Eagle Academies of Texas at Beaumont	130	06 - 12	—	—	—	47	23
Eagle Academies of Texas at Brown	144	07 - 12	—	—	—	64	31
Eagle Academies of Texas at Del Rio	97	06 - 12	—	—	—	86	37
Eagle Academies of Texas at Fort Worth	140	06 - 12	—	—	—	72	31
Eagle Academies of Texas at Laredo	114	07 - 12	—	—	—	58	27
Eagle Academies of Texas at Lindale	6	09 - 12	—	—	—	—	—
Eagle Academies of Texas at Lubbock	98	06 - 12	—	—	—	76	34
Eagle Academies of Texas at Midland	144	06 - 12	—	—	—	86	40
Eagle Academies of Texas at Pharr	173	07 - 12	—	—	—	80	39
Eagle Academies of Texas at San Antonio	245	06 - 12	—	—	—	68	23
Eagle Academies of Texas at Trinity	122	06 - 12	—	—	—	69	25
Eagle Academies of Texas at Tyler	123	06 - 12	—	—	—	76	44
Eagle Academies of Texas at Waco	179	06 - 12	—	—	—	63	34
Eagle Advantage Charter Elementary	1,212	PK - 12	3.2	—	95.6	78	51
East Fort Worth Montessori Academy	247	PK - 04	—	—	96.9	Masked	88
Ed White Memorial High School	98	09 - 12	—	83.6	86.2	58	36
Eden Park Academy	156	KG - 08	0.0	—	94.8	89	76
Education Center at Little Elementary	188	KG - 12	0.0	100.0	98.8	87	57
Education Center at the Colony	153	KG - 12	0.0	100.0	91.2	85	74
Education Center International Academy	91	02 - 12	0.0	94.1	91.6	82	64

Campus	Enrollment	Grades	Dropout Rate Grades 7-8 ^b	Completion rate Grades 9-12 ^b	Attendance Rate	TAKS Reading/ELA % Passing ^c	TAKS Math % Passing ^c
Ehrhart School	199	PK - 08	1.4	—	95.1	72	54
El Paso Academy	259	09 - 12	—	65.9	88.5	62	24
El Paso Academy West	204	09 - 12	—	—	88.2	67	40
El Paso School of Excellence	361	PK - 05	Masked	—	94.7	76	49
El Paso School of Excellence Middle	128	06 - 12	0.0	—	96.8	57	33
Encino School	73	PK - 08	0.0	—	98.0	Masked	65
Erath Excels Academy Inc	135	09 - 12	—	—	—	65	32
Escuela De Las Americas	124	PK - 05	—	—	97.2	60	43
Evolution Academy Charter School	347	09 - 12	—	72.8	80.6	61	35
Excel Academy	137	KG - 12	1.9	62.7	90.6	78	32
Faith Family Academy of Oak Cliff	1,333	PK - 12	0.5	97.1	94.3	56	30
Focus Learning Academy	381	KG - 08	0.0	—	95.3	64	41
Fort Worth Academy of Fine Arts	225	07 - 12	0.0	100.0	96.2	Masked	87
Fort Worth Academy of Fine Arts Elementary	143	03 - 06	—	—	—	94	95
Fort Worth Can Academy	354	09 - 12	—	71.5	86.8	65	24
Fruit of Excellence School	51	PK - 12	0.0	71.4	92.8	91	86
Gabriel Tafolla Charter School	138	PK - 12	0.0	71.4	94.1	76	43
Gateway Academy (Student Alt. Progressive Schl)	342	09 - 12	Masked	69.6	90.9	53	37
Gateway Charter Academy	594	PK - 10	1.1	—	96.4	88	67
GCCLR Institute of Technology	29	08 - 11	28.6	—	95.8	—	—
Gen Alfred A Valenzuela Intermediate	29	06 - 07	—	—	—	75	46
George Gervin Academy	349	PK - 12	—	69.6	85.7	71	25
George I Sanchez Charter HS San Antonio	123	08 - 12	5.0	45.3	80.3	72	24
George I Sanchez HS	590	PK - 12	0.0	76.8	90.3	65	40
George M Kometzky School	27	KG - 08	6.3	—	93.2	Masked	Masked
Girls & Boys Prep Academy	422	05 - 12	0.0	87.5	94.8	83	63
Girls & Boys Prep Academy Elementary	463	PK - 04	—	—	96.7	Masked	82
Golden Rule	43	PK - 01	—	—	—	—	—
Golden Rule Charter School	447	PK - 08	0.0	—	96.8	78	67
Guardian Angel Performance Academy	10	06 - 08	0.0	—	86.0	Masked	20
Harmony Elementary-Austin	246	KG - 05	—	—	—	95	90
Harmony Elementary	371	KG - 05	—	—	96.6	94	90

Campus	Enrollment	Grades	Dropout Rate Grades 7-8 ^b	Completion rate Grades 9-12 ^b	Attendance Rate	TAKS Reading/ELA % Passing ^c	TAKS Math % Passing ^c
Harmony School of Excellence	314	KG - 08	—	—	—	Masked	97
Harmony Science Academy - Austin	264	06 - 12	0.0	—	96.9	96	97
Harmony Science Academy -Dallas	731	PK - 10	0.0	—	97.3	92	84
Harmony Science Academy	377	06 - 12	1.9	—	97.5	95	92
Harmony Science Academy (El Paso)	329	KG - 08	—	—	—	96	94
Harmony Science Academy (Fort Worth)	356	KG - 08	—	—	—	97	95
Harmony Science Academy (San Antonio)	301	KG - 08	—	—	—	95	93
Harris County Juvenile Detention	214	05 - 12	3.1	95.0	81.6	40	Masked
Harris County Youth Village	110	06 - 11	3.0	79.1	99.7	Masked	Masked
Heritage Champions Academy of Huntsville	204	KG - 12	—	—	—	81	48
Higgs Carter King Gifted & Talent	315	PK - 12	0.0	—	93.6	86	70
Hill Country Youth Ranch	48	01 - 08	0.0	—	98.2	Masked	Masked
Horizon Montessori	322	PK - 05	—	—	95.6	89	83
Houston Alternative Preparatory Charter School	167	PK - 12	0.0	—	91.0	71	33
Houston Can Academy Hobby	327	09 - 12	—	—	86.7	63	15
Houston Can! Academy Charter School	521	09 - 12	—	64.6	89.9	77	17
Houston Gateway Academy	624	PK - 08	3.1	—	95.7	80	53
Houston Heights High School	239	08 - 12	0.0	95.2	95.1	75	34
Houston Heights Learning Academy	118	PK - 05	—	—	94.5	88	72
I Am That I Am Academy	105	08 - 12	0.0	100.0	79.3	58	15
Idea Academy	939	PK - 08	0.0	—	98.0	87	83
Idea College Prep	231	09 - 12	—	—	97.3	97	93
Idea Frontier Academy	145	KG - 02	—	—	—	—	—
Idea Frontier College Prep	205	06 - 08	—	—	—	89	81
Idea Quest Academy	281	KG - 02	—	—	—	—	—
Idea Quest College Prep	272	06 - 08	—	—	—	95	88
Inspired Vision	370	PK - 08	2.3	—	97.4	79	61
Inspired Vision Academy	300	PK - 06	—	—	98.3	81	75
Jamie's House Charter School	81	06 - 12	0.0	28.6	86.8	47	63
Jean Massieu Academy	114	PK - 12	0.0	Masked	93.5	75	33
Jesse Jackson Academy	299	09 - 12	—	93.3	93.4	66	64
John H Wood Jr Charter Hays Co Juvenile	110	05 - 12	5.3	57.1	99.9	Masked	Masked

Campus	Enrollment	Grades	Dropout Rate Grades 7-8 ^b	Completion rate Grades 9-12 ^b	Attendance Rate	TAKS Reading/ELA % Passing ^c	TAKS Math % Passing ^c
John H Wood Jr Charter Hays Co Juvenile	12	07 - 12	3.3	Masked	100.0	—	—
John H Wood Jr Charter School at Afton Oaks	6	10 - 12	0.0	—	99.8	Masked	Masked
John H Wood Jr Charter School at Huebner Road	142	07 - 12	1.0	—	98.5	75	Masked
Juan B Galaviz Charter School	70	09 - 12	—	58.1	85.1	52	33
Jubilee Academic Center	334	PK - 12	0.0	64.3	95.4	81	60
Katherine Anne Porter School	124	09 - 12	—	70.2	90.7	88	61
Katy-Hockley Boot Campus	143	06 - 11	0.6	Masked	96.4	Masked	Masked
Kipp 3D Academy	243	06 - 08	0.0	—	98.2	94	92
Kipp Academy Middle School and High School	525	06 - 11	0.5	—	98.7	98	92
Kipp Aspire Academy	320	05 - 08	0.0	—	97.3	94	89
Kipp Austin College Prep	313	05 - 08	0.0	—	97.6	95	95
Kipp Liberation	79	05 - 05	—	—	—	87	75
Kipp Ne Lower School Dream	209	PK - 05	—	—	—	80	80
Kipp Spirit	87	05 - 05	—	—	—	79	57
Kipp Sw Lower School Shine	433	PK - 05	—	—	—	81	83
Kipp Truth Academy	162	05 - 08	0.0	—	97.6	80	87
La Academia De Estrellas	174	KG - 03	—	—	—	90	71
La Amistad Love & Learning Academy	184	PK - 04	—	—	94.2	Masked	Masked
Landmark School	80	09 - 12	—	60.0	90.4	65	56
Laurel Ridge	91	KG - 12	0.0	—	97.7	44	14
Legacy High School	144	09 - 12	—	48.6	93.2	73	38
Life School Oak Cliff	1,219	KG - 12	0.0	100.0	96.8	91	78
Life School Red Oak	952	KG - 08	0.0	—	96.5	96	90
Lighthouse Charter School	66	PK - 06	—	—	95.3	61	46
Lindsley Park Community School	168	PK - 03	—	—	95.7	Masked	70
Mainland Preparatory Academy	543	PK - 08	0.0	—	97.2	92	78
McCullough Academy of Excellence	137	KG - 05	—	—	94.5	81	39
Medical Center Charter School/Southwest	241	PK - 05	—	—	96.4	92	80
Meridell	100	01 - 12	1.0	Masked	99.3	Masked	Masked
Methodist Children's Home	125	06 - 12	0.0	—	98.0	90	58
Metro Academy of Math and Science	568	PK - 09	0.0	—	96.5	71	33
Meyerpark Elementary	96	KG - 05	—	—	94.0	74	60

Campus	Enrollment	Grades	Dropout Rate Grades 7-8 ^b	Completion rate Grades 9-12 ^b	Attendance Rate	TAKS Reading/ELA % Passing ^c	TAKS Math % Passing ^c
Mid-Valley Academy-McAllen	204	09 - 12	—	63.4	84.4	59	41
Mid-Valley Academy	48	09 - 12	—	66.7	84.8	60	7
Midland Academy Charter School	469	KG - 11	0.0	—	95.6	95	86
Miracle Farm	10	07 - 11	0.0	Masked	96.1	Masked	56
National Elite Gymnastics	16	02 - 10	Masked	76.3	95.5	Masked	80
NCI Charter School Without Walls	702	PK - KG	—	—	—	—	—
New Directions	44	09 - 12	—	54.2	83.6	57	27
New Frontiers Charter School	376	KG - 05	—	—	94.8	77	75
New Frontiers Middle School	251	06 - 08	1.1	—	94.2	85	71
North Hills School	1,185	KG - 12	0.0	100.0	97.4	99	92
North Houston HS for Business	262	09 - 12	—	98.4	90.2	55	23
North Houston Multi-Language Academy	13	01 - 05	—	—	—	Masked	Masked
Northwest Preparatory	193	PK - 05	—	—	93.1	59	44
Northwest Preparatory Campus (Wile School)	78	06 - 08	0.0	—	94.6	78	46
Nova Academy	148	KG - 06	—	—	95.8	77	79
Nova Academy (Southeast)	275	PK - 06	—	—	96.6	70	64
Now College Prep	129	KG - 05	9.3	—	83.8	73	67
NYOS Charter School	372	KG - 12	0.0	100.0	96.3	93	80
NYOS Charter School Inc at Gessner	96	PK - 03	—	—	96.4	Masked	93
Odyssey Academy Inc	314	PK - 08	0.0	—	95.3	81	60
Omega Academic Center	118	06 - 12	0.0	—	93.7	71	44
One Stop Multiservice	156	PK - 12	—	98.5	84.9	59	13
One Stop Multiservice	180	PK - 12	—	100.0	84.5	78	30
One Stop Multiservice HS	125	PK - 12	—	97.1	83.4	70	38
Outreach Word Academy	116	PK - 05	—	—	94.9	81	78
Panola Charter School	144	08 - 12	0.0	78.8	90.2	63	35
Paradigm Accelerated School	75	07 - 12	11.1	80.0	92.4	64	29
Paseo Del Norte Academy Ysleta	164	09 - 12	—	—	89.8	65	37
Paso Del Norte Academy	237	09 - 12	—	65.0	92.5	69	29
Pathfinder Camp	17	07 - 11	0.0	—	98.8	Masked	Masked
Pathways 3H Campus	32	07 - 10	0.0	—	99.8	64	29
Peak Academy	132	KG - 05	—	—	97.8	93	90

Campus	Enrollment	Grades	Dropout Rate Grades 7-8 ^b	Completion rate Grades 9-12 ^b	Attendance Rate	TAKS Reading/ELA % Passing ^c	TAKS Math % Passing ^c
Peak Advantage	188	06 - 09	—	—	—	97	95
Pegasus Campus	166	05 - 12	0.0	100.0	99.7	80	36
Pegasus Charter HS	257	04 - 12	0.0	100.0	95.9	87	71
Pineywoods Community Academy High	263	KG - 08	0.0	—	95.5	90	74
Pinnacle School	186	KG - 09	0.0	61.7	95.3	94	72
Por Vida Academy Charter HS	200	09 - 12	—	74.2	80.7	53	15
Positive Solutions Charter	131	09 - 12	—	57.3	86.8	63	18
Pre-K Academy	121	PK - PK	—	—	—	—	—
Quest Academy	162	06 - 10	0.0	—	96.4	86	33
Radiance Academy of Learning	140	PK - 12	6.7	-1.0	91.4	76	34
Radiance Academy of Learning (Del Rio)	54	06 - 08	—	—	—	90	50
Radiance Academy of Learning (West Lake)	304	EE - 12	1.9	93.3	94.6	78	54
Ranch Academy	33	09 - 12	25.0	84.8	99.3	Masked	Masked
Rapoport Academy-Quinn Campus	48	05 - 08	0.0	—	97.9	95	83
Rapoport Academy Prep School	15	09 - 09	—	—	—	Masked	83
Raul Yzaguirre School for Success	677	PK - 12	0.0	92.3	97.0	82	66
Raul Yzaguirre School for Success	284	PK - 06	—	—	92.9	82	75
Raven School	172	09 - 11	—	87.0	100.0	75	12
Richard Milburn Academy - Ector County	157	09 - 12	—	—	86.6	71	26
Richard Milburn Academy - Fort Worth	214	09 - 12	—	—	79.2	53	23
Richard Milburn Academy - Suburban Houston	218	09 - 12	—	—	80.5	Masked	18
Richard Milburn Academy (Amarillo)	173	09 - 12	—	86.4	85.6	80	35
Richard Milburn Academy (Beaumont)	204	09 - 12	—	88.4	77.3	60	17
Richard Milburn Academy (Midland)	184	09 - 12	—	76.6	86.6	53	24
Richard Milburn Alter HS (Corpus Christi)	204	09 - 12	—	56.0	85.7	77	29
Richard Milburn Alter HS (Killeen)	158	09 - 12	—	90.8	87.2	67	27
Richard Milburn Alter HS (Lubbock)	161	09 - 12	—	72.2	80.7	70	17
Richland Collegiate HS of Math Science	171	11 - 11	—	—	—	99	95
Rick Hawkins HS	439	09 - 12	—	86.1	94.8	72	40
Ripley House Charter School	173	KG - 05	—	—	96.2	98	91
Rise Academy	197	PK - 07	—	—	97.5	Masked	94
River Oaks	266	09 - 12	—	77.5	89.4	62	23

Campus	Enrollment	Grades	Dropout Rate Grades 7-8 ^b	Completion rate Grades 9-12 ^b	Attendance Rate	TAKS Reading/ELA % Passing ^c	TAKS Math % Passing ^c
San Antonio Can High School	406	09 - 12	—	65.6	83.1	63	21
San Antonio Preparatory Academy	262	PK - 07	—	—	94.9	74	56
San Antonio School for Inquiry & Creativity	240	KG - 12	8.2	88.5	98.1	68	41
San Antonio Technology Academy	68	09 - 12	—	58.1	89.5	76	56
San Marcos Treatment Center	154	05 - 12	0.0	—	99.5	60	13
School of Liberal Arts and Science	545	PK - 10	0.0	—	96.0	85	71
School of Science and Technology	327	06 - 09	0.0	—	96.2	97	91
Seashore Learning Center	229	KG - 07	—	—	97.0	97	92
Sentry Technology Prep School	191	PK - 12	—	—	71.4	61	35
Ser-Ninos Charter Elementary	563	PK - 08	0.0	—	97.0	88	82
Settlement Home	26	02 - 12	0.0	—	99.0	83	33
Shekinah Hope	107	EE - 05	—	—	96.1	78	57
Shekinah Radiance Academy	76	PK - 05	—	—	96.4	62	48
Shekinah Radiance Academy Abundance	427	KG - 12	1.2	—	94.0	82	50
Shekinah Walzem	302	PK - 12	8.1	—	92.7	63	30
South Plains Academy	181	09 - 12	—	67.6	87.9	57	25
Southwest Elementary	158	PK - 03	—	—	94.7	Masked	60
Southwest High School	244	09 - 12	—	80.2	88.4	79	47
Southwest Middle School	132	06 - 08	0.0	—	91.5	65	51
Southwest Preparatory School-Northwest	281	09 - 12	—	73.8	85.3	65	15
Southwest Preparatory School	360	09 - 12	—	66.8	84.0	68	22
Southwest Preparatory Southeast Campus	263	09 - 12	—	66.9	84.1	60	13
Southwest Schools - Treatment Center	202	06 - 12	0.0	75.0	99.5	86	35
St Anthony Academy	228	PK - 08	7.0	—	97.6	95	85
St Mary's Academy Charter School	283	KG - 08	0.0	—	96.1	97	89
Star Charter School	301	01 - 12	0.0	100.0	95.9	96	91
Stepping Stones Charter Elementary	87	KG - 03	—	—	—	83	67
Technology Education Charter HS	129	PK - 12	—	53.1	93.5	70	26
Tekoa Academy of Accelerated Studies	338	PK - 09	3.6	—	92.7	84	45
Temple Education Center	91	PK - 12	0.0	Masked	92.8	47	35
Texans Can Academy at Paul Quinn	478	09 - 12	—	—	90.2	42	21
Texans Can at Carrollton-Farmers	321	09 - 12	—	—	87.7	52	14

Campus	Enrollment	Grades	Dropout Rate Grades 7-8 ^b	Completion rate Grades 9-12 ^b	Attendance Rate	TAKS Reading/ELA % Passing ^c	TAKS Math % Passing ^c
Texas Empowerment Academy	122	05 - 09	0.0	—	97.2	84	67
Texas Preparatory School	92	KG - 08	11.8	—	92.9	61	40
Texas Serenity Academy	56	KG - 05	Masked	—	93.2	Masked	Masked
Texas Serenity Academy	166	KG - 09	23.5	—	91.8	37	19
Texas Virtual Academy at Southwest	171	03 - 06	—	—	—	86	66
The Education and Training Center	214	09 - 12	—	—	88.9	41	12
The Oaks Treatment Center	99	02 - 12	2.2	—	99.1	50	Masked
The Phoenix Charter School	401	PK - 12	0.0	—	95.4	84	55
The Varnett School - East	288	PK - 05	—	—	93.9	88	85
The Varnett School - Northeast	390	PK - 05	—	—	97.6	72	70
Theresa B Lee Academy	274	09 - 12	—	95.0	94.1	45	9
TNC Campus (Texas Neurorehabilitation)	55	02 - 11	0.0	Masked	99.4	Masked	Masked
Transformative Charter Academy	83	09 - 12	—	85.4	90.9	78	21
Treetops School International	226	KG - 12	0.0	100.0	94.9	91	63
Trinity Basin Preparatory	444	PK - 08	0.0	—	96.4	85	82
Trinity Charter School	57	06 - 11	3.3	—	99.9	Masked	Masked
Trinity Charter School	57	02 - 10	0.0	—	98.5	Masked	Masked
Trinity Charter School	54	06 - 08	0.0	—	98.8	—	—
Trinity Charter School	50	07 - 11	0.0	—	99.9	Masked	Masked
Two Dimensions at Corsicana	89	PK - 02	—	—	97.5	—	—
Two Dimensions Preparatory Academy	241	PK - 06	—	—	96.9	95	80
Two Dimensions/Vickery	189	PK - 04	—	—	97.2	85	64
Universal Academy - Flower Mound	477	KG - 12	0.0	100.0	96.3	97	91
Universal Academy	783	PK - 12	0.0	100.0	96.2	86	73
University of Houston Charter School-Technology	132	KG - 05	—	—	96.9	98	93
University of Texas Elementary Charter	216	PK - 04	—	—	96.7	94	93
University School	77	06 - 12	8.7	74.4	85.8	83	80
Vanguard Academy	369	PK - 07	—	—	97.5	91	92
Varnett Charter School	772	PK - 05	—	—	95.8	89	89
Vista Academy of Mission	150	06 - 12	—	—	—	80	49
Waco Charter School	153	KG - 05	—	—	96.7	75	52
Waxahachie Faith Family Academy	282	PK - 12	1.8	94.7	94.1	80	57

Campus	Enrollment	Grades	Dropout Rate Grades 7-8 ^b	Completion rate Grades 9-12 ^b	Attendance Rate	TAKS Reading/ELA % Passing ^c	TAKS Math % Passing ^c
West Houston Charter	23	06 - 07	0.0	—	95.5	Masked	88
West Houston Charter Elementary	155	KG - 05	—	—	95.6	91	75
Westlake Academy	350	KG - 09	0.0	—	97.0	98	91
Winfree Academy Charter School (Grapevine)	291	09 - 12	—	75.8	84.0	92	52
Winfree Academy Charter School (Irving)	398	09 - 12	—	64.4	82.5	77	39
Winfree Academy Charter School (Lewisville)	409	09 - 12	—	74.4	80.2	72	34
Winfree Academy Charter School (Richardson)	453	09 - 12	—	59.8	79.3	83	37
Winfree Academy NRH	272	09 - 12	—	—	82.7	70	25
Yes College Prep - Southwest Campus	223	06 - 08	0.0	—	97.7	93	85
Yes College Preparatory - East End	105	06 - 06	—	—	—	Masked	98
Yes College Preparatory School, Grades 6-9	406	06 - 09	0.0	100.0	98.6	97	95
Yes College Preparatory School, Grades 6-12	719	06 - 12	0.0	100.0	97.9	96	90
Young Learners	780	PK - PK	—	—	—	—	—
Zoe Learning Academy - Ambassador Campus	235	PK - 06	—	—	95.0	96	78
Zoe Learning Academy	351	PK - 06	—	—	93.2	61	57
Campus Charters							
Alta Academy	451	09 - 12	—	—	86.5	60	15
Austin Academy	288	PK - 08	0.0	—	96.9	94	86
Banneker-McNair Math/Science Academy	135	PK - 02	—	—	95.1	84	84
Bonham Elementary	343	PK - 05	—	—	96.9	85	79
Briarmeadow Charter	396	PK - 05	—	—	97.1	92	87
Briscoe Academy	591	PK - 06	—	—	97.0	95	93
Cage Elementary	705	EE - 05	—	—	97.8	88	85
Cameron Academy	399	EE - 08	3.7	—	93.8	83	75
Challenge Early College High School	379	09 - 12	—	—	96.6	96	84
Clear View Education Center	221	07 - 12	0.0	—	93.2	90	59
Collegiate High School	106	09 - 09	—	—	—	Masked	90
Cornerstone Academy	371	06 - 08	0.0	—	97.5	99	95
Crockett Elementary	533	PK - 05	—	—	96.6	80	80
David Barkley/Francisco Ruiz Elementary	503	PK - 05	—	—	98.1	86	82
Dominion Academy Charter School	65	06 - 08	4.2	—	96.2	79	60
Dorie Miller Academy	481	PK - 08	0.0	—	97.4	84	69

Campus	Enrollment	Grades	Dropout Rate Grades 7-8 ^b	Completion rate Grades 9-12 ^b	Attendance Rate	TAKS Reading/ELA % Passing ^c	TAKS Math % Passing ^c
Early College High School	102	09 - 09	—	—	—	96	90
East Early College High School	115	09 - 09	—	—	—	99	94
Eastwood Academy	244	09 - 12	—	—	97.8	97	93
Energized for Excellence Academy	840	01 - 05	—	—	97.6	89	85
Energized for Excellence Early Childhood Acad.	883	PK - KG	—	—	Masked	—	—
Energized for Excellence Middle School	157	06 - 08	2.0	—	97.6	98	93
Gabe P Allen Elementary	654	PK - 05	—	—	96.8	90	76
Gates Academy	361	PK - 08	0.0	—	96.3	86	71
Harris Middle	577	06 - 08	0.2	—	95.4	87	67
Hawthorne PK-8 Academy	629	PK - 08	0.0	—	96.5	95	85
Henry Carroll Academy	371	PK - 08	1.6	—	96.1	84	78
Highland Heights Elementary	333	PK - 05	—	—	95.3	86	83
Horace Mann Academy	553	06 - 08	0.4	—	95.7	84	66
Houston Academy for International Studies	97	09 - 09	—	—	—	97	70
Irving Middle	839	06 - 08	0.1	—	94.5	87	78
Kaleidoscope/Caleidoscope	97	06 - 08	0.0	—	98.7	97	78
Kandy Stripe Academy	257	PK - 08	0.0	—	97.2	87	62
Lanier Middle School	1,328	06 - 08	0.3	—	97.1	98	91
Lowell Middle	567	06 - 08	0.2	—	96.2	82	59
M C Williams Middle School	527	06 - 08	0.6	—	93.0	79	57
M L King Academy	356	PK - 08	1.0	—	95.2	80	73
Newcomer Charter School	228	12 - 12	—	—	82.1	—	—
NISD/SFASU Charter Campus	133	KG - 05	—	—	98.4	Masked	97
Osborne Elementary	425	EE - 05	—	—	96.3	85	76
Pfeiffer Academy	302	EE - 08	0.0	—	95.9	89	77
Pleasant Hill Academy Elementary	90	PK - 05	—	—	94.0	26	22
Pro-Vision School	81	05 - 08	3.6	—	96.5	70	49
Project Chrysalis Middle School	147	06 - 08	1.1	—	98.5	99	85
Reach Charter	123	11 - 12	—	—	78.0	20	15
Riverside Park Academy	487	PK - 05	—	—	96.6	81	67
St John's Academy	90	PK - KG	—	—	—	—	—
Storm Academy	485	PK - 05	—	—	97.3	85	86

Campus	Enrollment	Grades	Dropout Rate Grades 7-8 ^b	Completion rate Grades 9-12 ^b	Attendance Rate	TAKS Reading/ELA % Passing ^c	TAKS Math % Passing ^c
TSU Charter Lab School	64	PK - 02	—	—	—	94	92
Walipp	106	06 - 08	0.0	—	95.4	89	70
Wallace Accelerated High School	26	09 - 12	0.0	—	91.8	Masked	Masked
Wesley Elementary	549	PK - 05	—	—	95.4	90	86
Westchester Academy for International Studies	850	06 - 12	0.0	—	95.7	95	86
Whittier Middle	742	06 - 08	0.0	—	93.9	82	82
Young Learners	816	PK - PK	—	—	—	—	—
Young Scholars Academy for Excellence	186	PK - 07	—	—	96.3	85	52

Note. “—” indicates data not available in AEIS.

^aThe completion rate for 2005-06 consists of the percentage of students in the 2002-03 cohort who received their high school diplomas by the end of the 2005-06 school year, those who received GEDs, and those who were still enrolled as high school students for the 2006-07 school year.

^bSome 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, accountability subset.

Appendix F

Charter School Revenue and Expenditure Data: 2005-06

Table F.1.a 2005-06 Charter Revenues vs. Expenditures All Funds, Charters Within Limits (Part 1)

District Number	District Name	2005-06 Enroll	2005-06 ADA	2005-06 6100 Total All Funds	2005-06 6200 Total All Funds	2005-06 6300 Total All Funds	2005-06 6400 Total All Funds	2005-06 6500 Total All Funds	Total All Expenditures All Funds	Total Local Revenue	Total State Revenue	Total Federal Revenue
003801	PINEYWOODS COMMUNITY ACADEMY	220	204	\$988,827	\$249,694	\$117,141	\$53,083	\$338	\$1,409,083	\$199,812	\$1,265,513	\$182,715
013801	ST MARY'S ACADEMY CHARTER SCHOOL	224	215	\$1,475,823	\$281,337	\$248,885	\$222,340	\$3,834	\$2,232,219	\$73,283	\$1,604,407	\$571,164
014801	RICHARD MILBURN ALTER HIGH SCHOOL	172	152	\$551,976	\$287,297	\$42,126	\$86,425	\$0	\$967,824	\$3,999	\$935,845	\$70,624
014802	TRANSFORMATIVE CHARTER ACADEMY	84	68	\$329,930	\$85,297	\$43,958	\$88,489	\$10,598	\$558,272	\$21,145	\$454,899	\$54,969
014803	TEMPLE EDUCATION CENTER	106	90	\$508,081	\$149,390	\$57,476	\$49,473	\$0	\$764,420	\$24,824	\$644,633	\$91,587
014804	CEDAR CREST SCHOOL	54	67	\$772,107	\$289,896	\$50,182	\$25,815	\$0	\$1,138,000	\$3,202	\$1,085,542	\$115,630
015801	POR VIDA ACADEMY	351	283	\$1,730,672	\$681,506	\$115,673	\$138,580	\$37,174	\$2,703,605	\$191,769	\$2,111,829	\$470,632
015802	GEORGE GERVIN ACADEMY	395	326	\$1,554,574	\$1,262,047	\$279,841	\$226,150	\$964	\$3,323,576	\$28,565	\$2,668,289	\$791,864
015803	HIGGS CARTER KING GIFTED & TALENTE	286	220	\$1,074,272	\$747,743	\$235,425	\$86,391	\$0	\$2,143,831	\$14,727	\$1,678,218	\$508,127
015805	NEW FRONTIERS CHARTER SCHOOL	615	579	\$3,016,665	\$1,257,657	\$227,474	\$85,412	\$0	\$4,587,208	\$96,020	\$3,832,563	\$776,065
015806	SCHOOL OF EXCELLENCE IN EDUCATION	1,768	1,629	\$8,703,186	\$1,026,672	\$1,162,714	\$678,320	\$812,845	\$12,383,737	\$313,446	\$11,397,103	\$1,698,473
015807	SOUTHWEST PREPARATORY SCHOOL	955	926	\$4,989,058	\$892,902	\$364,355	\$379,393	\$283,550	\$6,909,258	\$290,897	\$5,981,911	\$1,166,678
015808	JOHN H WOOD JR CHARTER SCHOOL	241	255	\$2,894,951	\$747,505	\$337,051	\$303,051	\$30,480	\$4,313,038	\$4,885	\$3,938,697	\$871,595
015809	BEXAR COUNTY ACADEMY	524	367	\$1,371,952	\$1,165,990	\$441,664	\$122,795	\$54,650	\$3,157,051	\$7,117	\$2,796,369	\$512,126
015811	LA ESCUELA DE LAS AMERICAS	142	122	\$654,068	\$179,930	\$71,686	\$101,399	\$0	\$1,007,083	\$17,121	\$832,670	\$130,307
015812	GEORGE I SANCHEZ CHARTER HS SAN AN	181	137	\$900,162	\$343,562	\$81,930	\$93,052	\$1,921	\$1,420,627	\$1,743	\$1,157,859	\$274,058
015814	POSITIVE SOLUTIONS CHARTER SCHOOL	245	164	\$1,164,648	\$362,740	\$165,552	\$36,397	\$0	\$1,729,337	\$0	\$1,227,873	\$343,440
015815	RADIANCE ACADEMY OF LEARNING	412	346	\$1,788,934	\$894,202	\$274,980	\$157,102	\$884	\$3,116,102	\$39,463	\$2,151,875	\$579,961
015816	ACADEMY OF CAREERS AND TECHNOLOGIE	150	133	\$658,771	\$374,617	\$144,161	\$50,218	\$24,098	\$1,251,865	\$21,748	\$1,073,692	\$198,150
015817	SAN ANTONIO CAN HIGH SCHOOL	347	321	\$1,587,046	\$649,267	\$108,758	\$131,840	\$0	\$2,476,911	\$72,443	\$2,471,200	\$140,604
015818	EAGLE ACADEMY OF SAN ANTONIO	122	113	\$599,398	\$299,197	\$114,769	\$45,680	\$16	\$1,059,060	\$3,469	\$800,623	\$228,631
015819	SHEKINAH RADIANCE ACADEMY	800	693	\$3,319,045	\$1,728,041	\$499,049	\$44,325	\$7,204	\$5,597,664	\$69,039	\$4,573,774	\$786,526
015820	SAN ANTONIO SCHOOL FOR INQUIRY & C	206	187	\$605,825	\$844,032	\$226,901	\$61,846	\$0	\$1,738,604	\$352	\$1,664,315	\$234,450
015822	JUBILEE ACADEMIC CENTER	446	409	\$2,190,082	\$678,189	\$445,340	\$212,753	\$1,312	\$3,527,676	\$113,526	\$2,752,969	\$604,324
015823	SAN ANTONIO TECHNOLOGY ACADEMY	128	99	\$531,846	\$386,316	\$60,711	\$32,950	\$0	\$1,011,823	\$1,489	\$744,447	\$189,690
015824	SAN ANTONIO PREPARATORY ACADEMY	183	178	\$745,540	\$449,518	\$139,175	\$51,931	\$0	\$1,386,164	\$16,760	\$1,120,001	\$121,833
015825	LIGHTHOUSE CHARTER SCHOOL	152	141	\$725,347	\$313,640	\$81,231	\$47,752	\$0	\$1,167,970	\$20,147	\$1,016,120	\$126,978
015826	KIPP ASPIRE ACADEMY	239	226	\$1,661,464	\$371,130	\$377,492	\$224,432	\$10,898	\$2,645,416	\$619,288	\$1,569,854	\$402,265
015827	SCHOOL OF SCIENCE AND TECHNOLOGY	226	204	\$900,849	\$561,418	\$166,502	\$376,121	\$43,808	\$2,048,698	\$154,430	\$1,438,579	\$463,623

Table F.1.a 2005-06 Charter Revenues vs. Expenditures All Funds, Charters Within Limits (Part 1)

District Number	District Name	2005-06 Enroll	2005-06 ADA	2005-06 6100 Total All Funds	2005-06 6200 Total All Funds	2005-06 6300 Total All Funds	2005-06 6400 Total All Funds	2005-06 6500 Total All Funds	Total All Expenditures All Funds	Total Local Revenue	Total State Revenue	Total Federal Revenue
021803	BRAZOS SCHOOL FOR INQUIRY & CREATI	355	258	\$1,378,618	\$606,768	\$46,809	\$45,903	\$2,172	\$2,080,270	\$46,866	\$2,198,807	\$293,017
024801	ENCINO SCHOOL	70	68	\$323,190	\$95,103	\$47,584	\$38,371	\$0	\$504,248	\$6,148	\$491,539	\$36,011
031802	EAGLE ACADEMY OF BROWNSVILLE	130	123	\$593,352	\$257,513	\$104,433	\$43,304	\$29	\$998,631	\$2,648	\$890,244	\$170,035
046801	NANCY NEY CHARTER SCHOOL	130	104	\$600,503	\$136,923	\$86,589	\$43,779	\$68,646	\$936,440	\$3,159	\$772,318	\$108,628
046802	TRINITY CHARTER SCHOOL	230	199	\$3,736,993	\$377,729	\$330,875	\$169,464	\$0	\$4,615,061	\$49,541	\$3,927,670	\$794,609
057802	PEGASUS SCHOOL OF LIBERAL ARTS AND	262	243	\$1,235,936	\$432,711	\$108,949	\$69,711	\$0	\$1,847,307	\$17,651	\$1,745,792	\$173,234
057803	NORTH HILLS SCHOOL	942	914	\$4,098,408	\$625,562	\$222,120	\$1,631,254	\$240,836	\$6,818,180	\$815,906	\$5,775,908	\$176,011
057804	DALLAS CAN ACADEMY CHARTER	1,712	1,751	\$8,903,303	\$3,550,832	\$1,469,098	\$636,338	\$109,016	\$14,668,587	\$470,171	\$12,953,069	\$2,712,270
057805	DALLAS COMMUNITY CHARTER SCHOOL	171	122	\$900,934	\$119,601	\$64,516	\$27,631	\$0	\$1,112,682	\$196,360	\$959,372	\$97,888
057806	EAGLE ADVANTAGE SCHOOLS	715	613	\$2,511,533	\$821,739	\$675,446	\$318,679	\$24,569	\$4,351,966	\$152,214	\$4,324,555	\$667,847
057807	LIFE SCHOOL	1,964	1,898	\$8,026,677	\$2,551,427	\$1,215,269	\$410,870	\$26,653	\$12,230,896	\$455,511	\$12,155,815	\$1,195,452
057808	UNIVERSAL ACADEMY	1,160	1,025	\$4,626,374	\$2,494,381	\$187,056	\$778,688	\$384,011	\$8,470,510	\$826,961	\$7,418,066	\$724,096
057809	NOVA CHARTER SCHOOL	125	104	\$566,820	\$211,264	\$41,253	\$3,970	\$0	\$823,307	\$16,042	\$754,920	\$108,607
057810	ACADEMY OF DALLAS	496	364	\$1,839,732	\$1,220,293	\$350,719	\$140,767	\$37,500	\$3,589,011	\$9,382	\$2,736,639	\$556,670
057811	CHILDREN FIRST ACADEMY OF DALLAS	322	260	\$988,000	\$237,000	\$322,000	\$200,000	\$0	\$1,747,000	\$0	\$1,782,300	\$153,000
057813	TRINITY BASIN PREPARATORY	493	452	\$2,360,637	\$1,294,576	\$161,667	\$62,507	\$0	\$3,879,387	\$58,803	\$3,129,693	\$731,798
057814	DALLAS COUNTY JUVENILE JUSTICE	656	631	\$5,149,593	\$582,558	\$324,556	\$43,380	\$0	\$6,100,087	\$16,200	\$6,124,172	\$0
057815	FAITH FAMILY ACADEMY OF OAK CLIFF	1,171	949	\$6,635,470	\$1,447,278	\$697,959	\$182,025	\$0	\$8,962,732	\$113,473	\$7,358,872	\$1,885,395
057816	AW BROWN-FELLOWSHIP CHARTER SCHOOL	1,031	849	\$3,886,524	\$815,151	\$496,778	\$420,626	\$349,202	\$5,968,281	\$340,681	\$6,127,213	\$894,615
057818	I AM THAT I AM ACADEMY	88	69	\$482,044	\$202,934	\$89,648	\$49,472	\$61,301	\$885,399	\$101,293	\$539,401	\$159,250
057821	SCHOOL OF LIBERAL ARTS AND SCIENCE	552	472	\$2,551,652	\$1,039,221	\$468,959	\$170,990	\$1,162	\$4,231,984	\$39,399	\$3,198,366	\$750,744
057825	HONORS ACADEMY	844	715	\$4,659,423	\$1,654,574	\$605,738	\$461,488	\$0	\$7,381,223	\$198,314	\$5,000,934	\$1,083,252
057827	NOVA CHARTER SCHOOL (SOUTHEAST)	260	228	\$1,473,060	\$373,664	\$196,995	\$41,204	\$0	\$2,084,923	\$21,796	\$1,719,049	\$536,770
057828	WINFREE ACADEMY	1,519	1,356	\$6,124,948	\$1,971,099	\$748,079	\$430,067	\$104,541	\$9,378,734	\$115,109	\$8,959,731	\$442,908
057831	GATEWAY CHARTER ACADEMY	540	475	\$2,489,142	\$956,180	\$273,933	\$259,700	\$48,537	\$4,027,492	\$39,370	\$3,521,725	\$683,548
057832	ALPHA CHARTER SCHOOL	210	201	\$738,564	\$249,808	\$93,561	\$128,295	\$0	\$1,210,228	\$20,449	\$1,295,436	\$65,510
057833	EDUCATION CENTER INTERNATIONAL ACA	112	106	\$500,462	\$178,429	\$5,672	\$18,868	\$0	\$703,431	\$8,641	\$640,179	\$37,809
057834	EVOLUTION ACADEMY CHARTER SCHOOL	352	246	\$1,147,974	\$509,455	\$55,488	\$131,278	\$0	\$1,844,195	\$3,998	\$1,813,588	\$145,755
057835	GOLDEN RULE CHARTER SCHOOL	333	289	\$1,371,795	\$697,479	\$144,444	\$91,766	\$0	\$2,305,484	\$37,984	\$2,207,007	\$477,556

Table F.1.a 2005-06 Charter Revenues vs. Expenditures All Funds, Charters Within Limits (Part 1)

District Number	District Name	2005-06 Enroll	2005-06 ADA	2005-06 6100 Total All Funds	2005-06 6200 Total All Funds	2005-06 6300 Total All Funds	2005-06 6400 Total All Funds	2005-06 6500 Total All Funds	Total All Expenditures All Funds	Total Local Revenue	Total State Revenue	Total Federal Revenue
057836	ST ANTHONY SCHOOL	197	186	\$1,387,071	\$193,589	\$119,687	\$143,172	\$177	\$1,843,696	\$357,024	\$1,218,986	\$193,259
057837	KIPP TRUTH ACADEMY	131	128	\$627,765	\$268,285	\$211,973	\$160,110	\$0	\$1,268,133	\$181,377	\$967,892	\$79,937
057838	PEAK ACADEMY	114	110	\$523,414	\$156,646	\$65,744	\$35,852	\$0	\$781,656	\$86,290	\$604,450	\$26,730
068801	RICHARD MILBURN ACADEMY (ECTOR COU	168	131	\$550,329	\$347,668	\$70,049	\$110,281	\$0	\$1,078,327	\$1,995	\$958,493	\$209,551
070801	WAXAHACHIE FAITH FAMILY ACADEMY	269	238	\$1,499,958	\$634,638	\$165,946	\$30,076	\$0	\$2,330,618	\$37,171	\$1,660,731	\$701,135
071801	BURNHAM WOOD CHARTER SCHOOL	261	255	\$1,005,981	\$312,085	\$183,950	\$86,993	\$0	\$1,589,009	\$115,404	\$1,626,398	\$141,442
071803	PASO DEL NORTE	190	187	\$915,276	\$526,102	\$181,804	\$95,057	\$0	\$1,718,239	\$32,472	\$1,197,980	\$229,200
071804	EL PASO ACADEMY	458	389	\$2,227,320	\$421,171	\$179,390	\$135,398	\$31,519	\$2,994,798	\$8,567	\$2,534,404	\$482,265
071805	EL PASO SCHOOL OF EXCELLENCE	449	358	\$2,380,861	\$913,308	\$269,936	\$232,955	\$0	\$3,797,060	\$41,626	\$2,886,072	\$822,372
072801	PARADIGM ACCELERATED SCHOOL	69	63	\$342,931	\$171,912	\$47,968	\$58,683	\$0	\$621,494	\$26,347	\$438,016	\$84,054
084801	MAINLAND PREPARATORY ACADEMY	564	523	\$2,111,769	\$628,450	\$230,539	\$358,456	\$377,482	\$3,706,696	\$23,556	\$3,397,772	\$217,690
084802	ODYSSEY ACADEMY INC	267	218	\$1,230,407	\$502,438	\$197,143	\$120,357	\$12,200	\$2,062,545	\$109,521	\$1,567,157	\$239,024
092801	EAST TEXAS CHARTER SCHOOLS	135	132	\$619,629	\$77,766	\$105,134	\$93,571	\$50,336	\$946,436	\$26,130	\$912,716	\$59,634
101801	MEDICAL CENTER CHARTER SCHOOL	251	163	\$309,881	\$913,437	\$22,687	\$12,441	\$0	\$1,258,446	\$12,641	\$1,153,340	\$208,332
101802	SER-NINOS CHARTER SCHOOL	507	440	\$2,570,387	\$770,069	\$276,121	\$270,364	\$178,469	\$4,065,410	\$207,879	\$3,106,341	\$918,902
101804	GEORGE I SANCHEZ CHARTER	598	516	\$3,217,684	\$814,982	\$471,992	\$330,479	\$9,765	\$4,844,902	\$707,705	\$3,798,254	\$723,261
101805	GIRLS & BOYS PREP ACADEMY	957	824	\$3,380,278	\$2,054,735	\$248,582	\$131,744	\$0	\$5,815,339	\$155,887	\$5,415,598	\$1,432,741
101806	RAUL YZAGUIRRE SCHOOL FOR SUCCESS	925	780	\$4,898,505	\$1,404,851	\$923,181	\$680,071	\$66,119	\$7,972,727	\$239,396	\$5,776,183	\$1,727,420
101807	UNIVERSITY OF HOUSTON CHARTER SCHO	133	128	\$763,775	\$255,400	\$32,432	\$18,210	\$9	\$1,069,826	\$285,579	\$760,251	\$69,221
101809	BAY AREA CHARTER SCHOOL	338	281	\$1,373,794	\$164,828	\$138,369	\$90,204	\$44,403	\$1,811,598	\$86,962	\$1,707,003	\$119,849
101810	ACADEMY OF ACCELERATED LEARNING IN	662	464	\$2,295,050	\$1,510,144	\$353,447	\$134,013	\$0	\$4,292,654	\$69,958	\$3,539,131	\$606,577
101811	HARRIS COUNTY JUVENILE JUSTICE CHA	732	640	\$4,913,323	\$466,250	\$129,810	\$29,030	\$0	\$5,538,413	\$9,497	\$3,939,598	\$1,181,481
101812	HOUSTON CAN ACADEMY CHARTER SCHOOL	778	777	\$3,417,016	\$1,806,839	\$346,402	\$309,313	\$56,828	\$5,936,398	\$106,772	\$5,759,071	\$315,945
101813	KIPP INC CHARTER	1,458	1,232	\$7,914,906	\$2,962,391	\$2,148,749	\$1,182,063	\$327,941	\$14,536,050	\$1,439,273	\$7,625,414	\$4,384,931
101814	VARNETT CHARTER SCHOOL	1,180	992	\$3,996,703	\$2,530,340	\$1,009,605	\$747,758	\$2,795	\$8,287,201	\$56,474	\$6,833,861	\$1,365,363
101818	AMERICAN ACADEMY OF EXCELLENCE CHA	144	94	\$553,705	\$305,386	\$101,928	\$116,178	\$0	\$1,077,197	\$24,512	\$704,110	\$240,272
101819	AMIGOS POR VIDA-FRIENDS FOR LIFE C	329	279	\$1,673,288	\$762,512	\$105,150	\$75,685	\$0	\$2,616,635	\$29,576	\$1,876,825	\$849,714
101820	BENJI'S SPECIAL EDUCATIONAL ACADEM	611	491	\$1,995,630	\$542,243	\$422,917	\$286,929	\$0	\$3,247,719	\$10,471	\$3,341,831	\$547,864
101821	HOUSTON HEIGHTS HIGH SCHOOL	219	210	\$1,036,855	\$489,586	\$317,563	\$104,833	\$0	\$1,948,837	\$12,699	\$1,420,510	\$747,390

Table F.1.a 2005-06 Charter Revenues vs. Expenditures All Funds, Charters Within Limits (Part 1)

District Number	District Name	2005-06 Enroll	2005-06 ADA	2005-06 6100 Total All Funds	2005-06 6200 Total All Funds	2005-06 6300 Total All Funds	2005-06 6400 Total All Funds	2005-06 6500 Total All Funds	Total All Expenditures All Funds	Total Local Revenue	Total State Revenue	Total Federal Revenue
101822	JAMIE'S HOUSE CHARTER SCHOOL	57	52	\$603,957	\$123,284	\$51,871	\$12,986	\$0	\$792,098	\$804	\$646,448	\$150,349
101823	CHILDREN FIRST ACADEMY OF HOUSTON	434	351	\$1,138,000	\$235,000	\$427,000	\$376,000	\$0	\$2,176,000	\$0	\$2,159,650	\$165,000
101828	HOUSTON GATEWAY ACADEMY INC	603	576	\$3,128,022	\$800,557	\$383,702	\$239,777	\$55,090	\$4,607,148	\$34,335	\$3,776,981	\$811,762
101829	HOUSTON HEIGHTS LEARNING ACADEMY I	102	74	\$376,639	\$267,585	\$30,486	\$19,145	\$67	\$693,922	\$17,485	\$521,158	\$67,245
101833	LA AMISTAD LOVE & LEARNING ACADEMY	280	155	\$1,053,704	\$825,766	\$34,254	\$57,282	\$0	\$1,971,006	\$73,645	\$1,479,329	\$545,194
101834	NORTH HOUSTON H S FOR BUSINESS	242	215	\$660,657	\$535,811	\$86,638	\$134,305	\$0	\$1,417,411	\$86,502	\$1,242,133	\$210,681
101837	CALVIN NELMS CHARTER SCHOOLS	181	173	\$1,072,695	\$110,538	\$70,205	\$93,459	\$52,535	\$1,399,432	\$40,441	\$1,263,106	\$40,523
101838	SOUTHWEST SCHOOL	1,178	730	\$2,368,045	\$3,069,536	\$319,342	\$126,295	\$17,793	\$5,901,011	\$119,555	\$5,264,460	\$846,163
101840	TWO DIMENSIONS PREPARATORY ACADEMY	524	395	\$2,058,936	\$1,242,769	\$228,991	\$66,224	\$2,254	\$3,599,174	\$58,039	\$2,321,887	\$805,675
101842	COMQUEST ACADEMY	84	77	\$386,252	\$199,022	\$46,249	\$31,069	\$13,155	\$675,747	\$52,534	\$526,363	\$34,839
101846	HARMONY SCIENCE ACADEMY	738	701	\$2,937,295	\$1,238,202	\$262,351	\$296,807	-\$2,032	\$4,732,623	\$124,860	\$4,673,507	\$533,547
101847	BEATRICE MAYES INSTITUTE CHARTER S	340	333	\$1,328,655	\$436,052	\$208,494	\$81,694	\$811	\$2,055,706	\$34,464	\$2,028,916	\$235,305
101848	NORTHWEST PREPARATORY	308	272	\$1,506,152	\$1,021,575	\$304,528	\$216,544	\$24,515	\$3,073,314	\$121,054	\$2,124,280	\$878,362
101850	ZOE LEARNING ACADEMY	420	363	\$1,881,794	\$1,150,699	\$166,281	\$70,550	\$0	\$3,269,324	\$19,554	\$2,377,164	\$871,561
101851	HOUSTON ALTERNATIVE PREPARATORY CH	180	136	\$727,287	\$550,665	\$113,028	\$86,606	\$16,743	\$1,494,329	\$5,328	\$1,257,394	\$282,202
101852	JUAN B GALAVIZ CHARTER SCHOOL	100	78	\$485,944	\$119,805	\$39,234	\$1,505	\$0	\$646,488	\$0	\$629,277	\$134,048
101853	RIPLEY HOUSE CHARTER SCHOOL	579	330	\$1,373,595	\$787,484	\$341,366	\$7,412	\$0	\$2,509,857	\$40,684	\$2,448,962	\$415,369
101854	RICHARD MILBURN ACADEMY (SUBURBAN	171	144	\$639,289	\$364,821	\$50,027	\$95,698	\$0	\$1,149,835	\$5,055	\$1,139,609	\$235,057
101855	MEYERPARK ELEMENTARY	133	102	\$396,152	\$260,659	\$114,607	\$33,727	\$0	\$805,145	\$1,929	\$673,726	\$252,462
101856	DRAW ACADEMY	246	204	\$1,270,854	\$446,587	\$287,677	\$70,807	\$0	\$2,075,925	\$67,422	\$1,619,530	\$321,663
101857	HARMONY ELEMENTARY	198	187	\$781,125	\$590,032	\$126,064	\$100,439	\$7,506	\$1,605,166	\$78,421	\$1,294,327	\$510,172
105801	KATHERINE ANNE PORTER SCHOOL	99	93	\$704,207	\$55,751	\$66,304	\$65,836	\$44,798	\$936,896	\$87,146	\$726,195	\$141,870
105802	TEXAS PREPARATORY SCHOOL	88	86	\$375,048	\$133,629	\$71,110	\$46,287	\$0	\$626,074	\$20,140	\$630,035	\$87,351
108801	ONE STOP MULTISERVICE CHARTER SCHO	804	593	\$3,977,169	\$1,802,495	\$827,553	\$372,295	\$0	\$6,979,512	\$209,502	\$4,572,508	\$1,435,278
108802	TECHNOLOGY EDUCATION CHARTER HIGH	326	285	\$1,606,806	\$559,627	\$293,260	\$77,208	\$0	\$2,536,901	\$162,581	\$1,673,633	\$309,792
108806	EAGLE ACADEMY OF PHARR/MCALLEN	256	229	\$1,139,953	\$510,804	\$91,845	\$63,543	\$68	\$1,806,213	\$6,298	\$1,504,684	\$187,750
108807	IDEA ACADEMY	896	873	\$4,943,806	\$654,587	\$985,658	\$720,128	\$293,183	\$7,597,362	\$182,295	\$5,450,605	\$1,273,246
108808	VANGUARD ACADEMY	286	253	\$1,333,606	\$329,809	\$136,090	\$75,655	\$100,061	\$1,975,221	\$84,795	\$1,607,628	\$473,299
116801	PHOENIX CHARTER SCHOOL	302	262	\$1,768,846	\$243,308	\$135,827	\$51,250	\$3,333	\$2,202,564	\$86,816	\$1,960,553	\$169,965

Table F.1.a 2005-06 Charter Revenues vs. Expenditures All Funds, Charters Within Limits (Part 1)

District Number	District Name	2005-06 Enroll	2005-06 ADA	2005-06 6100 Total All Funds	2005-06 6200 Total All Funds	2005-06 6300 Total All Funds	2005-06 6400 Total All Funds	2005-06 6500 Total All Funds	Total All Expenditures All Funds	Total Local Revenue	Total State Revenue	Total Federal Revenue
123801	ACADEMY OF BEAUMONT	356	254	\$1,070,574	\$790,535	\$257,848	\$71,978	\$34,000	\$2,224,935	\$3,236	\$2,010,472	\$422,810
123802	EAGLE ACADEMY OF BEAUMONT	176	135	\$628,645	\$288,751	\$81,647	\$71,566	\$23	\$1,070,632	\$3,352	\$927,693	\$197,644
123803	TEKOA ACADEMY OF ACCELERATED STUDI	343	252	\$1,695,064	\$614,217	\$439,892	\$278,737	\$7,588	\$3,035,498	\$187,571	\$1,789,102	\$1,600,564
123804	RICHARD MILBURN ACADEMY (BEAUMONT)	231	159	\$638,972	\$343,779	\$47,953	\$100,747	\$0	\$1,131,451	\$0	\$1,185,920	\$75,770
123805	EHRHART SCHOOL	227	197	\$1,167,705	\$353,968	\$82,949	\$46,443	\$6,994	\$1,658,059	\$24,393	\$1,500,302	\$247,577
141801	WHISPERING OAKS CHARTER SCHOOL	72	26	\$442,713	\$145,401	\$56,525	\$68,320	\$14,403	\$727,362	\$17,824	\$445,495	\$156,934
152801	RICHARD MILBURN ALTER HIGH SCHOOL	152	113	\$540,068	\$271,700	\$34,105	\$49,050	\$0	\$894,923	\$3,808	\$814,361	\$45,557
152802	RISE ACADEMY	182	149	\$851,589	\$337,799	\$145,820	\$29,459	\$0	\$1,364,667	\$36,321	\$1,080,294	\$150,513
152803	SOUTH PLAINS	136	127	\$764,730	\$365,188	\$142,094	\$113,644	\$0	\$1,385,656	\$2,029	\$926,978	\$342,350
152804	EAGLE ACADEMY OF LUBBOCK	101	88	\$455,122	\$171,765	\$28,186	\$33,420	\$26	\$688,519	\$3,232	\$576,492	\$90,208
161801	WACO CHARTER SCHOOL	145	141	\$874,331	\$327,493	\$150,925	\$72,813	\$44,938	\$1,470,500	\$13,575	\$1,015,232	\$371,485
161802	AUDRE AND BERNARD RAPOPORT ACADEMY	197	178	\$1,325,221	\$223,355	\$174,134	\$219,400	\$0	\$1,942,110	\$413,029	\$1,218,132	\$294,137
161804	EAGLE ACADEMY OF WACO	291	236	\$1,072,115	\$339,330	\$67,947	\$60,663	\$38	\$1,540,093	\$6,155	\$1,589,812	\$142,901
165801	RICHARD MILBURN ACADEMY (MIDLAND)	178	152	\$639,462	\$322,209	\$32,538	\$82,256	\$0	\$1,076,465	\$5,413	\$940,551	\$80,975
165802	MIDLAND ACADEMY CHARTER SCHOOL	503	467	\$2,424,976	\$454,851	\$268,982	\$207,524	\$192,909	\$3,549,242	\$91,785	\$2,944,493	\$734,831
165803	EAGLE ACADEMY OF MIDLAND	468	371	\$1,403,925	\$582,849	\$139,058	\$123,985	\$261	\$2,250,078	\$9,647	\$2,554,167	\$217,012
170801	TEXAS SERENITY ACADEMY	384	258	\$45,219	\$4,217	\$500	\$0	\$0	\$49,936	\$0	\$50,019	\$0
178802	SEASHORE LEARNING CTR CHARTER	204	199	\$740,626	\$250,007	\$114,540	\$78,084	\$0	\$1,183,257	\$56,067	\$1,083,796	\$49,915
178804	RICHARD MILBURN ALTER HIGH SCHOOL	180	154	\$722,646	\$361,306	\$32,532	\$54,120	\$0	\$1,170,604	\$0	\$1,082,470	\$82,211
183801	PANOLA CHARTER SCHOOL	168	140	\$762,202	\$162,361	\$63,035	\$120,926	\$6,228	\$1,114,752	\$20,530	\$1,041,638	\$47,344
188801	RICHARD MILBURN ACADEMY (AMARILLO)	137	119	\$542,643	\$251,952	\$31,804	\$62,317	\$0	\$888,716	\$4,442	\$792,440	\$47,936
193801	BIG SPRINGS CHARTER SCHOOL	79	80	\$1,137,144	\$187,232	\$163,975	\$58,716	\$0	\$1,547,067	\$11,744	\$1,402,759	\$124,930
212801	CUMBERLAND ACADEMY	205	198	\$769,305	\$530,412	\$78,871	\$120,164	\$55,225	\$1,553,977	\$55,501	\$1,297,172	\$193,084
212802	EAGLE ACADEMY OF TYLER	153	135	\$504,823	\$265,363	\$44,178	\$49,555	\$28	\$863,947	\$3,108	\$891,092	\$104,552
212803	AZLEWAY CHARTER SCHOOL	91	94	\$1,183,282	\$328,937	\$113,583	\$102,272	\$0	\$1,728,074	\$14,669	\$1,587,112	\$241,043
213801	BRAZOS RIVER CHARTER SCHOOL	137	124	\$736,613	\$125,643	\$38,207	\$80,840	\$0	\$981,303	\$24,376	\$900,916	\$79,059
220801	TREETOPS SCHOOL INTERNATIONAL	231	214	\$1,080,597	\$150,213	\$66,450	\$59,075	\$7,738	\$1,364,073	\$56,560	\$1,283,811	\$42,665
220802	ARLINGTON CLASSICS ACADEMY	355	344	\$1,455,766	\$230,515	\$165,487	\$100,050	\$213,903	\$2,165,721	\$170,102	\$1,852,817	\$67,373
220803	ERATH EXCELS ACADEMY INC	114	75	\$577,654	\$125,412	\$27,805	\$78,975	\$140	\$809,986	\$36,324	\$621,787	\$75,637

Table F.1.a 2005-06 Charter Revenues vs. Expenditures All Funds, Charters Within Limits (Part 1)

District Number	District Name	2005-06 Enroll	2005-06 ADA	2005-06 6100 Total All Funds	2005-06 6200 Total All Funds	2005-06 6300 Total All Funds	2005-06 6400 Total All Funds	2005-06 6500 Total All Funds	Total All Expenditures All Funds	Total Local Revenue	Total State Revenue	Total Federal Revenue
220804	FORT WORTH CAN ACADEMY	619	587	\$2,929,056	\$1,245,501	\$284,801	\$167,789	\$1,843	\$4,628,990	\$35,712	\$4,248,682	\$330,975
220806	THERESA B LEE ACADEMY	266	258	\$1,078,523	\$841,731	\$81,194	\$135,042	\$0	\$2,136,490	\$10,387	\$1,758,331	\$259,651
220807	EAGLE ACADEMY OF FORT WORTH	159	122	\$543,651	\$270,620	\$78,568	\$44,096	\$78	\$937,013	\$8,900	\$804,806	\$148,015
220808	METRO CHARTER ACADEMY	339	297	\$1,530,279	\$476,415	\$108,621	-\$54,022	\$1,076	\$2,062,369	\$21,151	\$1,862,514	\$232,866
220809	FORT WORTH ACADEMY OF FINE ARTS	356	344	\$1,468,660	\$360,279	\$147,099	\$92,902	\$2,221	\$2,071,161	\$84,180	\$2,038,855	\$128,293
220810	WESTLAKE ACADEMY CHARTER SCHOOL	322	313	\$1,667,725	\$293,482	\$189,181	\$99,609	\$0	\$2,249,997	\$491,132	\$1,925,044	\$29,451
220811	EAST FORT WORTH MONTESSORI ACADEMY	222	151	\$1,108,520	\$216,459	\$158,722	\$97,799	\$60,649	\$1,642,149	\$39,296	\$1,325,175	\$449,900
220812	RICHARD MILBURN ACADEMY (FORT WORT	142	117	\$497,619	\$366,531	\$21,018	\$80,416	\$0	\$965,584	\$5,664	\$779,108	\$202,452
221801	EAGLE ACADEMY OF ABILENE	206	173	\$741,223	\$287,153	\$83,397	\$39,164	\$41	\$1,150,978	\$4,555	\$1,059,860	\$151,846
227801	AMERICAN YOUTHWORKS CHARTER SCHOOL	435	316	\$1,729,489	\$903,776	\$92,641	\$88,789	\$0	\$2,814,695	\$4,425	\$2,231,851	\$373,199
227803	EDEN PARK ACADEMY	151	140	\$616,306	\$298,955	\$48,074	\$34,095	\$0	\$997,430	\$105,069	\$966,964	\$76,480
227804	NYOS CHARTER SCHOOL	452	421	\$2,614,585	\$448,288	\$272,648	\$231,783	\$198,917	\$3,766,221	\$563,757	\$2,611,454	\$492,926
227805	TEXAS EMPOWERMENT ACADEMY	117	111	\$495,880	\$269,975	\$70,786	\$18,829	\$0	\$855,470	\$7,859	\$820,340	\$89,327
227811	MCCULLOUGH ACADEMY OF EXCELLENCE	125	114	\$764,364	\$190,084	\$169,943	\$19,169	\$0	\$1,143,560	\$1,538	\$808,616	\$338,083
227812	FRUIT OF EXCELLENCE	43	34	\$169,419	\$83,269	\$59,095	\$59,389	\$0	\$371,172	\$1,935	\$313,506	\$63,213
227814	STAR CHARTER SCHOOL	252	251	\$897,838	\$229,131	\$170,716	\$51,240	\$38,018	\$1,386,943	\$32,905	\$1,520,970	\$26,021
227816	HARMONY SCIENCE ACADEMY (AUSTIN)	253	242	\$1,129,020	\$437,123	\$111,298	\$45,839	\$0	\$1,723,280	\$71,462	\$1,698,071	\$158,439
227817	CEDARS INTERNATIONAL ACADEMY	155	150	\$921,880	\$141,072	\$130,871	\$36,455	\$6,184	\$1,236,462	\$72,758	\$1,039,593	\$143,831
227819	UNIVERSITY OF TEXAS ELEMENTARY CHA	178	163	\$1,055,136	\$147,815	\$185,841	\$84,947	\$0	\$1,473,739	\$353,442	\$1,103,223	\$148,453
227820	KIPP AUSTIN COLLEGE PREP SCH INC	256	252	\$1,417,129	\$671,728	\$443,181	\$237,844	\$4,816	\$2,774,698	\$679,481	\$1,823,193	\$488,841
227821	AUSTIN DISCOVERY SCHOOL	137	130	\$755,875	\$337,608	\$164,899	\$17,594	\$0	\$1,275,976	\$59,365	\$746,325	\$446,659
232801	GABRIEL TAFOLLA CHARTER SCHOOL	142	130	\$738,267	\$278,675	\$211,094	\$115,731	\$13,521	\$1,357,288	\$118,135	\$919,544	\$337,939
233801	EAGLE ACADEMY OF DEL RIO	76	78	\$452,521	\$165,487	\$50,805	\$37,900	\$13	\$706,726	\$2,671	\$494,420	\$99,814
234801	RANCH ACADEMY	39	47	\$437,013	\$121,733	\$32,621	\$9,513	\$0	\$600,880	\$3,574	\$453,795	\$104,935
235801	OUTREACH WORD ACADEMY	110	84	\$58,495	\$8,775	\$6,425	\$1,997	\$0	\$75,692	\$0	\$73,785	\$3,814
236801	RAVEN SCHOOL	161	156	\$1,215,951	\$496,169	\$181,111	\$45,061	\$0	\$1,938,292	\$13,684	\$1,552,642	\$386,037
240801	GATEWAY (STUDENT ALTERNATIVE PROGR	316	298	\$1,239,554	\$693,290	\$416,070	\$146,292	\$0	\$2,495,206	\$48,879	\$2,010,108	\$329,544
240802	EAGLE ACADEMY OF LAREDO	120	90	\$499,496	\$220,135	\$71,495	\$40,675	\$28	\$831,829	\$2,409	\$670,456	\$120,429
243801	BRIGHT IDEAS CHARTER	168	156	\$637,274	\$200,656	\$84,007	\$81,310	\$21,383	\$1,024,630	\$5,399	\$905,523	\$96,162

Table F.1.a 2005-06 Charter Revenues vs. Expenditures All Funds, Charters Within Limits (Part 2)

District Number	District Name	Total All Revenue	Difference Revenue vs Expend	% Difference	Expenditures per Enroll	Expenditures per ADA	Revenue per Enroll	Revenue per ADA
003801	PINEYWOODS COMMUNITY ACADEMY	\$1,648,040	\$238,957	14.5%	\$6,405	\$6,892	\$7,491	\$8,061
013801	ST MARY'S ACADEMY CHARTER SCHOOL	\$2,248,854	\$16,635	0.7%	\$9,965	\$10,365	\$10,040	\$10,442
014801	RICHARD MILBURN ALTER HIGH SCHOOL	\$1,010,468	\$42,644	4.2%	\$5,627	\$6,376	\$5,875	\$6,657
014802	TRANSFORMATIVE CHARTER ACADEMY	\$531,013	-\$27,259	-5.1%	\$6,646	\$8,197	\$6,322	\$7,797
014803	TEMPLE EDUCATION CENTER	\$761,044	-\$3,376	-0.4%	\$7,212	\$8,524	\$7,180	\$8,487
014804	CEDAR CREST SCHOOL	\$1,204,374	\$66,374	5.5%	\$21,074	\$17,042	\$22,303	\$18,035
015801	POR VIDA ACADEMY	\$2,774,230	\$70,625	2.5%	\$7,703	\$9,548	\$7,904	\$9,797
015802	GEORGE GERVIN ACADEMY	\$3,488,718	\$165,142	4.7%	\$8,414	\$10,202	\$8,832	\$10,709
015803	HIGGS CARTER KING GIFTED & TALENTE	\$2,201,072	\$57,241	2.6%	\$7,496	\$9,759	\$7,696	\$10,019
015805	NEW FRONTIERS CHARTER SCHOOL	\$4,704,648	\$117,440	2.5%	\$7,459	\$7,916	\$7,650	\$8,119
015806	SCHOOL OF EXCELLENCE IN EDUCATION	\$13,409,022	\$1,025,285	7.6%	\$7,004	\$7,600	\$7,584	\$8,229
015807	SOUTHWEST PREPARATORY SCHOOL	\$7,439,486	\$530,228	7.1%	\$7,235	\$7,460	\$7,790	\$8,033
015808	JOHN H WOOD JR CHARTER SCHOOL	\$4,815,177	\$502,139	10.4%	\$17,896	\$16,935	\$19,980	\$18,907
015809	BEXAR COUNTY ACADEMY	\$3,315,612	\$158,561	4.8%	\$6,025	\$8,607	\$6,328	\$9,039
015811	LA ESCUELA DE LAS AMERICAS	\$980,098	-\$26,985	-2.8%	\$7,092	\$8,287	\$6,902	\$8,065
015812	GEORGE I SANCHEZ CHARTER HS SAN AN	\$1,433,660	\$13,033	0.9%	\$7,849	\$10,339	\$7,921	\$10,434
015814	POSITIVE SOLUTIONS CHARTER SCHOOL	\$1,571,313	-\$158,024	-10.1%	\$7,059	\$10,528	\$6,414	\$9,566
015815	RADIANCE ACADEMY OF LEARNING	\$2,771,299	-\$344,803	-12.4%	\$7,563	\$9,011	\$6,726	\$8,014
015816	ACADEMY OF CAREERS AND TECHNOLOGIE	\$1,293,590	\$41,725	3.2%	\$8,346	\$9,439	\$8,624	\$9,753
015817	SAN ANTONIO CAN HIGH SCHOOL	\$2,684,247	\$207,336	7.7%	\$7,138	\$7,718	\$7,736	\$8,364
015818	EAGLE ACADEMY OF SAN ANTONIO	\$1,032,723	-\$26,337	-2.6%	\$8,681	\$9,383	\$8,465	\$9,150
015819	SHEKINAH RADIANCE ACADEMY	\$5,429,339	-\$168,325	-3.1%	\$6,997	\$8,077	\$6,787	\$7,834
015820	SAN ANTONIO SCHOOL FOR INQUIRY & C	\$1,899,117	\$160,513	8.5%	\$8,440	\$9,278	\$9,219	\$10,135
015822	JUBILEE ACADEMIC CENTER	\$3,470,819	-\$56,857	-1.6%	\$7,910	\$8,618	\$7,782	\$8,479
015823	SAN ANTONIO TECHNOLOGY ACADEMY	\$935,626	-\$76,197	-8.1%	\$7,905	\$10,260	\$7,310	\$9,487
015824	SAN ANTONIO PREPARATORY ACADEMY	\$1,258,594	-\$127,570	-10.1%	\$7,575	\$7,800	\$6,878	\$7,083
015825	LIGHTHOUSE CHARTER SCHOOL	\$1,163,245	-\$4,725	-0.4%	\$7,684	\$8,261	\$7,653	\$8,227
015826	KIPP ASPIRE ACADEMY	\$2,591,407	-\$54,009	-2.1%	\$11,069	\$11,726	\$10,843	\$11,487
015827	SCHOOL OF SCIENCE AND TECHNOLOGY	\$2,056,632	\$7,934	0.4%	\$9,065	\$10,055	\$9,100	\$10,094

Table F.1.a 2005-06 Charter Revenues vs. Expenditures All Funds, Charters Within Limits (Part 2)

District Number	District Name	Total All Revenue	Difference Revenue vs Expend	% Difference	Expenditures per Enroll	Expenditures per ADA	Revenue per Enroll	Revenue per ADA
021803	BRAZOS SCHOOL FOR INQUIRY & CREATI	\$2,538,690	\$458,420	18.1%	\$5,860	\$8,075	\$7,151	\$9,855
024801	ENCINO SCHOOL	\$533,698	\$29,450	5.5%	\$7,204	\$7,379	\$7,624	\$7,810
031802	EAGLE ACADEMY OF BROWNSVILLE	\$1,062,927	\$64,296	6.0%	\$7,682	\$8,105	\$8,176	\$8,627
046801	NANCY NEY CHARTER SCHOOL	\$884,105	-\$52,335	-5.9%	\$7,203	\$9,010	\$6,801	\$8,507
046802	TRINITY CHARTER SCHOOL	\$4,771,820	\$156,759	3.3%	\$20,065	\$23,163	\$20,747	\$23,950
057802	PEGASUS SCHOOL OF LIBERAL ARTS AND	\$1,936,677	\$89,370	4.6%	\$7,051	\$7,607	\$7,392	\$7,975
057803	NORTH HILLS SCHOOL	\$6,767,825	-\$50,355	-0.7%	\$7,238	\$7,457	\$7,185	\$7,402
057804	DALLAS CAN ACADEMY CHARTER	\$16,135,510	\$1,466,923	9.1%	\$8,568	\$8,379	\$9,425	\$9,217
057805	DALLAS COMMUNITY CHARTER SCHOOL	\$1,253,620	\$140,938	11.2%	\$6,507	\$9,131	\$7,331	\$10,288
057806	EAGLE ADVANTAGE SCHOOLS	\$5,144,616	\$792,650	15.4%	\$6,087	\$7,094	\$7,195	\$8,386
057807	LIFE SCHOOL	\$13,806,778	\$1,575,882	11.4%	\$6,228	\$6,443	\$7,030	\$7,274
057808	UNIVERSAL ACADEMY	\$8,969,123	\$498,613	5.6%	\$7,302	\$8,263	\$7,732	\$8,750
057809	NOVA CHARTER SCHOOL	\$879,569	\$56,262	6.4%	\$6,586	\$7,921	\$7,037	\$8,462
057810	ACADEMY OF DALLAS	\$3,302,691	-\$286,320	-8.7%	\$7,236	\$9,863	\$6,659	\$9,076
057811	CHILDREN FIRST ACADEMY OF DALLAS	\$1,935,300	\$188,300	9.7%	\$5,425	\$6,707	\$6,010	\$7,430
057813	TRINITY BASIN PREPARATORY	\$3,920,294	\$40,907	1.0%	\$7,869	\$8,580	\$7,952	\$8,671
057814	DALLAS COUNTY JUVENILE JUSTICE	\$6,140,372	\$40,285	0.7%	\$9,299	\$9,672	\$9,360	\$9,736
057815	FAITH FAMILY ACADEMY OF OAK CLIFF	\$9,357,740	\$395,008	4.2%	\$7,654	\$9,448	\$7,991	\$9,864
057816	AW BROWN-FELLOWSHIP CHARTER SCHOOL	\$7,362,509	\$1,394,228	18.9%	\$5,789	\$7,029	\$7,141	\$8,671
057818	I AM THAT I AM ACADEMY	\$799,944	-\$85,455	-10.7%	\$10,061	\$12,784	\$9,090	\$11,550
057821	SCHOOL OF LIBERAL ARTS AND SCIENCE	\$3,988,509	-\$243,475	-6.1%	\$7,667	\$8,965	\$7,226	\$8,449
057825	HONORS ACADEMY	\$6,282,500	-\$1,098,723	-17.5%	\$8,746	\$10,324	\$7,444	\$8,787
057827	NOVA CHARTER SCHOOL (SOUTHEAST)	\$2,277,615	\$192,692	8.5%	\$8,019	\$9,136	\$8,760	\$9,980
057828	WINFREE ACADEMY	\$9,517,748	\$139,014	1.5%	\$6,174	\$6,919	\$6,266	\$7,021
057831	GATEWAY CHARTER ACADEMY	\$4,244,643	\$217,151	5.1%	\$7,458	\$8,482	\$7,860	\$8,940
057832	ALPHA CHARTER SCHOOL	\$1,381,395	\$171,167	12.4%	\$5,763	\$6,035	\$6,578	\$6,888
057833	EDUCATION CENTER INTERNATIONAL ACA	\$686,629	-\$16,802	-2.4%	\$6,281	\$6,636	\$6,131	\$6,478
057834	EVOLUTION ACADEMY CHARTER SCHOOL	\$1,963,341	\$119,146	6.1%	\$5,239	\$7,509	\$5,578	\$7,994
057835	GOLDEN RULE CHARTER SCHOOL	\$2,722,547	\$417,063	15.3%	\$6,923	\$7,978	\$8,176	\$9,422

Table F.1.a 2005-06 Charter Revenues vs. Expenditures All Funds, Charters Within Limits (Part 2)

District Number	District Name	Total All Revenue	Difference Revenue vs Expend	% Difference	Expenditures per Enroll	Expenditures per ADA	Revenue per Enroll	Revenue per ADA
057836	ST ANTHONY SCHOOL	\$1,769,269	-\$74,427	-4.2%	\$9,359	\$9,919	\$8,981	\$9,519
057837	KIPP TRUTH ACADEMY	\$1,229,206	-\$38,927	-3.2%	\$9,680	\$9,932	\$9,383	\$9,627
057838	PEAK ACADEMY	\$717,470	-\$64,186	-8.9%	\$6,857	\$7,083	\$6,294	\$6,502
068801	RICHARD MILBURN ACADEMY (ECTOR COU	\$1,170,039	\$91,712	7.8%	\$6,419	\$8,259	\$6,965	\$8,961
070801	WAXAHACHIE FAITH FAMILY ACADEMY	\$2,399,037	\$68,419	2.9%	\$8,664	\$9,790	\$8,918	\$10,077
071801	BURNHAM WOOD CHARTER SCHOOL	\$1,883,244	\$294,235	15.6%	\$6,088	\$6,225	\$7,215	\$7,377
071803	PASO DEL NORTE	\$1,459,652	-\$258,587	-17.7%	\$9,043	\$9,197	\$7,682	\$7,813
071804	EL PASO ACADEMY	\$3,025,236	\$30,438	1.0%	\$6,539	\$7,691	\$6,605	\$7,769
071805	EL PASO SCHOOL OF EXCELLENCE	\$3,750,070	-\$46,990	-1.3%	\$8,457	\$10,608	\$8,352	\$10,476
072801	PARADIGM ACCELERATED SCHOOL	\$548,417	-\$73,077	-13.3%	\$9,007	\$9,907	\$7,948	\$8,742
084801	MAINLAND PREPARATORY ACADEMY	\$3,639,018	-\$67,678	-1.9%	\$6,572	\$7,085	\$6,452	\$6,955
084802	ODYSSEY ACADEMY INC	\$1,915,702	-\$146,843	-7.7%	\$7,725	\$9,466	\$7,175	\$8,792
092801	EAST TEXAS CHARTER SCHOOLS	\$998,480	\$52,044	5.2%	\$7,011	\$7,172	\$7,396	\$7,566
101801	MEDICAL CENTER CHARTER SCHOOL	\$1,374,313	\$115,867	8.4%	\$5,014	\$7,702	\$5,475	\$8,411
101802	SER-NINOS CHARTER SCHOOL	\$4,233,122	\$167,712	4.0%	\$8,019	\$9,234	\$8,349	\$9,615
101804	GEORGE I SANCHEZ CHARTER	\$5,229,220	\$384,318	7.3%	\$8,102	\$9,388	\$8,745	\$10,133
101805	GIRLS & BOYS PREP ACADEMY	\$7,004,226	\$1,188,887	17.0%	\$6,077	\$7,061	\$7,319	\$8,505
101806	RAUL YZAGUIRRE SCHOOL FOR SUCCESS	\$7,742,999	-\$229,728	-3.0%	\$8,619	\$10,221	\$8,371	\$9,926
101807	UNIVERSITY OF HOUSTON CHARTER SCHO	\$1,115,051	\$45,225	4.1%	\$8,044	\$8,349	\$8,384	\$8,702
101809	BAY AREA CHARTER SCHOOL	\$1,913,814	\$102,216	5.3%	\$5,360	\$6,453	\$5,662	\$6,817
101810	ACADEMY OF ACCELERATED LEARNING IN	\$4,215,666	-\$76,988	-1.8%	\$6,484	\$9,243	\$6,368	\$9,077
101811	HARRIS COUNTY JUVENILE JUSTICE CHA	\$5,130,576	-\$407,837	-7.9%	\$7,566	\$8,649	\$7,009	\$8,012
101812	HOUSTON CAN ACADEMY CHARTER SCHOOL	\$6,181,788	\$245,390	4.0%	\$7,630	\$7,639	\$7,946	\$7,954
101813	KIPP INC CHARTER	\$13,449,618	-\$1,086,432	-8.1%	\$9,970	\$11,798	\$9,225	\$10,916
101814	VARNETT CHARTER SCHOOL	\$8,255,698	-\$31,503	-0.4%	\$7,023	\$8,355	\$6,996	\$8,323
101818	AMERICAN ACADEMY OF EXCELLENCE CHA	\$968,894	-\$108,303	-11.2%	\$7,481	\$11,493	\$6,728	\$10,338
101819	AMIGOS POR VIDA-FRIENDS FOR LIFE C	\$2,756,115	\$139,480	5.1%	\$7,953	\$9,377	\$8,377	\$9,877
101820	BENJI'S SPECIAL EDUCATIONAL ACADEM	\$3,900,166	\$652,447	16.7%	\$5,315	\$6,609	\$6,383	\$7,936
101821	HOUSTON HEIGHTS HIGH SCHOOL	\$2,180,599	\$231,762	10.6%	\$8,899	\$9,279	\$9,957	\$10,382

Table F.1.a 2005-06 Charter Revenues vs. Expenditures All Funds, Charters Within Limits (Part 2)

District Number	District Name	Total All Revenue	Difference Revenue vs Expend	% Difference	Expenditures per Enroll	Expenditures per ADA	Revenue per Enroll	Revenue per ADA
101822	JAMIE'S HOUSE CHARTER SCHOOL	\$797,601	\$5,503	0.7%	\$13,896	\$15,372	\$13,993	\$15,479
101823	CHILDREN FIRST ACADEMY OF HOUSTON	\$2,324,650	\$148,650	6.4%	\$5,014	\$6,203	\$5,356	\$6,627
101828	HOUSTON GATEWAY ACADEMY INC	\$4,623,078	\$15,930	0.3%	\$7,640	\$7,999	\$7,667	\$8,026
101829	HOUSTON HEIGHTS LEARNING ACADEMY I	\$605,888	-\$88,034	-14.5%	\$6,803	\$9,316	\$5,940	\$8,134
101833	LA AMISTAD LOVE & LEARNING ACADEMY	\$2,098,168	\$127,162	6.1%	\$7,039	\$12,676	\$7,493	\$13,493
101834	NORTH HOUSTON H S FOR BUSINESS	\$1,539,316	\$121,905	7.9%	\$5,857	\$6,595	\$6,361	\$7,162
101837	CALVIN NELMS CHARTER SCHOOLS	\$1,344,070	-\$55,362	-4.1%	\$7,732	\$8,077	\$7,426	\$7,757
101838	SOUTHWEST SCHOOL	\$6,230,178	\$329,167	5.3%	\$5,009	\$8,082	\$5,289	\$8,533
101840	TWO DIMENSIONS PREPARATORY ACADEMY	\$3,185,601	-\$413,573	-13.0%	\$6,869	\$9,110	\$6,079	\$8,063
101842	COMQUEST ACADEMY	\$613,736	-\$62,011	-10.1%	\$8,045	\$8,735	\$7,306	\$7,934
101846	HARMONY SCIENCE ACADEMY	\$5,331,914	\$599,291	11.2%	\$6,413	\$6,755	\$7,225	\$7,610
101847	BEATRICE MAYES INSTITUTE CHARTER S	\$2,298,685	\$242,979	10.6%	\$6,046	\$6,179	\$6,761	\$6,909
101848	NORTHWEST PREPARATORY	\$3,123,696	\$50,382	1.6%	\$9,978	\$11,300	\$10,142	\$11,485
101850	ZOE LEARNING ACADEMY	\$3,268,279	-\$1,045	0.0%	\$7,784	\$9,002	\$7,782	\$8,999
101851	HOUSTON ALTERNATIVE PREPARATORY CH	\$1,544,924	\$50,595	3.3%	\$8,302	\$10,988	\$8,583	\$11,360
101852	JUAN B GALAVIZ CHARTER SCHOOL	\$763,325	\$116,837	15.3%	\$6,465	\$8,278	\$7,633	\$9,774
101853	RIPLEY HOUSE CHARTER SCHOOL	\$2,905,015	\$395,158	13.6%	\$4,335	\$7,603	\$5,017	\$8,800
101854	RICHARD MILBURN ACADEMY (SUBURBAN	\$1,379,721	\$229,886	16.7%	\$6,724	\$7,974	\$8,069	\$9,568
101855	MEYERPARK ELEMENTARY	\$928,117	\$122,972	13.2%	\$6,054	\$7,874	\$6,978	\$9,077
101856	DRAW ACADEMY	\$2,008,615	-\$67,310	-3.4%	\$8,439	\$10,167	\$8,165	\$9,837
101857	HARMONY ELEMENTARY	\$1,882,920	\$277,754	14.8%	\$8,107	\$8,587	\$9,510	\$10,073
105801	KATHERINE ANNE PORTER SCHOOL	\$955,211	\$18,315	1.9%	\$9,464	\$10,105	\$9,649	\$10,302
105802	TEXAS PREPARATORY SCHOOL	\$737,526	\$111,452	15.1%	\$7,114	\$7,314	\$8,381	\$8,616
108801	ONE STOP MULTISERVICE CHARTER SCHO	\$6,217,288	-\$762,224	-12.3%	\$8,681	\$11,778	\$7,733	\$10,492
108802	TECHNOLOGY EDUCATION CHARTER HIGH	\$2,146,006	-\$390,895	-18.2%	\$7,782	\$8,912	\$6,583	\$7,539
108806	EAGLE ACADEMY OF PHARR/MCALLEN	\$1,698,732	-\$107,481	-6.3%	\$7,056	\$7,873	\$6,636	\$7,404
108807	IDEA ACADEMY	\$6,906,146	-\$691,216	-10.0%	\$8,479	\$8,701	\$7,708	\$7,910
108808	VANGUARD ACADEMY	\$2,165,722	\$190,501	8.8%	\$6,906	\$7,797	\$7,572	\$8,549
116801	PHOENIX CHARTER SCHOOL	\$2,217,334	\$14,770	0.7%	\$7,293	\$8,395	\$7,342	\$8,451

Table F.1.a 2005-06 Charter Revenues vs. Expenditures All Funds, Charters Within Limits (Part 2)

District Number	District Name	Total All Revenue	Difference Revenue vs Expend	% Difference	Expenditures per Enroll	Expenditures per ADA	Revenue per Enroll	Revenue per ADA
123801	ACADEMY OF BEAUMONT	\$2,436,518	\$211,583	8.7%	\$6,250	\$8,753	\$6,844	\$9,585
123802	EAGLE ACADEMY OF BEAUMONT	\$1,128,689	\$58,057	5.1%	\$6,083	\$7,902	\$6,413	\$8,331
123803	TEKOA ACADEMY OF ACCELERATED STUDI	\$3,577,237	\$541,739	15.1%	\$8,850	\$12,058	\$10,429	\$14,210
123804	RICHARD MILBURN ACADEMY (BEAUMONT)	\$1,261,690	\$130,239	10.3%	\$4,898	\$7,102	\$5,462	\$7,919
123805	EHRHART SCHOOL	\$1,772,272	\$114,213	6.4%	\$7,304	\$8,405	\$7,807	\$8,983
141801	WHISPERING OAKS CHARTER SCHOOL	\$620,253	-\$107,109	-17.3%	\$10,102	\$28,352	\$8,615	\$24,177
152801	RICHARD MILBURN ALTER HIGH SCHOOL	\$863,726	-\$31,197	-3.6%	\$5,888	\$7,905	\$5,682	\$7,630
152802	RISE ACADEMY	\$1,267,128	-\$97,539	-7.7%	\$7,498	\$9,140	\$6,962	\$8,487
152803	SOUTH PLAINS	\$1,271,357	-\$114,299	-9.0%	\$10,189	\$10,874	\$9,348	\$9,977
152804	EAGLE ACADEMY OF LUBBOCK	\$669,932	-\$18,587	-2.8%	\$6,817	\$7,801	\$6,633	\$7,590
161801	WACO CHARTER SCHOOL	\$1,400,292	-\$70,208	-5.0%	\$10,141	\$10,440	\$9,657	\$9,941
161802	AUDRE AND BERNARD RAPOPORT ACADEMY	\$1,925,298	-\$16,812	-0.9%	\$9,858	\$10,915	\$9,773	\$10,820
161804	EAGLE ACADEMY OF WACO	\$1,738,868	\$198,775	11.4%	\$5,292	\$6,535	\$5,975	\$7,378
165801	RICHARD MILBURN ACADEMY (MIDLAND)	\$1,026,939	-\$49,526	-4.8%	\$6,048	\$7,102	\$5,769	\$6,776
165802	MIDLAND ACADEMY CHARTER SCHOOL	\$3,771,109	\$221,867	5.9%	\$7,056	\$7,593	\$7,497	\$8,068
165803	EAGLE ACADEMY OF MIDLAND	\$2,780,826	\$530,748	19.1%	\$4,808	\$6,063	\$5,942	\$7,494
170801	TEXAS SERENITY ACADEMY	\$50,019	\$83	0.2%	\$130	\$194	\$130	\$194
178802	SEASHORE LEARNING CTR CHARTER	\$1,189,778	\$6,521	0.5%	\$5,800	\$5,953	\$5,832	\$5,986
178804	RICHARD MILBURN ALTER HIGH SCHOOL	\$1,164,681	-\$5,923	-0.5%	\$6,503	\$7,581	\$6,470	\$7,543
183801	PANOLA CHARTER SCHOOL	\$1,109,512	-\$5,240	-0.5%	\$6,635	\$7,974	\$6,604	\$7,936
188801	RICHARD MILBURN ACADEMY (AMARILLO)	\$844,818	-\$43,898	-5.2%	\$6,487	\$7,453	\$6,167	\$7,085
193801	BIG SPRINGS CHARTER SCHOOL	\$1,539,433	-\$7,634	-0.5%	\$19,583	\$19,256	\$19,486	\$19,161
212801	CUMBERLAND ACADEMY	\$1,545,757	-\$8,220	-0.5%	\$7,580	\$7,835	\$7,540	\$7,794
212802	EAGLE ACADEMY OF TYLER	\$998,752	\$134,805	13.5%	\$5,647	\$6,396	\$6,528	\$7,394
212803	AZLEWAY CHARTER SCHOOL	\$1,842,824	\$114,750	6.2%	\$18,990	\$18,418	\$20,251	\$19,641
213801	BRAZOS RIVER CHARTER SCHOOL	\$1,004,351	\$23,048	2.3%	\$7,163	\$7,905	\$7,331	\$8,091
220801	TREETOPS SCHOOL INTERNATIONAL	\$1,383,036	\$18,963	1.4%	\$5,905	\$6,362	\$5,987	\$6,450
220802	ARLINGTON CLASSICS ACADEMY	\$2,090,292	-\$75,429	-3.6%	\$6,101	\$6,289	\$5,888	\$6,070
220803	ERATH EXCELS ACADEMY INC	\$733,748	-\$76,238	-10.4%	\$7,105	\$10,819	\$6,436	\$9,800

Table F.1.a 2005-06 Charter Revenues vs. Expenditures All Funds, Charters Within Limits (Part 2)

District Number	District Name	Total All Revenue	Difference Revenue vs Expend	% Difference	Expenditures per Enroll	Expenditures per ADA	Revenue per Enroll	Revenue per ADA
220804	FORT WORTH CAN ACADEMY	\$4,615,369	-\$13,621	-0.3%	\$7,478	\$7,890	\$7,456	\$7,867
220806	THERESA B LEE ACADEMY	\$2,028,369	-\$108,121	-5.3%	\$8,032	\$8,296	\$7,625	\$7,876
220807	EAGLE ACADEMY OF FORT WORTH	\$961,721	\$24,708	2.6%	\$5,893	\$7,653	\$6,049	\$7,855
220808	METRO CHARTER ACADEMY	\$2,116,531	\$54,162	2.6%	\$6,084	\$6,949	\$6,243	\$7,131
220809	FORT WORTH ACADEMY OF FINE ARTS	\$2,251,328	\$180,167	8.0%	\$5,818	\$6,028	\$6,324	\$6,552
220810	WESTLAKE ACADEMY CHARTER SCHOOL	\$2,445,627	\$195,630	8.0%	\$6,988	\$7,183	\$7,595	\$7,807
220811	EAST FORT WORTH MONTESSORI ACADEMY	\$1,814,371	\$172,222	9.5%	\$7,397	\$10,866	\$8,173	\$12,005
220812	RICHARD MILBURN ACADEMY (FORT WORT	\$987,224	\$21,640	2.2%	\$6,800	\$8,249	\$6,952	\$8,433
221801	EAGLE ACADEMY OF ABILENE	\$1,216,261	\$65,283	5.4%	\$5,587	\$6,646	\$5,904	\$7,023
227801	AMERICAN YOUTHWORKS CHARTER SCHOOL	\$2,609,475	-\$205,220	-7.9%	\$6,471	\$8,904	\$5,999	\$8,255
227803	EDEN PARK ACADEMY	\$1,148,513	\$151,083	13.2%	\$6,605	\$7,148	\$7,606	\$8,230
227804	NYOS CHARTER SCHOOL	\$3,668,137	-\$98,084	-2.7%	\$8,332	\$8,938	\$8,115	\$8,705
227805	TEXAS EMPOWERMENT ACADEMY	\$917,526	\$62,056	6.8%	\$7,312	\$7,688	\$7,842	\$8,245
227811	MCCULLOUGH ACADEMY OF EXCELLENCE	\$1,148,237	\$4,677	0.4%	\$9,148	\$9,996	\$9,186	\$10,037
227812	FRUIT OF EXCELLENCE	\$378,654	\$7,482	2.0%	\$8,632	\$10,845	\$8,806	\$11,063
227814	STAR CHARTER SCHOOL	\$1,579,896	\$192,953	12.2%	\$5,504	\$5,516	\$6,269	\$6,283
227816	HARMONY SCIENCE ACADEMY (AUSTIN)	\$1,927,972	\$204,692	10.6%	\$6,811	\$7,120	\$7,620	\$7,966
227817	CEDARS INTERNATIONAL ACADEMY	\$1,256,182	\$19,720	1.6%	\$7,977	\$8,222	\$8,104	\$8,353
227819	UNIVERSITY OF TEXAS ELEMENTARY CHA	\$1,605,118	\$131,379	8.2%	\$8,279	\$9,064	\$9,018	\$9,872
227820	KIPP AUSTIN COLLEGE PREP SCH INC	\$2,991,515	\$216,817	7.2%	\$10,839	\$11,004	\$11,686	\$11,864
227821	AUSTIN DISCOVERY SCHOOL	\$1,252,349	-\$23,627	-1.9%	\$9,314	\$9,797	\$9,141	\$9,616
232801	GABRIEL TAFOLLA CHARTER SCHOOL	\$1,375,618	\$18,330	1.3%	\$9,558	\$10,471	\$9,687	\$10,612
233801	EAGLE ACADEMY OF DEL RIO	\$596,905	-\$109,821	-18.4%	\$9,299	\$9,039	\$7,854	\$7,634
234801	RANCH ACADEMY	\$562,304	-\$38,576	-6.9%	\$15,407	\$12,725	\$14,418	\$11,908
235801	OUTREACH WORD ACADEMY	\$77,599	\$1,907	2.5%	\$688	\$902	\$705	\$925
236801	RAVEN SCHOOL	\$1,952,363	\$14,071	0.7%	\$12,039	\$12,406	\$12,126	\$12,496
240801	GATEWAY (STUDENT ALTERNATIVE PROGR	\$2,388,531	-\$106,675	-4.5%	\$7,896	\$8,371	\$7,559	\$8,013
240802	EAGLE ACADEMY OF LAREDO	\$793,294	-\$38,535	-4.9%	\$6,932	\$9,218	\$6,611	\$8,791
243801	BRIGHT IDEAS CHARTER	\$1,007,084	-\$17,546	-1.7%	\$6,099	\$6,586	\$5,995	\$6,473

Table F.1.b. 2005-06 Charter Revenues vs. Expenditures All Funds Charters Outside Limits (Part 1)

District Number	District Name	2005-06 Enroll	2005-06 ADA	2005-06 6100 Total All Funds	2005-06 6200 Total All Funds	2005-06 6300 Total All Funds	2005-06 6400 Total All Funds	2005-06 6500 Total All Funds	Total All Expenditures All Funds	Total Local Revenue
015813	GUARDIAN ANGEL PERFORMANCE ARTS AC	31	15	\$50,422	\$74,200	\$6,000	\$5,352	\$0	\$135,974	\$0
057817	FOCUS LEARNING ACADEMY	421	401	\$2,376,068	\$681,889	\$124,497	\$2,647,074	\$105,915	\$5,935,443	\$152,678
057819	JEAN MASSIEU ACADEMY	137	119	\$830,532	\$78,475	\$110,752	\$120,150	\$16,033	\$1,155,942	\$0
057829	A+ ACADEMY	961	879	\$5,502,302	\$1,300,247	\$1,184,743	\$124,187	\$0	\$8,111,479	\$71,840
057830	INSPIRED VISION ACADEMY	553	480	\$2,886,061	\$968,310	\$615,163	\$146,829	\$0	\$4,616,363	\$0
061802	EDUCATION CENTER	305	282	\$993,479	\$346,869	\$146,810	\$63,287	\$0	\$1,550,445	\$50,206
101803	WEST HOUSTON CHARTER SCHOOL	138	132	\$591,979	\$226,292	\$24,520	\$111,855	\$236,394	\$1,191,040	\$19,491
101815	ALIEF MONTESSORI COMMUNITY SCHOOL	213	144	\$787,690	\$183,283	\$4,549	\$8,040	\$0	\$983,562	\$192,000
101817	ALPHONSO CRUTCH'S-LIFE SUPPORT CEN	436	317	\$986,334	\$846,438	\$102,981	\$112,752	\$0	\$2,048,505	\$1
101831	JESSE JACKSON ACADEMY	297	265	\$1,583,376	\$1,872,982	\$166,959	\$251,710	\$0	\$3,875,027	\$265,991
101845	YES COLLEGE PREPARATORY SCHOOL	1,072	1,033	\$5,895,347	\$2,501,500	\$655,136	\$1,012,453	\$32,108	\$10,096,544	\$6,453,895
101849	ACCELERATED INTERMEDIATE ACADEMY	815	646	\$2,335,551	\$1,477,706	\$106,010	\$67,606	\$4,980	\$3,991,853	\$82,111
108804	MID-VALLEY ACADEMY	245	203	\$764,299	\$453,407	\$179,941	\$75,547	\$0	\$1,473,194	\$20,121
178801	DR M L GARZA-GONZALEZ CHARTER SCHO	200	166	\$1,031,311	\$633,613	\$357,027	\$81,087	\$0	\$2,103,038	\$9,467
178807	CORPUS CHRISTI MONTESSORI SCHOOL	59	56	\$310,873	\$125,830	\$44,024	\$21,761	\$31	\$502,519	\$12,127
227806	UNIVERSITY CHARTER SCHOOL	1,024	1,024	\$4,938,892	\$9,560,160	\$1,688,801	\$1,816,270	\$0	\$18,004,123	\$0
227818	AUSTIN CAN ACADEMY CHARTER SCHOOL	371	235	\$1,581,075	\$539,218	\$206,803	\$170,749	\$90,954	\$2,588,799	\$17,598

Table F.1.b. 2005-06 Charter Revenues vs. Expenditures All Funds Charters Outside Limits (Part 2)

District Number	District Name	Total State Revenue	Total Federal Revenue	Total All Revenue	Difference Revenue vs Expend	% Difference	Expenditures per Enroll	Expenditures per ADA	Revenue per Enroll	Revenue per ADA
015813	GUARDIAN ANGEL PERFORMANCE ARTS AC	\$0	\$176,636	\$176,636	\$40,662	23.02%	\$4,386	\$9,012	\$5,698	\$11,707
057817	FOCUS LEARNING ACADEMY	\$2,875,490	\$268,937	\$3,297,105	-\$2,638,338	-80.02%	\$14,098	\$14,804	\$7,832	\$8,223
057819	JEAN MASSIEU ACADEMY	\$1,376,514	\$309,034	\$1,685,548	\$529,606	31.42%	\$8,438	\$9,693	\$12,303	\$14,134
057829	A+ ACADEMY	\$91,904	\$1,485,879	\$1,649,623	-\$6,461,856	-391.72%	\$8,441	\$9,231	\$1,717	\$1,877
057830	INSPIRED VISION ACADEMY	\$2,872	\$153,360	\$156,232	-\$4,460,131	-2854.81%	\$8,348	\$9,615	\$283	\$325
061802	EDUCATION CENTER	\$1,928,062	\$114,218	\$2,092,486	\$542,041	25.90%	\$5,083	\$5,491	\$6,861	\$7,410
101803	WEST HOUSTON CHARTER SCHOOL	\$812,841	\$46,575	\$878,907	-\$312,133	-35.51%	\$8,631	\$9,016	\$6,369	\$6,653
101815	ALIEF MONTESSORI COMMUNITY SCHOOL	\$1,061,364	\$144,280	\$1,397,644	\$414,082	29.63%	\$4,618	\$6,853	\$6,562	\$9,738
101817	ALPHONSO CRUTCH'S-LIFE SUPPORT CEN	\$364,103	\$576,776	\$940,880	-\$1,107,625	-117.72%	\$4,698	\$6,452	\$2,158	\$2,964
101831	JESSE JACKSON ACADEMY	\$1,674,304	\$223,358	\$2,163,653	-\$1,711,374	-79.10%	\$13,047	\$14,629	\$7,285	\$8,168
101845	YES COLLEGE PREPARATORY SCHOOL	\$6,733,090	\$996,238	\$14,183,223	\$4,086,679	28.81%	\$9,418	\$9,775	\$13,231	\$13,731
101849	ACCELERATED INTERMEDIATE ACADEMY	\$4,538,548	\$1,009,889	\$5,630,548	\$1,638,695	29.10%	\$4,898	\$6,183	\$6,909	\$8,721
108804	MID-VALLEY ACADEMY	\$884,261	\$176,183	\$1,080,565	-\$392,629	-36.34%	\$6,013	\$7,247	\$4,410	\$5,315
178801	DR M L GARZA-GONZALEZ CHARTER SCHO	\$1,175,130	\$542,084	\$1,726,681	-\$376,357	-21.80%	\$10,515	\$12,646	\$8,633	\$10,383
178807	CORPUS CHRISTI MONTESSORI SCHOOL	\$337,774	\$282,504	\$632,405	\$129,886	20.54%	\$8,517	\$9,011	\$10,719	\$11,340
227806	UNIVERSITY CHARTER SCHOOL	\$14,378,655	\$15,238	\$14,393,893	-\$3,610,230	-25.08%	\$17,582	\$17,584	\$14,057	\$14,058
227818	AUSTIN CAN ACADEMY CHARTER SCHOOL	\$1,878,816	\$223,921	\$2,120,335	-\$468,464	-22.09%	\$6,978	\$10,997	\$5,715	\$9,007

Table F.1.c. ADA by 6 Weeks

DISTRICT	District Name	2005-06 Enrollment	2005-06 ADA	Enrollment to ADA	2005-06 1st Six Weeks ADA	2005-06 2nd Six Weeks ADA	% Change	2005-06 3rd Six Weeks ADA	% Change	2005-06 4th Six Weeks ADA	% Change	2005-06 5th Six Weeks ADA	% Change	2005-06 6th Six Weeks ADA	% Change
003801	PINEYWOODS COMMUNITY ACADEMY	220	204	107.6%	213	208	-2.2%	204	-1.9%	201	-1.6%	200	-0.8%	201	0.8%
013801	ST MARY'S ACADEMY CHARTER SCHOOL	224	215	104.0%	218	217	-0.4%	216	-0.3%	213	-1.8%	214	0.7%	215	0.3%
014801	RICHARD MILBURN ALTER HIGH SCHOOL	172	152	113.3%	143	154	7.8%	149	-3.5%	158	5.9%	163	3.2%	143	-12.3%
014802	TRANSFORMATIVE CHARTER ACADEMY	84	68	123.3%	53	70	31.0%	75	7.8%	74	-2.0%	72	-2.1%	66	-9.0%
014803	TEMPLE EDUCATION CENTER	106	90	118.2%	104	102	-1.8%	96	-5.8%	94	-2.5%	90	-4.0%	91	1.1%
014804	CEDAR CREST SCHOOL	54	67	80.9%	77	62	-19.3%	64	2.2%	69	8.5%	64	-6.8%	64	-0.5%
015801	POR VIDA ACADEMY	351	283	124.0%	274	292	6.7%	291	-0.5%	277	-4.9%	289	4.3%	276	-4.3%
015802	GEORGE GERVIN ACADEMY	395	326	121.3%	329	363	10.4%	406	11.6%	384	-5.4%	373	-2.9%	390	4.6%
015803	HIGGS CARTER KING GIFTED & TALENTE	286	220	130.2%	270	270	0.1%	251	-6.9%	269	7.3%	254	-5.9%	245	-3.4%
015805	NEW FRONTIERS CHARTER SCHOOL	615	579	106.1%	603	586	-2.8%	570	-2.7%	567	-0.5%	574	1.3%	578	0.6%
015806	SCHOOL OF EXCELLENCE IN EDUCATION	1,768	1,629	108.5%	1,767	1,719	-2.7%	1,677	-2.4%	1,669	-0.5%	1,633	-2.2%	1,617	-1.0%
015807	SOUTHWEST PREPARATORY SCHOOL	955	926	103.1%	884	865	-2.2%	837	-3.3%	860	2.8%	830	-3.5%	1,280	54.2%
015808	JOHN H WOOD JR CHARTER SCHOOL	241	255	94.6%	290	239	-17.5%	236	-1.2%	252	7.1%	255	1.1%	256	0.3%
015809	BEXAR COUNTY ACADEMY	524	367	142.9%	499	475	-4.7%	452	-4.9%	453	0.3%	435	-4.1%	406	-6.6%
015811	LA ESCUELA DE LAS AMERICAS	142	122	116.8%	140	138	-1.3%	138	0.3%	136	-1.8%	134	-0.8%	138	2.5%
015812	GEORGE I SANCHEZ CHARTER HS SAN AN	181	137	131.7%	146	151	3.1%	138	-8.4%	133	-3.7%	127	-4.2%	129	1.5%
015813	GUARDIAN ANGEL PERFORMANCE ARTS AC	31	15	205.5%	16	21	32.9%	18	-15.7%	12	-34.6%	12	-2.1%	12	0.8%
015814	POSITIVE SOLUTIONS CHARTER SCHOOL	245	164	149.2%	176	182	3.8%	174	-4.7%	153	-12.2%	153	0.0%	148	-2.9%
015815	RADIANCE ACADEMY OF LEARNING	412	346	119.1%	394	376	-4.6%	368	-1.9%	369	0.1%	354	-3.9%	348	-1.7%
015816	ACADEMY OF CAREERS AND TECHNOLOGIE	150	133	113.1%	127	120	-5.2%	137	14.2%	143	4.5%	140	-2.8%	129	-7.7%
015817	SAN ANTONIO CAN HIGH SCHOOL	347	321	108.1%	340	342	0.5%	310	-9.3%	325	4.9%	280	-13.9%	329	17.7%
015818	EAGLE ACADEMY OF SAN ANTONIO	122	113	108.1%	100	97	-2.8%	115	17.9%	121	5.2%	125	3.3%	119	-5.0%
015819	SHEKINAH RADIANCE ACADEMY	800	693	115.4%	774	757	-2.2%	720	-4.8%	693	-3.8%	677	-2.4%	677	0.1%
015820	SAN ANTONIO SCHOOL FOR INQUIRY & C	206	187	109.9%	191	186	-2.3%	184	-1.0%	186	1.0%	191	2.4%	186	-2.6%
015822	JUBILEE ACADEMIC CENTER	446	409	109.0%	417	415	-0.7%	408	-1.5%	404	-1.0%	406	0.5%	406	0.0%
015823	SAN ANTONIO TECHNOLOGY ACADEMY	128	99	129.8%	96	117	22.3%	108	-7.8%	106	-2.1%	92	-12.5%	73	-20.5%
015824	SAN ANTONIO PREPARATORY ACADEMY	183	178	103.0%	178	174	-2.1%	179	2.8%	178	-0.7%	180	1.0%	177	-1.7%
015825	LIGHTHOUSE CHARTER SCHOOL	152	141	107.5%	147	148	0.6%	142	-4.1%	140	-1.6%	139	-0.8%	132	-4.9%
015826	KIPP ASPIRE ACADEMY	239	226	105.9%	233	234	0.2%	230	-1.3%	221	-3.9%	218	-1.7%	217	-0.1%

Table F.1.c. ADA by 6 Weeks

DISTRICT	District Name	2005-06 Enrollment	2005-06 ADA	Enrollment to ADA	2005-06 1st Six Weeks ADA	2005-06 2nd Six Weeks ADA	% Change	2005-06 3rd Six Weeks ADA	% Change	2005-06 4th Six Weeks ADA	% Change	2005-06 5th Six Weeks ADA	% Change	2005-06 6th Six Weeks ADA	% Change
015827	SCHOOL OF SCIENCE AND TECHNOLOGY	226	204	110.9%	238	221	-7.4%	208	-5.9%	192	-7.7%	184	-4.0%	180	-2.0%
021803	BRAZOS SCHOOL FOR INQUIRY & CREATI	355	258	137.8%	298	307	2.9%	285	-7.0%	318	11.5%	310	-2.5%	313	1.0%
024801	ENCINO SCHOOL	70	68	102.4%	74	70	-5.8%	69	-1.0%	74	6.3%	76	3.1%	74	-2.3%
031802	EAGLE ACADEMY OF BROWNSVILLE	130	123	105.5%	125	122	-2.9%	111	-8.7%	133	19.5%	132	-0.8%	117	-10.9%
046801	NANCY NEY CHARTER SCHOOL	130	104	125.1%	110	114	3.8%	104	-9.1%	104	-0.1%	103	-0.4%	88	-14.6%
046802	TRINITY CHARTER SCHOOL	230	199	115.4%	201	227	12.9%	216	-4.6%	211	-2.4%	174	-17.5%	166	-4.8%
057802	PEGASUS SCHOOL OF LIBERAL ARTS AND	262	243	107.9%	253	252	-0.4%	249	-1.3%	239	-4.1%	233	-2.4%	230	-1.5%
057803	NORTH HILLS SCHOOL	942	914	103.0%	932	923	-0.9%	915	-0.9%	905	-1.0%	909	0.4%	902	-0.8%
057804	DALLAS CAN ACADEMY CHARTER	1,712	1,751	97.8%	1,675	1,807	7.9%	1,693	-6.3%	1,857	9.7%	1,721	-7.3%	1,751	1.7%
057805	DALLAS COMMUNITY CHARTER SCHOOL	171	122	140.3%	141	143	1.9%	138	-4.0%	139	0.7%	142	2.1%	139	-1.5%
057806	EAGLE ADVANTAGE SCHOOLS	715	613	116.5%	628	624	-0.8%	613	-1.7%	615	0.2%	612	-0.5%	591	-3.3%
057807	LIFE SCHOOL	1,964	1,898	103.5%	1,916	1,909	-0.3%	1,903	-0.3%	1,888	-0.8%	1,885	-0.2%	1,889	0.2%
057808	UNIVERSAL ACADEMY	1,160	1,025	113.2%	1,099	1,104	0.4%	1,075	-2.7%	1,079	0.4%	1,073	-0.6%	1,037	-3.3%
057809	NOVA CHARTER SCHOOL	125	104	120.3%	101	104	3.0%	102	-2.5%	103	1.6%	106	2.7%	108	2.0%
057810	ACADEMY OF DALLAS	496	364	136.3%	462	461	-0.3%	440	-4.5%	440	-0.1%	439	-0.2%	425	-3.2%
057811	CHILDREN FIRST ACADEMY OF DALLAS	322	260	123.6%	288	307	6.5%	309	0.6%	296	-4.2%	298	0.8%	299	0.3%
057813	TRINITY BASIN PREPARATORY	493	452	109.0%	479	471	-1.8%	451	-4.2%	447	-1.0%	445	-0.2%	420	-5.7%
057814	DALLAS COUNTY JUVENILE JUSTICE	656	631	104.0%	611	639	4.6%	675	5.6%	618	-8.4%	604	-2.4%	638	5.6%
057815	FAITH FAMILY ACADEMY OF OAK CLIFF	1,171	949	123.4%	1,185	1,112	-6.2%	1,066	-4.1%	1,036	-2.8%	1,003	-3.2%	1,000	-0.2%
057816	AW BROWN-FELLOWSHIP CHARTER SCHOOL	1,031	849	121.4%	948	942	-0.7%	919	-2.4%	916	-0.3%	908	-0.9%	916	0.8%
057817	FOCUS LEARNING ACADEMY	421	401	105.0%	401	405	0.9%	404	-0.2%	396	-1.8%	399	0.7%	400	0.3%
057818	I AM THAT I AM ACADEMY	88	69	127.1%	96	72	-24.4%	61	-15.1%	64	4.5%	60	-6.3%	62	2.9%
057819	JEAN MASSIEU ACADEMY	137	119	114.9%	124	127	1.9%	128	0.7%	123	-3.8%	123	-0.3%	122	-0.6%
057821	SCHOOL OF LIBERAL ARTS AND SCIENCE	552	472	116.9%	534	518	-3.0%	496	-4.2%	468	-5.6%	452	-3.4%	446	-1.3%
057825	HONORS ACADEMY	844	715	118.0%	730	768	5.2%	740	-3.6%	701	-5.2%	694	-1.1%	656	-5.5%
057827	NOVA CHARTER SCHOOL (SOUTHEAST)	260	228	113.9%	257	250	-2.6%	240	-3.8%	249	3.5%	247	-0.8%	244	-1.3%
057828	WINFREE ACADEMY	1,519	1,356	112.1%	1,366	1,359	-0.5%	1,368	0.7%	1,418	3.6%	1,364	-3.8%	1,259	-7.6%
057829	A+ ACADEMY	961	879	109.4%	950	930	-2.1%	910	-2.2%	896	-1.5%	894	-0.2%	901	0.7%
057830	INSPIRED VISION ACADEMY	553	480	115.2%	556	543	-2.4%	520	-4.3%	509	-2.1%	501	-1.4%	497	-0.8%

Table F.1.c. ADA by 6 Weeks

DISTRICT	District Name	2005-06 Enrollment	2005-06 ADA	Enrollment to ADA	2005-06 1st Six Weeks ADA	2005-06 2nd Six Weeks ADA	% Change	2005-06 3rd Six Weeks ADA	% Change	2005-06 4th Six Weeks ADA	% Change	2005-06 5th Six Weeks ADA	% Change	2005-06 6th Six Weeks ADA	% Change
057831	GATEWAY CHARTER ACADEMY	540	475	113.7%	537	526	-2.0%	505	-4.1%	496	-1.7%	495	-0.2%	498	0.6%
057832	ALPHA CHARTER SCHOOL	210	201	104.7%	180	189	5.2%	179	-5.3%	195	9.1%	231	18.6%	229	-1.0%
057833	EDUCATION CENTER INTERNATIONAL ACA	112	106	105.7%	105	103	-1.8%	108	5.3%	109	1.2%	110	0.2%	102	-7.0%
057834	EVOLUTION ACADEMY CHARTER SCHOOL	352	246	143.3%	253	258	1.8%	244	-5.3%	223	-8.8%	244	9.6%	252	3.3%
057835	GOLDEN RULE CHARTER SCHOOL	333	289	115.2%	287	293	2.1%	287	-2.2%	292	1.9%	288	-1.6%	287	-0.4%
057836	ST ANTHONY SCHOOL	197	186	106.0%	185	185	0.0%	188	1.9%	188	-0.3%	187	-0.3%	187	-0.3%
057837	KIPP TRUTH ACADEMY	131	128	102.6%	131	129	-1.1%	122	-5.3%	118	-3.6%	119	1.1%	146	22.4%
057838	PEAK ACADEMY	114	110	103.3%	112	112	0.2%	111	-0.8%	110	-1.3%	108	-1.5%	108	0.1%
061802	EDUCATION CENTER	305	282	108.0%	308	289	-6.3%	282	-2.1%	279	-1.3%	276	-1.2%	261	-5.2%
068801	RICHARD MILBURN ACADEMY (ECTOR COU	168	131	128.7%	137	140	2.3%	136	-3.4%	136	0.3%	128	-5.8%	107	-16.5%
070801	WAXAHACHIE FAITH FAMILY ACADEMY	269	238	113.0%	254	250	-1.7%	249	-0.4%	242	-2.8%	240	-0.8%	240	-0.1%
071801	BURNHAM WOOD CHARTER SCHOOL	261	255	102.2%	261	261	0.1%	255	-2.2%	255	-0.1%	252	-0.9%	249	-1.5%
071803	PASO DEL NORTE	190	187	101.7%	179	181	0.8%	162	-10.3%	175	8.2%	211	20.4%	212	0.3%
071804	EL PASO ACADEMY	458	389	117.6%	395	393	-0.5%	385	-2.3%	388	1.0%	394	1.6%	380	-3.7%
071805	EL PASO SCHOOL OF EXCELLENCE	449	358	125.4%	398	417	4.8%	420	0.9%	447	6.3%	440	-1.6%	438	-0.4%
072801	PARADIGM ACCELERATED SCHOOL	69	63	110.0%	64	65	1.6%	63	-2.5%	63	0.3%	62	-2.6%	60	-3.6%
084801	MAINLAND PREPARATORY ACADEMY	564	523	107.8%	564	561	-0.5%	556	-0.9%	554	-0.5%	548	-1.1%	544	-0.8%
084802	ODYSSEY ACADEMY INC	267	218	122.5%	235	235	-0.1%	233	-1.1%	234	0.5%	228	-2.3%	234	2.6%
092801	EAST TEXAS CHARTER SCHOOLS	135	132	102.3%	136	128	-6.0%	126	-1.7%	137	9.5%	141	2.8%	124	-12.5%
101801	MEDICAL CENTER CHARTER SCHOOL	251	163	153.6%	238	238	0.0%	231	-3.0%	229	-0.7%	220	-3.8%	213	-3.3%
101802	SER-NINOS CHARTER SCHOOL	507	440	115.2%	485	477	-1.6%	464	-2.7%	467	0.5%	464	-0.5%	457	-1.5%
101803	WEST HOUSTON CHARTER SCHOOL	138	132	104.5%	132	130	-1.8%	135	4.4%	134	-1.0%	132	-1.1%	130	-2.1%
101804	GEORGE I SANCHEZ CHARTER	598	516	115.9%	521	522	0.3%	523	0.1%	507	-3.0%	524	3.3%	510	-2.8%
101805	GIRLS & BOYS PREP ACADEMY	957	824	116.2%	804	856	6.5%	838	-2.1%	839	0.1%	820	-2.2%	798	-2.7%
101806	RAUL YZAGUIRRE SCHOOL FOR SUCCESS	925	780	118.6%	859	840	-2.2%	833	-0.8%	824	-1.1%	798	-3.1%	790	-1.1%
101807	UNIVERSITY OF HOUSTON CHARTER SCHO	133	128	103.8%	131	128	-2.1%	127	-0.8%	128	0.8%	128	0.3%	127	-1.5%
101809	BAY AREA CHARTER SCHOOL	338	281	120.4%	269	284	5.6%	282	-0.8%	288	2.0%	275	-4.3%	287	4.2%
101810	ACADEMY OF ACCELERATED LEARNING IN	662	464	142.5%	628	620	-1.2%	582	-6.1%	597	2.4%	585	-2.0%	557	-4.7%
101811	HARRIS COUNTY JUVENILE JUSTICE CHA	732	640	114.3%	610	640	5.0%	657	2.6%	667	1.6%	640	-4.1%	629	-1.7%

Table F.1.c. ADA by 6 Weeks

DISTRICT	District Name	2005-06 Enrollment	2005-06 ADA	Enrollment to ADA	2005-06 1st Six Weeks ADA	2005-06 2nd Six Weeks ADA	% Change	2005-06 3rd Six Weeks ADA	% Change	2005-06 4th Six Weeks ADA	% Change	2005-06 5th Six Weeks ADA	% Change	2005-06 6th Six Weeks ADA	% Change
101812	HOUSTON CAN ACADEMY CHARTER SCHOOL	778	777	100.1%	714	819	14.6%	777	-5.1%	834	7.4%	803	-3.7%	716	-10.9%
101813	KIPP INC CHARTER	1,458	1,232	118.3%	1,316	1,355	3.0%	1,357	0.1%	1,320	-2.8%	1,287	-2.5%	1,084	-15.8%
101814	VARNETT CHARTER SCHOOL	1,180	992	119.0%	1,115	1,145	2.7%	1,107	-3.3%	1,125	1.7%	1,126	0.1%	1,056	-6.3%
101815	ALIEF MONTESSORI COMMUNITY SCHOOL	213	144	148.4%	164	161	-2.2%	157	-2.2%	154	-2.3%	151	-1.8%	74	-51.0%
101817	ALPHONSO CRUTCH'S-LIFE SUPPORT CEN	436	317	137.3%	223	202	-9.5%	158	-21.7%	418	164.6%	452	8.1%	452	0.0%
101818	AMERICAN ACADEMY OF EXCELLENCE CHA	144	94	153.6%	92	95	3.3%	95	0.5%	88	-7.4%	98	10.7%	94	-3.4%
101819	AMIGOS POR VIDA-FRIENDS FOR LIFE C	329	279	117.9%	277	281	1.6%	278	-1.3%	281	1.3%	280	-0.3%	279	-0.5%
101820	BENJI'S SPECIAL EDUCATIONAL ACADEM	611	491	124.3%	604	566	-6.3%	534	-5.5%	537	0.5%	541	0.9%	532	-1.8%
101821	HOUSTON HEIGHTS HIGH SCHOOL	219	210	104.3%	222	209	-5.6%	209	-0.3%	207	-0.7%	206	-0.5%	207	0.1%
101822	JAMIE'S HOUSE CHARTER SCHOOL	57	52	110.6%	55	51	-5.9%	56	8.4%	54	-3.8%	46	-13.8%	48	4.0%
101823	CHILDREN FIRST ACADEMY OF HOUSTON	434	351	123.7%	395	417	5.4%	414	-0.6%	401	-3.0%	408	1.6%	406	-0.4%
101828	HOUSTON GATEWAY ACADEMY INC	603	576	104.7%	585	582	-0.4%	567	-2.5%	582	2.5%	579	-0.5%	561	-3.1%
101829	HOUSTON HEIGHTS LEARNING ACADEMY I	102	74	136.9%	85	85	0.1%	91	7.2%	93	1.6%	92	-1.1%	58	-36.6%
101831	JESSE JACKSON ACADEMY	297	265	112.1%	236	275	16.4%	272	-1.2%	275	1.2%	263	-4.4%	268	1.9%
101833	LA AMISTAD LOVE & LEARNING ACADEMY	280	155	180.1%	275	261	-4.9%	244	-6.7%	238	-2.5%	236	-0.7%	206	-12.8%
101834	NORTH HOUSTON H S FOR BUSINESS	242	215	112.6%	211	213	0.9%	212	-0.5%	235	10.9%	220	-6.1%	199	-9.6%
101837	CALVIN NELMS CHARTER SCHOOLS	181	173	104.5%	169	168	-0.8%	175	4.4%	168	-4.2%	176	5.0%	183	4.0%
101838	SOUTHWEST SCHOOL	1,178	730	161.3%	666	690	3.6%	728	5.4%	754	3.7%	786	4.2%	757	-3.6%
101840	TWO DIMENSIONS PREPARATORY ACADEMY	524	395	132.6%	465	454	-2.4%	439	-3.2%	430	-2.0%	428	-0.7%	420	-1.7%
101842	COMQUEST ACADEMY	84	77	108.6%	71	77	8.8%	82	6.5%	79	-4.2%	79	0.3%	77	-3.0%
101845	YES COLLEGE PREPARATORY SCHOOL	1,072	1,033	103.8%	1,065	1,052	-1.3%	1,039	-1.3%	1,026	-1.2%	1,009	-1.7%	1,006	-0.3%
101846	HARMONY SCIENCE ACADEMY	738	701	105.3%	734	723	-1.6%	709	-1.8%	683	-3.7%	680	-0.4%	674	-0.9%
101847	BEATRICE MAYES INSTITUTE CHARTER S	340	333	102.2%	332	332	-0.2%	334	0.7%	334	0.2%	331	-1.1%	334	0.9%
101848	NORTHWEST PREPARATORY	308	272	113.2%	287	285	-1.0%	294	3.1%	289	-1.4%	279	-3.5%	264	-5.6%
101849	ACCELERATED INTERMEDIATE ACADEMY	815	646	126.2%	802	691	-13.8%	665	-3.8%	648	-2.6%	636	-1.7%	630	-1.1%
101850	ZOE LEARNING ACADEMY	420	363	115.6%	371	370	-0.2%	369	-0.4%	369	0.0%	360	-2.5%	347	-3.6%
101851	HOUSTON ALTERNATIVE PREPARATORY CH	180	136	132.4%	139	143	2.8%	138	-3.2%	137	-1.0%	134	-2.0%	132	-1.6%
101852	JUAN B GALAVIZ CHARTER SCHOOL	100	78	128.0%	80	86	7.4%	84	-2.6%	79	-6.0%	73	-7.0%	67	-8.5%
101853	RIPLEY HOUSE CHARTER SCHOOL	579	330	175.4%	322	335	4.0%	332	-0.8%	334	0.6%	333	-0.3%	326	-2.1%

Table F.1.c. ADA by 6 Weeks

DISTRICT	District Name	2005-06 Enrollment	2005-06 ADA	Enrollment to ADA	2005-06 1st Six Weeks ADA	2005-06 2nd Six Weeks ADA	% Change	2005-06 3rd Six Weeks ADA	% Change	2005-06 4th Six Weeks ADA	% Change	2005-06 5th Six Weeks ADA	% Change	2005-06 6th Six Weeks ADA	% Change
101854	RICHARD MILBURN ACADEMY (SUBURBAN	171	144	118.6%	164	145	-11.8%	132	-8.7%	141	6.6%	146	3.5%	138	-5.4%
101855	MEYERPARK ELEMENTARY	133	102	130.1%	103	111	7.4%	107	-3.2%	101	-5.8%	97	-4.2%	94	-2.8%
101856	DRAW ACADEMY	246	204	120.5%	210	207	-1.7%	208	0.4%	204	-1.8%	203	-0.4%	194	-4.5%
101857	HARMONY ELEMENTARY	198	187	105.9%	197	192	-2.7%	185	-3.5%	183	-1.1%	183	-0.3%	181	-0.8%
105801	KATHERINE ANNE PORTER SCHOOL	99	93	106.8%	89	86	-2.6%	90	4.6%	96	6.4%	96	-0.1%	100	4.0%
105802	TEXAS PREPARATORY SCHOOL	88	86	102.8%	78	82	5.4%	85	3.9%	87	1.8%	90	3.3%	91	1.8%
108801	ONE STOP MULTISERVICE CHARTER SCHO	804	593	135.7%	814	762	-6.3%	692	-9.2%	745	7.6%	730	-1.9%	667	-8.7%
108802	TECHNOLOGY EDUCATION CHARTER HIGH	326	285	114.5%	254	278	9.7%	283	1.9%	300	5.7%	303	1.2%	295	-2.9%
108804	MID-VALLEY ACADEMY	245	203	120.5%	197	204	3.3%	195	-4.4%	204	4.8%	209	2.3%	192	-7.8%
108806	EAGLE ACADEMY OF PHARR/MCALLEN	256	229	111.6%	200	241	20.5%	235	-2.3%	235	-0.1%	228	-2.9%	238	4.5%
108807	IDEA ACADEMY	896	873	102.6%	895	885	-1.1%	880	-0.5%	871	-1.0%	860	-1.2%	849	-1.3%
108808	VANGUARD ACADEMY	286	253	112.9%	256	255	-0.7%	255	0.1%	259	1.5%	257	-0.6%	254	-1.3%
116801	PHOENIX CHARTER SCHOOL	302	262	115.1%	286	281	-1.6%	280	-0.3%	277	-1.2%	279	0.8%	277	-0.8%
123801	ACADEMY OF BEAUMONT	356	254	140.0%	367	323	-12.0%	304	-5.8%	318	4.7%	323	1.7%	318	-1.5%
123802	EAGLE ACADEMY OF BEAUMONT	176	135	129.9%	169	132	-22.0%	143	8.5%	131	-8.5%	126	-3.7%	111	-11.9%
123803	TEKOA ACADEMY OF ACCELERATED STUDI	343	252	136.3%	302	276	-8.7%	272	-1.3%	283	3.8%	285	0.8%	286	0.5%
123804	RICHARD MILBURN ACADEMY (BEAUMONT)	231	159	145.0%	182	158	-13.3%	148	-6.3%	153	3.7%	158	2.7%	157	-0.1%
123805	EHRHART SCHOOL	227	197	115.1%	230	210	-8.6%	204	-2.8%	206	0.9%	205	-0.3%	201	-2.2%
141801	WHISPERING OAKS CHARTER SCHOOL	72	26	280.6%	63	65	2.6%	32	-50.9%	0	-100.0%	0	0.0%	0	0.0%
152801	RICHARD MILBURN ALTER HIGH SCHOOL	152	113	134.3%	115	114	-0.9%	116	1.6%	113	-2.5%	113	-0.3%	107	-5.6%
152802	RISE ACADEMY	182	149	121.9%	180	176	-2.2%	170	-3.7%	162	-4.9%	162	0.0%	160	-0.8%
152803	SOUTH PLAINS	136	127	106.7%	115	122	5.7%	121	-0.6%	136	12.4%	138	1.3%	131	-4.9%
152804	EAGLE ACADEMY OF LUBBOCK	101	88	114.4%	94	93	-1.5%	87	-5.4%	86	-1.4%	86	0.0%	83	-3.5%
161801	WACO CHARTER SCHOOL	145	141	102.9%	144	140	-2.7%	137	-2.3%	143	4.6%	141	-1.6%	140	-0.5%
161802	AUDRE AND BERNARD RAPOPORT ACADEMY	197	178	110.7%	192	191	-0.4%	190	-0.5%	192	1.2%	191	-0.7%	191	0.2%
161804	EAGLE ACADEMY OF WACO	291	236	123.5%	234	241	3.0%	233	-3.3%	229	-1.5%	241	5.3%	237	-1.7%
165801	RICHARD MILBURN ACADEMY (MIDLAND)	178	152	117.4%	131	150	14.4%	163	9.2%	163	-0.2%	160	-1.8%	142	-11.1%
165802	MIDLAND ACADEMY CHARTER SCHOOL	503	467	107.6%	508	488	-4.0%	464	-4.9%	461	-0.5%	446	-3.3%	438	-1.9%
165803	EAGLE ACADEMY OF MIDLAND	468	371	126.1%	375	385	2.7%	378	-1.8%	378	0.0%	365	-3.5%	344	-5.7%

Table F.1.c. ADA by 6 Weeks

DISTRICT	District Name	2005-06 Enrollment	2005-06 ADA	Enrollment to ADA	2005-06 1st Six Weeks ADA	2005-06 2nd Six Weeks ADA	% Change	2005-06 3rd Six Weeks ADA	% Change	2005-06 4th Six Weeks ADA	% Change	2005-06 5th Six Weeks ADA	% Change	2005-06 6th Six Weeks ADA	% Change
170801	TEXAS SERENITY ACADEMY	384	258	148.9%	304	302	-0.6%	287	-5.0%	227	-21.0%	225	-1.0%	202	-10.2%
178801	DR M L GARZA-GONZALEZ CHARTER SCHO	200	166	120.3%	159	172	8.0%	179	3.9%	171	-4.4%	163	-4.7%	156	-4.3%
178802	SEASHORE LEARNING CTR CHARTER	204	199	102.6%	201	198	-1.7%	193	-2.4%	197	1.8%	202	2.5%	201	-0.5%
178804	RICHARD MILBURN ALTER HIGH SCHOOL	180	154	116.6%	152	150	-1.3%	147	-2.1%	157	6.8%	159	1.4%	161	1.4%
178807	CORPUS CHRISTI MONTESSORI SCHOOL	59	56	105.8%	55	56	2.6%	54	-4.1%	56	4.8%	57	0.9%	57	-0.1%
183801	PANOLA CHARTER SCHOOL	168	140	120.2%	153	149	-2.7%	130	-12.6%	132	1.6%	140	5.9%	135	-3.7%
188801	RICHARD MILBURN ACADEMY (AMARILLO)	137	119	114.9%	117	121	3.8%	125	3.1%	119	-4.7%	124	3.7%	109	-11.5%
193801	BIG SPRINGS CHARTER SCHOOL	79	80	98.3%	69	71	2.4%	83	16.7%	84	1.7%	86	2.1%	90	5.2%
212801	CUMBERLAND ACADEMY	205	198	103.4%	197	197	-0.3%	197	0.3%	199	0.6%	200	0.9%	199	-0.5%
212802	EAGLE ACADEMY OF TYLER	153	135	113.3%	142	134	-5.1%	133	-0.7%	139	4.3%	134	-3.5%	127	-5.1%
212803	AZLEWAY CHARTER SCHOOL	91	94	97.0%	85	91	7.2%	95	5.1%	101	5.6%	95	-5.7%	97	1.8%
213801	BRAZOS RIVER CHARTER SCHOOL	137	124	110.4%	127	127	-0.1%	124	-1.9%	119	-4.7%	125	5.1%	123	-1.1%
220801	TREETOPS SCHOOL INTERNATIONAL	231	214	107.7%	226	224	-0.8%	220	-2.0%	207	-5.9%	207	0.3%	202	-2.4%
220802	ARLINGTON CLASSICS ACADEMY	355	344	103.1%	344	339	-1.5%	339	0.0%	337	-0.5%	355	5.3%	352	-0.8%
220803	ERATH EXCELS ACADEMY INC	114	75	152.3%	62	74	18.9%	77	4.1%	76	-1.9%	82	9.0%	78	-5.3%
220804	FORT WORTH CAN ACADEMY	619	587	105.5%	590	618	4.7%	558	-9.7%	594	6.4%	584	-1.6%	577	-1.3%
220806	THERESA B LEE ACADEMY	266	258	103.3%	199	238	19.8%	273	14.7%	279	2.0%	281	0.6%	275	-2.0%
220807	EAGLE ACADEMY OF FORT WORTH	159	122	129.9%	128	130	1.9%	130	-0.1%	127	-2.4%	119	-6.4%	102	-13.9%
220808	METRO CHARTER ACADEMY	339	297	114.2%	326	316	-3.0%	306	-3.1%	275	-10.3%	276	0.6%	282	2.1%
220809	FORT WORTH ACADEMY OF FINE ARTS	356	344	103.6%	348	343	-1.3%	338	-1.5%	345	2.0%	342	-1.0%	345	1.1%
220810	WESTLAKE ACADEMY CHARTER SCHOOL	322	313	102.8%	316	313	-1.2%	310	-1.0%	314	1.6%	313	-0.4%	313	0.0%
220811	EAST FORT WORTH MONTESSORI ACADEMY	222	151	146.9%	154	156	1.1%	152	-2.2%	148	-2.8%	148	0.3%	149	0.3%
220812	RICHARD MILBURN ACADEMY (FORT WORT	142	117	121.3%	118	112	-5.4%	118	5.3%	116	-1.4%	118	1.9%	120	1.7%
221801	EAGLE ACADEMY OF ABILENE	206	173	118.9%	186	184	-1.5%	177	-3.7%	166	-5.9%	168	1.2%	157	-6.5%
227801	AMERICAN YOUTHWORKS CHARTER SCHOOL	435	316	137.6%	354	330	-6.9%	312	-5.5%	316	1.3%	317	0.4%	268	-15.4%
227803	EDEN PARK ACADEMY	151	140	108.2%	145	143	-1.9%	139	-2.6%	136	-2.2%	137	0.9%	137	0.2%
227804	NYOS CHARTER SCHOOL	452	421	107.3%	423	422	-0.2%	421	-0.2%	417	-0.8%	420	0.6%	425	1.2%
227805	TEXAS EMPOWERMENT ACADEMY	117	111	105.1%	113	114	0.8%	113	-0.9%	113	-0.2%	111	-1.8%	105	-4.7%
227806	UNIVERSITY CHARTER SCHOOL	1,024	1,024	100.0%	995	1,036	4.2%	1,040	0.4%	1,023	-1.7%	1,028	0.5%	1,021	-0.7%

Table F.1.c. ADA by 6 Weeks

DISTRICT	District Name	2005-06 Enrollment	2005-06 ADA	Enrollment to ADA	2005-06 1st Six Weeks ADA	2005-06 2nd Six Weeks ADA	% Change	2005-06 3rd Six Weeks ADA	% Change	2005-06 4th Six Weeks ADA	% Change	2005-06 5th Six Weeks ADA	% Change	2005-06 6th Six Weeks ADA	% Change
227811	MCCULLOUGH ACADEMY OF EXCELLENCE	125	114	109.3%	123	119	-2.9%	114	-4.3%	111	-3.2%	109	-1.1%	110	0.1%
227812	FRUIT OF EXCELLENCE	43	34	125.6%	41	40	-1.8%	33	-17.4%	32	-2.0%	31	-5.2%	28	-7.6%
227814	STAR CHARTER SCHOOL	252	251	100.2%	246	238	-3.5%	243	2.3%	254	4.5%	265	4.3%	263	-0.6%
227816	HARMONY SCIENCE ACADEMY (AUSTIN)	253	242	104.5%	253	247	-2.4%	242	-2.0%	238	-1.6%	238	-0.1%	236	-0.7%
227817	CEDARS INTERNATIONAL ACADEMY	155	150	103.1%	150	149	-0.4%	150	0.6%	148	-1.6%	153	3.6%	153	0.4%
227818	AUSTIN CAN ACADEMY CHARTER SCHOOL	371	235	157.6%	253	263	3.8%	230	-12.5%	240	4.6%	217	-9.9%	210	-3.1%
227819	UNIVERSITY OF TEXAS ELEMENTARY CHA	178	163	109.5%	166	164	-0.9%	157	-4.4%	162	3.2%	165	1.7%	162	-1.8%
227820	KIPP AUSTIN COLLEGE PREP SCH INC	256	252	101.5%	257	253	-1.5%	250	-1.0%	243	-3.1%	238	-1.7%	272	14.1%
227821	AUSTIN DISCOVERY SCHOOL	137	130	105.2%	133	129	-2.8%	130	0.2%	124	-4.1%	131	5.6%	133	1.6%
232801	GABRIEL TAFOLLA CHARTER SCHOOL	142	130	109.5%	140	132	-5.2%	133	0.3%	131	-1.1%	136	3.9%	136	-0.3%
233801	EAGLE ACADEMY OF DEL RIO	76	78	97.2%	74	68	-8.9%	66	-2.5%	78	17.6%	92	17.7%	92	0.1%
234801	RANCH ACADEMY	39	47	82.6%	49	56	15.6%	49	-13.7%	44	-10.6%	45	2.7%	41	-7.5%
235801	OUTREACH WORD ACADEMY	110	84	131.1%	85	82	-4.2%	82	0.3%	89	8.3%	90	1.6%	89	-1.8%
236801	RAVEN SCHOOL	161	156	103.0%	150	163	8.6%	159	-2.6%	154	-2.7%	153	-1.1%	158	3.5%
240801	GATEWAY (STUDENT ALTERNATIVE PROGR	316	298	106.0%	253	292	15.3%	314	7.5%	311	-1.0%	310	-0.2%	308	-0.6%
240802	EAGLE ACADEMY OF LAREDO	120	90	133.0%	75	95	26.6%	99	4.8%	92	-7.0%	92	-0.6%	89	-3.4%
243801	BRIGHT IDEAS CHARTER	168	156	108.0%	172	158	-8.0%	158	-0.2%	157	-0.7%	151	-3.5%	137	-9.6%