

# Evaluation of Texas Charter Schools 2009–10

July 2011

Submitted to:  
Texas Education Agency



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**Education Research Center**  
*at Texas A&M University*

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## List of Acronyms

AEIS	Academic Excellence Indicator System
AEA	Alternative Education Accountability
AEAP	Alternative Education Accountability Procedures
AEC	Alternative Education Campus
AYP	Adequate Yearly Process
CAI	Computer-Assisted Instruction
CEI	Cost-of-Education Index
CEO	Chief Executive Officer
CREDO	Center for Research on Education Outcomes
CTE	Career and Technology Education
CWI	Comparable Wage Index
DAEP	Disciplinary Alternative Education Program
DC	District Charter
EE	Early Elementary
ELA	English Language Arts
ELL	English Language Learner
ERC at TAMU	State of Texas Education Research Center at Texas A&M University
ESL	English as a Second Language
FSP	Foundation School Program
FTE	Full-Time-Equivalent
GED	General Educational Development
GT	Gifted and Talented
IHE	Institution of Higher of Education
ISD	Independent School District
JJAEP	Juvenile Justice Alternative Education Program
LEP	Limited English Proficiency
NCE	Normal Curve Equivalence
OE	Open-Enrollment
PEIMS	Public Education Information Management System
SEAP	Standard Education Accountability Procedures
SBOE	State Board of Education
TAKS	Texas Assessment of Knowledge and Skills
TCER	Texas Center for Educational Research
TEA	Texas Education Agency
TELPAS	Texas English Language Proficiency Assessment System
TEC	Texas Education Code
TJPC	Texas Juvenile Probation Commission
THECB	Texas Higher Education Coordinating Board
TYC	Texas Youth Commission

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## Executive Summary

Public schools in high-poverty neighborhoods, plagued by societal and contextual barriers to teaching and learning, have historically struggled with challenges related to attracting outstanding teachers and providing a quality education to their students (U.S. Department of Education, 2007). Charter schools were developed, in part, to respond to the difficulties faced by traditional public schools, especially those in high-poverty areas. Since their inception in 1991, charter schools have been offered to students and families in the United States as an alternative to traditional public schools. The opportunity for school choice has allowed charter schools to become increasingly popular. By 2009, more than 4,700 charter schools enrolled over 1.4 million children in 40 states and in Washington DC (Center for Research on Education Outcomes [CREDO], 2009b).

The 74<sup>th</sup> Texas Legislature authorized the State Board of Education (SBOE) to establish charter schools in the state in 1995. Similar to charter schools in other states, Texas charter schools are exempt from many of the laws and rules that apply to traditional public schools, such as laws dictating teacher qualifications and class sizes. Charter schools' independence from many state regulations was intended to ensure fiscal and academic accountability, while eliminating undue regulation and encouraging individual schools to be more innovative in the methods used to provide education to students. Like traditional public schools in Texas, charter schools are monitored and accredited under the statewide testing and accountability system.

The specific purposes for the creation of public charter schools outlined in Texas Education Code (TEC) §12.001 are as follows: (a) to improve student learning, (b) to increase the choice of learning opportunities within the public school system, (c) to create professional opportunities that will attract new teachers to the public school system, (d) to establish a new form of accountability for public schools, and (e) to encourage different and innovative learning methods.

## Background

TEC allows for four classes of charter schools: home-rule school district charter schools, open-enrollment charter schools, district (or campus) charter schools, and university or college charter schools. The majority of Texas students educated in charter schools attend open-enrollment charters. Currently, no home-rule school district charter schools operate in the state.

### Classes of Existing Texas Charter Schools

**District charter schools (Subchapter C).** District charter schools are established in one of two ways. Either a majority of parents and teachers at an existing traditional public school petition the district's governing board to convert the campus to a charter school and the petition is approved (TEC §12.052), or the board of trustees of a school district grants a charter for a new district campus or for a program that is operated by an outside contractor at a facility located in the boundaries of the district (TEC §12.0521). Although district charter schools remain part of their original school district, they maintain curricular autonomy and are exempt from various local and state directives. All Texas school districts are required by the TEC to implement policy that provides for district charter schools.

**Open-enrollment charter schools (Subchapter D).** The most common form of charter schools in Texas, open-enrollment charter schools, are created by eligible entities (e.g., non-profit organizations, institutions of higher education (IHE), or governmental entities) as completely new local education agencies (TEC §12.101). Although the SBOE authorizes open-enrollment charter schools, the commissioner of education maintains authority over them. Open-enrollment charter schools are characteristically eligible for federal funding through categorical programs such as the Individuals with Disabilities Education Act (IDEA) or Title I of the Elementary and Secondary Education Act (ESEA), and may draw their enrollment from multiple school district lines, as authorized by the SBOE. Open-enrollment charter schools may not charge students tuition (TEC §12.108). Currently, the number of open-enrollment charter schools that may be authorized by the SBOE through Chapter 12 Subchapter D of the TEC is capped at 215, but many open-enrollment charter schools operate multiple campuses, and the commissioner of education maintains the authority to allow these charters to expand.

**College or university charter schools (Subchapter E).** TEC §12.152 allows for an open-enrollment charter school to be established on the campus of a public junior or senior college or university or in the county in which the junior or senior college or university is located. Although college or university charter schools are considered to be a sub-set of open-enrollment charter schools and are treated as such in this analysis, a charter granted under this rule is not counted toward the limit on the total number of open-enrollment charter schools established in TEC §12.101(b).

## **2009–10 Evaluation of Texas Charter Schools**

The Texas Education Agency (TEA) contracted with the State of Texas Education Research Center at Texas A&M University (ERC at TAMU) to conduct the annual evaluation of public charter schools in Texas for the 2009–10 academic year. This evaluation focuses on the classes of open-enrollment charter schools and district (campus) charter schools.

Designed as a descriptive, causal-comparative study, this evaluation consists of both survey and secondary source data analysis. Researchers utilized online surveys of charter school students, families, teachers, and administrators to describe school characteristics, as well as gauge the perceptions and satisfaction individuals had regarding their respective campuses. Additionally, analyses of data from the Public Education Information Management System<sup>1</sup> (PEIMS), and the Academic Excellence Indicator System<sup>2</sup> (AEIS) yielded findings related to school demographics, school revenues and expenditures, and charter school student performance. With the exception of the survey analyses, this report covers the 2008–09 school year.

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<sup>1</sup> The PEIMS encompasses all data requested and received by TEA about public education, including student demographic and academic performance, personnel, financial, and organizational information.

<sup>2</sup> The AEIS pulls together a wide range of information on the performance of students in each school and district in Texas every year. This information is put into the annual AEIS reports, which are available each year in the fall.

The research team profiled the students who attended charter schools and examined the cost adjusted expenditures<sup>3</sup> and relative performance of charter schools in Texas during the 2008–09 academic year. Because the analysis of demographic profiles indicated that charter school students are systematically different from traditional public school students, the expenditures and outcomes of non-residential<sup>4</sup> charter school campuses were compared to one another and to a subset of traditional public school campuses that were similar to them with respect to key demographic characteristics. Those demographic characteristics were the grade level of the school; its enrollment; whether or not it was located in Dallas, in Houston, in San Antonio or in some other Texas metropolitan area; and the percent of students who were African American, Hispanic, economically disadvantaged, limited English proficient (LEP), at risk of dropping out, or in special education programs. The comparison schools were identified using propensity score matching, which is a statistical strategy used to construct a control group for experiments that do not use random assignment. In this context, propensity score matching identified the traditional public school campuses that were the best available comparison group for the non-residential open-enrollment and district charter campuses. Expenditures and outcomes for residential charter campuses were compared with the complete set of residential, traditional public school campuses.

Wherever appropriate, researchers conducted separate analyses for campuses subject to standard education accountability procedures (SEAP) and those subject to alternative education accountability procedures (AEAP), known as alternative education campuses (AECs). These AECs are campuses that (a) are dedicated to serving students at risk of dropping out of school, (b) are eligible to receive an alternative education accountability (AEA) rating<sup>5</sup>, and (c) register annually for evaluation under AEA procedures (TEA, 2009a). There are two types of AECs—residential AECs and AECs of Choice<sup>6</sup>.

Throughout the report, the term “significantly” has been used to indicate a statistically significant difference at the five-percent level, meaning that there was no more than a 5% chance that the observed difference could arise randomly.

### **Growth in Open-Enrollment and District Charter Schools**

Open-enrollment charter schools are by far the most common form of charter school in Texas. Sixteen open-enrollment charter campuses opened their doors in the 1996–97 school year and another three opened the following year. The number of open-enrollment charter campuses more than tripled to 66 during the 1998–99 school year and expanded to

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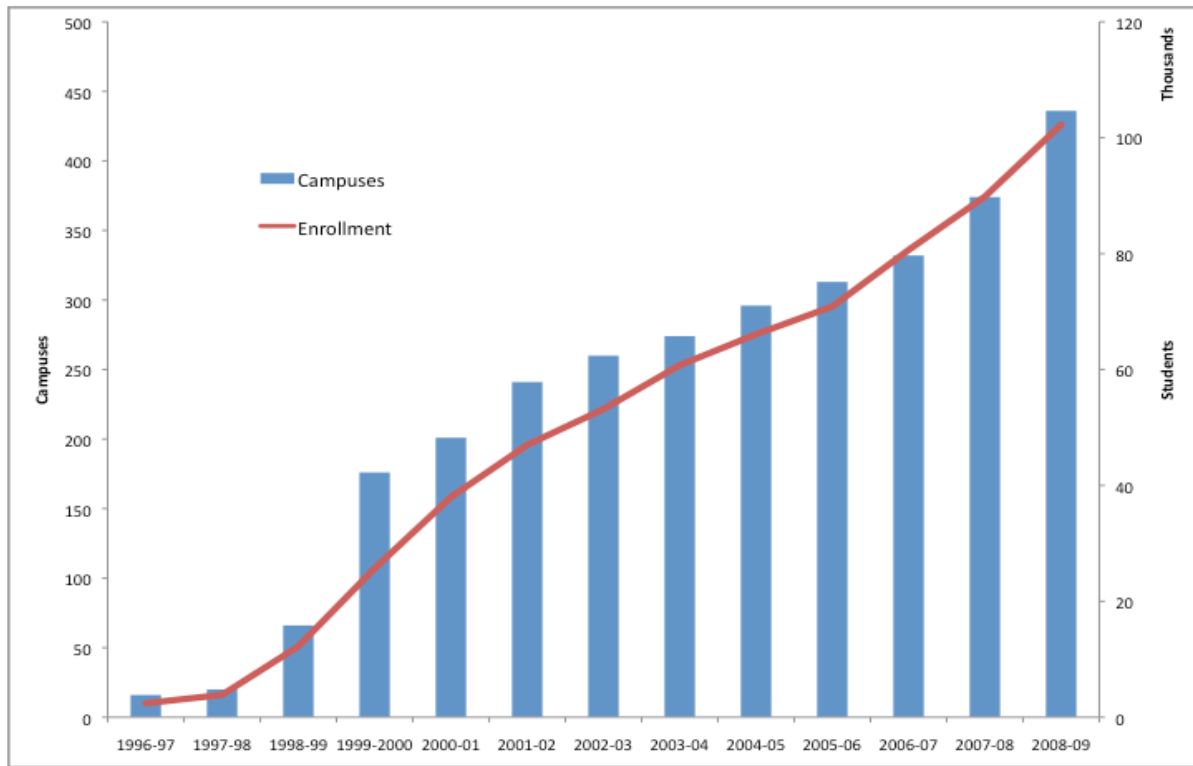
<sup>3</sup> Cost adjusted expenditures were utilized because wage levels vary substantially from one part of the state to the next, and a district in a low-wage part of the state could easily pay 20% less than a district in a high-wage part of the state for a comparable staff member. Therefore, payroll expenditures were adjusted for labor cost differences using an updated version of the NCES comparable wage index.

<sup>4</sup> Non-residential campuses are day schools, as opposed to residential campuses.

<sup>5</sup> Under the state accountability system, campuses that met certain criteria have the option to be evaluated under alternative education accountability (AEA) procedures and receive accountability ratings based on different performance standards and indicators/measures than those used for regular campuses. These campuses are known as alternative education campuses (AECs).

<sup>6</sup> Residential AECs are alternative education campuses in which the students reside on campus and AECs of Choice are non-residential alternative education campuses.

176 the following year. During the 2008–09 school year, there were 436 open-enrollment charter school campuses operated by 204 charter schools in Texas<sup>7</sup> (Figure ES.1).



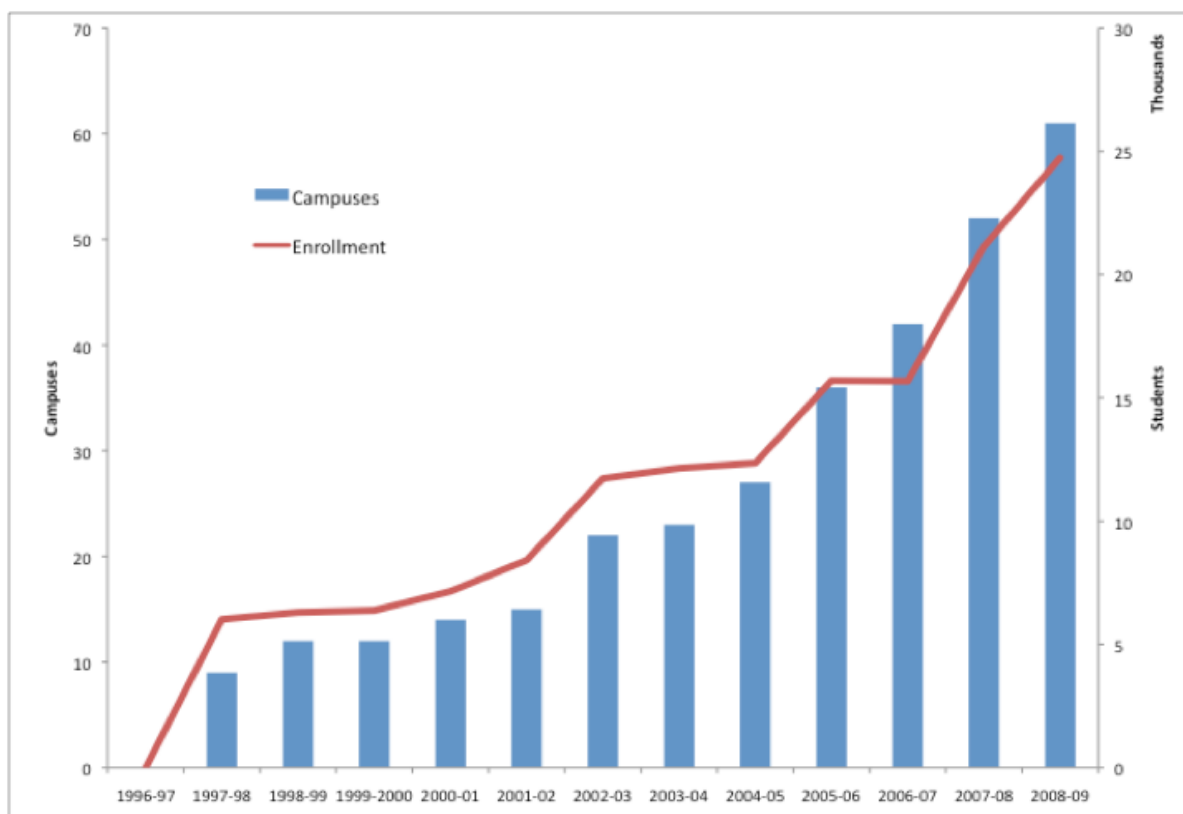
**Figure ES.1**  
**Growth in Open-Enrollment Charter School Campuses in Texas**  
*Source.* Academic Excellence Indicator System (AEIS).

As the number of campuses has increased across the state, open-enrollment charter schools have also experienced a remarkable increase in student enrollment. The number of students attending open-enrollment charter campuses increased from 2,412 in 1996–97 to 102,249 in 2008–09. Between the 1998–99 and 2008–09 academic years, the number of students attending Texas open-enrollment charter campuses increased dramatically, expanding by 736% in only 10 years. In traditional public schools, enrollment only grew by 18%. The line in Figure ES.1 illustrates the rapid growth in open-enrollment charter school enrollment.

The first district charter school in Texas was established one year after the first open-enrollment charter school. In the 1997–98 academic year, nine district charter campuses in Texas served 6,019 students. Eleven years later, in 2008–09, there were 61 district charter campuses serving 24,737 students—an enrollment increase of 311%. The line in Figure ES2 depicts district charter school enrollment growth over time.

<sup>7</sup> The operations of two open-enrollment charters were suspended in the middle of the 2008–09 school year. Data from these schools were excluded from this analysis.





**Figure ES.2**  
**Growth in District Charter Schools in Texas**  
*Source.* Academic Excellence Indicator System (AEIS).

Despite all the rapid growth, however, charter schools remain a relatively small part of the educational landscape in Texas. Fewer than 3% of Texas students attended an open-enrollment charter school or district charter school in 2008–09.

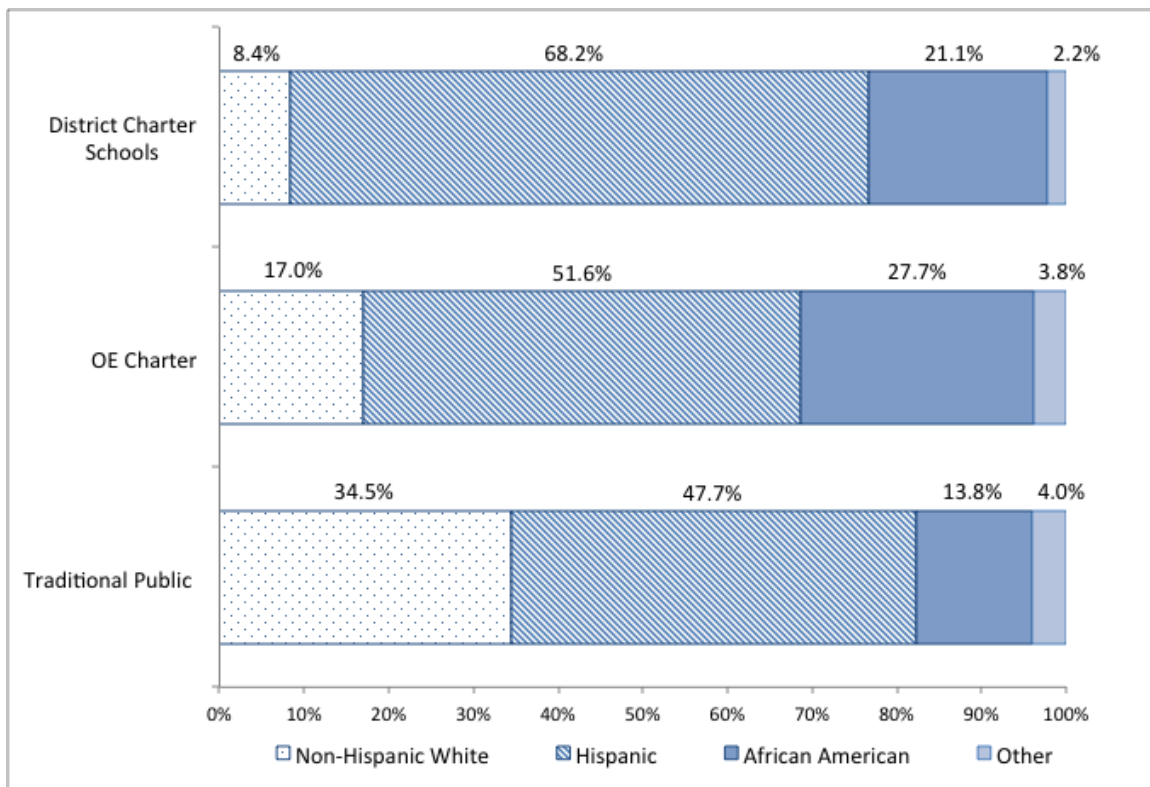
As a general rule, students in metropolitan areas had greater access to charter schools than did students living outside of a metropolitan area. Only 26 of the 436 open-enrollment charter campuses were located outside of a metropolitan area, and eight of those were residential AECs. Only one district charter school, Wallace Accelerated High School in Colorado City, is located outside of a metropolitan area. More than half of the open-enrollment charter campuses and 90% of the district charter campus were located in the Houston, Dallas, or San Antonio metropolitan areas.

Most district charter schools were evaluated under SEAP. Only seven of the 61 district charter campuses were AECs, with none being residential. In contrast, 135 of the 436 open-enrollment charter schools were AECs of choice and 52 of the 436 were residential AECs.

## Major Findings

**Students who attended charter schools in Texas were systematically different from those who did not.**

Figure ES.3 compares the ethnic composition of the students attending Texas charter campuses in 2008–09 with that of traditional public schools. As the figure illustrates, more than two thirds (68%) of the students attending district charter schools in 2008–09 were Hispanic, compared with 52% percent of the students attending open-enrollment charter schools and 48% of the students attending traditional public schools. District charter campuses also served a percentage of non-Hispanic white students (8%) that was significantly smaller than the percentages served in either open-enrollment charter schools (17%) or traditional public schools (35%). The percentage of African American students in district charter schools (21%) was halfway between the percentages in open-enrollment charter schools (28%) and traditional public schools (14%) and not statistically different from either type. However, the 14-point difference between open-enrollment charter schools and traditional public schools with respect to the percentage of African American students was statistically significant. In other words, Texas charter campuses served a student population that was disproportionately African American and Hispanic during 2008-09.



**Figure ES.3**  
**Ethnic Composition of Texas Charter Schools (2008–09)**

Source. Academic Excellence Indicator System (AEIS).

Note. OE=Open-enrollment. In 2008-09, there were 24,737 students attending district charter schools, 102,249 attending open-enrollment charter schools, and 4,600,405 students attending traditional public schools.

Open-enrollment charter campuses and district charter campuses also served a significantly higher percentage of economically disadvantaged students than did traditional public schools, regardless of grade level or whether the schools were residential or non-residential. Among non-residential elementary campuses, the percentage of economically disadvantaged students was 11 percentage points higher for open-enrollment charter campuses and 31 percentage points higher for district charter campuses in comparison with traditional public schools. Among non-residential, non-elementary campuses (i.e., middle schools, high schools, and multi-level schools), the differentials were 16 and 19 percentage points, respectively.

Virtually all of the students from residential campuses were identified as at risk of dropping out of school, whether or not the campus was an open-enrollment charter school<sup>8</sup>. Among non-residential campuses, the percentage of at-risk students attending open-enrollment charter campuses was not significantly different from the percentage of at-risk students attending traditional public schools, once differences in the grade levels served were taken into account.<sup>9</sup> District charter schools at the elementary level, however, served a significantly larger percentage of at-risk students than did either open-enrollment charter schools or traditional public schools.

### **Charter school teachers were also systematically different from teachers in traditional public schools.**

Teachers in charter schools were also systematically different from teachers in traditional public schools. Open-enrollment charter schools had a larger percentage of African American and first-year teachers than did traditional public schools. On average, teachers in open-enrollment charter schools had less than half as many years of teaching experience as did teachers in traditional public schools. Open-enrollment campuses were also less likely to have teachers with advanced degrees, although the difference was not statistically significant for residential campuses. On average, the campus-level teacher turnover rates were twice as high at open-enrollment charter schools as at traditional public schools. Among non-residential campuses, average teacher salaries at open-enrollment charter schools were roughly \$10,000 per year lower than average teacher salaries at traditional public schools.

As a general rule, teachers in district charter schools were at least as highly educated and experienced as the teachers in traditional public schools and significantly more educated and experienced than the teachers in open-enrollment charter schools. Average salaries were significantly higher in district charter schools than in traditional public schools, which in turn were significantly higher than average salaries in open-enrollment charter schools. Teachers in district charter schools were also more likely to be Hispanic than were teachers in traditional public schools.

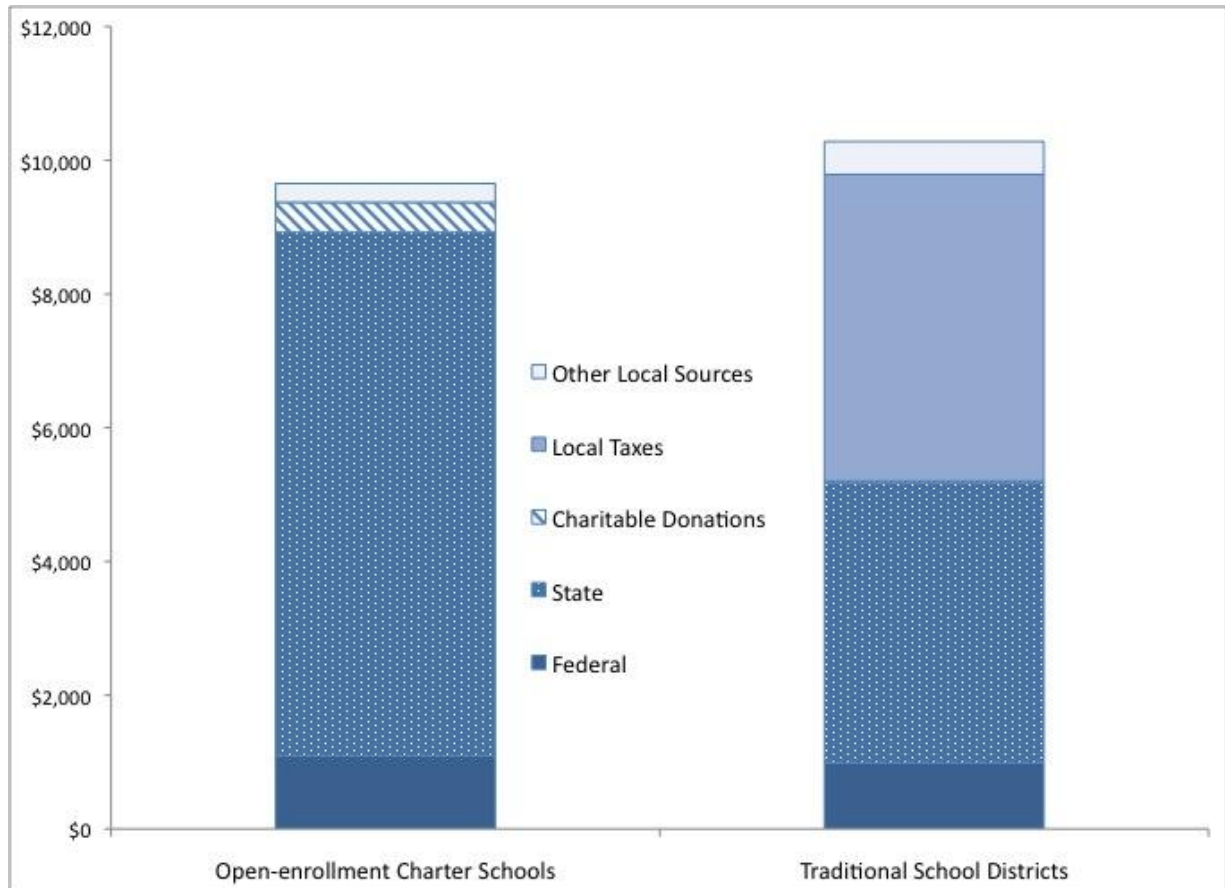
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<sup>8</sup> Students are identified as at-risk based on statutory criteria, including poor performance on standardized tests, a history of being held back in school, LEP, pregnancy, homelessness, placement in an alternative education program, or residence in a residential placement facility (AEIS glossary).

<sup>9</sup> For the purpose of this report, traditional public schools are all non-charter public schools.

**Revenues per pupil were lower at open-enrollment charter schools than at traditional public school districts.**

Figure ES.4 shows the sources of revenue for open-enrollment charter schools and traditional school districts. As the figure illustrates, open-enrollment charter and traditional public school districts received similar amounts of federal funding per pupil. On average, open-enrollment charter schools received a larger share of revenue from the state and a smaller share from local sources (charitable donations, local taxes, and other local sources) than did traditional public school districts. Most of the local revenue for traditional school districts came from local taxes, with the remainder coming largely from other local sources. On average, traditional public school districts received only \$15 per pupil in charitable donations in 2008-09. In contrast, more than half of the local revenue for open-enrollment charter schools (\$448 per pupil, on average) came from charitable donations. That charitable revenue was not evenly distributed across the open-enrollment charter schools in the state, however. Most open-enrollment charter schools (80%) received less than \$100 per pupil, on average, in charitable donations in 2008-09, while a handful of open-enrollment charter schools received more than \$2,000 per pupil. KIPP Aspire Academy reported more than \$11,000 per pupil in charitable donations in 2008-09.



**Figure ES.4**  
**Sources of Revenue for School Districts (2008-09)**

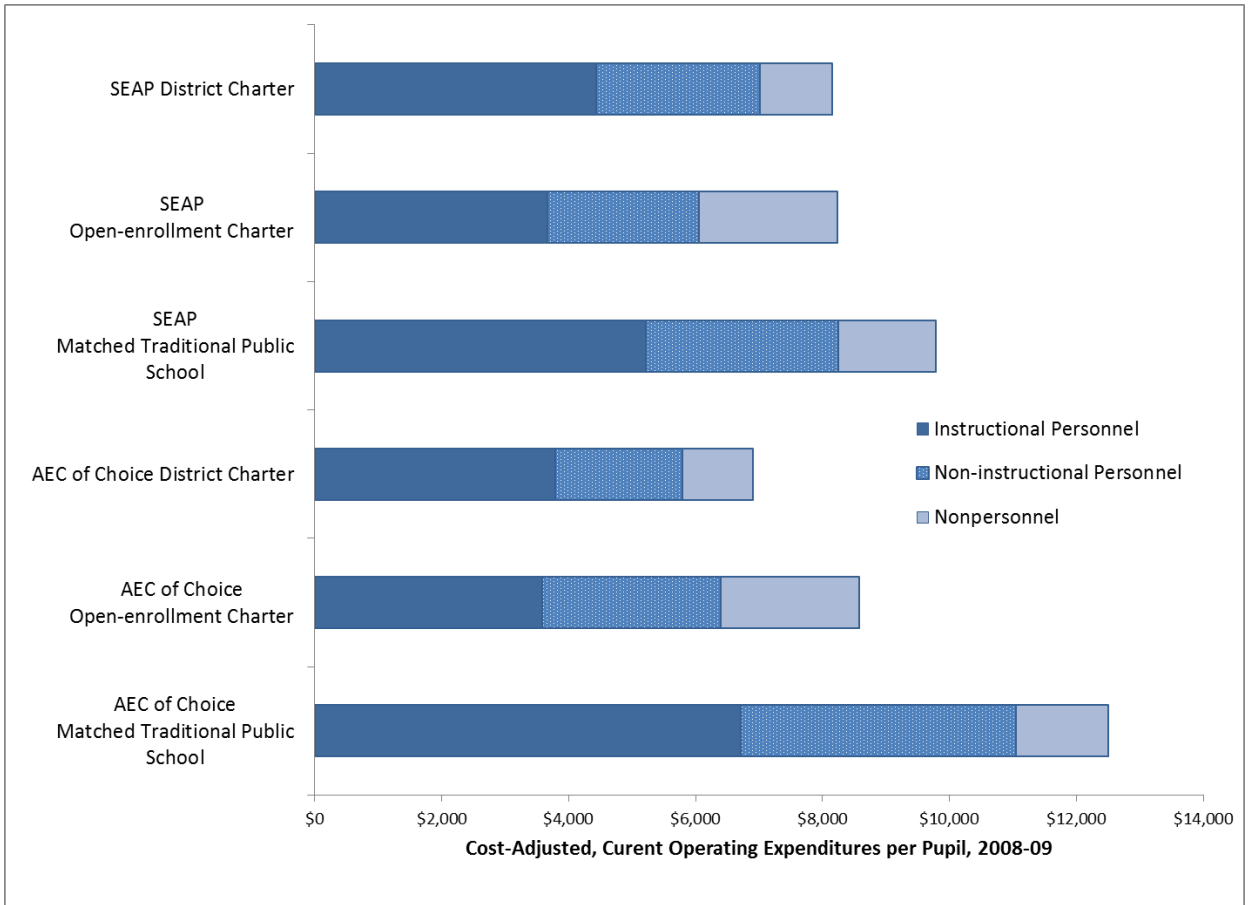
Source: Public Education Information Management System (PEIMS) Actual Financials.

**Cost adjusted expenditures were lower for charter schools than for traditional public schools with similar demographics.**

Figure ES.5 compares cost-adjusted, current operating expenditures per pupil by accountability type and category. As the figure illustrates, among SEAP campuses, open-enrollment charter schools spent significantly less than district charter schools on instructional personnel and significantly more than district charter schools on non-personnel items like rent and supplies. Those differences in spending largely offset one another, leading to negligible differences in current operating expenditures between open-enrollment charter campuses and district charter campuses. Both types of charter campuses spent significantly less overall on current operating expenditures than matched traditional public school campuses.

There are two reasons why spending on instructional personnel was so much lower at open-enrollment charter schools. First, on average, open-enrollment charter schools had one fewer teacher per 100 students and half as many teacher aides as did traditional public school districts of comparable size.

Second, open-enrollment charter schools paid lower salaries, on average, than did traditional public school districts. Average teacher pay was 12% lower for teachers in open-enrollment charter schools than for teachers in traditional public school districts of comparable size, and adjusted for differences in local wage levels, average teacher pay was 24% lower. Average teacher salaries were lower not only because open-enrollment charter schools hired less experienced teachers, on average, but also because open-enrollment charter schools paid a smaller premium for additional years of teacher experience.



**Figure ES.5**  
**Cost-Adjusted Operating Expenditures per Pupil by School Type and Category (2008–09)**

Source. Public Education Information Management System (PEIMS) Actual Financials.

Note. OE=Open-enrollment and AEC=Alternative Education Campus.

Among AECs of Choice, operating spending at district charter schools was significantly lower than operating spending at open-enrollment charter schools, but spending on instructional personnel was comparable. The difference arises because open-enrollment charter campuses spent significantly more than district charter campuses on non-instructional personnel and non-personnel items. Across all three spending categories (instructional personnel, non-instructional personnel and non-personnel) the matched traditional public school campuses spent significantly more than either type of AEC charter campus.

Residential schools provide services around the clock, so it is not surprising that residential schools spend more than nonresidential schools on personnel. Residential open-enrollment charters spent more than twice as much per pupil as non-residential open-enrollment charters on instructional personnel. The differences in spending between residential traditional public schools and residential charter schools were not statistically significant.

**Student performance at charter schools is comparable to student performance at matched traditional public schools.**

Researchers explored five different dimensions of student performance: school accountability ratings, student performance on the Texas Assessment of Knowledge and Skills (TAKS), attendance rates, completion rates, and English language acquisition rates. Language acquisition is measured by the English language learner's (ELL's) progress measure, which indicates the share of LEP students making progress toward language proficiency, and the LEP transition rate, which indicates the share of LEP students in 2009 that were no longer considered LEP students in 2009–10. For all of the outcome measures, student performance at charter schools was compared to student performance at matched traditional public schools because demographic differences between charter schools and traditional public schools make it misleading to compare charter schools with the state as a whole. Focusing all of the comparisons on matched traditional public schools yields a somewhat more favorable picture of charter school performance than had been found in previous analyses comparing charter student performance to student performance statewide. (For example, see TCER, 2008).

Table ES.1 summarizes the findings from the separate analyses of SEAP campuses, AECs of Choice, and residential AECs. In all cases, the performance of students in matched, traditional public school campuses provides a baseline for examining the relative performance of open-enrollment charter and district charter campuses. A horizontal arrow indicates that performance of the charter type is comparable to that of the matched traditional public school campuses. An upward arrow indicates that the charter school type significantly outperforms the matched traditional public schools on the designated indicator, while a downward arrow indicates that the charter school type significantly underperforms the matched traditional public schools.

**Table ES.1**

**Summary of Student Performance at Open-enrollment Charters and District Charters as Compared to Matched Traditional Public School Campuses (2008–09)**

	<b>TEA Ratings</b>	<b>TAKS Levels</b>	<b>TAKS Gains</b>	<b>Attendance Rates</b>	<b>Completion Rates</b>	<b>Language Acquisition</b>
<b>SEAP campuses</b>						
OE charter	↔	↔	↓	↑	↔	↑
District charter	↔	↔	↔	↔	↑	↓
<b>AECs of Choice</b>						
OE charter	↓	↑	↔	↑	↓	↑
District charter	↔	↓	↓	↑	↔	↓
<b>Residential AECs</b>						
OE charter	↔	↔	↔	↔	↔	↔

*Notes.* TEA ratings are the state accountability ratings. TAKS levels for this report are a composite of TAKS passing rates and TAKS scores in mathematics and reading. TAKS gains are a composite of passing rate gains and average score gains in mathematics and reading. Completion rates are a composite of Completion rate I and II. Language acquisition is a composite of the ELL progress measure and the LEP transition measure. If either of the component indicators was significantly positive, the corresponding composite was positive and positive arrows were reported. If either of the component indicators was significantly negative, the corresponding composite was negative and negative arrows were reported. Horizontal arrows indicate that no indicator was statistically significant. OE means open-enrollment.

Among SEAP campuses, researchers in this study seldom found a statistically significant difference between the performance of charter school students (attending either open-enrollment or district charters) and the performance of students at matched traditional public schools. Between open-enrollment charter and matched traditional public school campuses, there were no reliable differences in accountability ratings, TAKS levels (i.e. TAKS passing rates and TAKS test scores), or completion rates. Passing rate gains were significantly lower for open-enrollment charter schools than for matched traditional public schools; but average TAKS test score gains were comparable.<sup>10</sup> Attendance rates and language acquisition rates were significantly higher for open-enrollment charters than for matched traditional public schools. District charters were generally comparable to matched traditional public schools on the performance measures under analysis, although district charters outperformed matched traditional public schools with respect to completion rates and underperformed them with respect to one of the two measures of language acquisition (the LEP transition measure).

Among AECs of Choice, student school performance was more mixed. Compared to matched traditional public schools, open-enrollment charter schools had significantly lower accountability ratings and completion rates; significantly higher TAKS passing rates, attendance rates, and language acquisition rates; and comparable TAKS test scores and

<sup>10</sup> Average test scores and passing rates provide different information about the distribution of student performance in a school district, so it is quite possible for passing rates to be higher even though average scores are comparable. Consider, for example, two school districts—one where all of the students score a 70 on the exam and therefore pass the course and another where half the students score an 80 and half the students score a 60. In either case, the average score would be a 70, but one school district would have a passing rate of 100% while the other would have a passing rate of 50%.



average test score gains.<sup>11</sup> Compared with matched traditional public schools, the handful of district charters that were AECs of Choice had significantly higher attendance rates, comparable accountability ratings and completion rates (including general educational development [GED]); and significantly lower TAKS passing rates, passing rate gains, TAKS test scores, test score gains, and language acquisition rates.

Among residential AECs, there were no systematic differences in performance between charter and matched traditional public school campuses. Both types of campuses had high attendance rates and language acquisition rates but generally low performance in other dimensions of student achievement.

Among SEAP campuses, open-enrollment charter campuses and district charter campuses were roughly comparable in effectiveness. The only statistically significant differences between charter school types were that open-enrollment charter schools had smaller gains in the TAKS passing rates than district charter schools; that open-enrollment charter schools had higher language acquisition rates than district charter schools; and that district charter schools had higher completion rates than open-enrollment charter schools.

Among AECs of Choice, district charter schools had higher accountability ratings and completion rates but significantly lower language acquisition rates and TAKS performance than open-enrollment charter schools. District charter campuses underperformed open-enrollment charter schools for all TAKS-based measures except passing rate gains for reading, where the two were comparable.

Among students at risk of dropping out of high school, TAKS test scores and passing rates were significantly higher at district charter campuses than at non-residential open-enrollment charter or matched traditional public school campuses, but gains were comparable. There were no differences in TAKS scores, passing rates or either measure of gains between open-enrollment charters and matched traditional public schools.

No statistically significant differences among non-residential, open-enrollment charter; district charter; and matched traditional public school campuses were found in TAKS performance for Hispanic students, economically disadvantaged students, LEP students, or students who attended a different school the previous year.<sup>12</sup> However, African American students and non-Hispanic white students had significantly lower passing rates at open-enrollment charter schools than they did at district charter schools or matched traditional public schools. Non-Hispanic white students performed significantly better in district charter campuses than in open-enrollment charter campuses on all of the TAKS-based performance measures.

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<sup>11</sup> Accountability ratings for AECs of Choice are based on TAKS progress, and two measures of student completion (Completion Rate II and the annual dropout rate). The ratings also reflect performance by student subgroups rather than the population as a whole. See <http://ritter.tea.state.tx.us/aea/2009/manual/chapter10.pdf>.

<sup>12</sup> The schools attended the previous year could have been a charter school or a traditional public school.

## Survey Respondents Are Generally Satisfied

The 2009–10 Texas Charter School Evaluation included surveys of administrators, teachers, students, and families at both open-enrollment campuses and district charter campuses. The surveys were administered in spring 2010, and stakeholders were asked to report on the 2009–10 school year. Only stakeholders from Generations 1–10 charter schools were surveyed for this report, as Generations 11–14 were recently surveyed as part of the Evaluation of New Texas Charter Schools, 2007–10 (TCER, 2009). The goal of surveying these groups was to ascertain their attitudes and opinions about their campuses, as well as their general satisfaction about charter schools. Only open-enrollment administrators, teachers, students, and families responded to the surveys. Some open-enrollment charter schools had multiple respondents; others had none.

**Administrators.** In order to describe charter school administrator characteristics, as well as address administrators' satisfaction with their respective charter campuses, the survey of administrators at open-enrollment and district charter campuses merged topics and questions from the 2006–07 evaluation surveys with items not previously asked (TCER, 2008). Responses were received from 198 administrators at 123 of the 414<sup>13</sup> open-enrollment charter campuses surveyed, but no responses were received from administrators at the 29 district charter campuses surveyed. Of the open-enrollment campuses where administrators responded to the survey, 81 were from SEAP campuses and 42 were AECs. There were too few respondents from AECs to draw meaningful distinctions between AECs of Choice and residential AECs.

The demographic profile of the responding administrators was similar to that reported in the 2006–07 evaluation (TCER, 2008). Generally speaking, the responding charter school administrators were non-Hispanic white (44%), Hispanic (26%), or African American (24%); 61% were female.

On the subject of highest educational level attained, similar to the 2006–07 report on Texas Charter Schools (TCER, 2008), the majority (69%) of administrators held at least a master's degree, with 12% having obtained a doctorate as well. Notably, a higher percentage of administrators who worked at AEC campuses (71%) had master's degrees, as compared to administrators who worked at charter campuses evaluated under SEAP (51%). As was reflected in the 2006–07 report (TCER, 2008), open-enrollment charter campus administrators on average had 9.9 years of experience in administration and 8.5 years of experience as teachers.

According to survey respondents, the average class size was 20 students. SEAP campuses reported slightly larger classes (21 students) than AECs (17 students). In terms of the number of schools with a wait list—as well as the number of students included on the lists—variation among the types of schools was substantial. Of the SEAP campuses, 44% had wait lists (with an average of 104 students per list), while 24% of the AECs had a wait list (with an average of 50 students per list).

An overwhelming percentage (85%) of administrators identified serving at-risk students as a mission of their campus. Additionally, drop-out recovery (40%), special education (37%),

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<sup>13</sup> Three open-enrollment schools were not serving students by the time of survey administration but are included in generations 1-10.

and college preparation (35%) are heavily-identified missions of open-enrollment charter campuses.

In terms of teacher recruitment, no strategy was classified as being used to a great extent. Responding administrators did, however, identify the use of partnering with alternative certification programs and advertising in print and electronic media as the most frequently utilized strategies.

Two issues clearly stood out as the most influential factors in the decisions that charter school administrators make—standardized test scores (e.g., TAKS) and student attendance. Tardiness and absenteeism were administrators' top two discipline and behavior concerns, as reflected in the prior report (TCER, 2008). Inadequate facilities and too much paperwork/reporting requirements were rated by administrators as the most serious challenges they face, although administrators also commented on the challenges associated with balancing student needs with school costs. In general, however, administrators were satisfied with their charter campuses, specifically identifying small class sizes and a dedicated staff as school strengths.

**Teachers.** In contrast to the most recent charter school report (TCER, 2008), the 2009–10 Texas Charter Schools Evaluation included a survey of teachers at both open-enrollment and district charter campuses. Teachers have a significant impact on student outcomes; therefore, evaluators deemed the perspectives and experiences of classroom teachers at charter schools to be critical and essential aspects of a complete report. The survey also described teacher characteristics and addressed teachers' satisfaction with their respective charter campuses. In addition to the questions asked of charter school administrators, teachers were surveyed about the presence and use of classroom/campus technology.

Teacher respondents were non-Hispanic White (48%), Hispanic (30%), or African American (16%) and female (68%); holding, at minimum, a bachelor's degree (95%). On average, they had 7 years of experience overall as teachers and 3 years of experience specifically as teachers at their current charter campus.

All of the teachers who responded to this survey worked at open-enrollment charter campuses. An overwhelming percentage (80%) of teachers identified *servicing at-risk students* as a mission of their school. Additionally, *special education* (36%), *drop-out recovery* (34%), and *college preparation* (23%) were frequently identified as missions of open-enrollment charter schools. *Standardized test scores*, *other formal assessments*, and *student attendance* had the greatest influence on charter school teachers' decision-making. Similar to responses given by administrators, charter school teachers reported *student tardiness* and *student absenteeism* as the primary student behavior and discipline problems.

Results indicated that on the whole, the majority (81%) of teachers were either *satisfied* or *very satisfied* with their campuses. Via open-ended survey questions, some teachers described what they perceived as strengths of their charter campuses, and most responses echoed the recurring themes mentioned by their administrator counterparts: small campuses, low teacher-to-student ratios, and motivated teachers. Many teachers commented accordingly: "Since we are a small campus, we are able to reach all students and know their individual needs." Another teacher offered, "Our teachers are educated and motivated to help students succeed." Additionally, teachers shared: "We have a great opportunity to serve a group of very intelligent, highly at-risk students," and "[We have] a small community that brings more of a family-feel to the school's atmosphere."

**Students and Families.** Students offer first-hand insight and perspective into their classrooms and overall learning environments that cannot be described by any other stakeholders. Additionally, the role of families in choice-based, public charter schools is both obvious and fundamental; and families' points of view, as related to their children's educational experiences, are particularly valuable. It should be noted that, per the direction of TEA, parents were given an opportunity to preview the student survey prior to allowing their child to complete it, so there is no way to definitively determine whether parents/families or students themselves were responsible for the responses on the student surveys. Furthermore, although 314 student surveys and 75 family surveys were completed, all of the responses came from only 12 campuses. Therefore, caution should be used in interpreting these results.

*Students.* Almost 60% of the students who responded to the survey had not attended their current charter school the previous school year. Factors identified most often as contributors to students' charter school choice were smaller classes (77%) and good teachers (76%). The two issues that most influenced students' perceptions of the current school environment were that they work hard to earn the grades they receive (80%) and that their teachers encourage them to think about their future (79%).

Overall, 80% of charter school students were satisfied or very satisfied with their experiences at their current campuses. Students strongly agreed that they have computers available to use when they need them, and they enjoy using technology for academic purposes. However, students also commented on the desire for more computers at their campuses. Moreover, charter school students responding to the survey had generally positive attitudes about their teachers and classes.

Almost all charter school students (97%) believed they will graduate from high school, and the majority (66%) saw some form of higher education in their future. Most students (72%) indicated that they planned on attending their same charter campus the following year.

*Families.* Of the individuals who responded to the family survey, 90% were parents of the charter school students and the majority of the remainder were other family members (e.g., grandparents, aunts/uncles, etc.). The majority of family members (81%) had, at minimum, completed high school. On average (46%), family members indicated that their students had been enrolled in their current charter school for one year. Prior to choosing a charter school, 58% had attended a traditional public school.

The school factors that family members rated as most important were (a) meeting their child's specific needs and (b) the reputations of school's academics and personnel. Families strongly agreed that they expect their children to attend college. Every item related to family involvement indicated more participation at the current charter campus than at the previous school, and overall, 94% of the families indicated they were satisfied with their experiences at their current charter campus.

## Conclusion

The charter school movement developed as an outgrowth of the educational reform concept of school choice. In response to challenges such as increased academic standards, fiscal accountability, and the difficulty of attracting quality teachers to high-poverty neighborhoods, charter schools have been offered to students and families in the United States as an alternative to their traditional neighborhood public schools.

Despite rapid growth, charter schools remain a small part of the Texas educational landscape. In 2008–09, open-enrollment charter schools and district charter campuses served less than 3% of the public school students in Texas. As a general rule, those charter school students were disproportionately African-American, Hispanic, economically disadvantaged and living in metropolitan areas. Any evaluation of charter schools must take these demographic differences into consideration. This analysis does so by comparing school expenditures and student performance in open-enrollment and district charter campuses with that of similar traditional public school campuses. Focusing both comparisons on matched traditional public schools yields a somewhat more favorable picture of charter school performance and spending than had been found in previous analyses such as TCER (2008).

This analysis supports three broad conclusions about charter schools in Texas:

1. *There are few systematic and reliable differences in educational outcomes between charter campuses and matched traditional public school campuses.* There were some measures of performance where charter campuses outperformed matched traditional public school campuses, some measures where they underperformed, and many measures where there was no reliable difference between charter and matched traditional public school campuses. Nothing in the analysis supports a conclusion that charter schools were systematically better—or worse—than matched traditional public schools serving similar student bodies.
2. *Charter campuses spent significantly less than matched traditional public school campuses.* On average in 2008–09, open-enrollment charter elementary campuses spent 12% less than did comparable traditional public school campuses, open-enrollment charter non-elementary campuses spent 25% less than did comparable traditional public school campuses, and district charter campuses spent roughly the same as open-enrollment charter campuses at either grade level. Charters achieved much of their cost savings by spending significantly less than matched traditional public school campuses for instructional personnel.
3. *Administrators, teachers, students and families in open-enrollment charter schools appear satisfied with their current campuses.* A low fraction of the charter school stakeholders responded to the satisfaction surveys, but most of those who did respond were satisfied or very satisfied with their current charter school.

In turn those three findings can be distilled into one overarching observation: On average, charter schools in Texas appear to be as effective as traditional public schools, and more cost effective. Both types of charter schools achieved similar results using substantially fewer resources than comparable traditional public schools.

## Chapter 1 Introduction

The Texas Education Agency (TEA) contracted with the State of Texas Education Research Center at Texas A&M University (ERC at TAMU) to conduct an annual evaluation of public charter schools in Texas for the 2009–10 academic year. Texas Education Code (TEC) allows for four separate classes of charter schools: (a) home-rule school district charters, (b) district or campus charters, (c) open-enrollment charters, and (d) college or university charters. This particular evaluation focuses on open-enrollment charter schools, which include college and university charter schools, and district (campus) charter schools.

This chapter presents an introduction to the *Evaluation of Texas Charter Schools 2009–10* annual evaluation report. The introduction begins with information regarding the birth and growth of the charter schools movement across the United States, specifically in Texas, and presents a delineation of the different classes of charter schools as specified by TEC. The introduction next provides a discussion of the evaluation questions upon which this study focused and the methods and data sources used. The introduction concludes with a brief description of the limitations of the study.

### Development of the Charter Schools Movement

The charter school movement developed as an outgrowth of the educational reform concept of school choice. The phrase *charter schools* was first introduced in the 1970's by Ray Budde, an assistant professor at the School of Education at the University of Massachusetts, Amherst, who suggested that small groups of public school teachers be given contracts or charters by their local school boards to encourage the teachers to implement innovative ideas in their classrooms (Chen, 2007; Kolderie, 2005). Budde's ideas (and attendant phraseology) received little attention until the mid-1980s, when Albert Shanker, past president of the American Federation for Teachers, endorsed the concept of charter schools in a speech before the National Press Club (Chen, 2007; Kolderie, 2005). Shanker expanded Budde's ideas to include chartering an entire school (Kafer, 2004; U.S. Charter Schools, no date.).

The city of Philadelphia established a number of schools-within-schools, some of which were schools of choice, in the late 1980s and called them charter schools<sup>14</sup>. The first charter school legislation was passed in Minnesota in 1991, and similar legislation was passed in 1992 in California. By 1995 laws regulating the establishment of charter schools had been passed in 19 states, and that number grew to include 40 states as well as Puerto Rico and the District of Columbia by 2003 (Chen, 2007; U.S. Charter Schools, no date).

### The National Picture of Charter Schools

Public schools in high-poverty neighborhoods—typically characterized by unsafe school conditions, substandard teaching, and negligible learning options—have long wrestled with the challenges of attracting high-quality teachers and successfully educating poor and minority

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<sup>14</sup> The schools-within-schools approach establishes within the school a smaller educational unit with a separate educational program, its own staff and students, and its own budget. Schools of choice is a phrase used to describe a wide array of programs aimed at giving families the opportunity to choose the school their children will attend.

students (U.S. Department of Education, 2007). The concept of charter schools—innovative public schools of choice operating free from many of the rules and regulations that apply to traditional public schools in exchange for increased academic and fiscal accountability—developed in response to these challenges; and since 1991, charter schools have been offered to students and families in the United States as an alternative to their traditional neighborhood public schools. In 2009, more than 4,700 charter schools enrolled over 1.4 million children in 40 states and in Washington, DC, and waiting lists for admission to charter schools continue to grow (Center for Research on Education Outcomes [CREDO], 2009b).

Charter schools determine their own governing structures (often including parents and teachers as active members) and provide opportunities for familial choice, innovative approaches to education, and competition for existing schools (CREDO, 2009b; U.S. Department of Education, 2004). The differing, and to some extent, less bureaucratic, operating structure of charter schools is intended to bring about quality educational opportunities for students. Moreover, the inherent autonomy of charter schools allows them, at least in theory, to make quick decisions regarding such administrative issues as school budgets and hiring and firing practices (U.S. Department of Education, 2007).

Although charter schools operate under specific charters and are permitted to select their own focus (e.g., college preparation, mathematics and science, fine arts, etc.), all K-12 charter schools share a number of common themes as articulated by the U.S. Department of Education (2007): “[Charter schools] are mission-driven, working with a clear and tangible set of goals; they teach for mastery, with tests aiming for in-depth understanding; and they hold themselves accountable for successes and failures” (p.2).

### **Texas Charter Schools**

Authorized by the 74<sup>th</sup> Texas Legislature and established by the State Board of Education (SBOE) in 1995, Texas charter schools are innovative public schools exempt from many of the laws and rules that apply to traditional public schools and that may divert a school's energy and resources from the attainment of educational excellence. Charter schools' independence from many state regulations was intended to encourage fiscal and academic accountability without undue regulation of instructional methods or pedagogical innovation. Like traditional public schools in Texas, charter schools are monitored and accredited under the statewide testing and accountability system.

TEC §12.001 outlines five purposes for the creation of public charter schools: (a) to improve student learning, (b) to increase the choice of learning opportunities within the public school system, (c) to create professional opportunities that will attract new teachers to the public school system, (d) to establish a new form of accountability for public schools, and (e) to encourage different and innovative learning methods. In exchange for the increased flexibility offered to them, charter schools are held accountable for student achievement goals.

Since the first Texas charter school opened its doors in 1996, the state has experienced a steady and rapid growth in the numbers of charter schools and of students attending them (TEA, 2009b). The number of students attending charter schools in Texas has more than doubled in the past five years alone (National Alliance for Public Charter Schools, 2010). During the 2008–09 academic year, 61 district charters enrolled 24,737 Texas students and 204 open-enrollment schools—representing 436 campuses—enrolled 102,249 students.

## Classes of Texas Charter Schools

TEC allows for four classes of charter schools: home-rule school district charter schools, district (or campus) charter schools, open-enrollment charter schools, and university or college charter schools. Open-enrollment charters may be operated by institutions of higher education (IHEs), governmental entities, or non-profit corporations with tax-exempt status under section 501(c)(3) of the Internal Revenue Code, and university charter schools are a subset of the open-enrollment charter schools. The majority of Texas students educated in charter schools attend open-enrollment charters. Currently, no home-rule school district charter schools operate in the state.

**Home-rule school district charter schools (TEC Chapter 12, Subchapter B).** An entire school district must agree to convert to charter status in order for a home-rule school district charter school to be adopted. TEC §12.021-§12.022 establishes that a proposed home-rule school district charter or charter amendment may be adopted if approved by a majority of the qualified voters of the district voting at an election held for that purpose. In addition, at least 25% of the registered voters of the district must vote in the election in which the adoption of the charter is on the ballot in order for the charter to be adopted; in order for an amendment to be adopted, at least 20% of the registered voters of the district must vote in the election in which the adoption of the amendment is on the ballot. As of the date of this report, no home-rule charters have been adopted.

**District (campus) charter schools (TEC Chapter 12, Subchapter C).** An individual school may become a district (campus) charter according to the guidelines in TEC §12.052-§12.055. These guidelines establish that parents and teachers may petition the board of trustees of a traditional school district or the governing body of a home-rule school district for conversion to charter status of a campus or a program on a campus. A majority of the parents and of the classroom teachers at that school campus must sign the petition. The decision as to whether or not to approve the petition rests with the board of trustees. An alternative method of authorization is outlined by TEC §12.0521, which states that the board of trustees of a school district or the governing body of a home-rule school district may grant a charter for a new district campus or a program that is operated by an entity that has entered into a contract with the district (TEC §11.157) to provide educational services to the district through the campus or program and at a facility located in the boundaries of the district. A student's parent or guardian may choose to enroll a student at a campus charter school or program, but the district may not assign a student to a campus charter school or program unless the student's parent or guardian has voluntarily enrolled the student at the campus or in the program. State law requires that district charter schools give admission priority based on residential and geographical considerations (TEC §12.065). Although these schools remain part of their original school district, they maintain curricular autonomy and are exempt from various local and state directives. All Texas school districts are required by TEC to implement policy that provides for district charter schools.

**Open-enrollment charter schools (TEC Chapter 12, Subchapter D).** Open-enrollment charter schools are created by eligible entities (e.g., non-profit organizations, institutions of higher education, or governmental entities) as completely new local education agencies (TEC §12.101). The state maintains authority over open-enrollment charter schools, with the contract being between the SBOE and the charter school operator. Open-enrollment charter schools are eligible for federal categorical funding programs, such as the Individuals with Disabilities Education Act (IDEA) or Title I of the Elementary and Secondary Education Act (ESEA), and may draw their enrollment from multiple school districts as authorized by the SBOE. Although



open-enrollment charter schools may operate in commercial or public facilities, they cannot charge tuition (TEC §12.108) and do not receive local tax revenue. Additionally, open-enrollment charter schools may require students to submit applications for placement. If the number of applicants exceeds the number of spaces the charter school has available, admission is determined by a lottery or by the order in which applications are received (TEC §12.117). In 2001, the Texas Legislature capped the number of open-enrollment charters that the SBOE may authorize in accordance with TEC Chapter 12, Subchapter D at 215. In 2008-09 there were 201 of the possible 215 open-enrollment charter schools in operation. However, it is important to note that the commissioner of education has the authority to allow a charter to add campuses, so the number of open-enrollment charter schools in Texas grows annually.

TEC §12.118 requires an annual evaluation of open-enrollment charter schools, to include consideration of students' course grades, attendance, and discipline incidents; students' scores on assessment instruments; families' socioeconomic status; families' and students' satisfaction with their charter schools; and costs for instruction, administration, and transportation. This evaluation meets the requirements of TEC §12.118 while also including district charter schools.

**College or university charter schools (TEC Chapter 12, Subchapter E).** TEC §12.152 allows for an open-enrollment charter school to be established on the campus of a public junior or senior college or university or in the county in which the junior or senior college or university is located. Although college or university charter schools are considered to be a sub-set of open-enrollment charter schools, a charter granted under this rule is not counted toward the limit of the total number of open-enrollment charter schools (TEC §12.156 (b)). Only three charters have been granted to senior universities (TEA, no date).

### **Comparison of Classes of Charter Schools**

Table 1.1 shows the number of Texas charter schools in 2008–09 by class and by grade type.<sup>15</sup> As noted previously, the class of open-enrollment charter schools (including the three college/university charters) is the largest, with 436 campuses during the 2008–09 academic year. The class of district charter schools is much smaller, with only 61 campuses during the same time period. The percentage of open-enrollment charter schools and district charter schools educating students in early elementary and elementary campuses in 2008–09 is fairly close (36% compared to 39%); however, considerable difference exists between the percentage of open-enrollment and district charter schools educating students on multi-level campuses<sup>16</sup> (30% compared to 2% respectively).

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<sup>15</sup> For a description of the grade levels served by each type of school, see [http://ritter.tea.state.tx.us/perfreport/account/2010/schtype\\_chart.html](http://ritter.tea.state.tx.us/perfreport/account/2010/schtype_chart.html)

<sup>16</sup> Multi-level campuses are those that serve both elementary and secondary students.

**Table 1.1**  
**Campus Type Classifications of Open-Enrollment and District Charter Schools**  
**(2008–09)**

Campus type	OE (N)	OE (%)	DC (N)	DC (%)
Early elementary	19	4.4%	3	4.9%
Elementary	138	31.7%	21	34.4%
Middle	37	8.5%	16	26.2%
High	110	25.2%	20	32.8%
Multi-level	132	30.3%	1	1.6%
<b>Total</b>	<b>436</b>	<b>100%</b>	<b>61</b>	<b>100%</b>

*Source.* Academic Excellence Indicator System (AEIS).

*Note.* OE=open-enrollment. DC=district charter. Early elementary schools are schools that serve elementary students through Grade 2. Multi-level campuses are those that serve a mix of elementary and secondary grade levels. See [http://ritter.tea.state.tx.us/perfreport/account/2010/schtype\\_chart.html](http://ritter.tea.state.tx.us/perfreport/account/2010/schtype_chart.html)

Table 1.2 shows the variation in the types of students served by open-enrollment and district charter schools as compared to traditional public campuses for the 2008–09 school year. On average, the percentage of minority (African American and Hispanic) and economically disadvantaged students educated in open-enrollment and district charter schools tends to be larger than the proportion of those same groups educated in traditional public schools. District charter schools, in particular, educate on average a larger proportion of students who are Hispanic (68%), limited English proficient (LEP) (23%), and economically disadvantaged (82%) and a much smaller proportion of students who are non-Hispanic white (8%). Little variation in the proportion of students receiving special education services is shown across the three categories of schools.

**Table 1.2**  
**Student Demographic Information of Open-Enrollment Charter Schools and District Charter Schools (2008–09)**

Student group	OE (N)	OE (%)	DC (N)	DC (%)	Statewide average
African American	28,161	27.5%	5,231	21.1%	14.2%
Hispanic	52,460	51.3%	16,878	68.2%	47.9%
Non-Hispanic white	17,901	17.5%	2,069	8.4%	34.0%
Other	3,732	3.6%	559	2.3%	4.0%
Economically disadvantaged	71,036	69.5%	20,281	82.0%	56.7%
Special education	8,553	8.4%	1,663	6.7%	9.4%
Limited English proficient (LEP)	15,038	14.7%	5,705	23.1%	16.9%

*Source.* Academic Excellence Indicator System (AEIS).

*Note.* OE=open-enrollment. DC=district charter. Statewide average includes charter schools.

## Evaluation of Texas Charter Schools

Several recent evaluation studies have examined charter schools in Texas, with mixed results. A 2008 report of an evaluation of Texas charter schools documented that students at open-enrollment charter schools had experienced lower passing rates on all areas of the Texas Assessment of Knowledge and Skills (TAKS) than did students at traditional public schools (TCER). However, an evaluation of new<sup>17</sup> Texas charter schools conducted by TCER in 2009 indicated general satisfaction on the part of teachers, parents, and students who were surveyed about their charter school and who specifically cited additional educational options offered to students that were previously not available at their traditional public schools as a source of their satisfaction. A report from CREDO (2009a), documenting an in-depth analysis of five years (2002–07) of charter school results in Texas, found that reading and mathematics gains for charter school students were significantly lower than those for traditional public school students. CREDO (2009a) also found that although Hispanic and African American students' performance was significantly lower in charter schools than in traditional public schools, English language learner (ELL) students' performance in reading was significantly higher in charter schools, and there was no discernable difference in their performance in mathematics. The CREDO (2009a) study further reported that, on average, first-year charter school students experienced a drop in learning; but third- and fourth-year charter school students, on average, experienced achievement gains.

As required by TEC §12.118, an annual evaluation of Texas charter schools was conducted each year from 1996–97 through 2006–07<sup>18</sup>. For 2009–10, TEA contracted with the ERC at TAMU to conduct this annual evaluation of public charter schools in Texas.

The current evaluation focuses on two classes of charter schools: district charter schools and open-enrollment charter schools. Due to the small number of university charter schools currently operating in the state of Texas, university charter schools were not analyzed as a separate class of charter schools for the purpose of this report; rather, university charter schools were subsumed as a part of the larger category of open-enrollment charter schools. No charter schools currently operate under a home-rule school district charter (TEA, no date).

Wherever appropriate, researchers conducted separate analyses for campuses subject to standard education accountability procedures (SEAP) and those subject to alternative accountability procedures (AEAP), known as alternative education campuses (AECs). These AECs are campuses that (a) are dedicated to serving students at risk of dropping out of school, (b) are eligible to receive an alternative education accountability (AEA) rating, and (c) register annually for evaluation under AEA procedures (TEA, 2009a). There are two types of AECs—residential AECs and AECs of Choice.

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<sup>17</sup> The 2009 TCER report only included charter school generations 11-14.

<sup>18</sup> No evaluation was conducted for the 2002-03 school year.

For the current evaluation, researchers were tasked with examining descriptive and financial characteristics of the classes of charter schools in Texas. Specifically, the evaluation was guided by the following four charges:

1. Delineate the characteristics of Texas public charter schools, including (a) number of students served; (b) student demographics (to include the number of students classified as at-risk; and (c) teacher and administrator characteristics.
2. Evaluate the costs of instruction, administration, and transportation incurred by charter schools, with particular attention to costs of services for at-risk students.
3. Determine the effects of charter schools on families' and students' satisfaction with their schools.
4. Evaluate the following student outcomes, with particular attention to at-risk students: (a) student performance on standardized assessments such as the TAKS; (b) student attendance; (c) student grades; (d) student discipline; and (e) high school completion (i.e., dropout rates, graduation rates).

## **Methodology**

### **Study Approach**

Designed as a descriptive, causal-comparative study, the evaluation consisted of analyses of school, financial, and student performance data from the ERC data warehouse. Additionally, researchers administered online surveys of charter school students, families, teachers, and administrators that focused on individuals' descriptions of individual characteristics of their charter schools and their perceptions regarding effects of charter schools as well as their satisfaction with their individual schools.

The research team examined the cost-adjusted expenditures and relative performance of charter schools, and profiled the students who attended charter schools in Texas during the 2008–09 academic year. Charter schools were compared to one another and to a subset of traditional public schools that are similar to the charter schools with respect to key demographic characteristics (i.e. grade level, enrollment, urbanicity, and the percent of students who were African American, Hispanic, economically disadvantaged, limited English proficient, at risk of dropping out, or in special education programs). Surveys were administered during spring 2010, and analysis of data from the ERC at TAMU data warehouse occurred during summer 2010.

In support of the current evaluation, the evaluation team formulated research questions to determine (a) the characteristics of Texas charter schools; (b) student outcomes, particularly outcomes of at-risk students, on specifically identified categories; (c) the costs incurred by charter schools; and (d) administrator, teacher, student, and family satisfaction.

The research questions that guided the evaluation were as follows:

1. To what extent do the 2008–09 characteristics of the various charter school types differ in terms of (a) number of students served, (b) student demographics, (c) teacher and administrator characteristics, (d) student enrollment patterns, (e) distribution of teachers, and (f) instructional programs?
2. What are the 2008–09 costs of (a) instruction, (b) administration, and (c) transportation incurred by charter schools, with particular regard to at-risk students?

3. To what extent are 2009–10 administrators, teachers, students, and families satisfied with their charter schools?
4. To what extent do the 2008–09 student outcomes, with particular attention to at-risk students, differ among the various types of charter schools with regard to (a) student performance on standardized assessments such as the TAKS, (b) student attendance, (c) student grades, (d) student discipline, and (e) high school completion?

## Data Sources

The evaluation relied on the following data sources:

- Surveys of administrators, teachers, families, and students from district charter schools and open-enrollment charter schools; and
- The Public Education Information Management System (PEIMS)<sup>19</sup>, the Academic Excellence Indicator System (AEIS)<sup>20</sup>, and student-level data from the ERC Data Warehouse.

## Data Analysis

**Analysis by campus subgroups.** For the 2009–10 evaluation, the researchers disaggregated data according to accountability procedures, residential status and grade type. Wherever appropriate, there are separate analyses for SEAP campuses, AECs of Choice and Residential AECs. Within those categories, some of the analyses also distinguish between campuses that serve only students in elementary grades and campuses that serve students in non-elementary grades. Non-elementary schools include middle schools, high schools and multi-level schools.

**Statistical strategy.** Statistical comparisons of the difference in means from AEIS data were conducted using regression analysis of campus-level data, allowing for clustering by school district and weighting by student enrollment. Statistical comparisons of the difference in means based on student-level data were also conducted using regression analysis and allowing for clustering by school district.

## Limitations of the Study

Several important limitations should be noted with regard to this study. First, with the exception of data obtained from the TAKS, PEIMS, and AEIS databases, the data used in the evaluation were collected directly from charter school administrators, teachers, students, and student family members and subject to all of the associated limitations to survey data. Although surveys of administrators, teachers, families, and students yielded valuable data regarding individuals' perceptions of their charter schools, it is impossible to determine if the responses are representative of a random sample of possible participants. Finally, the surveys were distributed late in the school year—possibly contributing to a low response rate. Both issues could have led

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<sup>19</sup> PEIMS encompasses all data requested and received by TEA about public education, including student demographic and academic performance, personnel, financial, and organizational information.

<sup>20</sup> AEIS pulls together a wide range of information on the performance of students in each school and district in Texas every year. This information is put into the annual AEIS reports, which are available each year in the fall.

to results that did not accurately reflect the opinions of all charter school administrators, teachers, families, and students.

## Summary

This chapter presented an introduction to the *Evaluation of Texas Charter Schools 2009–10* annual evaluation report. The introduction began with information regarding the genesis and development of the charter schools movement across the United States, specifically in Texas. The introduction next provided a description of the different classes of charter schools as specified by TEC. This was followed by a discussion of the evaluation questions upon which this study focused and the methods and data sources used. The introduction concluded with a brief description of the limitations of the study.

The remainder of the *Texas Charter Schools 2009–10* annual evaluation report is organized as follows:

- Chapter 2 describes the characteristics of Texas open-enrollment charter schools, including comparisons between open-enrollment charter schools and traditional public schools.
- Chapter 3 offers the characteristics of Texas district charter schools, including comparisons between district charter schools, open-enrollment charter schools, and traditional public schools.
- Chapter 4 addresses questions pertaining to revenue and expenditures in charter schools, at both the district and campus levels.
- Chapters 5 and 6 discuss the results of online surveys completed by charter school administrators and teachers, respectively. These two sections look specifically at school characteristics related to procedures, educational programming, and technology.
- Chapter 7 addresses the evaluation questions focused on family and student satisfaction with their charter schools, based on results of surveys of students and their families. This chapter discusses characteristics of charter school students and families, student and family attitudes toward their charter schools, family involvement, and students' perceived future plans.
- Chapter 8 examines charter school student performance, with particular attention to at-risk students. Charter school performance is compared with the performance of a matched set of comparable traditional public schools. The comparisons focus on accountability ratings, student performance on the TAKS, school attendance and completion rates, and English language acquisition rates.
- Chapter 9 presents a summary of findings for the 2009–10 evaluation.
- Appendix A provides a listing of Texas charter schools.
- Appendix B includes a description of the salary analysis and propensity score matching methodology employed in the study.
- Appendix C includes a copy of the survey instrument used to collect information from charter school administrators.
- Appendix D includes a copy of the survey instrument used to collect information from charter school teachers.
- Appendix E includes a copy of the charter school student and family surveys.

## Chapter 2

### Open-Enrollment Charter Schools in Texas

This chapter describes the characteristics of Texas open-enrollment charter schools, including student and teacher demographics, and compares them with the characteristics of traditional public schools. The research question that guided this chapter was: *What are the characteristics of Texas public charter schools?* Unless otherwise indicated, the data sources for information presented in this chapter are TEA's AEIS and PEIMS, and the analysis covers the 2008–09 school year. Throughout the chapter, the term “significantly” has been used to indicate a statistically significant difference at the five-percent level, meaning that there was no more than a 5% chance that the observed difference could arise randomly.

Charter schools have been part of the education policy landscape in Texas since the legislature first authorized their creation in 1995. The most common form of charter school in Texas, open-enrollment charter schools, are those schools that are created by eligible entities (e.g., non-profit organizations, institutions of higher education, or governmental entities), as completely new local education agencies (TEC §12.101). The state maintains authority over open-enrollment charter schools, with the contract being between the SBOE and the charter school operator.

Open-enrollment charter schools, which are eligible for federal categorical aid programs such as IDEA or Title I of the ESEA, may draw their enrollment from multiple school districts as approved by the SBOE and may operate in commercial or public facilities. However, open-enrollment charter schools cannot charge tuition and do not receive revenue from local property taxes.

Additionally, open-enrollment charter schools may require students to submit applications for placement. If the number of applicants exceeds the number of spaces the charter school has available, admission is determined by a lottery or by the order in which applications are received (TEC §12.117).

The number of open-enrollment charter schools that may be authorized by the SBOE under TEC Chapter 12, Subchapter D is currently capped at 215. In the past, the Texas legislature permitted an unlimited number of charter schools that could enroll 75% or more students who are at risk of failing or of dropping-out of school (also known as the 75% Rule). As discussed in the previous charter school evaluation, the combination of a limitless number of charter schools, lax policies and oversight, and media reports of financial mismanagement and poor academic achievement brought about a decision by the legislature in 2001 to cap the number of charter schools (TCER, 2008). However, many open-enrollment charter schools operate multiple campuses, and university charter schools (of which there are three) do not count against the cap on the total number of open-enrollment charter schools.

## Key Findings for Chapter 2: Open-Enrollment Charter Schools in Texas

This chapter describes several key findings with regard to open-enrollment charter schools in Texas:

- More open-enrollment charter campuses existed than any other class of charter school, with 436 campuses<sup>21</sup> enrolling 102,249 Texas students in the 2008–09 school year.
- Forty-three percent of open-enrollment campuses were alternative education campuses (AECs), with 52 campuses being residential AECs, and 137 being AECs of Choice (non-residential).
- Students living in metropolitan areas had greater access to open-enrollment charter campuses than did students living outside of metropolitan areas. More than half of all open-enrollment charter campuses were located in the Houston, Dallas, and San Antonio metropolitan areas.
- Non-residential open-enrollment charter schools served a student population that was disproportionately African American and economically disadvantaged. There were no statistically significant differences between open-enrollment charter schools and traditional public schools in the percentage of students at risk of dropping out of school, once differences between elementary schools and non-elementary schools were taken into account.
- Open-enrollment charter schools had a smaller percentage of non-Hispanic white teachers and a larger percentage of African American and beginning teachers than did traditional public school districts.
- Both elementary and non-elementary open-enrollment charter campuses were less likely to have teachers with advanced degrees and extensive teaching experience.
- Teacher turnover rates were higher and teacher salaries were lower at open-enrollment charter schools than at traditional public school districts.

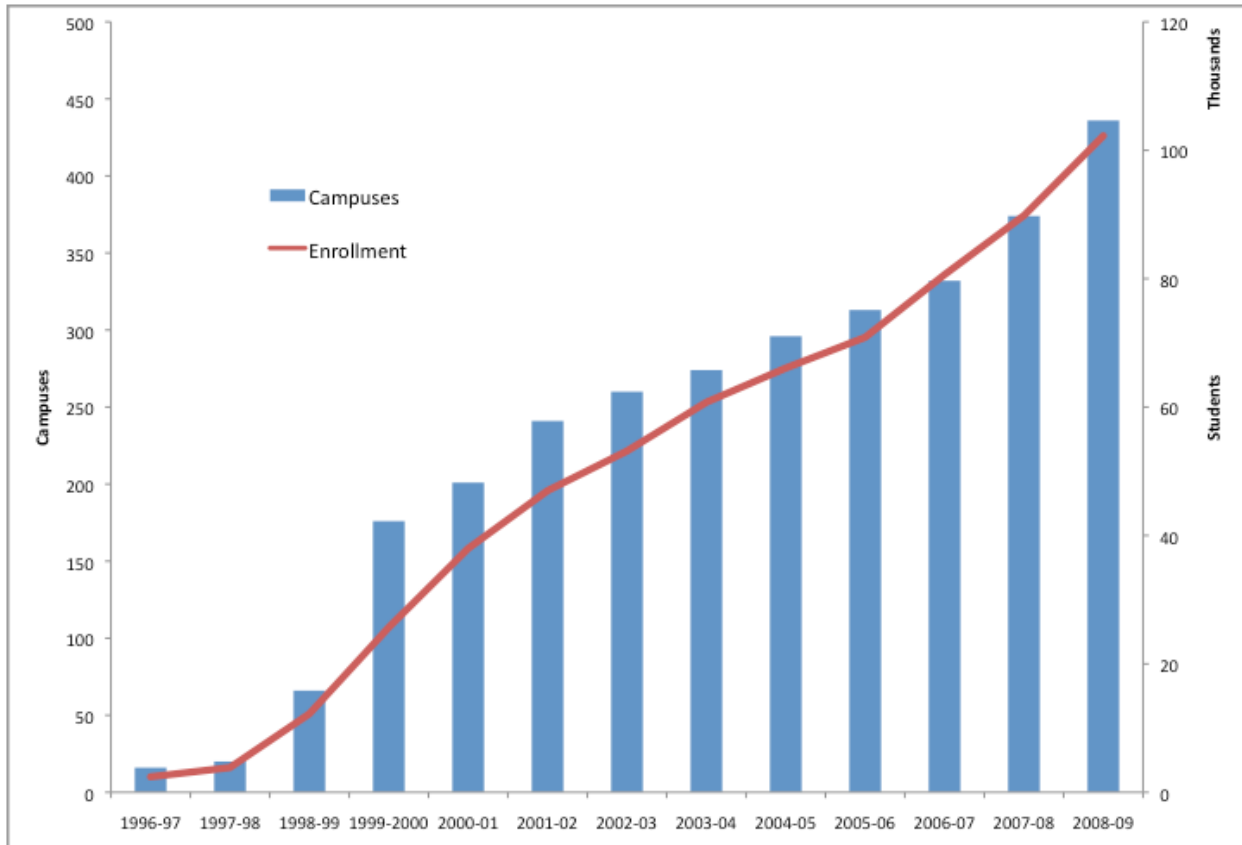
### Open-Enrollment Charter School Characteristics

More open-enrollment charter campuses exist than any other class of charter schools. During the inaugural year of charter schools, 20 open-enrollment charter campuses were created. Of those 20, 16 open-enrollment charter campuses opened their doors in the 1996–97 school year and another three campuses opened the following year. The number of open-enrollment charter campuses more than tripled during the 1998–99 school year (to 66) and expanded to 176 the following year. During the 2008–09 school year, there were 436 open-enrollment charter campuses in Texas (Figure 2.1). Appendix A1 lists all open-enrollment charter campuses.

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<sup>21</sup> The 436 campuses operated under 204 charters. The commissioner of education suspended the operations of two open-enrollment charters in the middle of the 2008-09 school year. They were excluded from this analysis.





**Figure 2.1**  
**Growth in Open-Enrollment Charter Campuses and Enrollment in Texas**

Source. Academic Excellence Indicator System (AEIS).

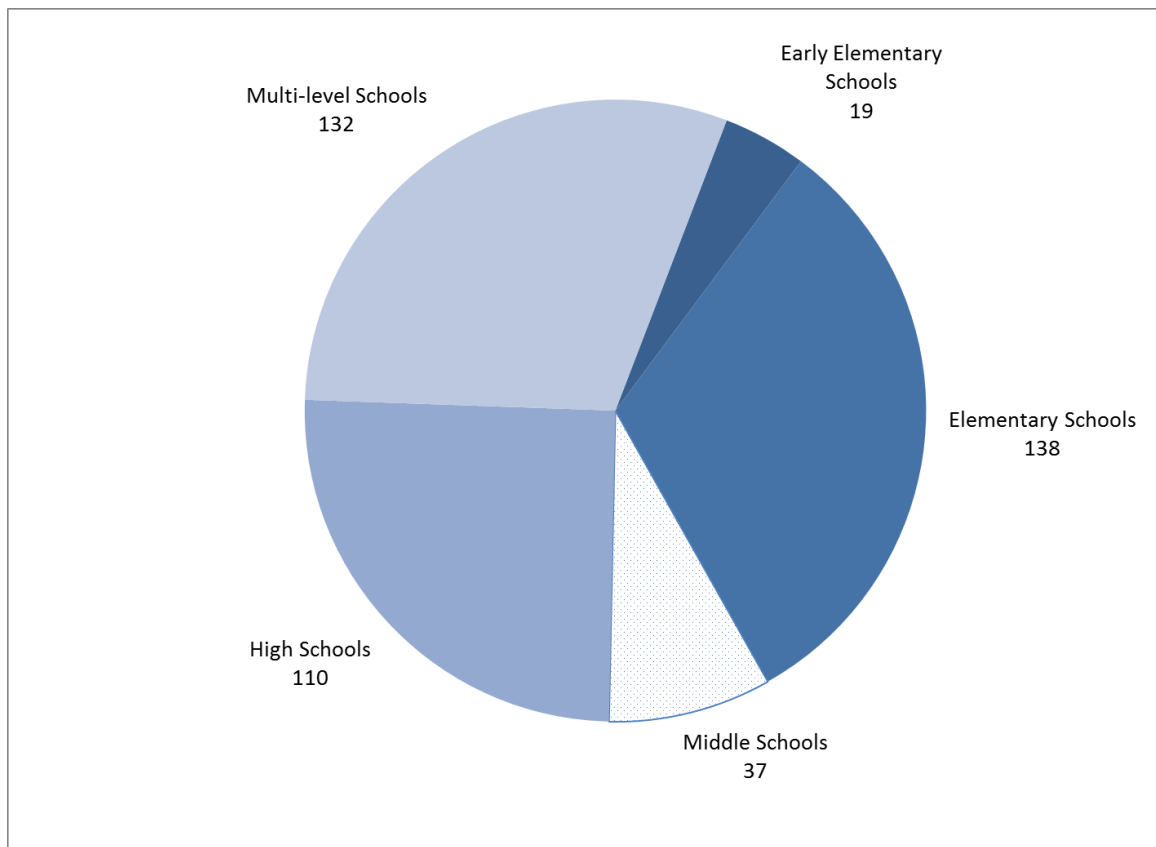
The growth in charter school enrollment has been equally impressive. The number of students who attended open-enrollment charter schools increased from 2,412 in 1996–97 to 102,249 in 2008–09. Over the last 10 years (from 1998–99 to 2008–09), the number of students who attended Texas open-enrollment charter schools grew by 736%, while enrollment in traditional public school districts grew by less than 18%. The line in Figure 2.1 illustrates the rapid growth in open-enrollment charter school enrollment.

Despite the increase in enrollment, however, open-enrollment charter schools remain a relatively small part of the Texas public school system. In 2008–09 only 2% of public school students in Texas attended open-enrollment charter schools.

Although scholars and policymakers frequently talk about charter schools as if they were a single type of school, a close examination revealed that Texas charter schools are very different from one another, as well as from the rest of the school districts in Texas.

As Figure 2.2 displays, open-enrollment charter campuses serve many different grade levels.<sup>22</sup> Elementary school campuses are the most common type of open-enrollment charter campuses. In 2008–09, 19 open-enrollment charter campuses served elementary students through Grade 2

<sup>22</sup> For a description of the grade levels served by each type of school, see [http://ritter.tea.state.tx.us/perfreport/account/2010/schtype\\_chart.html](http://ritter.tea.state.tx.us/perfreport/account/2010/schtype_chart.html)



**Figure 2.2**  
**Distribution of Open-Enrollment Charter Campuses Served by Grade Level (2008–09)**  
*Source.* Academic Excellence Indicator System (AEIS).

(denoted early elementary school campuses), and 138 open-enrollment charter campuses served elementary students in general (denoted elementary campuses). Of the remaining 279 campuses (referred to collectively as non-elementary campuses), 37 were middle school campuses, 110 were high school campuses, and 132 were multi-level school campuses. Multi-level school campuses served both elementary and secondary students.

Many open-enrollment charter campuses are relatively new (Table 2.1). Of the 436 open-enrollment charter campuses operating in 2008–09, 40% (173) had been open for three or fewer years. Those 173 campuses educated one-third of the open-enrollment charter school students in 2008–09. At the other end of the continuum, 12 of the original 16 open-enrollment charter schools continued to operate in 2008–09. Enrollment at these 12 schools had nearly doubled since opening (from 1,824 students in 1996–97 to 3,534 students in 2008–09). These original open-enrollment charter campuses educated less than 4% of the open-enrollment charter school students in 2008-09.

**Table 2.1**  
**Number of Open-Enrollment Charter Campuses by First Year of Operation and**  
**Accountability Procedures (2008–09)**

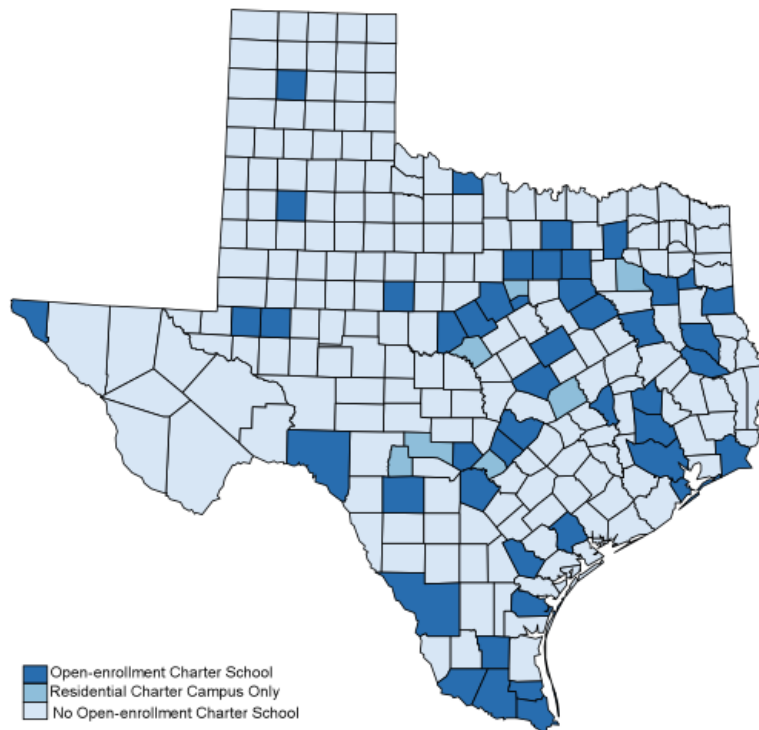
<b>Year First Opened</b>	<b>SEAP Campuses</b>	<b>AEC of Choice</b>	<b>Residential AEC</b>	<b>Total</b>	<b>Total Enrollment</b>
2008–09	47 (19.0%)	15 (10.0%)	15 (28.8%)	77 (17.7%)	10,192 (10.0%)
2007–08	40 (16.1%)	9 (6.7%)	0 (0.0%)	49 (11.2%)	9,470 (9.3%)
2006–07	24 (9.6%)	23 (17.0%)	0 (0.0%)	47 (10.8%)	14,382 (14.1%)
2005–06	9 (3.6%)	4 (3.0%)	3 (5.8%)	16 (3.7%)	3,584 (3.5%)
2004–05	15 (6.0%)	7 (5.2%)	8 (15.4%)	30 (6.9%)	6,902 (6.8%)
2003–04	14 (5.6%)	8 (5.9%)	1 (1.9%)	23 (5.3%)	6,380 (6.2%)
2002–03	9 (3.6%)	6 (4.4%)	5 (9.6%)	20 (4.6%)	3,754 (3.7%)
2001–02	23 (9.2%)	15 (11.1%)	5 (9.6%)	43 (9.9%)	11,645 (11.4%)
2000–01	8 (3.2%)	14 (10.4%)	3 (5.8%)	25 (5.7%)	6,877 (6.7%)
1999–00	29 (11.6%)	22 (16.3%)	8 (15.4%)	59 (13.5%)	14,163 (13.9%)
1998–99	22 (8.8%)	7 (5.2%)	3 (5.8%)	32 (7.3%)	10,355 (10.1%)
1997–98	2 (0.8%)	1 (0.7%)	0 (0.0%)	3 (0.7%)	1,011 (1.0%)
1996–97	5 (2.0%)	6 (4.4%)	1 (1.9%)	12 (2.8%)	3,534 (3.5%)
<b>Total</b>	<b>247</b> <b>(100%)</b>	<b>137</b> <b>(100%)</b>	<b>52</b> <b>(100%)</b>	<b>436</b> <b>(100%)</b>	<b>102,249</b> <b>(100%)</b>

Source. Academic Excellence Indicator System (AEIS).

Of the relatively new open-enrollment charter campuses, nearly two-thirds were SEAP campuses, whereas 47 of the 173 campuses that had been open for less than three years were AEC of Choice campuses. Of the 77 open-enrollment charter schools that first opened during the 2008–09 school year, 15 were residential AECs.

Figure 2.3 maps the counties with brick-and-mortar open-enrollment charter school campuses.<sup>23</sup> As the figure reveals, most Texas counties did not have an open-enrollment charter school within their boundaries. Only 54 of the 254 counties in Texas contained an open-enrollment charter campus, and seven of those 54 counties (Comal, Hood, Kerr, Milam, Mills, Real, and Van Zandt) contained only residential AEC campuses. Therefore, there were only 47 Texas counties that contained non-residential open-enrollment charter campuses in 2008–09. A majority (74%) of Texas students lived in one of these counties (AEIS).

<sup>23</sup> One open-enrollment charter school, Texas Virtual Academy at Southwest, is exclusively an online school and has no physical classrooms.



**Figure 2.3**  
**Location of Open-Enrollment Charter Campuses (2008–09)**

*Sources.* Academic Excellence Indicator System (AEIS) and the Texas Education Directory.

Students living in metropolitan areas had greater access to open-enrollment charter schools than did students living outside of metropolitan areas. Only 26 of the 436 open-enrollment charter campuses were located outside of a metropolitan area, and eight of those were residential AECs. More than half of the open-enrollment charter campuses were located in three metropolitan areas—Houston (109 campuses), Dallas (87 campuses), and San Antonio (55 campuses). More than half of the 77 open-enrollment charter campuses that opened in 2008–09 were also located in these same three metropolitan areas (Houston added 13, Dallas added 24, and San Antonio added six open-enrollment charter campuses in 2008–09) (AEIS).

Because the charter campuses were so geographically concentrated, the percentage of students attending open-enrollment charter schools differed from one part of the state to the next during 2008–09.<sup>24</sup> At one end of the spectrum, there were 200 counties where none of the students attending school in that county attended an open-enrollment charter school; at the other end of the spectrum, there were six rural counties where more than 6% of the students attending school in that county attended an open-enrollment charter school. Three of those counties (Mills, Real, and Walker) had a high proportion of charter school students because a residential AEC was located in the county. In the fourth, Bee County, just over 6% of the students attended St. Mary’s Academy Charter School in 2008–09. Among metropolitan areas,

<sup>24</sup> The number of students attending school in a county is not necessarily the same as the number of students living in a county. Some charter schools accept students from multiple counties, and many school districts span county boundaries. Each traditional school district is associated with a specific county by TEA, and all enrollments for that district are presumed to be located in that county of record. The county locations for open-enrollment charter schools are based on site addresses for the campuses.

Dallas had the largest percentage of open-enrollment charter school enrollments at 4%, while San Angelo, Sherman-Dennison, and Texarkana had no open-enrollment charter schools within their boundaries (AEIS). See Appendix A2 for charter school enrollment, by metropolitan area/county.

During the 2008–09 school year, the 436 open-enrollment charter campuses were operated by 204 open-enrollment charter schools. As Table 2.2 indicates, 60% of the open-enrollment charter schools had only a single campus, and most had no more than three campuses. However, some open-enrollment charter schools operated many campuses. For example: One open-enrollment charter school, Responsive Education Solutions, operated 29 campuses (*Texas Education Directory*).

**Table 2.2**  
**Open-Enrollment Charter Schools by Number of Campuses (2008–09)**

Number of Campuses	Number of OE Charter Schools	Percent of OE Charter Schools With This Number of Campuses
1	122	59.8%
2	34	16.7%
3	22	10.8%
4	8	3.9%
5	6	2.9%
6	5	2.5%
7	2	1.0%
8	1	0.5%
10	2	1.0%
17	1	0.5%
29	1	0.5%
<b>Total</b>	<b>204</b>	<b>100.0%</b>

Source. Academic Excellence Indicator System (AEIS).

Note. OE=open-enrollment.

Most open-enrollment charter schools were small. As table 2.3 illustrates, only nine of the 204 open-enrollment charter schools (9%) had more than 1,600 students in fall enrollment during the 2008–09 school year; and 58 of the open-enrollment charter schools (28%) had fewer than 200 students.

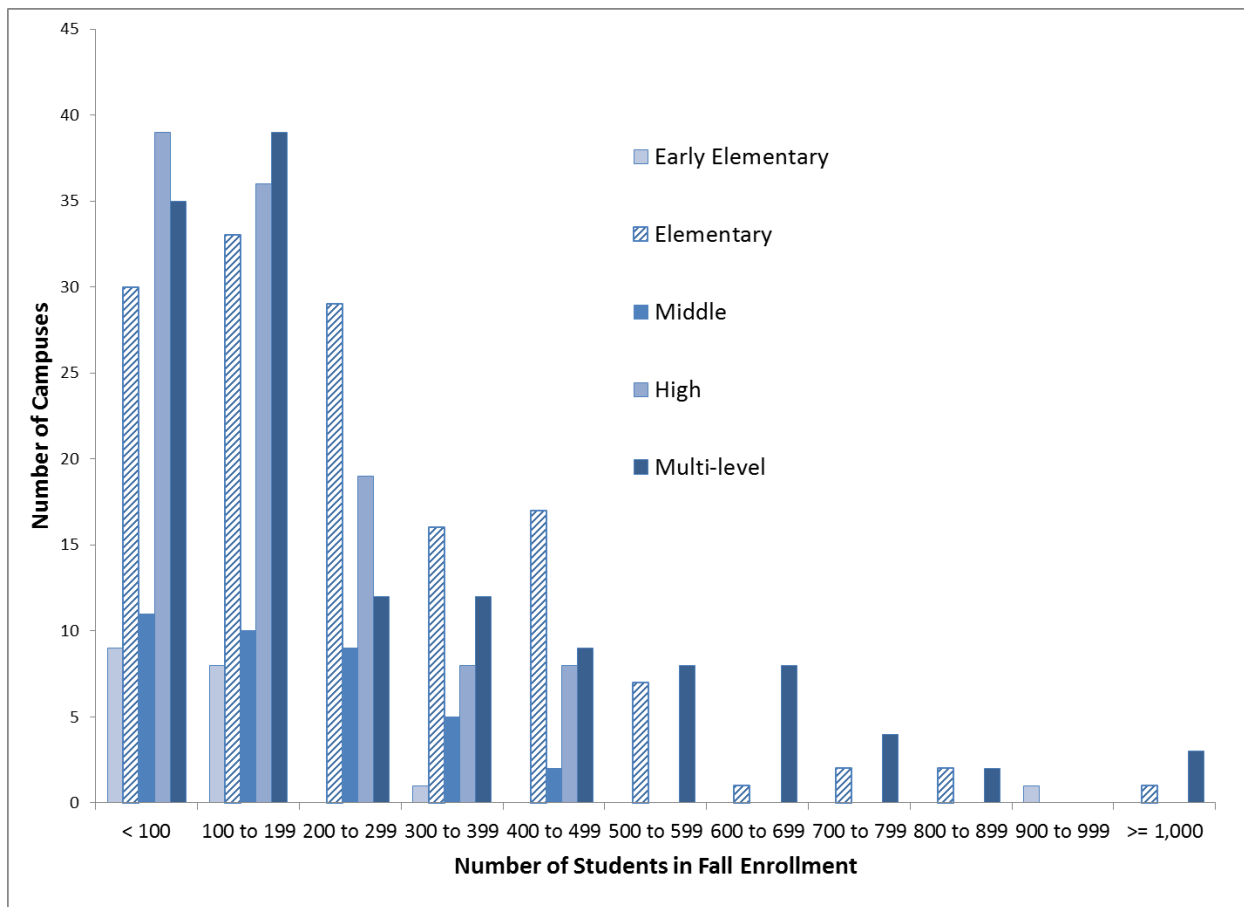
**Table 2.3**  
**Open-Enrollment Charter Schools by Total Enrollment (2008–09)**

Total Enrollment	Number of OE Charter Schools	Percent of OE Charter Schools
Less than 100	13	6.4%
101 to 200	45	22.1%
201 to 300	34	16.7%
301 to 400	28	13.7%
401 to 500	22	10.8%
501 to 1,000	45	22.1%
1,001 to 1,600	8	3.9%
1,601 to 4,000	9	4.4%
	<b>204</b>	<b>100.0%</b>

*Source.* Academic Excellence Indicator System (AEIS).

*Note.* OE=open-enrollment.

Most open-enrollment charter campuses were also relatively small. More than a quarter of the open-enrollment charter campuses served fewer than 100 students, and nearly three-quarters served fewer than 300 students; however, as Figure 2.4 displays, considerable variation existed in the size of the open-enrollment charter campuses in Texas across grade levels. None of the open-enrollment charter campuses at the middle and high school levels were larger than 500 students, but a few elementary and multi-level open-enrollment charter campuses had more than 1,000 students. The largest open-enrollment charter campus in the state, Eagle Advantage Academy in Dallas, had a fall enrollment of 1,496 students in 2008–09 (AEIS). In 2008–09, the average open-enrollment charter school campus had only 235 students.



**Figure 2.4**  
**Distribution of Enrollment in Open-Enrollment Charter Campuses by Grade Level Served (2008–09)**

Source. Academic Excellence Indicator System (AEIS).

### Comparisons between Open-Enrollment Charter Schools and Traditional Public Schools

Table 2.4 provides additional information about the composition of open-enrollment charter schools in comparison to the traditional public schools in Texas. (District charter schools are not included in the comparison group.) As the table illustrates, a disproportionate number of open-enrollment charter campuses were evaluated using AEAP, in comparison to the traditional public schools in Texas. All but 20 of the 110 open-enrollment charter campuses at the high school level were alternative education campuses. More than half (53%) of the multi-level, open-enrollment charter campuses were either AECs of Choice or Residential AECs; in contrast, less than 7% of the multi-level, traditional public school campuses were AEC campuses. Of the 24 AECs that were either elementary or early elementary campuses, 22 were open-enrollment charter campuses. More than half of the residential AECs in Texas (52 of 95) were open-enrollment charter campuses.

**Table 2.4**  
**Number and Percentage of Open-Enrollment Charter Campuses and Traditional Public Schools by Grade-Level and Accountability Procedures (2008–09)**

	<b>SEAP Campuses</b>	<b>AECs of Choice</b>	<b>Residential AECs</b>	<b>Total</b>
<b>OE charter campuses</b>				
EE campuses	16 (84.2%)	3 (15.8%)	0 (0.0%)	19 (100%)
Elementary campuses	119 (86.2%)	15 (10.9%)	4 (2.9%)	138 (100%)
Middle school campuses	30 (81.1%)	6 (16.2%)	1 (2.7%)	37 (100%)
High school campuses	20 (18.2%)	75 (68.2%)	15 (13.6%)	110 (100%)
Multi-level campuses	62 (47.0%)	38 (28.8%)	32 (24.2%)	132 (100%)
<b>Total</b>	<b>247</b>	<b>137</b>	<b>52</b>	<b>436</b>
<b>Traditional public schools</b>				
EE campuses	319 (100%)	0 (0.0%)	0 (0.0%)	319 (100%)
Elementary campuses	3,944 (99.95%)	2 (0.05%)	0 (0.0%)	3,946 (100%)
Middle school campuses	1,556 (99.5%)	7 (0.45%)	1 (0.05%)	1,564 (100%)
High school campuses	1,279 (86.6%)	171 (11.6%)	27 (1.8%)	1,477 (100%)
Multi-level campuses	308 (93.3%)	7 (2.1%)	15 (4.6%)	330 (100%)
<b>Total</b>	<b>7,406</b>	<b>187</b>	<b>43</b>	<b>7,636</b>

*Sources.* Academic Excellence Indicator System (AEIS) and the 2009 Accountability System Data Download. <http://ritter.tea.state.t3.us/perfreport/account/2009/download.html>

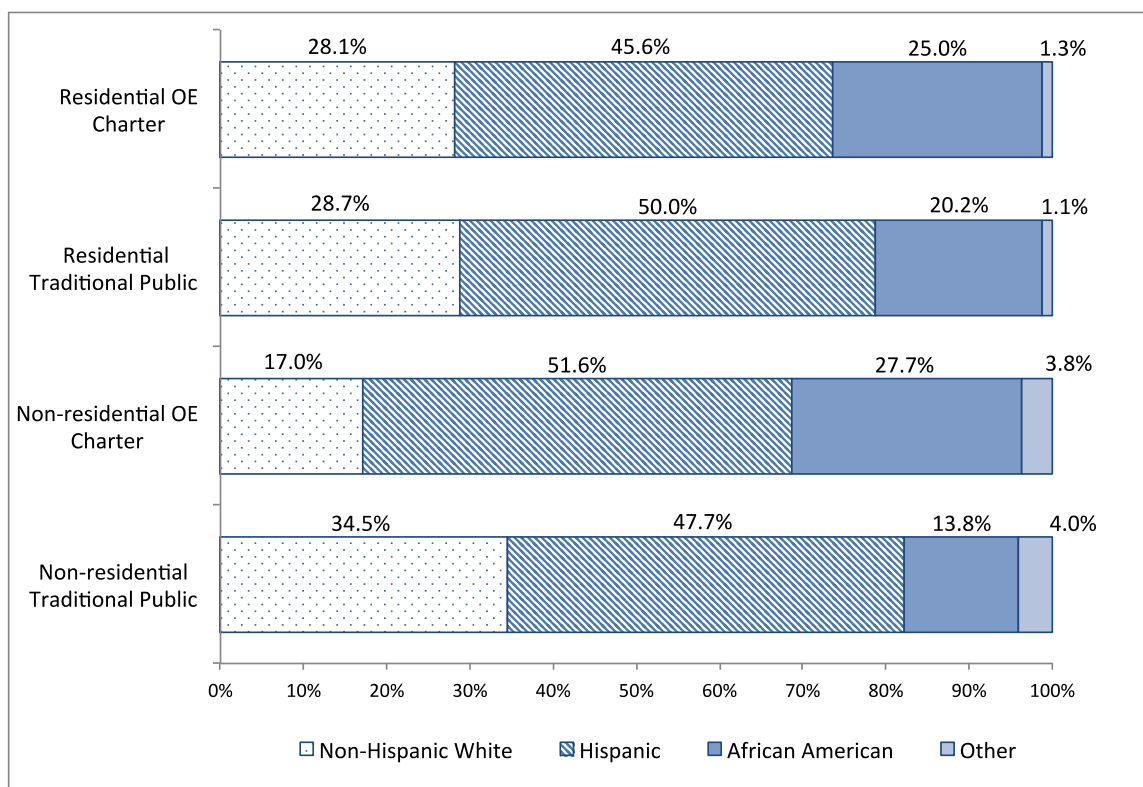
*Notes.* OE=open-enrollment and EE=early elementary. Traditional public school campuses with fewer than five students have been excluded.

### **Student Demographic Comparisons between Open-Enrollment Charter Schools and Traditional Public Schools**

The students who attended open-enrollment charter campuses in Texas were systematically different from those who did not. During the 2008–09 school year, non-residential open-enrollment charter campuses served a student population that was disproportionately African American, Hispanic, and economically disadvantaged, with a significantly smaller percentage of special education and career and technology education students. Residential open-enrollment charter campuses also served a disproportionate percentage of economically disadvantaged students, but that was the only statistically significant difference among residential campuses.



Figure 2.5 displays the ethnic composition of the students attending Texas open-enrollment charter campuses in 2008–09. As the figure shows, non-residential open-enrollment charter campuses attracted a student body that was significantly different from the students who remained in traditional public schools. Non-residential open-enrollment charter campuses had a significantly higher percentage of students who were African American, and a significantly lower percentage of students who were non-Hispanic Whites, than did non-residential, traditional public schools in Texas. Enrollment percentages for Hispanic and other students were not significantly different. None of the differences between open-enrollment charter campuses and traditional public school campuses were statistically significant for residential schools.



**Figure 2.5**  
**Ethnic Composition of Open-Enrollment Charter Students by Campus Type (2008–09)**

Source. Academic Excellence Indicator System (AEIS).

Note. OE=Open-enrollment.

As Figure 2.5 illustrates, the percentage of African American students was twice as high in non-residential open-enrollment charter campuses as it was in non-residential traditional public schools. In 13 non-residential open-enrollment charter campuses and 14 non-residential traditional public schools, at least 95% of the students were African American; however, those ethnically concentrated schools comprised less than 4% of the non-residential open-enrollment charter campuses and only 0.2% of the non-residential traditional public schools (AEIS).

Of those 27 non-residential campuses in which 95% of the students were African American, 22 were either elementary or early elementary campuses, suggesting that there might be important demographic differences between elementary and non-elementary campuses. Table 2.5 splits the analysis between elementary campuses (includes early elementary) and non-elementary campuses (i.e. middle, high, and multi-level schools).

**Table 2.5**  
**Student Demographics by Campus Type (2008–09)**

	<b>Non-Residential OE Charter</b>	<b>Non-Residential Traditional Public</b>	<b>Residential OE Charter</b>	<b>Residential Traditional Public</b>
<b>Elementary campuses</b>				
Non-Hispanic White	13.1%*	31.7%	29.7%	-
African American	36.9%*	13.3%	28.2%	-
Hispanic	46.4%	51.1%	39.4%	-
Other	3.6%	4.9%	2.9%	-
Economically disadvantaged	73.0%*	62.3%	100.0%	-
At-risk	44.0%	49.7%	100.0%	-
Limited English proficient	21.3%	25.8%	1.4%	-
Special education program	5.4%*	8.1%	42.3%	-
Gifted education program	1.8%*	5.2%	0.0%	-
Bilingual/ESL program	21.2%	24.7%	1.4%	-
Number of campuses	153	4265	4	0
Number of students	39,438	2,313,934	71	0
<b>Non-elementary campuses</b>				
Non-Hispanic White	19.7%*	37.4%	28.0%	28.7%
African American	21.4%*	14.3%	25.0%	20.2%
Hispanic	55.1%*	44.3%	45.7%	50.0%
Other	3.8%	4.0%	1.3%	1.1%
Economically disadvantaged	66.1%*	50.2%	82.8%*	53.3%
At-risk	55.0%	46.7%	95.9%	97.4%
Limited English proficient	10.8%	7.9%	7.9%	5.6%
Special education program	8.5%*	10.8%	33.9%	33.3%
Gifted education program	2.1%*	10.1%	0.0%	0.2%
Bilingual/ESL program	10.0%	7.3%	7.6%	4.8%
Career & tech. education	18.8%*	43.6%	27.5%	27.4%
Number of campuses	231	3328	48	43
Number of students	58,491	2,284,523	4,249	1,948

Source. Academic Excellence Indicator System (AEIS).

Notes. Traditional public campuses with fewer than five students have been excluded. The category, non-elementary campuses, includes all middle schools, high schools and multi-level campuses. The \* indicates a difference between open-enrollment charter and traditional public school campuses that is statistically significant at the 5-percent level, allowing for clustering of the data by school district. OE=Open-enrollment.

As the table reveals, there were statistically significant differences between the ethnic patterns of open-enrollment charter schools and traditional public schools at both the elementary and non-elementary levels. Although the difference was less pronounced at the non-elementary level, open-enrollment charter campuses had a significantly larger percentage of African American students and a significantly smaller percentage of non-Hispanic White students, regardless of grade level. Non-residential, non-elementary open-enrollment campuses also had a significantly larger percentage of Hispanic students than did traditional public schools at the same grade level.

Open-enrollment charter campuses served a significantly higher percentage of economically disadvantaged students than did traditional public schools, regardless of grade level or whether they were residential or non-residential schools (Table 2.5). Among non-residential, elementary campuses, the percentage of economically disadvantaged students was 11 percentage points higher for open-enrollment charter campuses. Among non-residential, non-elementary campuses, the differential was 16 percentage points; while among residential campuses, the differential was 30 percentage points.

On the other hand, there were no statistically significant differences between open-enrollment charter campuses and traditional public schools with respect to the percentage of students identified as at risk of dropping out of school. Students are identified as at-risk based on statutory criteria, including poor performance on standardized tests, a history of being held back in school, LEP, pregnancy, homelessness, placement in an alternative education program, or residence in a residential placement facility (AEIS glossary). As Table 2.5 reveals (and the definition would seem to require), virtually all of the students from residential campuses were at-risk students, whether or not the campus was an open-enrollment charter school. Among non-residential campuses, the percentage of at-risk students attending open-enrollment charter campuses was somewhat lower at the elementary level and somewhat higher at the non-elementary level, but the differences between open-enrollment charter campuses and traditional public schools were not statistically significant once the sample was split into elementary and non-elementary schools.

There also were no statistically significant differences between open-enrollment charter campuses and traditional public schools in the percentage of students who were classified as LEP. Although open-enrollment charter schools had a lower share of LEP students at the elementary level and a higher share of LEP students at the non-elementary level, on average, there was enough variation within the categories that the differences were not statistically significant.

Among non-residential campuses, there were statistically significant differences with respect to student participation in instructional programs. Compared with students in non-residential, traditional public schools, students in open-enrollment charter campuses were statistically less likely to participate in special education, gifted and talented (GT), and, at the non-elementary level, career and technology education (CTE) programs. The difference in CTE programs at the non-elementary level was particularly striking: the percentage of students in CTE programs was 25 percentage points lower for open-enrollment charter campuses than it was for traditional public schools.

Among residential campuses, there were no statistically significant differences in program participation rates between open-enrollment charter campuses and traditional public schools. Only two residential campuses (neither of them open-enrollment charters) had any students participating in GT programs. Open-enrollment charter campuses did have a higher percentage

of students participating in bilingual/ESL education programs, but the difference was not statistically significant.

### **Teacher Demographic Comparisons between Open-Enrollment Charter Schools and Traditional Public Schools**

Table 2.6 compares the demographics, by campus type, of teachers who worked at open-enrollment charter campuses and traditional public schools in Texas. As the table reveals, open-enrollment charters at the elementary level had a larger percentage of African American, male, and beginning teachers than did traditional public schools. They were also statistically less likely to have non-Hispanic White teachers. There was no statistically significant difference between open-enrollment charter campuses and traditional public schools in terms of percentage of Hispanic teachers. Open-enrollment charter campuses were, however, significantly less likely to have teachers with advanced degrees and extensive teaching experience. The campus-level turnover rate was over twice as high at open-enrollment charter schools as it was at traditional public elementary schools, a statistically significant difference. Finally, the average salary at traditional public elementary schools was significantly higher (roughly \$9,500) than the average salary at open-enrollment charter campuses.

**Table 2.6**  
**Teacher Demographics by Campus Type (2008–09)**

	<b>Non-Residential OE Charter</b>	<b>Non-Residential Traditional Public</b>	<b>Residential OE Charter</b>	<b>Residential Traditional Public</b>
<b>Elementary campuses</b>				
Percent non-Hispanic White	41.4%*	63.0%	-	-
Percent African American	32.9%*	8.0%	-	-
Percent Hispanic	21.9%	26.8%	-	-
Percent male	15.3%*	8.7%	-	-
Percent beginning teachers	59.4%*	19.9%	-	-
Percent with advanced degree	13.1%*	18.8%	-	-
Average years experience	3.9*	10.9	-	-
Campus turnover rate	37.2%*	17.2%	-	-
Average salary	\$37,989*	\$47,479	-	-
Number of campuses	152	4,259	1	0
Number of teachers	2,463	154,952	2	0
<b>Non-elementary campuses</b>				
Percent non-Hispanic White	51.9%*	70.3%	41.1%*	66.6%
Percent African American	21.2%*	10.4%	39.9%*	14.1%
Percent Hispanic	23.2%	17.7%	15.3%	16.1%
Percent male	33.8%	35.8%	40.9%	44.5%
Percent beginning teachers	59.7%*	21.6%	39.1%*	16.0%
Percent with advanced degree	16.9%*	23.9%	25.1%	32.2%
Average years experience	4.2*	11.2	7.1*	14.0
Campus turnover rate	41.2%*	18.4%	51.0%*	23.7%
Average salary	\$38,912*	\$48,881	\$43,126	\$48,640
Number of campuses	227	3,211	35	40
Number of teachers	3,832	165,202	353	254

*Source.* Public Education Information Management System (PEIMS).

*Notes.* Traditional public campuses with fewer than five students have been excluded, as have campuses that did not report PEIMS demographic data on their employees. Data on the one residential elementary school in the PEIMS personnel files have been masked to protect teacher privacy. The category, non-elementary campuses includes all middle schools, high schools and multi-level campuses. The \* indicates a difference between open-enrollment charter and traditional public school campuses that is statistically significant at the 5-percent level allowing for clustering of the data by school district. OE=Open-enrollment.

A similar pattern was observed at non-elementary schools. Regardless of residential status, open-enrollment charter campuses had a higher percentage of both African American and beginning teachers. Open-enrollment charter campuses were also statistically less likely to have

non-Hispanic White teachers and teachers with extensive experience. The turnover rate was over twice as high at open-enrollment charters as it was at traditional public schools, again, a statistically significant difference. The average salary at open-enrollment charter campuses was lower than the average salary at traditional public schools although the difference was only statistically significant for non-residential campuses. There was no significant difference between open-enrollment charters and traditional public schools with respect to the percentage of male teachers.

## Summary

More open-enrollment charter campuses existed than any other class of charter school. During the 2008–09 school year, there were 436 open-enrollment charter campuses in Texas. Despite rapid growth in enrollment, however, open-enrollment charter schools remained a relatively small part of the Texas public school system. Although the number of students attending open-enrollment charter schools increased from 2,412 in 1996–97 to 102,249 in 2008–09, only 2.2% of public school students in Texas attended open-enrollment charter schools in 2008–09. From 1998–99 to 2008–09, the number of students attending Texas open-enrollment charter schools grew by 736%, while enrollment in other Texas public schools grew by only 18%.

As a general rule, students living in metropolitan areas had greater access to open-enrollment charter schools than did students living outside of metropolitan areas. Only 26 of the 436 open-enrollment charter campuses were located outside of a metropolitan area, and eight of those were residential AECs. More than half of the open-enrollment charter campuses were located in the Houston, Dallas, and San Antonio metropolitan areas.

Students who attended open-enrollment charter schools in Texas were systematically different from those who did not. During the 2008–09 school year, non-residential open-enrollment charter schools served a student population that was disproportionately African American and economically disadvantaged. Compared with non-residential, traditional public schools, non-residential open-enrollment charter schools had a significantly smaller percentage of special education, gifted and talented, and career and technology education students. Residential open-enrollment charter schools also served a higher percentage of economically disadvantaged students, but that was the only statistically significant difference between residential open-enrollment charter schools and residential traditional public schools.

Teachers in open-enrollment charter schools were also systematically different from those in traditional public schools. At both the elementary and the non-elementary levels, open-enrollment charter schools had a larger percentage of African American and beginning teachers than did traditional public schools. On average, teachers in traditional public school had more than twice as many years of teaching experience as did teachers in open-enrollment charter schools. Open-enrollment campuses were also less likely to have teachers with advanced degrees, although the difference was not statistically significant for residential campuses. The campus-level turnover rates, on average, were twice as high at open-enrollment charter schools as at traditional public schools. Among non-residential campuses, average teacher salaries were nearly \$10,000 per year lower at open-enrollment charter schools than they were at traditional public schools. Unless otherwise noted, all of these differences were statistically significant

## Chapter 3

### District Charter Schools in Texas

Chapter 3 describes the characteristics of district charter schools in Texas, including student and teacher demographics and compares district charter schools with open-enrollment charter schools and traditional public schools. The research question that guided this chapter was: *What are the characteristics of Texas public charter schools?* Unless otherwise indicated, the data sources for information presented in this chapter are TEA's AEIS and PEIMS, and the analysis covers the 2008–09 school year. Throughout the chapter, the term “significantly” has been used to indicate a statistically significant difference at the 5-percent level.

District or campus charter schools, comprise an additional class of Texas charter schools. District charter schools are established in one of two ways. Either a majority of parents and teachers at an existing traditional public school petition the district's governing board to convert the campus to a charter school and the petition is approved (TEC §12.052), or the board of trustees of a school district (or the governing body of a home-rule school district) grants a charter for a new district campus or for a program operated by an outside contractor at a facility located in the boundaries of the district (TEC §12.0521). In either case, state law requires that district charter schools give admission priority based on residential and geographical considerations (TEC §12.065). Although district charter schools remain part of their original school district, they maintain curricular autonomy and are exempt from various local and state directives. The charter acts as a contract between the school board (which assumes ultimate legal responsibility) and the school's chief operating officer (TEC §12.060). All Texas school districts are required by the TEC to implement policy that provides for district charter schools.

Retention of a district charter is contingent upon adequate student performance on state accountability tests and other academic indicators (TEC §12.054). The district's school board has the right to revoke a charter or place a district charter school on probation if the board finds that the school has not complied with the requirements of the charter and/or state law (TEC §12.063). School districts must establish and maintain a set of policies for placing a charter school on probation and/or revoking a charter, as well as provide a hearing for administrators and parents, should such a situation arise (TEC §12.064).

#### Key Findings in Chapter 3: District Charter Schools in Texas

This chapter describes several key findings with regard to district charter schools in Texas:

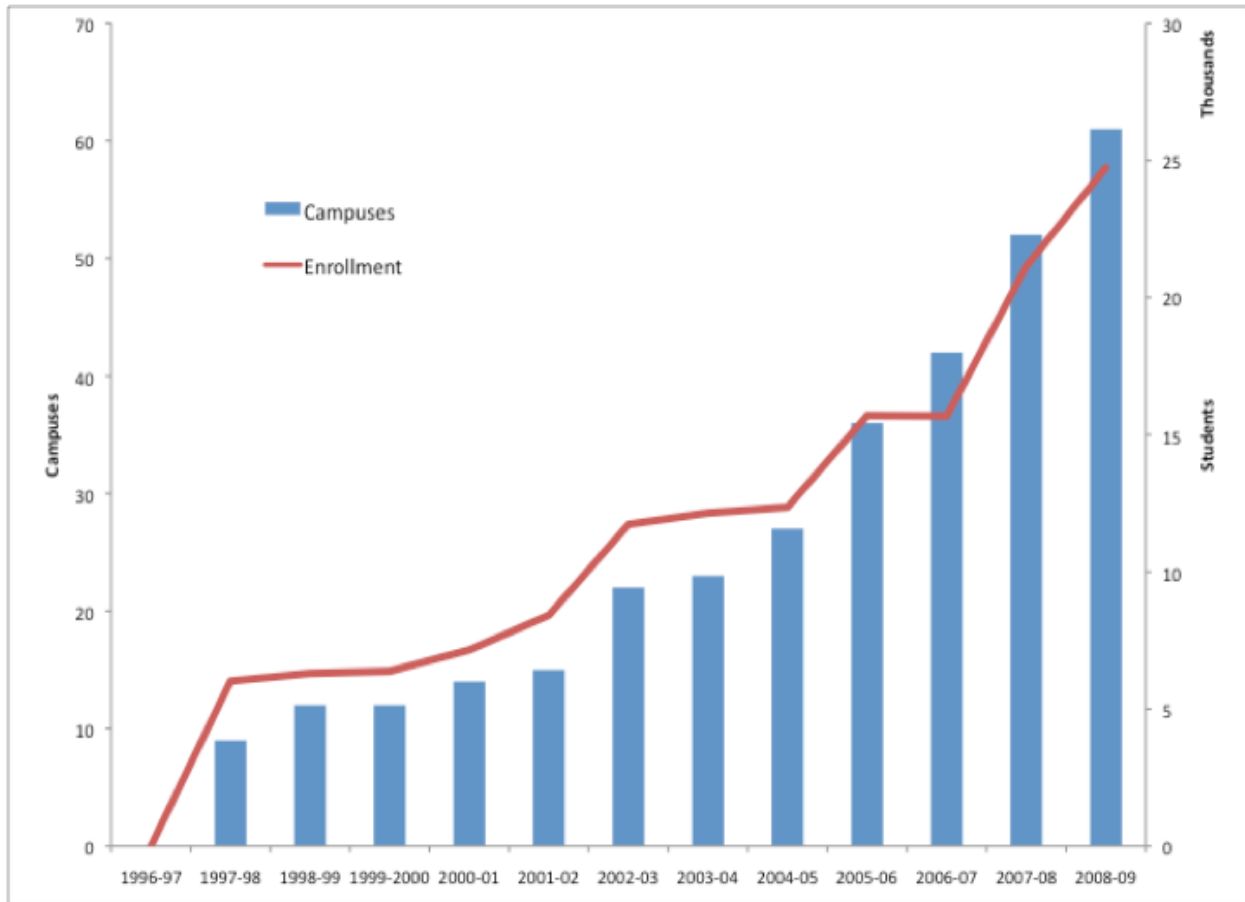
- During the 2008–09 academic year, 61 district charter campuses served 24,737 students in the state. Twenty-four of those 61 district charter campuses were elementary schools, and 34 of the 61 were located in Harris County.
- At the elementary level, students attending district charter schools were more likely to be economically disadvantaged than were the students attending open-enrollment charter schools, who in turn were more likely to be economically disadvantaged than were the students attending traditional public schools.
- At the non-elementary level, students attending both types of charter schools were more likely to be economically disadvantaged than those attending traditional public schools, but there were no significant differences between open-enrollment charter schools and district charter schools.

- At the non-elementary level, there were no statistically significant differences among the three types of schools with respect to the percentages of students at risk of dropping out. At the elementary level, district charter schools served a significantly greater share of at-risk students than either open-enrollment charter schools or traditional public schools.
- At the elementary level, students and teachers in district charter schools were more likely to be Hispanic than were students and teachers in either open-enrollment charter schools or traditional public schools.
- More than two-thirds of the students attending district charter schools in 2008–09 were Hispanic.
- As a general rule, teachers in district charter schools were at least as highly educated and experienced as the teachers in traditional public schools and significantly more educated and experienced than the teachers in open-enrollment charter schools.
- Average salaries were significantly higher in district charter schools than in traditional public schools, which in turn were significantly higher than average salaries in open-enrollment charter schools.

### **District Charter School Characteristics**

In 1995 Texas adopted a law that authorized the creation of district charter schools; and in the 1997–98 academic year, there were nine district charter school campuses in Texas serving 6,019 students. Over the next two years that number increased to 12 campuses, and by 2005–06 the quantity of district charter school campuses had quadrupled ( $n=36$ ) from the inaugural number. During the 2008–09 school year, Texas was home to 61 district charter school campuses, as represented by the bars in Figure 3.1. Appendix A3 lists all district charter campuses.



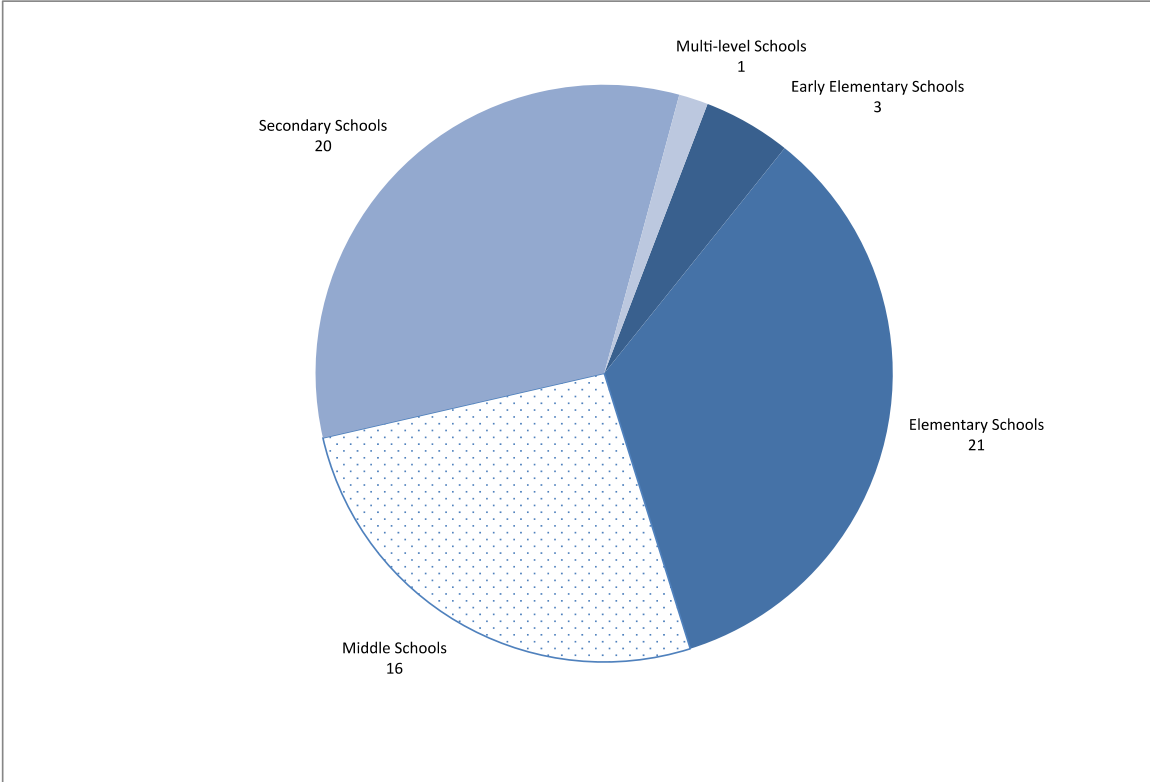


**Figure 3.1**  
**Growth in District Charter School Campuses and Enrollment in Texas**

Source. Academic Excellence Indicator System (AEIS).

District charter schools have seen a corresponding surge in enrollment. The number of students who attended district charter schools grew from 6,019 in 1997–98 to 24,737 in 2008–09—an enrollment increase of 311%. Conversely, enrollment in traditional Texas public schools over the same period of time grew by only 18%. The line in Figure 3.1 depicts district charter school enrollment growth over time. Notwithstanding the rapid increase in enrollment, district charter schools remain a comparatively small fraction of the overall Texas public school system. In 2008–09 less than 1% of students in Texas attended district charter schools.

The attributes and distinguishing features of district charter schools not only varied considerably from campus to campus, they also differed when compared to traditional public schools in Texas. As shown by Figure 3.2, district charter schools served a range of grade levels. Elementary schools were the most common district charter campuses, with 24 of these campuses operating in 2008–09. Three district charter campuses served elementary students through Grade 2 (i.e., early elementary schools), and 21 district charter campuses served elementary students in general (i.e., all other elementary schools). There were 16 middle school campuses, 20 high school campuses, and only one multi-level campus (i.e., a school serving both elementary and secondary students).



**Figure 3.2**  
**Distribution of District Charter Campuses by Grade Level Served (2008–09)**  
*Source.* Academic Excellence Indicator System (AEIS).

Table 3.1 shows the number and percentage of district charter campuses, based on year of authorization. All district charter campuses were non-residential facilities and were either SEAP campuses or AECs of Choice. Additionally, the table displays total enrollment in 2008–09 for district charter campuses broken out by their first year of operation.

**Table 3.1  
Number of District Charter Campuses and Total Enrollment by First Year of Operation and Accountability Procedures (2008–09)**

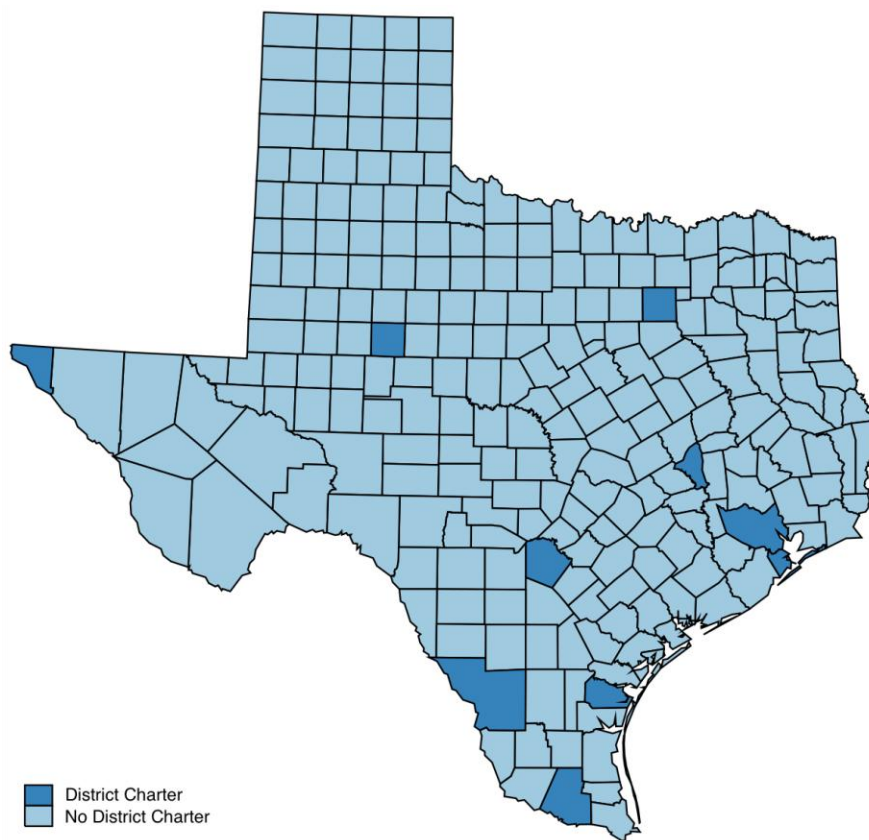
Year First Opened	SEAP campuses	AEAP - AEC of Choice	Total Campuses	Total Enrollment
2008–09	7 (13.0%)	2 (28.6%)	9 (14.8%)	1,382 (5.6%)
2007–08	9 (16.7%)	1 (14.3%)	10 (16.4%)	4,838 (19.6%)
2006–07	6 (11.1%)	0 (0.0%)	6 (9.8%)	1,443 (5.8%)
2005–06	6 (11.1%)	3 (42.9%)	9 (14.8%)	3,152 (12.7%)
2004–05	4 (7.4%)	0 (0.0%)	4 (6.6%)	927 (3.7%)
2003–04	1 (1.9%)	0 (0.0%)	1 (1.6%)	411 (1.7%)
2002–03	6 (11.1%)	1 (14.3%)	7 (11.5%)	4,071 (16.5%)
2001–02	1 (1.9%)	0 (0.0%)	1 (1.6%)	989 (4.0%)
2000–01	2 (3.7%)	0 (0.0%)	2 (3.3%)	1,654 (6.7%)
1999–00	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
1998–99	3 (5.6%)	0 (0.0%)	3 (4.9%)	750 (3.0%)
1997–98	9 (16.7%)	0 (0.0%)	9 (14.8%)	5,120 (20.7%)
<b>Total</b>	<b>54 (100%)</b>	<b>7 (100%)</b>	<b>61 (100%)</b>	<b>24,737 (100%)</b>

Source. Academic Excellence Indicator System (AEIS).

More than half ( $n=38$ ) of the 61 district charter campuses have opened after 2003–04. Likewise, the majority (86%) of AECs of Choice opened during this same frame. At the other end of the continuum, all of the original nine district charter school campuses continued to operate in 2008–09; however, total enrollment at these campuses had decreased by 15% from 6,019 students in 1997–98 to 5,120 students in 2008–09. These original district charter campuses educated 21% of all district charter school students in 2008–09.

Figure 3.3 maps the counties with district charter campuses. As the figure shows, most Texas counties did not have a district charter campus within their boundaries. Only 10 (Bexar, Brazos, Dallas, El Paso, Galveston, Harris, Hidalgo, Mitchell, Nueces, and Webb) of the 254 counties in Texas contained a district charter campus. Notably, 34 of the 61 district charter campuses were

located in Harris County, and 16 were in Bexar County. Only one district charter school, Wallace Accelerated High school in Colorado City, is located outside of a metropolitan area.



**Figure 3.3**  
**Location of District Charter School Campuses (2008–09)**

*Sources.* Academic Excellence Indicator System (AEIS) and the Texas Education Directory.

Students who resided in metropolitan areas had greater access to district charter campuses than did students who lived outside of a metropolitan area. Of the seven AECs of Choice, six were located in Harris County and one in Mitchell County. Most (85%) of the district charter campuses were located in two metropolitan areas—Houston (36 campuses) and San Antonio (16 campuses). All but one of the original nine district charter campuses were located in Harris County (the remaining original district charter campus was located in Dallas County). Moreover, from 1997–98 to 2003–04, 21 of the 23 district charter campuses that opened were in Harris County.

Although the district charter school campuses were concentrated in specific areas, they did not necessarily serve a large percentage of the counties' population. In Harris County, the 32 district charter schools served less than 2% of the students attending school in that county; and less than 3% of the students attending school in Bexar County attended a district charter school campus.

The 61 district charter campuses were affiliated with 13 traditional public school districts. As Table 3.2 shows, 32 of the district charter campuses were located within one particular school district—Houston Independent School District (ISD); an additional 16 were located within another school district—San Antonio ISD. The remaining campuses were distributed as follows: two school districts (Clear Creek ISD and Spring Branch ISD) had two campuses each, and nine school districts (Bryan ISD, Canutillo ISD, Carrollton-Farmers Branch ISD, Cedar Hill ISD, Colorado ISD, Corpus Christi ISD, Dallas ISD, Laredo ISD, and McAllen ISD) had only one district charter campus each.

**Table 3.2**  
**Number of School Districts by Number of District Charter Campuses (2008–09)**

<b>Number of District Charter School Campuses</b>	<b>Number of School Districts</b>	<b>Percent of School Districts With District Charter Schools</b>
1	9	69.2%
2	2	15.4%
16	1	7.7%
32	1	7.7%
<b>Total</b>	<b>13</b>	<b>100%</b>

*Source.* Academic Excellence Indicator System (AEIS).

**Comparisons between District Charter Schools, Open-Enrollment Charter Schools, and Traditional Public Schools**

Table 3.3 displays further information about the make-up of district charter campuses. As indicated, the majority of district charter campuses (89%) were SEAP campuses, with only seven campuses (11%) classified as AECs of choice. Notably, no district charter campuses were classified as residential AECs.

**Table 3.3**  
**Number of Campuses by Grade-Level and Alternative Education Type:**  
**District Charter Schools vs. Traditional Public Schools (2008–09)**

	<b>SEAP Campuses</b>	<b>AEC of Choice</b>	<b>Residential AEC</b>
<b>District charter school campuses</b>			
EE schools	3 (5.6%)	0 (0.0%)	0 (0.0%)
Elementary schools	21 (38.9%)	0 (0.0%)	0 (0.0%)
Middle schools	13 (24.1%)	3 (42.9%)	0 (0.0%)
High schools	16 (29.6%)	4 (57.1%)	0 (0.0%)
Multi-level schools	1 (1.9%)	0 (0.0%)	0 (0.0%)
<b>Total</b>	<b>54</b> <b>(100%)</b>	<b>7</b> <b>(100%)</b>	<b>0</b> <b>(100%)</b>
<b>Traditional public school campuses</b>			
EE schools	319 (4.3%)	0 (0.0%)	1 (2.3%)
Elementary schools	3,944 (53.3%)	2 (1.1%)	0 (0.0%)
Middle schools	1,556 (21.0%)	7 (3.7%)	1 (2.3%)
High schools	1,279 (17.3%)	171 (91.4%)	27 (61.3%)
Multi-level schools	308 (4.2%)	7 (3.7%)	15 (34.1%)
<b>Total</b>	<b>7,406</b> <b>(100%)</b>	<b>187</b> <b>(100%)</b>	<b>44</b> <b>(100%)</b>

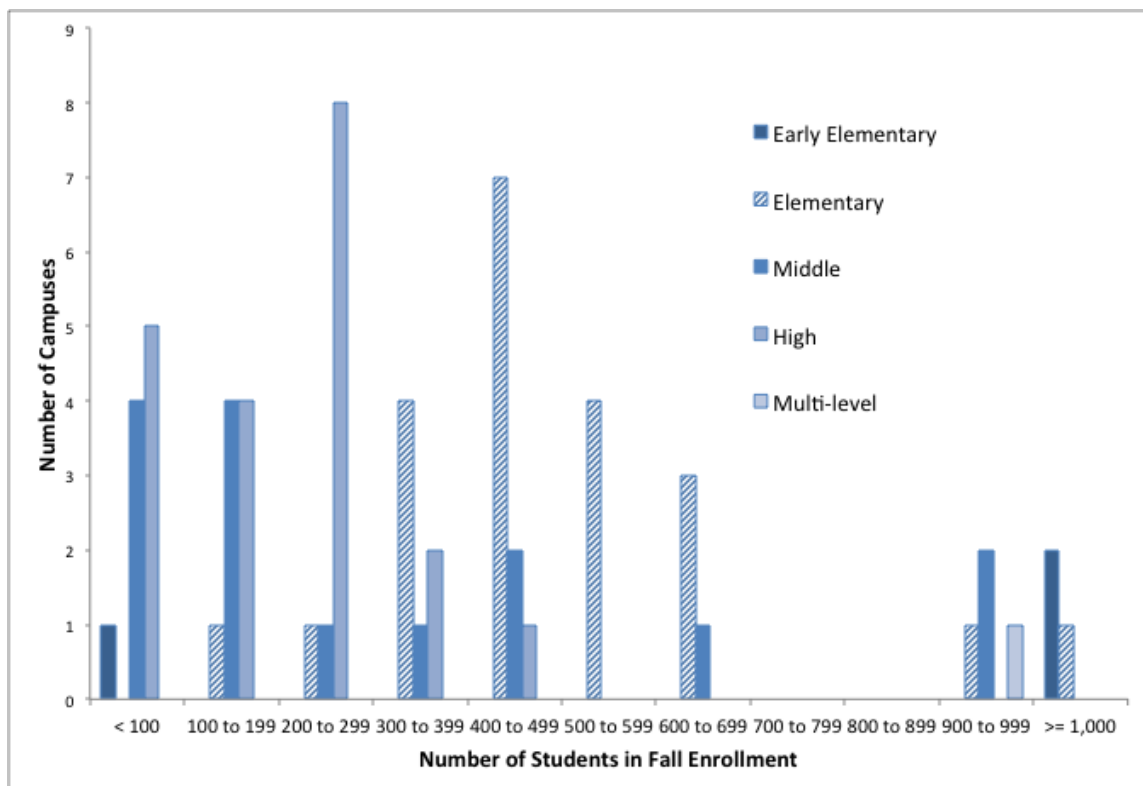
*Sources.* Academic Excellence Indicator System (AEIS) and 2009 Accountability System Data.

*Note.* EE=early elementary.

Download.<http://ritter.tea.state.t3.us/perfreport/account/2009/download.html>

*Note.* Traditional public school campuses with fewer than five students have been excluded.

Most district charter campuses were about one-third smaller than traditional public schools. In 2008–09, the average district charter campus had only 406 students. In contrast, the average number of students per campus in a traditional public school district was 602. Figure 3.4 illustrates the size distribution of district charter campuses in 2008–09.



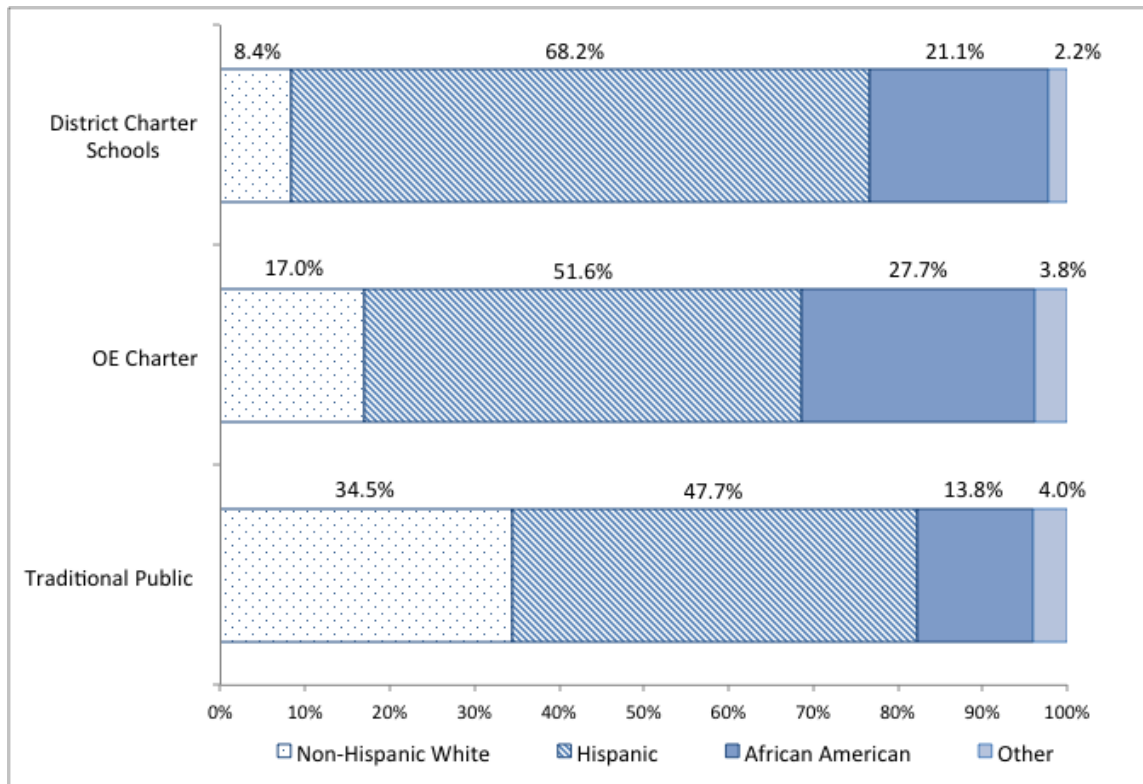
**Figure 3.4**  
**Distribution of Enrollment in District Charter Campuses by Grade Level Served (2008–09)**  
*Source.* Academic Excellence Indicator System (AEIS).

Almost one-half (48%) of the district charter campuses served fewer than 300 students, and almost 90% served fewer than 700 students. Only three middle school campuses served more than 500 students, while nine elementary school campuses served more than 500 students. Three elementary district charter campuses had more than 1,000 students. The largest district charter campus in the state, Young Learners (a pre-kindergarten-only campus) in the Houston Independent School District, had a fall enrollment of 2,086 students in 2008–09 (AEIS).

### **Student Demographic Comparisons between District Charter Schools, Open-Enrollment Charter Schools, and Traditional Public Schools**

Figure 3.5 shows the ethnic composition of the students who attended Texas district charter campuses, open-enrollment charter campuses, and traditional public schools in 2008–09. All district charter campuses were non-residential; therefore, residential open-enrollment campuses and residential traditional public schools were excluded. As the figure illustrates, district charter schools served a much larger proportion of Hispanic students than did either open-enrollment charter schools or traditional public schools. More than two-thirds (68%) of the students attending district charter schools in 2008–09 were Hispanic, compared with 52% percent of the students attending open-enrollment charter schools and 48% of the students attending traditional public schools. At only 8%, district charter campuses also served a percentage of non-Hispanic white students that was significantly smaller than the percentages served in both open-enrollment charter schools (17%) and traditional public schools (35%). The percentage of African-American students in district charter schools (21%) was halfway between the

percentages in open-enrollment charter schools (28%) and traditional public schools (14%), and not statistically different from either type. However, the 14 percentage point difference between open-enrollment charter schools and traditional public schools with respect to the percentage of African-American students was statistically significant.



**Figure 3.5**  
**Ethnic Composition of Non-Residential Campuses (2008–09)**

Source. Academic Excellence Indicator System (AEIS).

Note. OE=Open-enrollment.

Table 3.4 illustrates the differences between district charters, open-enrollment charters, and non-charter schools at the elementary and non-elementary levels. As the table illustrates, district charter schools at the elementary level served a significantly larger percentage of economically disadvantaged and at-risk students than did either open-enrollment charter schools or traditional public schools at the same grade level or district charter schools at the non-elementary level. More than 93% of the students attending district charters at the elementary level were economically disadvantaged whereas only 69% of the students attending district charters at the non-elementary level were economically disadvantaged. Compared with traditional public schools, district charter schools served a significantly higher percentage of Hispanic students and a significantly lower percentage of non-Hispanic white students at both the elementary and non-elementary levels, and a significantly higher percentage of African American students at the elementary level.



**Table 3.4**  
**Student Demographics by School Type and Grade Level Served (2008–09)**

	<b>Non-Residential OE Charter</b>	<b>Non-Residential District Charter</b>	<b>Non-Residential Traditional Public</b>
<b>Elementary campuses</b>			
Non-Hispanic White	13.1%#	2.6%	31.7%*
African American	36.9%#	27.2%	13.3%*
Hispanic	46.4%*	69.2%	51.1%*
Other	3.6%*	1.0%	4.9%*
Economically disadvantaged	73.0%#	93.1%	62.3%*
At-risk	44.0%*	63.0%	49.7%*
Limited English proficient	21.3%	34.1%	25.8%
Special education program	5.4%#	5.9%	8.1%
Gifted education program	1.8%#	3.3%	5.2%
Bilingual/ESL program	21.2%*	33.5%	24.7%
Number of campuses	153	24	4265
Number of students	39,438	13,391	2,313,934
<b>Non-elementary campuses</b>			
Non-Hispanic White	19.7%#	15.2%	37.4%*
African American	21.4%#	14.0%	14.3%
Hispanic	55.1%#	67.1%	44.3%*
Other	3.8%	3.7%	4.0%
Economically disadvantaged	66.1%#	68.9%	50.2%*
At-risk	55.0%	44.2%	46.7%
Limited English proficient	10.8%	10.0%	7.9%
Special education program	8.5%#	7.7%	10.8%
Gifted education program	2.1%*#	18.7%	10.1%
Bilingual/ESL program	10.0%	9.2%	7.3%
Career & technology education	18.8%#	16.7%	43.6%*
Number of campuses	231	37	3328
Number of students	58,491	11,346	2,284,523

Source. Academic Excellence Indicator System (AEIS).

Notes. Traditional public campuses with fewer than five students have been excluded. The category, non-elementary campuses, includes all middle schools, high schools and multi-level campuses. The \* indicates a difference between district charter schools and the corresponding type of other campuses (either OE charter or traditional public) that is statistically significant at the 5-percent level, allowing for clustering of the data by school district. The # indicates a difference between open-enrollment charter schools and traditional public schools that is statistically significant at the 5-percent level, again allowing for clustering. OE=Open-enrollment.

Compared with open-enrollment charter schools, district charter schools also served significantly higher percentages of Hispanic students at the elementary level, but not at the non-elementary level.

Differences also emerged among the various programs offered at elementary school campuses. Both open-enrollment and district charter campuses served a lower percentage of students enrolled in special education programs than did traditional public schools, but they did not differ from each other, and only the difference between open-enrollment charter schools and traditional public schools was statistically significant. District charter campuses also served a greater percentage of bilingual education students than did traditional public schools or non-residential open-enrollment charter schools; but only the difference between the two types of charters was statistically significant.

At the non-elementary level, both types of charter schools served a significantly lower percentage of CTE students than did traditional public schools. Open-enrollment charter schools also served a significantly lower percentage of GT students than did either district charter schools or traditional public schools, and a significantly lower share of special education students than did traditional public schools. There were no significant differences between district charter schools and either traditional public schools or open-enrollment charter schools with respect to the share of students in bilingual/ESL or special education programs.

### **Teacher Demographic Comparisons between District Charter Schools, Open-Enrollment Charter Schools, and Traditional Public Schools**

Table 3.5 compares the demographics, by campus type, of teachers who worked at open-enrollment charter campuses, district charter campuses, and traditional public schools in Texas. In elementary schools, there were statistically significant differences in teacher characteristics. Both types of charter schools had a lower percentage of non-Hispanic white teachers and a higher percentage of African American and male teachers than did traditional public schools. District charter schools also had a significantly higher percentage of Hispanic and a significantly lower percentage of non-Hispanic white teachers than did open-enrollment charter schools.

There were fewer demographic differences at the non-elementary school level. District charter campuses did not differ significantly from either open-enrollment charter schools or traditional public schools with respect to the percentages of non-Hispanic white or African American teachers, but open-enrollment charter campuses had a significantly lower percentage of non-Hispanic white teachers and a significantly higher percentage of African American teachers than did traditional public schools. No percentage differences were noted between Hispanic teachers and male teachers among the three types of schools.

**Table 3.5**  
**Teacher Demographics by Campus Type for Non-Residential Campuses (2008–09)**

	OE Charter	District Charter	Traditional Public
<b>Elementary campuses</b>			
Percent non-Hispanic White	41.4%*#	23.5%	63.0%*
Percent African American	32.9%#	28.2%	8.0%*
Percent Hispanic	21.9%*	46.6%	26.8%*
Percent male	15.3%#	15.1%	8.7%*
Percent beginning teachers	59.4%*#	19.5%	19.9%
Percent with advanced degree	13.1%*#	30.4%	18.8%*
Average years experience (years)	3.9*#	11.8	10.9
Campus turnover rate	37.2%*#	15.5%	17.2%
Average salary	\$37,989*#	\$49,920	\$47,479*
Number of campuses	152	18	4,259
Number of teachers	2,463	512	154,952
<b>Non-elementary campuses</b>			
Percent non-Hispanic White	51.9%#	54.8%	70.3%
Percent African American	21.2%#	14.4%	10.4%
Percent Hispanic	23.2%	27.1%	17.7%
Percent male	33.8%	31.7%	35.8%
Percent beginning teachers	59.7%*#	23.1%	21.6%
Percent with advanced degree	16.9%*#	37.5%	23.9%*
Average years experience (years)	4.2*#	10.9	11.2
Campus turnover rate	41.2%*#	20.8%	18.4%
Average salary	\$38,912*#	\$50,029	\$48,881*
Number of campuses	227	28	3,211
Number of teachers	3,832	633	165,202

*Source.* Public Education Information Management System (PEIMS).

*Notes.* Traditional public campuses with fewer than five students have been excluded, as have residential campuses and campuses that did not report PEIMS demographic data on their employees. The \* indicates a difference between district charter schools and the designated other campuses that is statistically significant at the 5-percent level, allowing for clustering of the data by school district. The # indicates a difference between open-enrollment charter schools and traditional public schools that is statistically significant at the 5-percent level, again allowing for clustering. OE=Open-enrollment.

At both the elementary and the non-elementary level, there were few differences in teacher qualifications, salary or turnover rates between district charter schools and traditional public schools. The only statistically significant differences between district charter schools and traditional public schools were that teachers in district charters were more likely to hold advanced degrees and had higher average salaries than teachers in traditional public schools.

In contrast, the teachers in open-enrollment charter schools were systematically less experienced, held fewer advanced degrees, had lower salaries and had higher turnover rates than did teachers in either district charter schools or traditional public schools. On average teachers in open-enrollment charter schools had less than half as many years of experience and turned over at more than twice the rate of teachers in district charter schools or traditional public schools.

## Summary

District charter schools are established when a majority of parents and teachers at a traditional public school successfully petition the district's governing board to convert the campus to a charter school, or when a school district chooses to grant a charter to a new campus or program. Although these campuses remain part of their original school district, they maintain curricular autonomy and are exempt from various local and state directives. The charter acts as a contract between the school board (which assumes ultimate legal responsibility) and the school's chief operating officer.

The attributes and distinguishing features of district charter schools not only varied considerably from campus to campus, they also differed when compared to traditional public schools in Texas. During the 2008–09 academic year, 61 district charter campuses served 24,737 students in Texas. District charter campuses served a range of grade levels, with elementary schools being the most common type of district charter campus. Additionally, 16 middle school campuses, 20 high school campuses, and one multi-level campus (i.e., a school serving both elementary school and secondary school students) operated as district charter campuses. Only 13 school districts had district charter schools in 2008-09.

On average, district charter campuses were about one-third smaller than traditional public schools. In 2008–09 the average district charter campus had only 406 students. In contrast, the average number of students per campus in a traditional public school district was 602.

Most Texas counties did not have a district charter campus within their boundaries. Only 10 (Bexar, Brazos, Dallas, El Paso, Galveston, Harris, Hidalgo, Mitchell, Nueces, and Webb) of the 254 counties in Texas had a district charter campus, and only one of the 61 district charter campuses was located outside of a metropolitan area. Notably, 36 of the 61 district charter schools were located in Harris County, and 16 were in Bexar County.

District charter schools served a student population that was more heavily Hispanic than the average for either open-enrollment charter schools or traditional public schools although the differences between the two types of charter schools were not statistically significant at the non-elementary level. At the elementary level, students attending district charter schools were more likely to be economically disadvantaged than were the students attending open-enrollment charter schools, who in turn were more likely to be economically disadvantaged than were the students attending traditional public schools. At the non-elementary level, students attending both types of charter schools were more likely to be economically disadvantaged than those attending traditional public schools.

District charter schools served a larger share of students at risk of dropping out of school than either open-enrollment charter schools or traditional public schools, but only at the elementary level. At the non-elementary level there were no significant differences among the three types of schools with respect to the percentages of students at risk of dropping out.

As a general rule, teachers in district charter schools were at least as highly educated and experienced as the teachers in traditional public schools and significantly more educated and experienced than the teachers in open-enrollment charter schools. Average salaries were significantly higher in district charter schools than in traditional public schools, which in turn were significantly higher than average salaries in open-enrollment charter schools. At the elementary level, teachers in district charter schools were also more likely to be Hispanic than were teachers in either open-enrollment charter schools or traditional public schools.

## Chapter 4

### Charter School Revenues and Expenditures

This chapter addresses questions pertaining to revenue and expenditures in charter schools. Revenues and expenditures at the district level are discussed first, followed by a discussion of expenditures at the campus level. The research question that guided this chapter was as follows: *What are the 2008–09 costs of (a) instruction, (b) administration, and (c) transportation incurred by charter schools, with particular regard to at-risk students?* Unless otherwise indicated, the data sources for information presented in this chapter are TEA’s AEIS and PEIMS, and the analysis covers the 2008–09 school year. Throughout the chapter, the term *significantly* has been used to indicate a statistically significant difference at the 5-percent level.

Finance is another area where striking differences existed between open-enrollment charter schools and traditional public school districts. Open-enrollment charter schools do not have a tax base from which to draw funds and are, therefore, solely dependent on state and federal transfers, charitable donations, and other non-tax revenues such as food service activity. Traditional public school districts receive funds from their own local tax base, as well as from all the sources available to open-enrollment charter schools. District charter schools are dependent on transfers from their parent school districts.

The Texas school finance formula, which is known as the FSP, heavily influences funding levels for both open-enrollment charter schools and traditional school districts. The FSP guarantees each open-enrollment charter school and traditional school district a minimum level of revenue per pupil and directs additional revenues to charter schools and traditional school districts with more students participating in special education, career and technology education, bilingual/ESL education, state compensatory education, and/or gifted and talented education programs. Open-enrollment charter schools and traditional public school districts that choose to provide transportation to students receive additional state funds. Traditional public school districts—and only traditional public school districts—are also eligible for funding adjustments that direct additional resources to small and mid-sized school districts. (Small districts are those with less than 1,600 students in average daily attendance; mid-sized districts are those with at least 1,600 but less than 5,000 students in average daily attendance.) Traditional public school districts may also participate in two programs for facilities aid—the Instructional Facilities Allotment program and the Existing Debt Allotment program.<sup>25</sup>

State aid to traditional school districts also depends on the district’s cost-of-education index (CEI) value, which directs additional resources to districts in high cost areas, and on whether or not the local school district has adopted a supplemental tax rate for local enrichment. Open-enrollment charter schools have neither a CEI nor an enrichment tax rate and are not eligible for the small or mid-sized school district adjustments, so their finance formula is different. For open-enrollment charter schools that began operating after September 1, 2001, state aid in 2008–09 was based on statewide average values for the CEI, the small and mid-sized school district adjustments, and the enrichment tax rate. For older open-enrollment charter schools, 60% of their state aid in 2008–09 was based on those statewide average values, but 40% of their state

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<sup>25</sup> Information on funding for open-enrollment charter schools comes from *Charter School Funding*, accessed July 23, 2010 from [http://www.tea.state.tx.us/index2.aspx?id=7574&menu\\_id=645](http://www.tea.state.tx.us/index2.aspx?id=7574&menu_id=645)

aid was based on the CEIs, size adjustments, and enrichment tax rates of the traditional districts charter students would otherwise attend.<sup>26</sup>

Beginning with the 2009–10 school year, the 60–40 split disappears. State aid for all open-enrollment charter schools is now based on the statewide average values for the CEI, the small and midsized district adjustments, and the enrichment tax rate. However, legal provisions ensure that every open-enrollment charter school receives a little bit more per weighted pupil (\$120) than it would have received had the funding formula remained as it was in 2008–09.<sup>27</sup>

### **Key Findings for Chapter 4: Charter School Revenues and Expenditures**

This chapter describes the following key findings with regard to the revenues and expenditures of open-enrollment charter schools and district charter schools in Texas:

- In 2008–09, open-enrollment charter schools received an average of \$9,654 per pupil in revenues and spent \$8,700 per pupil on operations, whereas traditional school districts received \$10,281 and spent \$8,490.
  - Traditional districts spent most of their additional revenue on facilities-related non-operating expenses (i.e., capital outlay and debt service).
- After adjustments for regional differences in the cost of labor, open-enrollment charter schools spent 15% less than traditional school districts of comparable size on current operating expenses, on average.
  - On average, open-enrollment charter schools spent 30% less than traditional school districts of comparable size on instructional personnel, 20% less on non-instructional personnel, and 57% more on non-personnel items.
- On average, open-enrollment charter schools had one fewer teacher per 100 students and half as many teacher aides as did traditional school districts of comparable size.
- Average teacher pay was 12% lower for teachers in open-enrollment charter schools than for teachers in traditional school districts of comparable size, and cost-adjusted average teacher pay was 24% lower.
  - Average teacher salaries were lower not only because open-enrollment charter schools hired less experienced teachers, on average, but also because open-enrollment charter schools paid a smaller premium for additional years of teacher experience.
- Once differences in size, location, and student demographics were taken into account, non-residential open-enrollment charter campuses spent significantly less than similar non-residential traditional public school campuses on operations.

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<sup>26</sup> If the district the student would otherwise attend (i.e., the sending district) was one that did not receive FSP state aid, the state aid to the open-enrollment charter school was based on the sending district's average maintenance and operations tax collections per pupil if this method was more beneficial to the charter.

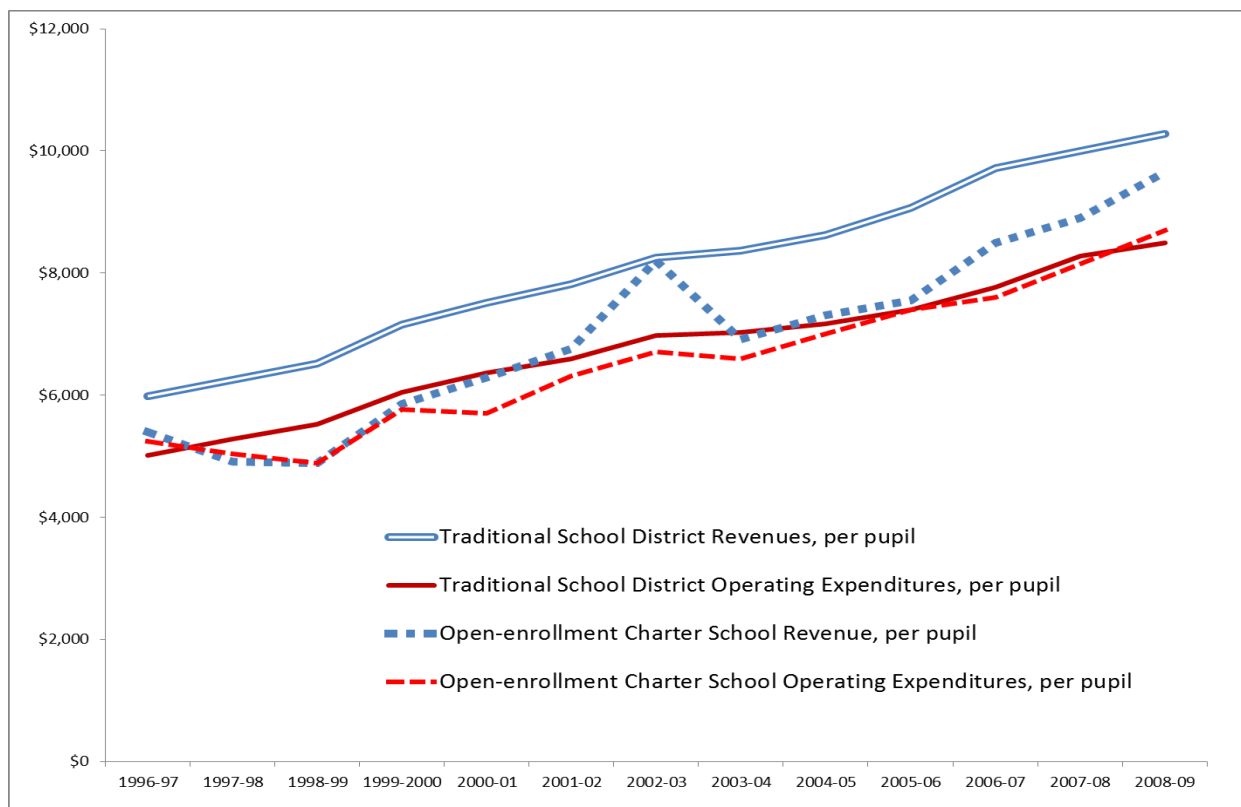
<sup>27</sup> See Chapter 42 of the Texas Education Code (TEC).

- In 2008–09 open-enrollment charter campuses spent 12% less on operations than did comparable traditional public school campuses at the elementary level, and 25% less, than did comparable traditional public school campuses at the non-elementary level.
- Differences in spending between charter and traditional public school residential campuses were not statistically significant.
- After adjusting personnel expenditures for differences in the cost of labor, spending at district charter campuses was more similar to spending at open-enrollment charter campuses than it was to spending at comparable traditional public school campuses.

### **District-Level Revenues and Expenditures**

Figure 4.1 illustrates per pupil revenues and operating expenditures for open-enrollment charter schools and traditional school districts. The solid lines indicate revenues and expenditures for traditional school districts; the dashed lines indicate revenues and expenditures for open-enrollment charter schools. As the figure shows, operating expenditures per pupil have been very similar across the two types, whereas per pupil revenues have been dissimilar. In 2008–09, open-enrollment charter schools received an average of \$9,654 per pupil in revenues and spent \$8,700 per pupil on operations, while traditional school districts received \$10,281 and spent \$8,490.





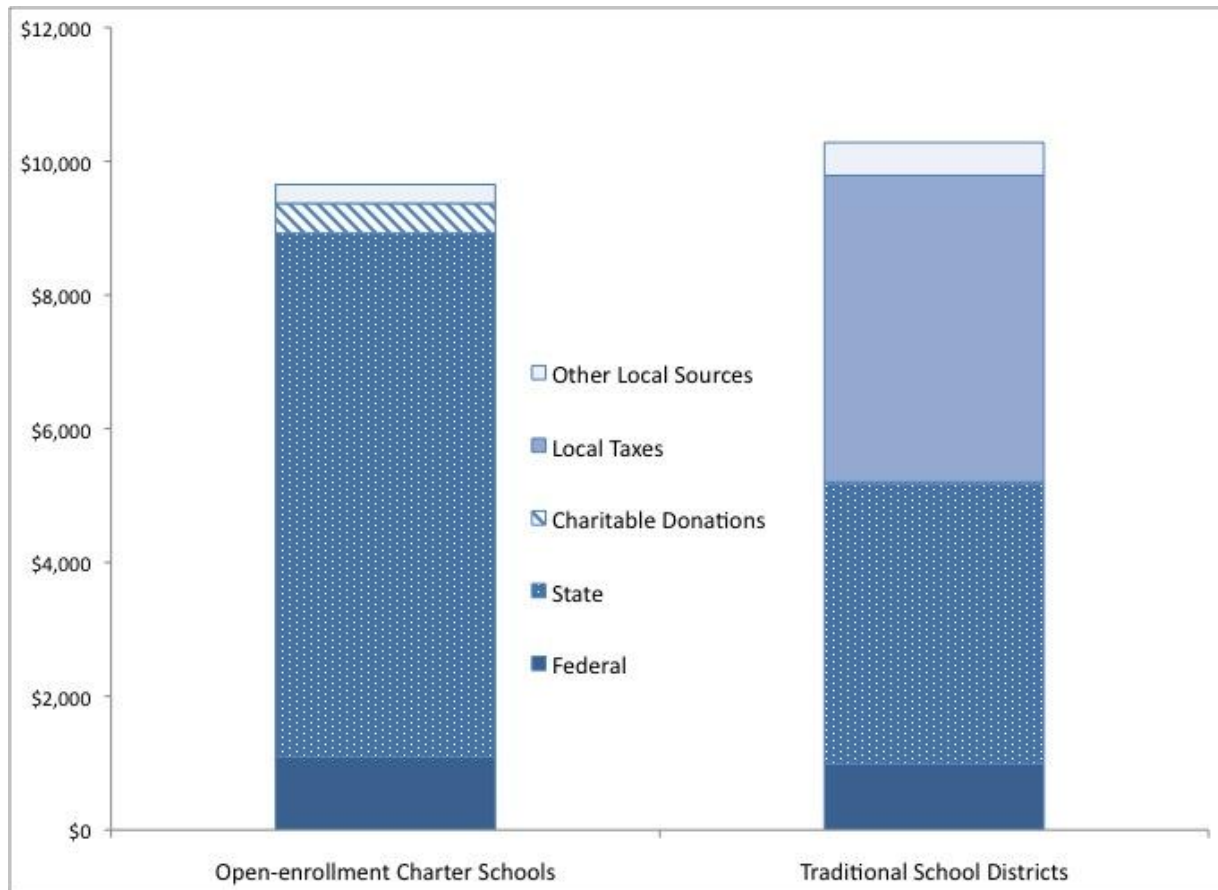
**Figure 4.1**  
**Per Pupil Revenues and Operating Expenditures for Open-Enrollment Charter Schools and Traditional School Districts in Texas**

*Source.* Public Education Information Management System (PEIMS) Actual Financial Records.

*Note.* Three open-enrollment charter schools that reported operating expenditures exceeding \$250,000 per pupil in 1999–00 have been excluded for that year due to data quality concerns.

Figure 4.2 compares the sources of revenue for open-enrollment charter schools and traditional public school districts. As the figure illustrates, open-enrollment charter schools and traditional public school districts received similar amounts of federal funding per pupil. Charter schools received no revenue from local taxes, so the state provided the full amount of funding guaranteed under the FSP.<sup>28</sup> As a result, open-enrollment charter schools received a larger share of revenue from the state and a smaller share from local sources (e.g., charitable donations, local taxes, and other local sources) than did traditional school districts. Most of the local revenue for traditional school districts came from local taxes, with the remainder coming largely from other local sources.

<sup>28</sup> Traditional school districts are responsible for raising part of the guaranteed funding under the FSP through local tax revenues. Each district's share of funding is called its local fund assignment. Because they have no tax base, the local fund assignment for charter schools is zero.



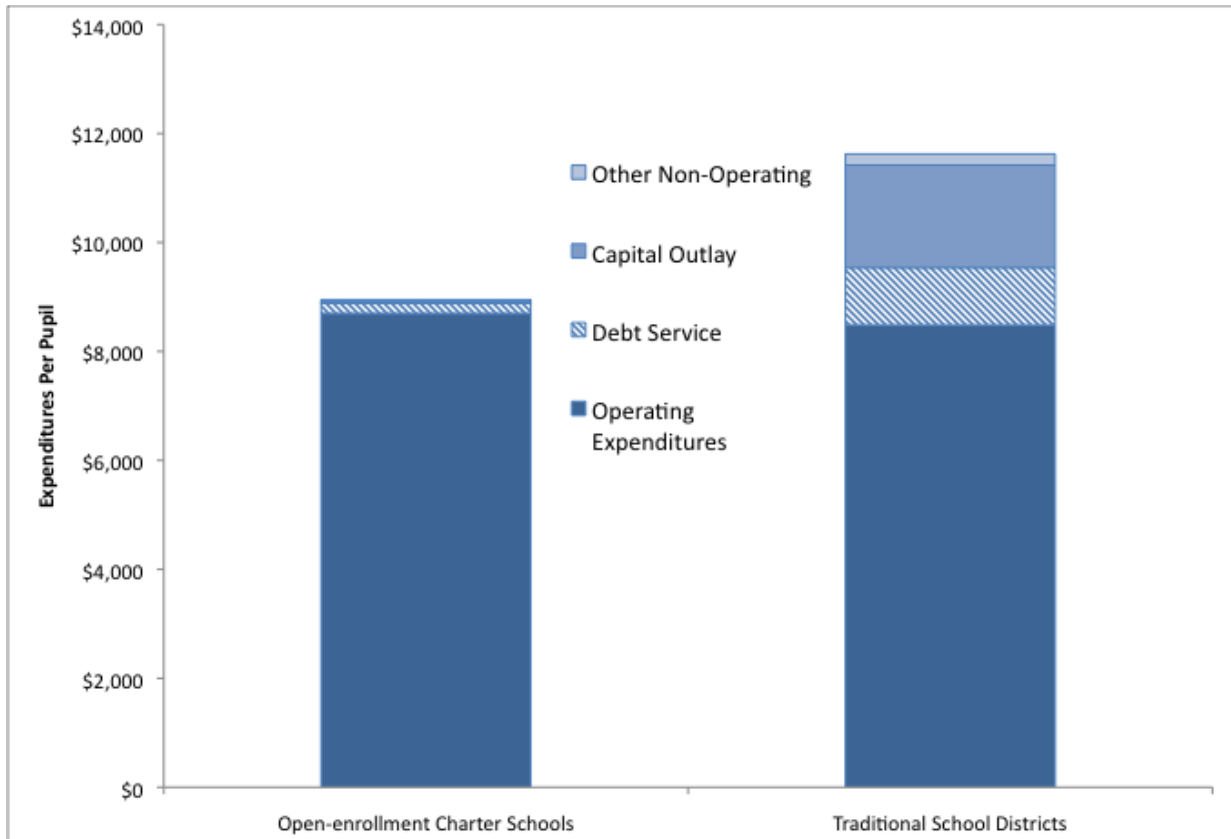
**Figure 4.2**  
**Sources of per Pupil Revenue by School Type (2008–09)**

Source. Public Education Information Management System (PEIMS) Actual Financial Records.

On average, traditional public school districts received only \$15 per pupil in charitable donations in 2008-09.<sup>29</sup> In contrast, approximately one half of the local revenue for open-enrollment charter schools came from charitable donations. That charitable revenue was not evenly distributed across the open-enrollment charter schools in the state, however. Most open-enrollment charter schools (80%) received less than \$100 per pupil in charitable donations in 2008–09, although a handful of open-enrollment charter schools reported receiving more than \$2,000 per pupil. For example, KIPP Aspire Academy reported more than \$11,000 per pupil in charitable donations in 2008–09.

As Figure 4.3 shows, non-operating expenditures for open-enrollment charter schools were very different in comparison to traditional public school districts. Open-enrollment charter schools spent one fifth as much per pupil (\$211 versus \$1,049) as did traditional public districts on debt service (such as interest payments), and open-enrollment charter schools' capital outlays (such as construction expenses) and other non-operating expenditures (such as community service) were negligible. On average, open-enrollment charter schools spent less than \$3 per pupil on capital outlays and only \$36 per pupil on other non-operating expenditures. In contrast, traditional school districts spent, on average, more than \$2,000 per pupil on capital outlays and other non-operating activities.

<sup>29</sup> The value of in-kind donations, such as volunteer labor or donated equipment, is not included in these calculations.



**Figure 4.3**  
**Expenditures per Pupil by Category and School Type (2008–09)**

*Source.* Public Education Information Management System (PEIMS) Actual Financial records.

Although they spent approximately the same amount per pupil on total operations, open-enrollment charter schools and traditional public school districts allocated those expenditures in very different ways. Table 4.1 presents two alternative perspectives on the pattern of operating expenditures. The first perspective examines per pupil spending by function (e.g., instruction, leadership, transportation, etc.); the second examines spending by object (e.g., personnel, rents, supplies, etc.). Because the largest open-enrollment charter school had only 3,945 students, and spending patterns may differ by school district size, the table also presents expenditure data for traditional districts with less than 5,000 students in fall enrollment.

**Table 4.1**  
**Operating Expenditures per Pupil by Function, Object, and School Type (2008–09)**

	OE Charter Schools	All Traditional School Districts	Small and Mid-sized Traditional Districts
<b>Expenditures by function</b>			
Instruction	\$4,519	\$4,948*	\$5,027*
Instructional resources and media services	\$33	\$133*	\$145*
Curriculum and staff development	\$130	\$168*	\$98*
Instructional leadership	\$127	\$120	\$86*
School leadership	\$697	\$477*	\$485*
Guidance counseling and evaluation	\$180	\$292*	\$232*
Social work services	\$19	\$24	\$11
Health services	\$34	\$85*	\$78*
Student (pupil) transportation	\$158	\$235*	\$264*
Food services	\$387	\$450*	\$497*
Extracurricular activities	\$74	\$229*	\$394*
General administration	\$936	\$249*	\$403*
Facility maintenance and operations	\$1,149	\$895*	\$1,059*
Security and monitoring services	\$60	\$67	\$32*
Data processing services	\$141	\$117*	\$115*
Fund raising	\$57	\$0*	\$0*
Total operating expenditures	\$8,700	\$8,490	\$8,926
<b>Expenditures by object</b>			
Personnel	\$6,517	\$7,261*	\$7,504*
Instructional payroll	\$3,556	\$4,561*	\$4,597*
Non instructional payroll	\$1,858	\$2,306*	\$2,389*
Contracted instructional services	\$317	\$77*	\$105*
Contracted non-instructional services	\$787	\$318*	\$414*
Rent	\$535	\$43*	\$45*
Utilities	\$237	\$294*	\$314*
Supplies	\$813	\$744*	\$925*
Other operating expenditures	\$597	\$149*	\$137*
Total operating expenditures	\$8,700	\$8,490	\$8,926
Number of charter schools or traditional school districts	201	1,030	864
Number of students	101,754	4,625,713	973,273

*Source.* Public Education Information Management System (PEIMS) Actual Financial records.

*Notes.* This table presents pupil-weighted averages for all open-enrollment charter schools and traditional school districts with actual financial data in PEIMS. The pupil-weighted average for open-enrollment charter schools, for example, equals total expenditures by open-enrollment charter schools divided by total enrollment in open-enrollment charter schools. Instructional payroll is payroll expenditures in PEIMS function 11 (instruction), and contracted instructional services are contracted services in PEIMS function 11 (instruction). For purposes of this table, small and mid-sized traditional school districts have less than 5,000 students in fall enrollment. The \* indicates a difference from the mean for open-enrollment charter schools that is statistically significant at the 5-percent level. OE=Open enrollment.

## **Pattern of Expenditures by Function**

As Table 4.1 illustrates, in 2008–09 open-enrollment charter schools spent less per pupil on instruction, on average, than did traditional public school districts. Six open-enrollment charter schools reported spending less than \$3,000 per pupil on instruction, while another nine open-enrollment charter schools reported spending more than \$10,000 per pupil. On average, open-enrollment charter schools spent \$4,519 per pupil on instruction, while traditional public school districts of comparable size spent \$5,027 and traditional public school districts as a whole spent \$4,948. The difference in average spending between open-enrollment charter schools and traditional school districts was statistically significant whether one considered all traditional public schools or only those of comparable size. This pattern was also found in previous analyses of charter school finance (e.g., TCER 2008).

Open-enrollment charter schools spent less per pupil on transportation services to students. On average, traditional districts of comparable size spent \$264 per pupil on transportation, whereas open-enrollment charter school districts spent only \$158, a statistically significant difference. More than half of the open-enrollment charter schools ( $n=111$ ) spent nothing on transportation services, while five open-enrollment charter schools spent more than \$1,000 per pupil and one small open-enrollment charter school spent more than \$2,000 per pupil.

Open-enrollment charter schools also spent less per pupil than traditional public schools did on instructional resources and media services; guidance counseling; curriculum and staff development; health services; food services; and extracurricular activities. Of these functions, the greatest difference was in extracurricular activities. On average, open-enrollment charter schools spent less than \$100 per pupil on extracurricular activities, whereas traditional public school districts of similar size spent more than four times as much. In regard to extracurricular activities, 59 open-enrollment charter schools reported spending nothing, and no open-enrollment charter school reported spending more than \$400 per pupil.

Although open-enrollment charter schools spent less than traditional public school districts on many educational functions, they spent more than traditional public school districts on school leadership and general administration. On average, open-enrollment charter school districts spent \$212 more per pupil on school leadership (\$697 versus \$485) and \$533 more per pupil on general administration (\$936 versus \$403) than did traditional public districts of comparable size. In both cases, the difference was statistically significant and consistent with prior analyses (e.g., TCER 2008).

As might be expected given the differences in charitable donations, open-enrollment charter schools also reported spending significantly more than traditional public school districts on fund-raising. However, since traditional public schools are not asked to report separately on their fund-raising activities, this difference, which appears to be statistically significant, may reflect nothing more than differences in data collection procedures.

## **Patterns of Expenditures by Object**

Earlier studies of Texas charter schools found that open-enrollment charter schools spent more than traditional public school districts on non-personnel operating expenditures (those not related to salaries and benefits; TCER, 2008). That pattern persists. In 2008–09 open-enrollment charter schools spent \$535 per pupil on building and equipment rentals, whereas traditional public school districts spent less than \$50—a statistically significant difference. Three

open-enrollment charter schools reported spending more than \$2,000 per pupil on rent in 2008–09.

Although open-enrollment charter schools spent more per pupil on rent than did traditional public school districts, open-enrollment charter schools spent significantly less per pupil on personnel. In 2008–09 open-enrollment charter schools spent \$6,517 per pupil on personnel (which included benefits), whereas traditional public school districts of comparable size spent \$7,504 per pupil on personnel, a difference that is statistically significant.

Open-enrollment charter schools also allocated their personnel funds differently than did traditional public school districts. Open-enrollment charters relied much less heavily on their own employees and much more heavily on contracted personnel than did traditional public school districts. Open-enrollment charter schools spent approximately \$1,000 less per pupil on instructional payroll than did traditional public school districts, regardless of district size. Some of that difference can be explained by open-enrollment charters' greater reliance on contracted instructors, but even when the two types of personnel are combined, open-enrollment charter schools spent less per pupil on instructional personnel—a difference that was statistically significant, regardless of district size. In contrast, no statistically significant difference was noted in total spending on non-instructional personnel, because the significantly lower spending on non-instructional payroll by open-enrollment charter schools was offset by higher spending on contracted non-instructional personnel by open-enrollment charter schools.

### **Cost-Adjusted Expenditures**

Differences in personnel expenditures need not indicate differences in personnel *resources*. Wage levels vary substantially from one part of the state to the next, and a district in a low-wage part of the state could easily pay 20% less than a district in a high-wage part of the state for a comparable staff member. Therefore, cost adjustments are needed to present a clear picture of district expenditures and resources.

Table 4.2 presents three cost-adjusted expenditure measures—total operating expenditures, core operating expenditures (defined as total operating expenditures excluding food, transportation, and intergovernmental charges<sup>30</sup>), and transportation expenditures. In all three cases, the personnel expenditures component has been adjusted for differences in labor cost using an updated version of the National Center for Education Statistics' Comparable Wage Index (CWI).<sup>31</sup>

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<sup>30</sup> Intergovernmental charges are defined as the administrative costs associated with complying with the wealth redistribution component of the FSP and payments to juvenile justice alternative education programs (JJAEPs). Student transportation, food service, and the administrative costs associated with wealth redistribution are excluded from core operating expenditures because they represent additional functions of local school districts not directly related to student achievement. Payments to JJAEPs are excluded on the grounds that they do not represent operating expenditures of the district itself.

<sup>31</sup> The CWI measures regional variations in the prevailing wage for college graduates. It was updated through 2009 using the methodology in Taylor and Fowler (2006). Cost adjusted personnel expenditures are calculated by dividing observed personnel expenditures by the charter school's or traditional public school district's CWI and then multiplying by the Texas state average CWI.

**Table 4.2**  
**Cost-Adjusted Expenditures per Pupil by School Type (2008–09)**

	OE Charter Schools	All Traditional School Districts	Small and Mid-Sized Traditional Districts
<b>Total operating expenditures</b>	\$8,530	\$8,612	\$9,981*
Instructional personnel	\$3,768	\$4,712*	\$5,386*
Non-instructional personnel	\$2,580	\$2,676	\$3,205*
Non-personnel	\$2,182	\$1,223*	\$1,390*
<b>Core operating expenditures</b>	\$8,009	\$7,995	\$9,389*
Instructional personnel	\$3,768	\$4,712*	\$5,386*
Non-instructional personnel	\$2,286	\$2,250	\$2,681*
Non-personnel	\$1,955	\$1,032*	\$1,322*
<b>Transportation expenditures</b>	\$152	\$239*	\$292*
Non-instructional personnel	\$121	\$200*	\$243*
Non-personnel	\$30	\$39	\$49*

*Source.* Public Education Information Management System (PEIMS) Actual Financial records.

*Notes.* This table presents pupil-weighted averages. Instructional personnel expenditures are payroll and contracted services expenditures in PEIMS function 11. Core operating expenditures are current operating expenditures, excluding PEIMS functions 34, 35, 92 and 95. Small and mid-sized traditional school districts have less than 5,000 students in fall enrollment. The \* indicates a difference of means between open-enrollment charter schools and the designated set of traditional public school districts that is statistically significant at the 5-percent level. OE=Open-enrollment.

Because a payroll dollar can buy more in a low-wage area than in a high-wage area, cost adjustment lowers personnel expenditure levels in high-wage areas and increases them in low-wage areas. Most open-enrollment charter schools were located in high-wage areas like Dallas and Houston, so their cost-adjusted expenditures were typically lower than their unadjusted expenditures. In contrast, many small and mid-sized traditional public districts were located outside of metropolitan areas where the cost of living is lower, as is the wage level. Cost-adjusted expenditures were typically higher for small and mid-sized traditional districts than were their unadjusted expenditures.

When regional differences in the purchasing power of school districts were taken into account using the CWI, the resource gap between open-enrollment charter schools and traditional public school districts widened. On average, open-enrollment charter schools spent 15% less than traditional public school districts of comparable size on total operating and core operating activities. Open-enrollment charter schools spent 30% less than traditional public school districts on instructional personnel and 20% less than traditional public school districts on non-instructional personnel. Open-enrollment charters also spent one half of what traditional districts of comparable size spent on bus drivers and other transportation personnel.

Cost-adjusted spending on personnel was lower at open-enrollment charter schools for two reasons. First, open-enrollment charter schools had fewer full-time-equivalent (FTE) staff per pupil than other districts of comparable size. As Table 4.3 illustrates, open-enrollment charter schools employed fewer FTE teachers, aides, and auxiliary workers (such as clerical or

cafeteria staff) per pupil, than did other districts.<sup>32</sup> Lower staffing levels in these categories more than offset higher staffing among administrators and support personnel. Second, open-enrollment charter schools paid lower salaries, on average, than did other districts. Average teacher pay was 12% lower for teachers in open-enrollment charter schools than for teachers in traditional public school districts of comparable size, and cost-adjusted average teacher pay was 24% lower. In general, salaries for professional staff were lower and salaries for non-professional staff were higher in open-enrollment charter schools than in traditional public school districts of comparable size, although the difference in salary for auxiliary workers was not statistically significant.

**Table 4.3**  
**FTE Staffing Ratios and Average Salaries by School Type (2008–09)**

	OE Charter Schools	Traditional School Districts	Small and Mid-Sized Traditional Districts
<b>Teachers</b>			
FTE per 100 students	6.64	6.99*	7.89*
Average pay	\$38,915	\$48,419*	\$44,014*
Cost-adjusted average pay	\$37,751	\$48,873*	\$49,932*
<b>Aides</b>			
FTE per 100 students	0.88	1.33*	1.93*
Average pay	\$23,032	\$18,595*	\$16,744*
Cost-adjusted average pay	\$22,160	\$18,718*	\$18,997*
<b>Contracted instructional staff</b>			
FTE per 100 students	0.32	0.03	0.08
Average pay	N/A	N/A	N/A
<b>Administrators</b>			
FTE per 100 students	1.19	0.61*	0.84*
Average pay	\$53,471	\$64,851*	\$60,373*
Cost-adjusted average pay	\$51,826	\$65,525*	\$68,514*
<b>Support staff</b>			
FTE per 100 students	1.32	1.28	1.10*
Average pay	\$37,584	\$52,201*	\$46,777*
Cost-adjusted average pay	\$36,316	\$52,659*	\$53,030*
<b>Auxiliary workers</b>			
FTE per 100 students	2.54	4.36*	4.67*
Average pay	\$21,969	\$19,537*	\$18,203*
Cost-adjusted average pay	\$21,291	\$19,705*	\$20,651

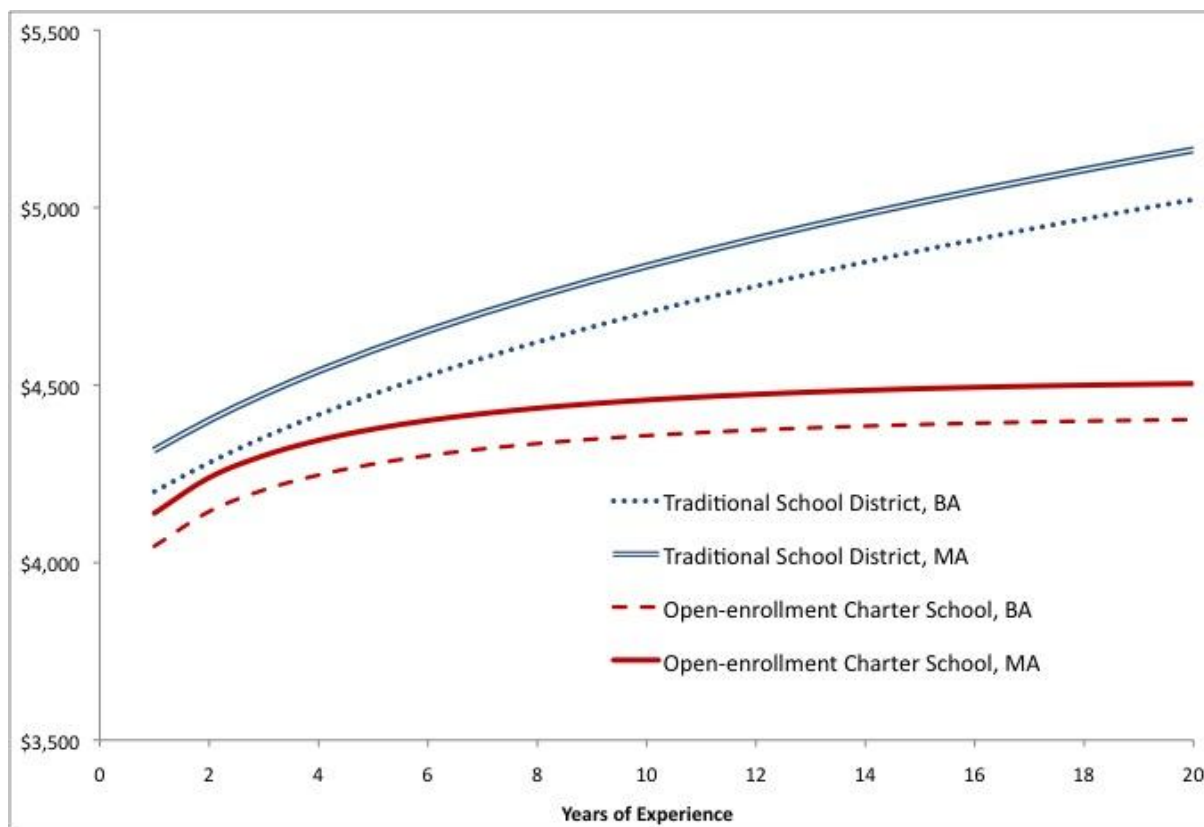
*Sources.* Public Education Information Management System (PEIMS) personnel records and Academic Excellence Indicator System (AEIS).

*Notes.* This table presents pupil-weighted averages. For purposes of this table, small and midsized traditional school districts have less than 5,000 students in fall enrollment. Two open-enrollment charter schools have been excluded due to data quality concerns. The \* indicates a difference of means between open-enrollment charter schools and the designated set of traditional public school districts that is statistically significant at the 5-percent level. OE=Open-enrollment.

<sup>32</sup> Unless otherwise noted, all differences discussed in this paragraph were statistically significant.



Average teacher pay will be lower if open-enrollment charter schools hire teachers with fewer qualifications or if they pay teachers with the same qualifications lower salaries. As discussed in Chapter 2, the teachers employed by open-enrollment charter schools tended to be less experienced and less likely to have advanced degrees than the teachers employed by traditional public school districts, so clearly part of the difference in cost-adjusted average pay came from a difference in the characteristics of the teachers. However, that is not the whole story. As Figure 4.4 illustrates, open-enrollment charter schools also paid a smaller premium for years of experience than did traditional school districts.



**Figure 4.4**  
**FTE Monthly Teacher Salaries by Degree and School Type (2008–09)**

*Source.* Author’s calculations from Public Education Information Management System (PEIMS) personnel records.

*Notes.* Full-time-equivalent monthly salaries were adjusted for differences in teacher characteristics, student demographics, and school district location. See Appendix B1 for details.

Figure 4.4 plots adjusted FTE monthly salaries for the teachers employed by open-enrollment charter schools and traditional public school districts. The highest two lines represent the typical salary profile for traditional public school districts, while the lower two lines represent the typical salary profile for open-enrollment charter schools. In all four cases, the salaries have been adjusted for differences in other teacher qualifications, teaching assignments, student demographics, and school locations. (For more information on the salary adjustments, see Appendix B1.)

As the figure illustrates, the relationship between years of experience and teacher pay was not the same for open-enrollment charter schools as it was for traditional public school districts. For beginning teachers with a bachelor’s degree, the difference in adjusted salary between open-

enrollment charter schools and traditional public school districts was a very modest \$154 per month. However, as teachers became more experienced, their salaries rose more rapidly at traditional public school districts than at open-enrollment charter schools. Teachers with a bachelor's degree and 10 years of experience could expect to earn \$346 more per month at a traditional school district than at an open-enrollment charter school. The gap was even wider for teachers with 20 years of experience. This difference in salary may help explain why teacher turnover in 2008–09 was twice as high at open-enrollment charter schools as at traditional public school districts and why four-fifths of the teachers at open-enrollment charter schools in 2008–09 had less than eight years of experience. On the other hand, the literature about Texas schools suggests that teachers with 15 years of experience may be no more effective in the classroom than teachers with five years of experience,<sup>33</sup> so a large difference in average teacher experience need not indicate a large difference in teacher quality.

As Figure 4.4 also illustrates, open-enrollment charter schools and traditional public school districts paid a similar premium for teachers with a master's degree. In either case, a master's degree was associated with an additional 2.8% per month in salary.

### **Campus-Level Expenditures**

As discussed in Chapters 2 and 3, open-enrollment charter campuses and district charter campuses differed from traditional public school campuses in many important respects. As a general rule, non-residential open-enrollment and district charter campuses served a student population that was disproportionately African American, Hispanic, metropolitan and economically disadvantaged.

Given these demographic differences, it seemed appropriate to compare the expenditures of open-enrollment and district charter campuses with those of similar traditional public school campuses. Therefore, propensity score matching was used to identify the non-residential, traditional public school campuses that were most similar to non-residential open-enrollment and district charter campuses with respect to key demographic characteristics—grade level, school size, and urbanicity; and the percent of students who were African American, Hispanic, economically disadvantaged, LEP, at risk of dropping out, and enrolled in a special education program.<sup>34</sup>

Propensity score matching is a statistical strategy that is used to construct an experimental control group when random assignment is not possible. For example, if you want to know the effect of a jobs training program, you would need to compare the program participants to a group of nonparticipants who are as similar as possible to the participant group, so that you can be reasonably confident that differences in employment outcomes are the result of the training and not a result of some other difference between the two groups. Propensity score matching identifies the best available group of nonparticipants. In this context, propensity score matching identified the traditional public school campuses that were the best available comparison group for the non-residential open-enrollment and district charter campuses.

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<sup>33</sup> For a discussion of the relationship between teacher experience and classroom effectiveness in Texas, see Hanushek, Kain, O'Brien, and Rivkin (2005)

<sup>34</sup> For more on propensity score matching, see Dehejia and Wahba (2002). The regression analyses underlying the "nearest-neighbor" matches are presented in Appendix B2.

A list of the traditional public school campuses selected for comparison is presented in Appendix B2. Throughout this section of the report, non-residential open-enrollment and district charter campuses were compared with these matched non-residential, traditional public school campuses. Residential charter campuses were compared with the complete set of residential, traditional public school campuses.

Table 4.4 compares cost-adjusted expenditures by open-enrollment and district charter campuses to those by the matched traditional public school campuses. In all cases, cost-adjusted expenditures for each campus include not only those expenditures specifically allocated to it, but also its per pupil share of any district expenditures (such as central administration expenditures) that were not allocated to specific campuses. As a result, the sum of the campus-level expenditures in each category equaled district expenditures for that category.

**Table 4.4**  
**Cost-Adjusted Expenditures per Pupil by Grade Level Served, School Type, and Category**  
**(2008–09)**

	NR OE Charter	NR District Charter	NR Matched Trad.	R OE Charter	R Trad.
<b>Elementary campuses</b>					
<b>Current operating expenditures</b>	\$7,971*	\$7,761	\$9,014	\$20,313	
Instructional personnel	\$3,627*#	\$4,444	\$4,939	\$10,775	
Non-instructional personnel	\$2,272*	\$2,334	\$2,827	\$5,706	
Non-personnel	\$2,072*#	\$982*	\$1,249	\$3,832	
<b>Core operating expenditures</b>	\$7,376*	\$7,150	\$8,283	\$20,313	
Instructional personnel	\$3,627*#	\$4,444	\$4,939	\$10,775	
Non-instructional personnel	\$1,936*	\$1,957	\$2,371	\$5,706	
Non-personnel	\$1,813*#	\$748*	\$973	\$3,832	
<b>Transportation expenditures</b>	\$157	\$182*	\$235	\$0	
Non-instructional personnel	\$128	\$149*	\$187	\$0	
Non-personnel	\$29	\$34	\$48	\$0	
<b>Number of campuses</b>	143	24	95	4	0
<b>Non-elementary campuses</b>					
<b>Current operating expenditures</b>	\$8,563*	\$8,490*	\$11,447	\$15,317	\$15,679
Instructional personnel	\$3,652*#	\$4,372*	\$5,946	\$7,965	\$9,298
Non-instructional personnel	\$2,664*	\$2,807*	\$3,640	\$4,651	\$5,064
Non-personnel	\$2,248#	\$1,311*	\$1,861	\$2,701*	\$1,317
<b>Core operating expenditures</b>	\$8,074*	\$7,952*	\$10,836	\$14,949	\$14,853
Instructional personnel	\$3,652*#	\$4,372*	\$5,946	\$7,965	\$9,298
Non-instructional personnel	\$2,379*	\$2,458*	\$3,226	\$4,549	\$4,312
Non-personnel	\$2,042#	\$1,122*	\$1,663	\$2,435*	\$1,243
<b>Transportation expenditures</b>	\$151*	\$182*	\$229	\$148	\$621
Non-instructional personnel	\$126	\$156	\$175	\$29	\$590
Non-personnel	\$25*	\$26*	\$54	\$119	\$31
<b>Number of campuses</b>	223	37	116	48	39

*Source.* Public Education Information Management System (PEIMS) Actual Financial records.

*Notes.* OE=Open-enrollment, NR=non-residential and R=residential. This table presents pupil-weighted averages. Matched traditional public school campuses were identified as highly similar to charter campuses, using propensity score matching. See Table 4.2 for variable definitions. Central administration expenditures in each category have been allocated to the campuses on a per pupil basis. Personnel expenditures have been adjusted for regional cost differences using the CWI. The \* indicates a difference of means between matched traditional public schools and the designated set of charter schools districts that is statistically significant at the 5-percent level. The # indicates a statistically significant difference of means between open-enrollment charter schools and district charter schools. There are no residential traditional public schools at the elementary level.

As Table 4.4 illustrates, the general pattern of district expenditures was replicated at the campus level. Open-enrollment charter campuses spent significantly less than similar traditional public school campuses on total operating expenditures, core operating expenditures, and (at the non-elementary level) transportation expenditures. At the elementary level, open-enrollment charter schools spent \$1,043 (12%) less per pupil for current operating expenditures and \$907 (11%) less per pupil for core operating expenditures than did the matched traditional public schools. The difference was 25% for operating expenditures and for core operating expenditures at the non-elementary level. All of these differences were statistically significant.

Contrary to earlier reports that did not use matched traditional public schools for comparison (TCER, 2008), this analysis found that district charter spending was more like open-enrollment charter spending than it was like the spending in comparable traditional public schools. No statistically significant difference was noted in current operating or core operating expenditures between open-enrollment charter schools and district charter schools, regardless of grade level. District charter schools spent less on current and core operations than the matched traditional public schools at both the elementary and non-elementary levels although only the differences at the non-elementary level were statistically significant.

With respect to instructional personnel, open-enrollment charter schools spent less than district charter schools, which, in turn, spent less than matched traditional public schools. At the elementary level, non-residential open-enrollment charter schools spent \$3,627 per pupil on instructional personnel, whereas district charter schools spent \$4,444 and matched non-residential traditional public schools spent \$4,939 per pupil on instructional personnel. At the non-elementary level, non-residential open-enrollment charter schools spent \$3,652 per pupil on instructional personnel, while non-residential district charter schools spent \$4,372 and matched non-residential traditional public schools spent \$5,946 per pupil. The difference between open-enrollment charter schools and district charter schools or matched traditional public schools was statistically significant at both the elementary and non-elementary levels, whereas the difference between district charter schools and matched traditional public schools was only statistically significant at the non-elementary level. Residential open-enrollment charters spent more than twice as much per pupil as non-residential open-enrollment charters on instructional personnel at both the elementary and non-elementary levels, and the differences in spending between residential traditional public schools and residential charter schools at the non-elementary level were not statistically significant.

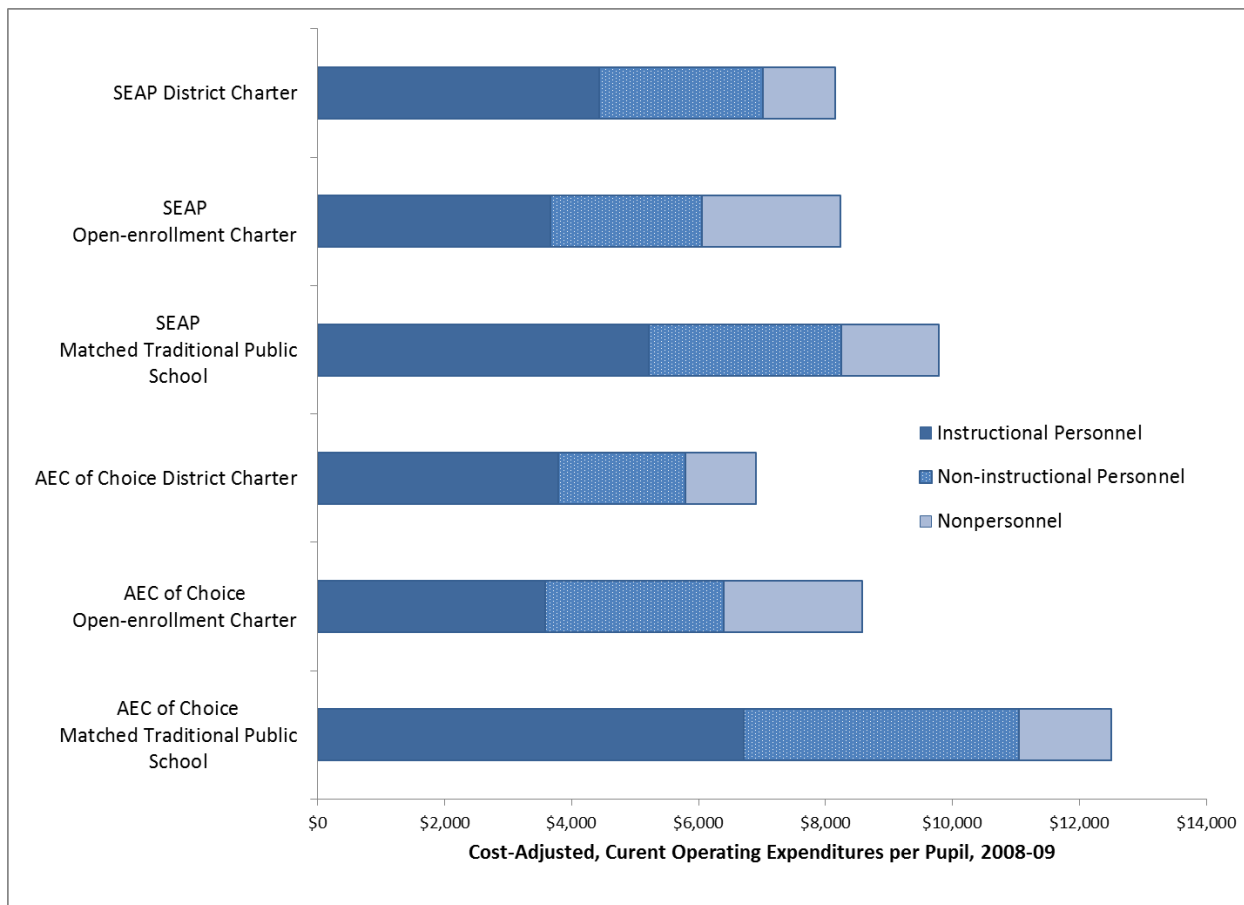
Spending on non-instructional personnel was not statistically different between open-enrollment charter schools and district charter schools at both the elementary and non-elementary levels. Among non-residential schools, spending on non-instructional personnel was statistically lower in open-enrollment charter schools than in matched traditional public schools at the elementary level and statistically lower in either type of charter school than in matched traditional public schools at the non-elementary level. No statistically significant difference was noted in spending on non-instructional personnel between the two types of residential schools at the non-elementary level.

As expected, given the expenditure patterns at the district level, core non-personnel spending per pupil at non-residential schools was nearly twice as high in open-enrollment charter elementary schools as it was in matched traditional public elementary schools. Unexpectedly, district charter schools spent even less than did matched traditional public schools on core non-personnel spending. Non-elementary district charters reported spending \$541 less than matched traditional public schools and \$920 less than open-enrollment charter schools on non-personnel core operating expenditures.

Differences in transportation spending among non-residential schools were relatively modest. Open-enrollment charter schools spent somewhat less than district charter schools, but the difference was not statistically significant at the elementary or non-elementary levels. District charter schools spent less than matched traditional public schools at the elementary level, and both types of charter schools spent less than similar traditional public schools at the non-elementary level. These differences were statistically significant.

Differences in transportation spending among non-elementary residential schools were much larger, but not statistically significant. The means appear different because one residential, traditional public school spent more than \$4,400 per pupil on transportation. This particular school addresses the needs of students who are confined to their homes, hospitals, or agency sites as a result of physical, mental, or emotional disabilities. Excluding this campus, average spending on transportation by non-elementary residential traditional public schools was only \$267 per pupil.

Whereas Table 4.4 separates campuses by grade level before comparing cost-adjusted current operating expenditures, Figure 4.5 separates the non-residential campuses by accountability type. (Because all of the residential campuses are the same accountability type, they are not included in this comparison.) As the figure illustrates, among SEAP campuses, open-enrollment charter schools spent significantly less than district charter schools on instructional personnel, and significantly more than district charter schools on non-personnel items like rent. Those differences in spending largely offset one another, leading to negligible differences in total current operating expenditures between open-enrollment charter campuses and district charter campuses. Both types of charter campuses spent significantly less on current operating expenditures than did matched traditional public school campuses.



**Figure 4.5**  
**Cost-Adjusted Current Operating Expenditures per Pupil by School Type and Category (2008–09)**

Source. Public Education Information Management System (PEIMS) Actual Financial records.

Among AECs of Choice, spending at district charter schools was significantly lower than spending at open-enrollment charter schools, but spending on instructional personnel was comparable. The difference arises because open-enrollment charter campuses spent significantly more than district charter campuses on non-instructional personnel and non-personnel items. Across all three spending categories (instructional personnel, non-instructional personnel, and non-personnel) the matched traditional public school campuses spent significantly more than either type of AEC charter campus.

### Summary

Finance is another area in which charter schools were very different from traditional public school districts. In 2008–09, open-enrollment charter schools received an average of \$9,654 per pupil in revenues and spent \$8,700 per pupil on current operations, whereas traditional school districts received \$10,281 and spent \$8,490 on current operations.

The difference in revenues occurred because the local tax revenues received by traditional school districts more than offset the higher state aid and larger charitable donations received by

open-enrollment charter schools. Traditional school districts spent most of their additional revenue on facilities-related non-operating expenses (i.e., capital outlay and debt service).

The similarity in operating expenditures is misleading. Although current operating expenditures for open-enrollment charter schools are very similar to those for traditional districts, the size, location, and student demographics of open-enrollment charter schools are very different. Once such differences are taken into account, it becomes clear that non-residential open-enrollment charter campuses spend significantly less than non-residential matched traditional public schools on current operations. In 2008–09 open-enrollment charter elementary campuses spent 12% less than did comparable traditional public school campuses, whereas open-enrollment charter non-elementary campuses spent 25% less than did comparable traditional public school campuses.

Not only did open-enrollment charter schools spend less overall, they also allocated their resources differently. Non-residential open-enrollment charter schools spent significantly more than matched traditional public schools on non-personnel items like rent and supplies, and they spent significantly less than matched traditional public schools on instructional and non-instructional personnel.

Cost-adjusted spending on personnel was lower at open-enrollment charter schools for two reasons. First, open-enrollment charter schools had fewer FTE staff per pupil than traditional school districts of comparable size. Second, open-enrollment charter schools paid lower salaries, on average, than did traditional public districts. Average teacher salaries were lower not only because open-enrollment charter schools hired less experienced teachers, on average, but also because open-enrollment charter schools paid a smaller premium for additional years of teacher experience.

District charter spending was more similar to open-enrollment charter spending than it was to the spending in comparable traditional public school campuses. No significant difference was noted in current operating or core operating expenditures between open-enrollment charter campuses and district charter campuses, regardless of grade level. However, open-enrollment charter campuses spent more than district charter campuses on non-personnel items, and less than district charter campuses on instructional personnel.



## Chapter 5

### Survey of Charter School Administrators (2009–10)

Chapter 5 discusses the results of an online survey completed by charter school administrators. This chapter looks specifically at school characteristics related to procedure, educational programming, and technology. The research question that guided this chapter was: *To what extent were administrators, teachers, students, and their families satisfied with their charter schools?* The 2009–10 Texas Charter School Evaluation included a survey of administrators (Online Survey of Texas Charter Schools Administrators) at both open-enrollment and district charter schools.

#### Methodology

In order to describe charter school administrator characteristics, as well as address administrators' satisfaction with their respective charter campuses, the survey of administrators at open-enrollment and district charter schools merged topics and questions from the TCER 2008 survey with items not previously asked. All administrators were asked the same set of questions on the following topics: operational challenges, decision-making, school organization, instruction and assessment, student discipline and behavior, teacher recruitment, and professional opportunities. In addition to responding to the specific survey questions, administrators were asked to freely comment on what they perceive as their campuses' strengths, challenges, and opportunities for improvement. A copy of the administrator survey is provided in Appendix C1.

In the spring of 2010, the ERC at TAMU distributed the Online Survey of Texas Charter Schools Administrators at the end of the 2009–10 school year. Texas charter school administrators were invited (via e-mail) by TEA to take part in the online, voluntary survey regarding their respective charter campuses. The survey was only distributed to administrators from charter schools classified as Generations 1–10 for this report, since Generations 11–14 were recently surveyed as part of the Evaluation of New Texas Charter Schools, 2007-10 (TCER, 2009). Additionally, in the e-mail were links to online surveys for teachers, families, and students, and administrators were asked to disseminate the relevant link to each group.

Several e-mails to administrators were returned as undeliverable, and the evaluators made subsequent attempts at procuring operational contact information. Ultimately, however, evaluators were unable to reach a small number (fewer than 20) of administrators. Administrators were given approximately three weeks to complete the survey, and multiple follow-up reminders were sent to those who did not initially respond.

Data for open-enrollment charter schools were disaggregated by accountability procedures: schools rated according to SEAP and those schools rated by AEAP. District charter schools were also categorized accordingly; however, because no administrators from district charter schools responded to the survey, none were included in this section of the report. It is hypothesized that district charter campuses did not respond because their school year concluded earlier than open-enrollment charter campuses; therefore, there may not have been sufficient time to respond.

Throughout the chapter, general comparisons are made between the current and prior (TCER, 2008) charter school report; however, because so few administrators responded to the survey, it

was not possible to say whether the similarities and/or differences were a true reflection of the 2009–10 overall administrative population. Six key findings told a general story of charter school administrators in Texas:

### Key Findings for Chapter 5: Survey of Charter School Administrators

- More than two-thirds (68%) of administrators held, at minimum, a master’s degree.
- Administrators had eight years experience as teachers and six years experience as administrators at traditional public schools.
- Eighty-five percent of the administrators described serving at-risk students as one of their campus missions.
- Standardized tests and student attendance greatly influenced administrators’ leadership teams regarding their decision-making on instructional improvement.
- Tardiness and absenteeism were administrators’ top two discipline and behavior concerns.
- Overall, administrators were satisfied with their charter schools, specifically identifying small class sizes and a dedicated staff as campus strengths.

### Administrator Responses

Table 5.1 shows administrator responses by school type. An overall response rate of 28% percent was achieved, with 198 administrators at 123 open-enrollment charter campuses responding and 0 administrators at district charter campuses responding to the survey. Of the 123 open-enrollment charter campuses with administrators who responded to the survey, 81 campuses followed SEAP and 42 followed AEAP.

**Table 5.1**  
**Survey Respondents by School Type (2009–10)**

School Type	Number of Campuses Surveyed	Number of Campuses With Responses	Response Rate
Open-enrollment charter schools	414 <sup>35</sup>	123	30%
District charter schools	29	0	0%
<b>Total</b>	<b>443</b>	<b>123</b>	<b>28%</b>

*Source.* Online Survey of Texas Charter Schools Administrators, Spring 2010.

*Notes.* Only Generations 1–10 charter schools were surveyed. Only open-enrollment charter school administrators responded to the survey.

### Administrator Characteristics

The 198 administrator survey respondents identified themselves as school principals and assistant principals, superintendents, directors, CEOs, advisors, academic coordinators, and instructional specialists—as well as various other campus-specific administrators.

<sup>35</sup> Three open-enrollment schools were not serving students at the time of survey administration but are included in Generations 1-10.

## Sex and Ethnicity

Administrators responded to items regarding their sex, ethnicity, and highest educational level reached. Table 5.2 shows the characteristics of administrators at open-enrollment charter campuses, disaggregated by standard and alternative education programs. Results showed that more open-enrollment charter school campus administrators within this sample were female (61%) than male (39%); however, when the administrator numbers were disaggregated by accountability procedures, the percentage of males increased to 47% at AEAP campuses with females at 53% of the campuses.

**Table 5.2**  
**Characteristics of Administrators by Accountability Procedures (2009–10)**

Characteristic	AEAP (N=62)	SEAP (N=134)	All Open-Enrollment (N=196)
<b>Sex</b>			
Male	47%	35%	39%
Female	53%	65%	61%
<b>Ethnicity</b>			
African American	23%	24%	24%
American Indian or Alaskan Native	2%	0%	<1%
Asian or Pacific Islander	0%	3%	2%
Hispanic	37%	20%	26%
Non-Hispanic white	36%	49%	44%
Other	3%	3%	3%
<b>Highest educational level</b>			
Completed high school	0%	1%	<1%
Fewer than 4 years of college	3%	5%	5%
Bachelor's degree	11%	22%	18%
BA/BS and graduate courses	5%	9%	8%
Master's degree	71%	51%	57%
Doctorate	11%	12%	12%
<b>Texas mid-management certification</b>			
Not certified	34%	41%	39%
Not certified, but working towards certification	21%	9%	13%
Certified	48%	49%	48%

*Source.* Online Survey of Texas Charter Schools Administrators, Spring 2010.

*Notes.* *N* values may not equal 198, as not all respondents answered every question. Only Generations 1–10 charter schools were surveyed. Only open-enrollment charter school administrators responded to the survey.

When asked to describe their ethnicity, 44% of open-enrollment charter school administrators within this sample classified themselves as non-Hispanic white, 26% as Hispanic, 24% African American, 3% other, 2% Asian or Pacific Islander, and less than 1% American Indian or Alaskan Native. Overall, the various ethnicities of charter school administrators reflected those reported in the prior evaluation (TCER, 2008).

## **Highest Education Level**

On the subject of highest educational level attained, similar to the 2006–07 report on Texas Charter Schools (TCER, 2008), the majority (69%) of administrators within the sample held at least a master’s degree, with 12% having obtained a doctorate as well. Notably, a higher percentage of administrators who worked at AEAP campuses (71%) had a master’s degree, as compared to administrators who worked in schools using SEAP (51%). Overall, a small percentage (8%) had taken some graduate courses, and 18% indicated that a bachelor’s degree was their highest level of education achieved. Only 5% of charter school administrators reported having fewer than four years of college, while less than 1% said a high school diploma was their highest educational level reached.

## **Certification**

Thirty-nine percent of administrators in the current sample at open-enrollment charter school campuses did not hold Texas mid-management certification, with 13% not certified but working towards certification. Little variation existed in the number of certified charter school administrators when disaggregated by accountability procedures (AEAP=48%, SEAP=49%).

## **Years of Experience**

Years of administrative and teaching experience—as reported by the open-enrollment charter school campus administrators—exhibited more variation by accountability procedures (Table 5.3). As was reflected in the previous report (TCER, 2008), on average, open-enrollment charter campus administrators had 9.9 years of experience in administration and 8.5 years of experience as teachers. AEAP administrators obtained over twice as much experience (8.4 years) in traditional public schools as they did in charter schools (3.9 years). Those administrators who worked in SEAP settings had an equal amount of experience (4.4 years) at both traditional and charter schools; however, they also had 2.8 years of administrative experience in faith-based schools.

**Table 5.3**  
**Administrators' Previous Experience (in years) by Accountability Procedures (2009–10)**

Previous Experience	AEAP (N=62)	SEAP (N=134)	All Open-Enrollment (N=196)
<b>Administrator</b>			
Traditional public school	8.4	4.4	6.0
Charter school	3.9	4.4	4.3
Non faith-based/religious private school	0.6	1.4	1.1
Faith-based/religious school	1.7	2.8	2.5
<b>Total</b>	<b>11.3</b>	<b>9.3</b>	<b>9.9</b>
<b>Teacher</b>			
Traditional public school	8.8	7.2	7.8
Charter school	2.1	3.0	2.7
Non faith-based/religious private school	0.6	0.6	0.6
Faith-based/religious school	0.7	2.1	1.7
<b>Total</b>	<b>7.8</b>	<b>8.8</b>	<b>8.5</b>

*Source.* Online Survey of Texas Charter Schools Administrators, Spring 2010.

*Notes.* N values may not equal 198, as not all respondents answered every question. Only Generations 1–10 charter schools were surveyed. Only open-enrollment charter school administrators responded to the survey.

Open-enrollment charter school campus administrators also reported having previous education experience (8.5 years) as classroom teachers. Similar to the breakdown of administrative experience, the greater part of this time (7.8 years) was spent at traditional public schools—relatively equally among type of school; however, open-enrollment charter campus administrators reported 2.7 years, 0.6 years, and 1.7 years teaching experience at charter campuses, non faith-based private schools, and faith-based schools, respectively.

### School Characteristics

The average class size (Table 5.4) in the present sample was 20 students. SEAP open-enrollment campuses had slightly larger classes (21 students) than AEAP open-enrollment charter campuses (17 students). In terms of the number of schools with a wait list—as well as the number of students included on the lists—variation among the types of schools was substantial. Of the SEAP schools, 44% had wait lists (with an average of 104 students per list), while 24% of the AEAP schools had a wait list (with an average of 50 students per list).

**Table 5.4**  
**Size of Class and Wait List by Accountability Procedures (2009–10)**

Characteristic	AEAP (N=62)	SEAP (N=134)	All Open-Enrollment (N=196)
Average class size	17	21	20
Number of schools with a wait list	15	59	74
Average # of students on wait list	50	104	94

*Source.* Online Survey of Texas Charter Schools Administrators, Spring 2010.

*Notes.* N values may not equal 198, as not all respondents answered every question. Only Generations 1–10 charter schools were surveyed. Only open-enrollment charter school administrators responded to the survey.

### Charter School Missions

As defined by the U.S. Department of Education, charter schools are mission-driven and operate under their own unique goals and objectives. All Texas charter schools also have stated missions. Table 5.5 represents 13 missions typically identified by most charter schools. Some administrators reported multiple missions for their campuses, and thus the total percentages exceeded 100%. The top five charter school missions included: (a) program for at-risk students (85%), (b) dropout recovery program (40%), (c) program for special education students (37%), (d) college preparatory program (35%), and (e) technical and/or career preparation (20%).

**Table 5.5**  
**School Missions by Accountability Procedures (2009–10)**

Mission	AEAP (N=62)	SEAP (N=134)	All Open-Enrollment (N=196)
Program for at-risk students	90%	82%	85%
Dropout recovery program	47%	37%	40%
Program for special education students	39%	3%	37%
College preparatory program	37%	34%	35%
Technical and/or career preparation	11%	25%	20%
Focus on science and technology	5%	10%	9%
Gifted and talented program	2%	8%	6%
Residential program	3%	6%	5%
Montessori program	0%	7%	5%
Focus on Advanced Placement (AP) or International Baccalaureate (IB) coursework	3%	5%	5%
Focus on liberal arts	2%	6%	5%
Focus on foreign language	0%	7%	5%
Other	7%	5%	5%

*Source.* Online Survey of Texas Charter Schools Administrators, Spring 2010.

*Notes.* N values may not equal 198, as not all respondents answered every question. Only Generations 1–10 charter schools were surveyed. Only open-enrollment charter school administrators responded to the survey.

## Procedural Characteristics

Charter schools determine their own governing structures. Their ability to make contextual, campus-based decisions gives charter schools the opportunity to provide education in an environment less-burdened by bureaucratic demands typical of traditional public schools. Such a configuration allows charter schools to make school-specific decisions with regard to administrative issues and concerns (e.g., hiring teachers and scheduling).

### Operational Challenges

Given a list of typical managerial issues faced by public school administrators, respondents were asked to indicate the extent to which each item was a challenge at their school. Table 5.6 compares administrators' average ratings of operational challenges by accountability system, using a 4-point scale, with ratings ranging from 1 (*not a challenge*) to 4 (*serious challenge*). Responses are rank-ordered by the column labeled "All open-enrollment."

**Table 5.6**  
**Operational Challenges by Accountability Procedures (2009–10)**

Operational challenge	AEAP (n=62)	SEAP (n=130)	All open-enrollment (N=193)
Inadequate facilities	2.31	2.37	2.35
Too much paperwork/reporting requirements	2.19	2.41	2.34
Adequate yearly progress (AYP) requirements	2.38	2.14	2.22
Inadequate finances for ongoing operations	2.14	2.06	2.09
Hiring teachers	1.92	2.08	2.03
Accountability requirements	1.95	2.04	2.01
Budgeting/accounting requirements	1.90	1.88	1.89
Special education requirements	1.70	1.82	1.78
Local public school opposition	1.69	1.52	1.58
Internal conflicts within school	1.33	1.58	1.50
Conflicts with the school's governing board	1.35	1.25	1.28

*Source.* Online Survey of Texas Charter Schools Administrators, Spring 2010.

*Notes.* N values may not equal 198, as not all respondents answered every question. Mean extent of operational challenges based on a 4-point scale: 1=*not a challenge*, 2=*minor challenge*, 3=*moderate challenge*, or 4=*serious challenge*. Only Generations 1–10 charter schools were surveyed. Only open-enrollment charter school administrators responded to the survey.

Overall, *inadequate facilities* ( $M=2.35$ ) and *too much paperwork/reporting requirements* ( $M=2.34$ ) were rated by administrators as the most serious challenges they face. Additionally, *requirements related to adequate yearly progress (AYP)* ( $M=2.22$ ) were rated as a moderate to serious challenge and was, in fact, rated as the most serious challenge ( $M=2.38$ ) by administrators at AEAP charter schools. Administrators' responses to open-ended survey questions mirrored these findings: "More funding would allow for more rooms that are better equipped," and "AYP makes no accommodations for students who arrive [at this school] seriously behind in earned credits."

## Decision-Making

Charter school administrators were asked to individually rank each item on a list in terms of the extent of its influence on decisions made by their leadership teams regarding instructional improvements. Table 5.7 compares administrators' average ratings of decision-making items by accountability system, using a 4-point scale ranging from 1 (*not at all*) to 4 (*great extent*). Responses are rank-ordered by the column titled "All open-enrollment."

**Table 5.7**  
**Influences on Decision-Making by Accountability Procedures (2009–10)**

Decision-Making	AEAP (N=62)	SEAP (N=127)	All Open- Enrollment (N=189)
Standardized test scores (e.g. TAKS)	3.42	3.35	3.37
Student attendance	3.25	3.11	3.16
Walk-throughs	2.64	2.76	2.71
Direct or formal observations of classrooms (other than walk-throughs)	2.74	2.70	2.71
Other formal assessments (e.g., teacher-made or textbook-designed exams)	2.80	2.65	2.70
Surveys of teachers	2.61	2.50	2.54
Research-based articles	2.45	2.56	2.53
Authentic assessment (e.g., portfolios, meaningful application/performance observations)	2.50	2.53	2.52
Disciplinary records	2.44	2.47	2.46
Surveys of parents	2.44	2.40	2.41
Letter grades or GPAs	2.44	2.31	2.35
Surveys of students	2.36	2.29	2.31
Governing board	2.37	2.24	2.28
Rubric-based scoring of student work	2.12	2.22	2.19

Source. Online Survey of Texas Charter Schools Administrators, Spring 2010.

Notes. N values may not equal 198, as not all respondents answered every question. Ratings based on a 4-point scale: 1=*not at all*, 2=*minor extent*, 3=*moderate extent*, or 4=*great extent*. Only Generations 1–10 charter schools were surveyed. Only open-enrollment charter school administrators responded to the survey.

Two issues clearly stood out as the most influential factors in the decisions that charter school administrators make: *standardized test scores (e.g., TAKS) (M=3.37)* and *student attendance (M=3.16)*. Little variation was found between AEAP and SEAP campuses. In addition to the above ratings, administrators commented on the challenges associated with balancing student needs with school costs with such quotes as the following: “[We] lack funds to provide increased technology, resources, and professional development opportunities for teachers.”

## Organizational Strategies

Charter school administrators rated the extent to which various organizational strategies were used with their schools' students. Table 5.8 illustrates administrators' average ratings of organizational strategies by accountability procedures, using a 4-point scale ranging from 1 (*strategy used in no classes*) to 4 (*strategy used in all classes*). Responses are rank-ordered by the column titled "All open-enrollment."



**Table 5.8**  
**Organizational Strategies by Accountability Procedures (2009–10)**

Organizational Strategies	AEAP (N=62)	SEAP (N=127)	All Open- Enrollment (N=189)
Before/after school tutoring or enrichment programs	3.10	2.94	2.99
Small learning communities	2.90	2.86	2.87
Multi-age grouping	2.76	2.39	2.51
Extended day scheduling	2.38	2.14	2.22
Credit through flexible entry/exit courses	2.18	2.02	2.07
Extended year scheduling	2.24	1.95	2.05
Extended week scheduling	2.05	1.68	1.80
Block scheduling	1.56	1.85	1.76

Source. Online Survey of Texas Charter Schools Administrators, Spring 2010.

Notes. N values may not equal 198, as not all respondents answered every question. Ratings based on a 4-point scale: 1=strategy used in no classes, 2=strategy used in a few classes, 3=strategy used in most classes, or 4=strategy used in all classes. Only Generations 1–10 charter schools were surveyed. Only open-enrollment charter school administrators responded to the survey.

The three most frequently used organizational strategies at charter schools were: *before/after school tutoring or enrichment programs* ( $M=2.99$ ), *small learning communities* ( $M=2.87$ ), and *multi-age grouping* ( $M=2.51$ ). Additionally, administrators described *co-teaching*—where two teachers work in the same classroom—as a strategy used in some Texas charter schools. Generally, these organizational strategies reflected the findings of the previous charter school evaluation (TCER, 2008).

### Educational Programming

One purpose of the Online Survey of Texas Charter Schools Administrators was to identify trends and differences in educational programming among charter schools across the state. These similarities and distinctions were reviewed by asking administrators to provide feedback on the following: their schools' frequency of various instructional and assessment practices, the extent of differing student discipline and behavior issues, and ways in which they recruit teachers and provide them with professional opportunities.

#### Instructional and Assessment Practices

Given a list of practices related to instruction and assessment in public schools, administrators indicated the frequency each item was utilized at their campuses, as well as to what extent each item influenced overall instruction and assessment at their respective charter campuses. Table 5.9 compares, by accountability procedures, administrators' average ratings of the frequency of instructional and assessment practices, using a 4-point scale with ratings ranging from 1 (*once a year*) to 4 (*at least once a grading period*). Responses are rank-ordered by the column titled "All open-enrollment."

**Table 5.9**  
**Practices Related to Instruction and Assessment by Accountability Procedures (2009–10)**

Practices Related to Instruction and Assessment	AEAP (N=61)	SEAP (N=122)	All Open-Enrollment (N=183)
Student writing samples	3.69	3.67	3.68
Observation in authentic learning environments	3.28	3.45	3.40
Performance-based tests, locally developed	3.32	3.31	3.32
Student demonstrations or performances	3.07	3.18	3.14
Student projects	2.73	3.34	3.14
Tests accompanying adopted textbooks	3.03	3.16	3.12
Standardized testing (e.g., TAKS)	3.20	2.87	2.98
Student portfolios	2.44	2.61	2.56

*Source.* Online Survey of Texas Charter Schools Administrators, Spring 2010.

*Notes.* *N* values may not equal 198, as not all respondents answered every question. Ratings based on a 4-point scale: 1=*never*, 2=*once a year*, 3=*once a semester*, or 4=*at least once a grading period*. Only Generations 1–10 charter schools were surveyed. Only open-enrollment charter school administrators responded to the survey.

*Student writing samples* ( $M=3.68$ ), *observation in authentic learning environments* ( $M=3.40$ ), and *performance-based tests* ( $M=3.32$ ) were rated as the top three instructional and assessment practices in open-enrollment campuses. Although little variation existed between AEAP and SEAP schools, *standardized testing* ( $M=3.20$ ) was identified by AEAP school administrators with a higher frequency, and *student projects* ( $M=3.34$ ) was rated more frequently by administrators at SEAP campuses. Several administrators, when given the opportunity to provide any additional assessment practices used by their campuses, also included benchmarks and some form of computer-assisted instruction (CAI) and assessment.

Table 5.10, in turn, compares, by accountability system, administrators' average ratings of the extent of influence of instructional and assessment practices instructional decisions, using a 4-point scale with ratings ranging from 1 (*no influence*) to 4 (*great influence*). Responses are rank-ordered by the column titled "All open-enrollment."

**Table 5.10**  
**Influence on Instructional Decisions by Accountability Procedures (2009–10)**

Extent of Influence on Instructional Decisions	AEAP (N=61)	SEAP (N=122)	All Open-Enrollment (N=183)
Standardized testing (e.g., TAKS)	3.85	3.69	3.74
Student writing samples	3.43	3.35	3.38
Observation in authentic learning environments	3.28	3.20	3.22
Performance-based tests, locally developed	3.12	3.15	3.14
Student projects	2.75	3.03	2.94
Student demonstrations or performances	2.72	2.89	2.84
Tests accompanying adopted textbooks	2.58	2.68	2.65
Student portfolios	2.50	2.54	2.52

*Source.* Online Survey of Texas Charter Schools Administrators, Spring 2010.

*Notes.* *N* values may not equal 198, as not all respondents answered every question. Ratings based on a 4-point scale: *No influence*=1, *Slight influence*=2, *Moderate influence*=3, or *Great influence*=4. Only Generations 1–10 charter schools were surveyed. Only open-enrollment charter school administrators responded to the survey.

Whereas standardized testing was reported as the second-lowest item in terms of frequency of use by charter school campuses overall, administrators at both AEAP campuses and SEAP campuses rated these exams first with regard to the extent of their influence on instructional decisions made within their campuses. Student writing samples and observation in authentic learning environments were listed second and third in terms of influence—not a surprising finding, since these were the two most frequently used methods of instruction and assessment by charter school administrators.

### **Discipline and Behavior**

Given a list of discipline and behavior concerns, charter school administrators rated the extent to which the issues were a problem at their respective campuses. Table 5.11 shows, by accountability procedures, administrators' average ratings of matters related to student discipline and behavior, using a 4-point scale with ratings ranging from 1 (*not a problem*) to 4 (*serious problem*). Responses are rank-ordered by the column labeled "All open-enrollment."

**Table 5.11**  
**Student Discipline and Behavior Problems by Accountability Procedures (2009–10)**

Student Discipline and Behavior	AEAP (N=60)	SEAP (N=129)	All Open- Enrollment (N=189)
Student tardiness	2.67	2.70	2.69
Student absenteeism	2.83	2.60	2.67
Student disrespect for teachers	2.07	2.03	2.04
Student drug or alcohol abuse	1.62	1.79	1.73
Physical conflicts among students	1.78	1.59	1.65
Vandalism of school property	1.60	1.53	1.55
Student possession of weapons on school property	1.08	1.10	1.10

Source. Online Survey of Texas Charter Schools Administrators, Spring 2010.

Notes. N values may not equal 198, as not all respondents answered every question. Ratings based on a 4-point scale: 1=*not a problem*, 2=*minor problem*, 3=*moderate problem*, or 4=*serious problem*. Only Generations 1–10 charter schools were surveyed. Only open-enrollment charter school administrators responded to the survey.

As was the case in the prior charter school report (TCER, 2008), the two most problematic behavior issues reported by charter school administrators were *student tardiness* ( $M=2.69$ ) and *student absenteeism* ( $M=2.67$ ). From top to bottom, little variation existed among the discipline and behavior concerns, by accountability system. Administrators were given the opportunity to describe additional student discipline or behavior issues. The most prevalent responses included the following: *dress code*, *lack of parent involvement and support*, and *social and emotional issues*.

### Teacher Recruitment

Administrators were provided with a list of recruitment strategies, indicating to what extent they utilize each one at their campuses. Table 5.12 represents, by accountability procedures, administrators' average ratings of teacher recruitment strategies, using a 4-point scale, with 1 representing *not at all*, 2 representing *small extent (about once a semester)*, 3 representing *moderate extent (about once a month)*, and 4 representing *great extent (about once a week)*. Responses are rank-ordered by the column titled "All open-enrollment."

**Table 5.12**  
**Teacher Recruitment Strategies by Accountability Procedures (2009–10)**

Teacher Recruitment Strategies	AEAP (N=61)	SEAP (N=126)	All Open- Enrollment (N=187)
Partnering with alternative certification programs (e.g., regional service centers, iTeachTexas, etc.)	2.27	2.45	2.39
Advertising in print and electronic media	2.11	2.46	2.35
Funding internships, mentorships, and/or professional development	1.86	2.14	2.05
Partnering with local colleges and universities	1.92	1.92	1.92
Offering salary incentives	1.77	1.93	1.88
Attending job fairs	1.88	1.87	1.88
Partnering with private businesses/groups	1.80	1.64	1.69

Source. Online Survey of Texas Charter Schools Administrators, Spring 2010.

Notes. N values may not equal 198, as not all respondents answered every question. Ratings based on a 4-point scale: 1=*not at all*, 2=*small extent (about once a semester)*, 3=*moderate extent (about once a month)*, or 4=*great extent (about once a week)*. Only Generations 1–10 charter schools were surveyed. Only open-enrollment charter school administrators responded to the survey.

No teacher recruitment strategy was classified as being used to a great extent. Administrators did, however, identify three teacher recruitment strategies used from a small to moderate extent: partnering with alternative certification programs (M=2.39), advertising in print and electronic media (M=2.35), and funding internships, mentorships, and/or professional development (M=2.05). Funding internships, mentorships, and/or professional development was, however, rated lower (M=1.86) by administrators at AEAP campuses, indicating that these recruitment strategies were not used as frequently. Furthermore, charter school administrators wrote “word of mouth” and “online advertising” into the surveys.

### Professional Opportunities

Charter school administrators rated the extent to which specific professional growth opportunities are provided to their teachers. Table 5.13 represents, by accountability procedures, administrators’ average ratings of professional growth opportunities, using a 4-point scale, with 1 representing *not at all*, 2 representing *small extent (about once a semester)*, 3 representing *moderate extent (about once a month)*, and 4 representing *great extent (about once a week)*. Responses are rank-ordered in the column labeled “All Open-enrollment.”

**Table 5.13**  
**Professional Opportunities for Teachers by Accountability Procedures (2009–10)**

Professional Opportunities	AEAP (n=60)	SEAP (n=128)	All Open- Enrollment (N=188)
Regular formal and informal interactions between the principal and new teachers	3.27	3.35	3.33
Mentoring for struggling teachers	2.97	3.12	3.07
Mentoring for novice teachers	2.82	3.02	2.95
Opportunities to attend professional trainings and/or conferences	2.92	2.87	2.88
Research-based articles for improving instruction	2.63	2.55	2.57
Professional learning communities	2.55	2.55	2.55
Peer observations and review	2.45	2.37	2.40
Teacher research	2.13	2.15	2.15

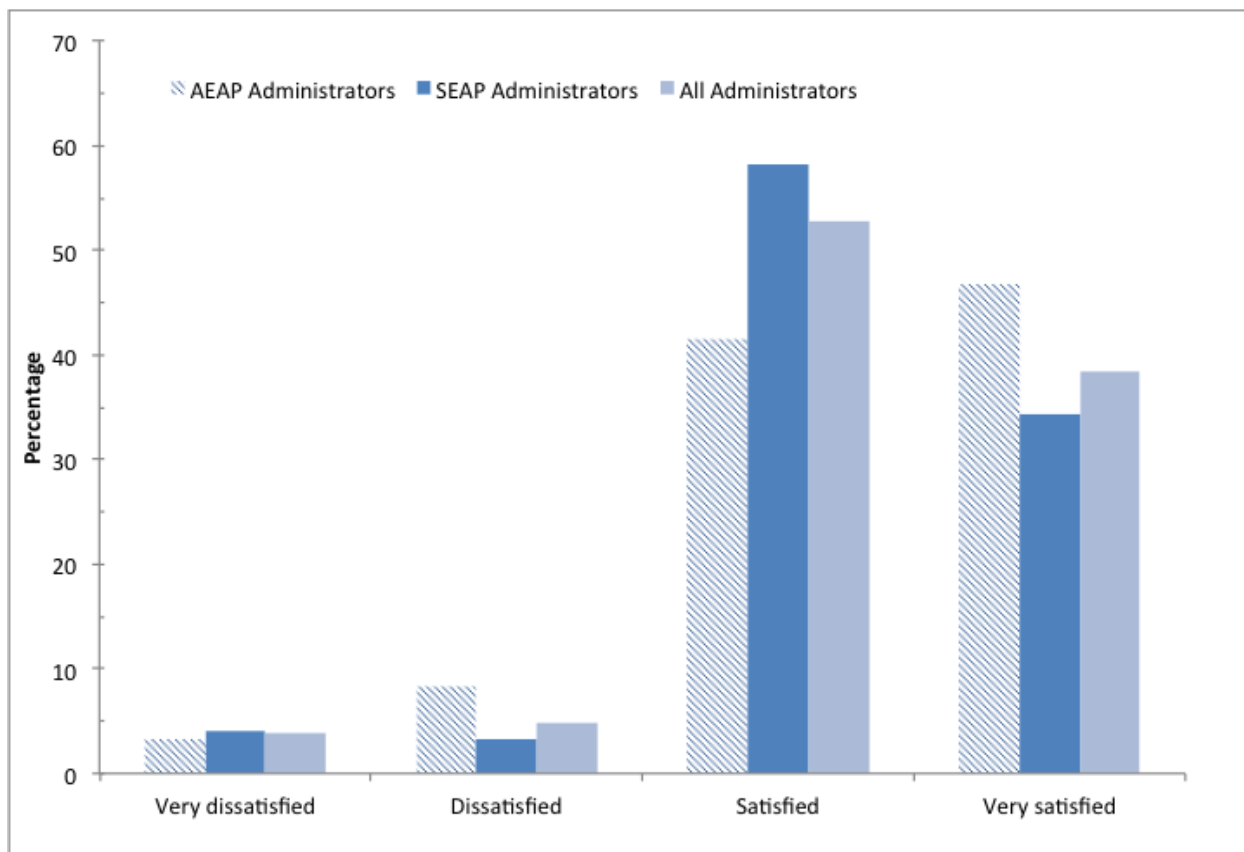
*Source.* Online Survey of Texas Charter Schools Administrators, Spring 2010.

*Notes.* *N* values may not equal 198, as not all respondents answered every question. Ratings based on a 4-point scale: 1=*not at all*, 2=*small extent (about once a semester)*, 3=*moderate extent (about once a month)*, or 4=*great extent (about once a week)*. Only Generations 1–10 charter schools were surveyed. Only open-enrollment charter school administrators responded to the survey.

Administrators, by and large, identified four professional development opportunities more so than others. By rank-order, those items were: regular formal and informal interactions between the principal and new teachers ( $M=3.33$ ), mentoring for struggling teachers ( $M=3.07$ ), mentoring for novice teachers ( $M=2.95$ ), and opportunities to attend professional trainings and/or conferences ( $M=2.88$ ). Little variation emerged between accountability systems.

### Level of Satisfaction

Charter school administrators were given the opportunity to rate their level of satisfaction as it relates to their experiences as administrators at their respective campuses. Figure 5.1 depicts the responses, by campus accountability procedures.



**Figure 5.1**  
**Administrator Satisfaction by Accountability Procedures (2009–10)**

Source. Online Survey of Texas Charter Schools Administrators, Spring 2010.

Notes. Only Generations 1–10 charter schools were surveyed.

Results indicated that, on the whole, the majority (91%) of administrators were either *satisfied* or *very satisfied* with their schools. Administrators took advantage of open-ended survey questions to describe what they saw as strengths of their charter schools, and most responses echoed the following two recurring themes: *small classes* and *a dedicated staff*. As one administrator responded, “[We have] great, dedicated teachers who recognize that students are our business. The teachers are always ready to do whatever it takes to help students.” Another administrator reflected, “We are a small school with a lively campus culture. Students and teachers enjoy being there.” Still another charter school administrator stated, “We are a co-teaching facility, and there are a lot of opportunities for collaboration. Student-to-teacher ratio was 12:1. [We have] low teacher turnover.”

### Summary

Administrators who responded to this survey worked at open-enrollment charter campuses. Generally speaking, in 2009–10 charter school 44% of administrators were non-Hispanic white, 26% were Hispanic, 24% were African American, and 61% were females. Overall, the various ethnicities of charter school administrators reflected those reported in the prior evaluation (TCER, 2008). On the subject of highest educational level attained, similar to the 2006–07 report on Texas Charter Schools (TCER, 2008), the majority (69%) of administrators held at least a master’s degree, with 12% having obtained a doctorate as well. On average, they had

8.5 years of experience as teachers and 7.8 years of experience as administrators at traditional public schools, Class size at their campuses was approximately 20 students, with 74 schools maintaining wait lists for admission. An average of 94 students comprised each wait list.

Of the 13 charter school mission types, an overwhelming percentage (85%) of administrators identified serving at-risk students as a mission of their school. Additionally, drop-out recovery (40%), special education (37%), and college preparation (35%) were heavily-identified missions of open-enrollment charter schools. Standardized tests and student attendance greatly influenced administrators' leadership teams regarding their decision-making on instructional improvement. As was reflected in the prior report, tardiness and absenteeism were administrators' top two discipline and behavior concerns (TCER, 2008). Overall, administrators were satisfied with their charter schools, specifically identifying small class sizes and a dedicated staff as school strengths. In terms of teacher recruitment, no strategy was classified as being used to a great extent; however, administrators did identify the use of partnering with alternative certification programs and advertising in print and electronic media as the most frequently utilized strategies.



## **Chapter 6**

### **Survey of Charter School Teachers (2009–10)**

Chapter 6 describes the results of an online survey completed by charter school teachers. This chapter looks specifically at school characteristics related to procedure, educational programming, and technology. The research question that guided this chapter was: *To what extent were administrators, teachers, students, and their families satisfied with their charter schools?*

In contrast to the most recent charter school report (TCER, 2008), the 2009–10 Texas Charter Schools Evaluation included a survey of teachers (Online Survey of Texas Charter Schools Teachers) at both open-enrollment and campus charter schools; however, because no teachers from district charter schools responded to the survey, no district charter schools were included in this section of the analysis. Teachers have a significant impact on student outcomes; therefore, evaluators deemed the perspectives and experiences of classroom teachers at charter schools to be critical and essential aspects of a complete report. The survey also described teacher characteristics and addressed teachers' satisfaction with their respective charter campuses. In addition to the questions asked of charter school administrators, teachers were also surveyed about the presence and use of classroom/campus technology.

#### **Methodology**

Because teachers were not surveyed in the previous charter schools evaluation (TCER, 2008), evaluators created a new, teacher-specific survey to be electronically distributed at the end of the 2009–10 school year. Even though teachers had not been previously surveyed, only teachers from charter schools classified as Generations 1–10 were surveyed for the current report to remain consistent with schools included in this evaluation. School administrators affiliated with a Texas charter school distributed a web link to the voluntary, online survey to the teachers at their schools. Multiple follow-up reminders were sent to charter school administrators, requesting that they continue to contact their teachers in regard to completion of the surveys.

All teachers were asked the same set of questions on the following topics: decision-making, school organization, instruction and assessment, student discipline and behavior, technology, and professional opportunities. In addition to responding to the specific survey questions, teachers were asked to freely comment on what they perceive as their campuses' strengths, challenges, and opportunities for improvement. A copy of the teacher survey is included in Appendix D1.

Many of the same questions were asked on both the administrator and teacher surveys, to gain multiple viewpoints and perspectives. Direct comparisons between the two groups should not be made, however, since the responses provided by those teachers and administrators who answered the surveys were not necessarily representative of the same group (school). Regardless, the opinions expressed by classroom teachers were as interesting and valuable to consider as were those expressed by charter school administrators. Five key findings told a general story of charter school teachers in Texas:

## Key Findings for Chapter 6: Survey of Charter School Teachers

- Approximately one-half of charter school teacher survey respondents were non-Hispanic white and approximately one-third were Hispanic. Two-thirds of them were female and one-third was male.
- On average, charter school teachers who responded to the survey had slightly more than seven years of teaching experience.
- *Standardized test scores, other formal assessments, and student attendance* had the greatest influence on charter school teachers' decision-making.
- Similar to responses given by administrators, charter school teachers reported *student tardiness* and *student absenteeism* as the main student behavior and discipline problems.
- Overall, teachers were satisfied with their charter campuses, specifically identifying *small campuses, low teacher-to-student ratios, and motivated teachers* as campus strengths.

Data for open-enrollment charter schools was disaggregated by accountability procedures: SEAP and AEAP. Under the state accountability system, AECs had the option to be evaluated under AEA procedures and receive accountability ratings based on different performance standards and indicators/measures than those used for regular campuses. As mentioned previously, district charter schools were also categorized accordingly. It is hypothesized that district charter schools did not respond because their school year concluded earlier than open-enrollment charter schools; therefore, there was not sufficient time to respond.

### Teacher Responses

Table 6.1 shows teacher responses by charter school type and accountability procedures. All Texas charter school teachers (open-enrollment and district campuses) in Generations 1-10 were surveyed. An overall response rate of 15% percent was achieved, with 526 teachers at 67 open-enrollment charter campuses responding and 0 teachers at district charter campuses responding to the survey. Of the 67 open-enrollment charter campuses with teachers who responded to the survey, 31 campuses followed SEAP and 36 followed AEAP.

**Table 6.1**  
**Survey Respondents by School Type (2009–10)**

School Type	Number of Campuses	Number of Campuses With Responses	Response Rate
All open-enrollment charter schools	414 <sup>36</sup>	67	16%
District charter schools	29	0	0%
<b>Total</b>	<b>443</b>	<b>67</b>	<b>15%</b>

*Source.* Online Survey of Texas Charter Schools Teachers, Spring 2010.

*Note.* Only Generations 1–10 charter schools were surveyed.

<sup>36</sup> Three open-enrollment schools were not serving students at the time of survey administration but are included in Generations 1-10.

## Teacher Characteristics

Open-enrollment charter school teachers ( $N=526$ ) from 67 open-enrollment charter school campuses responded to items regarding their sex, ethnicity, highest educational level reached, and teaching certification program. Table 6.2 shows the characteristics of teachers who responded to the survey at open enrollment charter schools by campus accountability procedures, disaggregated by campuses with SEAP versus AEAP.

**Table 6.2**  
**Characteristics of Teachers by Accountability Procedures (2009–10)**

Characteristic	AEAP ( $n=221$ )	SEAP ( $n=304$ )	All Open-Enrollment ( $N=525$ )
<b>Sex</b>			
Male	35%	30%	32%
Female	65%	70%	68%
<b>Ethnicity</b>			
African American	16%	16%	16%
American Indian or Alaskan Native	<1%	0%	<1%
Asian or Pacific Islander	5%	2%	3%
Hispanic	35%	27%	30%
Non-Hispanic white	41%	53%	48%
Other	3%	2%	3%
<b>Highest educational level</b>			
Completed high school	2%	1%	1%
Fewer than 4 years of college	6%	3%	4%
Bachelor's degree (BA/BS)	47%	49%	48%
BA/BS and graduate courses	19%	22%	21%
Master's degree	24%	24%	24%
Doctorate	2%	2%	2%
<b>Teaching certification program</b>			
University-based	27%	24%	25%
Privately-owned and operated	23%	22%	22%
Regional service center	13%	26%	21%
No certification	17%	14%	15%
University-based post-baccalaureate	10%	5%	7%
Other	6%	4%	5%
Community college, or junior college continuing education	5%	5%	5%
Teach for America	<1%	<1%	<1%

*Source.* Online Survey of Texas Charter Schools Teachers, Spring 2010.

*Notes.*  $N$  values may not equal 526, as not all respondents answered every question. Only open-enrollment charter school teachers responded to the survey. Only Generations 1–10 charter schools were surveyed.

## Sex and Ethnicity

Results show that open-enrollment charter school teachers within this sample tended to be female (68%), as opposed to male (32%). When asked to describe their ethnicity, 48% described themselves as non-Hispanic white, 30% as Hispanic, 16% as African American, 3% as Asian or Pacific Islander, 3% as other, and <1% American Indian or Alaskan Native. Broken-down by accountability procedures, the numbers were somewhat different. A greater percentage of Hispanic teachers and a smaller percentage of non-Hispanic white teachers worked at campuses with AEAP, as compared to the ethnicity percentages of the teachers at SEAP campuses.

## Highest Education Level

The teacher survey included an item about the highest level of education teachers had reached. Most respondents (48%) indicated having a bachelor's degree as their highest education level; 21% had a bachelor's degree and some graduate courses; 24% held a master's degree; and 2% had earned doctorates. Only 1% of teachers reported completing high school as their highest level of education while 4% said they had fewer than four years of college.

## Certification

Open-enrollment charter school teachers also identified the type of programs from which they obtained their teaching certifications. One quarter (25%) reported having received their certification from a traditional, university-based program; 22% from a privately owned and operated program; 21% from a regional service center; 7% from a university-based post-baccalaureate program; 5% from a community or junior college; <1% through Teach for America; and 5% from other sources. Fifteen percent of open-enrollment charter school teachers were not certified. Also, more teachers who received their certification from regional educational service centers taught at campuses with SEAP (26%) than at campuses with AEAP (13%). The opposite was true of university-based post-baccalaureate teachers; 10% worked at campuses with AEAP, and 5% worked at campuses with SEAP. More of the respondents who indicated *no certificate* taught at campuses with AEAP (17%) compared with those who taught at campuses with SEAP (14%).

## Years of Experience

As shown in Table 6.3, on average, open-enrollment charter school teachers had 7.3 years of overall experience and 3.3 years of experience at their current charter campuses. Little variation in teaching experience was found between SEAP and AEAP.

**Table 6.3**  
**Teachers' Experience by Accountability Procedures (2009–10)**

Experience	AEAP (n=221)	SEAP (n=304)	All Open-Enrollment (N=525)
Total years of experience	8.3	6.6	7.3
Years of experience at current school	3.4	3.2	3.3

*Source.* Online Survey of Texas Charter Schools Teachers, Spring 2010.

*Notes.* N values may not equal 526, as not all respondents answered every question. Only open-enrollment charter school teachers responded to the survey. Only Generations 1–10 charter schools were surveyed.

### Grades Taught

Open-enrollment charter school teachers were asked to report which grade(s) they currently teach. Many teachers reported that they taught multiple grades. The frequency of responses for each grade level (pre-kindergarten to Grade 12) is reported in Table 6.4. The grades taught by the highest percentages of survey respondents (50% and above) were the four high school levels (Grades 9 through 12); and the grades taught by the lowest percentage of survey respondents (10% or less) were the early childhood education grade levels (pre-kindergarten through Grade 2). Several teachers (8%) indicated “Other,” meaning they taught multiple grade-levels, special education, and/or were instructional specialists.

**Table 6.4**  
**Grade Levels Taught by Accountability Procedures (2009–10)**

Grade Level	AEAP (n=222)	SEAP (n=304)	All Open-Enrollment (N=526)
Pre-Kindergarten	6%	7%	7%
Kindergarten	6%	10%	8%
Grade 1	8%	11%	10%
Grade 2	8%	12%	10%
Grade 3	10%	13%	12%
Grade 4	12%	14%	13%
Grade 5	12%	14%	13%
Grade 6	23%	13%	17%
Grade 7	23%	16%	19%
Grade 8	23%	16%	19%
Grade 9	61%	47%	53%
Grade 10	61%	48%	54%
Grade 11	60%	47%	53%
Grade 12	55%	46%	50%
Other	8%	4%	6%

*Source.* Online Survey of Texas Charter Schools Teachers, Spring 2010.

*Notes.* N values may not equal 526, as not all respondents answered every question. Only open-enrollment charter school teachers responded to the survey. Only Generations 1–10 charter schools were surveyed. Percentages do not add to 100% as teachers teaching multiple grades selected all grades taught.

## School Characteristics

### School Mission

Table 6.5 represents 13 mission types typically identified by most charter schools. Some teachers reported multiple missions for their campuses. The top four charter school missions, in terms of frequency, were: *program for at-risk students* (80%), *program for special education students* (36%), *dropout recovery program* (34%), and *college preparatory program* (23%). Responses are rank-ordered by the column titled “All open-enrollment.”

**Table 6.5**  
**School Missions by Accountability Procedures (2009–10)**

Mission	AEAP (n=222)	SEAP (n=304)	All Open- Enrollment (N=526)
Program for at-risk students	82%	78%	80%
Program for special education students	36%	37%	36%
Dropout recovery program	37%	32%	34%
College preparatory program	23%	22%	23%
Technical and/or career preparation	14%	12%	13%
Gifted and talented program	7%	10%	9%
Focus on science and technology	5%	9%	7%
Court appointed	13%	3%	7%
Focus on foreign language	4%	8%	6%
Residential	11%	2%	6%
Focus on liberal arts	<1%	6%	3%
Focus on Advanced Placement (AP) or International Baccalaureate (IB) coursework	3%	2%	2%
Montessori program	<1%	2%	1%
Other	5%	9%	7%

*Source.* Online Survey of Texas Charter Schools Teachers, Spring 2010.

*Notes.* N values may not equal 526, as not all respondents answered every question. Only open-enrollment charter school teachers responded to the survey. Only Generations 1–10 charter schools were surveyed.

### Procedural Characteristics

Although charter schools make multiple decisions at the macro, or campus level, teachers play a critical role in the decisions made at the micro, or classroom level of the curriculum. The following section describes teachers’ responses to items related to the decisions they make and strategies they use when organizing their classrooms.

### Decision-Making

Open-enrollment charter school teachers were asked to consider and individually rate each item on a list in terms of the extent to which it influences their leadership teams in the decisions they make regarding instructional improvements. Table 6.6 compares, by accountability procedures,

teachers' mean (or average) ratings of the influence of various decision-making factors, using a 4-point scale, with ratings ranging from 1 (*not at all*) to 4 (*great extent*). Responses are rank-ordered by the column titled "All open-enrollment."

**Table 6.6**  
**Influences on Decision-Making by Accountability Procedures (2009–10)**

Decision-Making	AEAP (n=218)	SEAP (n=297)	All Open-Enrollment (N=515)
Standardized test scores (e.g., TAKS)	3.63	3.62	3.63
Student attendance	3.23	3.35	3.30
Other formal assessments (e.g., teacher-made or textbook-designed exams)	3.22	3.28	3.26
Authentic assessment (e.g., portfolios, meaningful application/performance observations)	2.92	3.10	3.02
Direct or formal observations of classrooms (other than walk-throughs)	2.84	2.81	2.83
Disciplinary records	2.77	2.83	2.81
Rubric-based scoring of student work	2.79	2.80	2.79
Walk-throughs	2.69	2.80	2.76
Research-based articles	2.78	2.71	2.74
Letter grades or GPAs	2.86	2.65	2.74
Governing board	2.70	2.71	2.70
Survey of teachers	2.49	2.53	2.51
Survey of students	2.45	2.39	2.42
Survey of parents	2.36	2.35	2.35

Source. Online Survey of Texas Charter Schools Teachers, Spring 2010.

Notes. N values may not equal 526, as not all respondents answered every question. Only open-enrollment charter school teachers responded to the survey. Ratings based on a 4-point scale: 1=*not at all*, 2=*minor extent*, 3=*moderate extent*, or 4=*great extent*. Only Generations 1–10 charter schools were surveyed.

Open-enrollment charter school teachers reported *standardized test scores* as the most influential factor ( $M=3.63$ ) in the decisions they make in their classrooms. *Student attendance* ( $M=3.30$ ), *other formal assessments* (e.g., teacher-made or textbook-designed exams) ( $M=3.26$ ), and *authentic assessment* (e.g., portfolios, performance observations;  $M=3.02$ ) were also rated by teachers as having at least a moderate influence on the decisions they make in their classrooms. Little variation in decision-making was found between teachers in schools under SEAP and those under AEAP. In addition, the teachers had an opportunity to add their comments and, unlike the responses of charter school administrators, teachers commented on the general well being of the students as an influence on their decision-making processes. As one teacher stated, "Every one of our [students] has different needs and is at a different level academically. I look at students' strengths and the types of learners they are [when devising educational strategies]."

### Organizational Strategies

Open-enrollment charter school teachers rated the extent to which various organizational strategies were used with their schools' students. Table 6.7 represents, by accountability procedures, teachers' average ratings of organizational strategies, using a 4-point scale, with

ratings ranging from 1 (*strategy used in no classes*) to 4 (*strategy used in all classes*). Responses are rank-ordered by the column titled “All open-enrollment.”

**Table 6.7**  
**Organizational Strategies by Accountability Procedures (2009–10)**

Organizational Strategies	AEAP (n=217)	SEAP (n=292)	All Open- Enrollment (N=509)
Before/after school tutoring or enrichment programs	3.13	2.94	3.02
Multi-age grouping	2.93	2.46	2.65
Extended day scheduling	2.04	2.20	2.13
Credit through flexible entry/exit courses	2.18	1.99	2.07
Block scheduling	1.98	2.04	2.01
Extended year scheduling	1.90	1.98	1.94
Extended week scheduling	1.80	1.69	1.74

Source. Online Survey of Texas Charter Schools Teachers, Spring 2010.

Notes. N values may not equal 526, as not all respondents answered every question. Only open-enrollment charter school teachers responded to the survey. Ratings based on a 4-point scale: 1=*strategy used in no classes*, 2=*strategy used in a few classes*, 3=*strategy used in most classes*, or 4=*strategy used in all classes*. Only Generations 1–10 charter schools were surveyed.

The most frequently used organizational strategy at charter schools, as reported by teachers, was *before/after school tutoring or enrichment programs* ( $M=3.02$ ). Additionally, *multi-age grouping* ( $M=2.65$ ) was identified as being used in most classes; however, a slightly greater number of teachers at AEAP campuses ( $M=2.93$ ) chose this strategy than those teachers at SEAP campuses ( $M=2.46$ ). Additionally, teachers described the prevalence of "Saturday activities" and "peer tutoring" as being organizational strategies used on their campuses, and some teachers described a "Flex Program," whereby students come to school for a reduced number of hours during the day in order to accommodate their employment and other out-of-school responsibilities.

## Educational Programming

As was the case with the Online Survey of Charter School Administrators, the Online Survey of Charter School Teachers provided data on the frequency and influence of various instructional and assessment practices, the extent of differing student discipline and behavior issues, and the ways in which the schools recruit teachers and provide them with professional growth opportunities.

### Instructional and Assessment Practices

Given a list of practices related to instruction and assessment in public schools, teachers indicated the frequency each item was utilized at their campus, as well as to what extent each item influenced overall instruction and assessment at their respective charter campus. Table 6.8 compares, by accountability procedures, teachers' average ratings of the frequency of instructional and assessment practices, using a 4-point scale, with ratings ranging from 1 (*never*) to 4 (*at least once a grading period*). Responses are rank-ordered by the column titled “All open-enrollment.”



**Table 6.8**  
**Practices Related to Instruction and Assessment by Accountability Procedures (2009–10)**

Practices Related to Instruction and Assessment	AEAP (n=204)	SEAP (n=273)	All Open-Enrollment (N=477)
Student writing samples	3.46	3.51	3.49
Performance-based tests, locally developed	3.21	3.33	3.28
Observation in authentic learning environments	3.32	3.23	3.27
Student projects	2.98	3.40	3.22
Student demonstrations or performances	3.12	3.29	3.21
Standardized testing (e.g., TAKS)	3.05	3.04	3.04
Tests accompanying adopted textbooks	3.11	2.94	3.01
Student portfolios	2.61	2.84	2.74

Source. Online Survey of Texas Charter Schools Teachers, Spring 2010.

Notes. N values may not equal 526, as not all respondents answered every question. Only open-enrollment charter school teachers responded to the survey. Ratings based on a 4-point scale: 1=never, 2=once a year, 3=once a semester, or 4=at least once a grading period. Only Generations 1–10 charter schools were surveyed.

*Student writing samples* ( $M=3.49$ ), *performance-based tests* ( $M=3.28$ ), *observation in authentic learning environments* ( $M=3.27$ ), *student projects* ( $M=3.22$ ), and *student demonstrations or performances* ( $M=3.21$ ) were rated as the top five instructional and assessment practices in open-enrollment schools—each indicated as having been used at least once a semester. Little variation in practices related to instruction and assessment was found between SEAP and AEAP campuses; both *student projects* ( $M=3.40$ ) and *student demonstrations or performances* ( $M=3.29$ ) did appear with greater frequency at SEAP campuses, when compared to AEAP schools ( $M=2.98$  and  $M=3.12$ , accordingly). Although "benchmarks" was not listed in the original list of instructional and assessment practices, several teachers—when given the opportunity to provide any additional practices used by their campuses—also included this assessment practice.

Table 6.9 compares, by accountability procedures, open-enrollment charter school teachers' average, ratings of the extent of influence of instructional and assessment practices, using a 4-point scale, with ratings ranging from 1 (*no influence*) to 4 (*a great influence*). Responses are rank-ordered by the column titled "All open-enrollment."

**Table 6.9**  
**Influences on Instructional Decisions by Accountability Procedures (2009–10)**

Influences on Instructional Decisions	AEAP (n=210)	SEAP (n=279)	All Open-Enrollment (N=489)
Standardized testing (e.g., TAKS)	3.67	3.67	3.67
Student writing samples	3.21	3.22	3.22
Observation in authentic learning environments	3.11	3.03	3.06
Performance-based tests, locally developed	2.99	3.07	3.03
Student projects	2.86	3.13	3.02
Student demonstrations or performances	2.93	3.03	2.99
Tests accompanying adopted textbooks	2.85	2.57	2.68
Student portfolios	2.53	2.66	2.60

Source. Online Survey of Texas Charter Schools Teachers, Spring 2010.

Notes. N values may not equal 526, as not all respondents answered every question. Only open-enrollment charter school teachers responded to the survey. Ratings based on a 4-point scale: 1=no influence, 2=slight influence, 3=moderate influence, or 4=great influence. Only Generations 1–10 charter schools were surveyed.

Whereas *standardized testing (e.g., TAKS)* was reported as the third-lowest item in terms of frequency of use, teachers at both AEAP campuses and SEAP campuses rated these tests first with regard to the extent of their influence on instructional decisions made within their schools. *Student writing samples* and *observation in authentic learning environments* were rated second and third in terms of influence. This was not a surprising finding since they were listed as the first and third most frequently used methods of instruction and assessment, with *performance-based tests, locally developed* listed by charter school teachers as the second most frequently used method of instruction and assessment. Even though student writing samples are administered more frequently, standardized testing carries more weight in instructional decision-making.

### Discipline and Behavior

Given a list of discipline and behavior concerns, open-enrollment charter school teachers were asked to rate the extent to which the issues were a problem at their respective campuses. Table 6.10 shows, by accountability procedures, teachers' average ratings of items related to student discipline and behavior, using a 4-point scale, with ratings ranging from 1 (*not a problem*) to 4 (*serious problem*). Responses are rank-ordered by the column titled "All open-enrollment."

**Table 6.10**  
**Student Discipline and Behavior Problems by Accountability Procedures (2009–10)**

Student Discipline and Behavior	AEAP (n=220)	SEAP (n=292)	All Open- Enrollment (N=512)
Student tardiness	2.86	2.89	2.88
Student absenteeism	2.88	2.79	2.83
Student disrespect for teachers	2.50	2.59	2.55
Student drug or alcohol abuse	2.09	2.05	2.07
Physical conflicts among students	2.00	1.92	1.96
Vandalism of school property	2.00	1.83	1.90
Student possession of weapons on school property	1.24	1.28	1.27

Source. Online Survey of Texas Charter Schools Teachers, Spring 2010.

Notes. *N* values may not equal 526, as not all respondents answered every question. Only open-enrollment charter school teachers responded to the survey. Ratings based on a 4-point scale: 1=*not a problem*, 2=*minor problem*, 3=*moderate problem*, or 4=*serious problem*. Only Generations 1–10 charter schools were surveyed.

As was the case with the open-enrollment charter school administrator responses, the two most problematic behavior issues reported by open-enrollment charter school teachers were *student tardiness* ( $M=2.88$ ) and *student absenteeism* ( $M=2.83$ ). Little variation existed among the discipline and behavior problems, by accountability procedures. Teachers were given the same opportunity as administrators to describe (via open-ended questions) any additional student discipline or behavior issues they observed on their campuses. Responses included "disrespect for peers (not just disrespect for teachers)" and "verbal conflicts among students."

### Professional Opportunities

Open-enrollment charter school teachers rated the extent to which they were provided with specific professional growth opportunities. Table 6.11 represents, by accountability procedures, teachers' average ratings of professional growth opportunities, using a 4-point scale, in which 1 represents *not at all*, 2 represents *small extent (about once a semester)*, 3 represents *moderate extent (about once a month)*, and 4 represents *great extent (about once a week)*. Responses are rank-ordered by the column labeled "All open-enrollment."

**Table 6.11**  
**Opportunities for Professional Growth by Accountability Procedures (2009–10)**

Professional Opportunities	AEAP (n=213)	SEAP (n=290)	All Open- Enrollment (N=503)
Regular formal and informal interactions between the principal and new teachers	2.72	2.65	2.68
Opportunities to attend professional trainings and/or conferences	2.37	2.38	2.37
Mentoring for novice teachers	2.24	2.35	2.30
Mentoring for struggling teachers	2.25	2.33	2.30
Research-based articles for improving instructions	2.18	2.09	2.13
Teacher research	1.99	1.87	1.92
Peer observations and review	1.90	1.89	1.90

Source. Online Survey of Texas Charter Schools Teachers, Spring 2010.

Notes. N values may not equal 526, as not all respondents answered every question. Only open-enrollment charter school teachers responded to the survey. Ratings based on a 4-point scale: 1=*never*, 2=*occasionally (once or twice a month)*, 3=*often (once or twice a week)*, or 4=*always (daily)*. Only Generations 1–10 charter schools were surveyed.

The top four professional growth opportunities identified by open-enrollment charter school teachers were: *regular formal and informal interactions between the principal and new teachers* (M=2.68), *opportunities to attend professional trainings and/or conferences* (M=2.37), *mentoring for novice teachers* (M=2.30), and *mentoring for struggling teachers* (M=2.30). Little variation in opportunities for professional growth emerged between accountability procedures.

## Technology

### Types of Technology Usage

Open-enrollment charter school teachers rated the extent to which they agreed with several statements regarding the usage of technology in their classrooms. Table 6.12 presents, by accountability procedures, teachers' mean, or average, ratings of technology usage and access, using a 4-point scale, with ratings ranging from 1 (*strongly disagree*) to 4 (*strongly agree*). Responses are rank-ordered by the column titled "All open-enrollment."

**Table 6.12**  
**Types of Technology Use by Accountability Procedures (2009–10)**

Types of Technology Use	AEAP (n=219)	SEAP (n=294)	All Open- Enrollment (N=513)
Teachers on this campus use technology to present material to students	3.33	3.32	3.32
Teachers at this school use technology with their students to access the Internet	3.21	3.35	3.29
Students at this school use technology to learn basic skills (e.g., tutorials, drill & practice)	3.19	3.16	3.17
Teachers at this school use technology with their students to create	3.08	3.22	3.16
Students at this school use technology to enhance creativity	2.90	3.03	2.97
Students at this school use technology to enhance problem solving	2.88	2.91	2.90
Teachers at this school use technology with their students as a communication tool	2.89	2.89	2.89
All students in all classrooms have Internet access	2.80	2.91	2.86

Source. Online Survey of Texas Charter Schools Teachers, Spring 2010.

Notes. N values may not equal 526, as not all respondents answered every question. Only open-enrollment charter school teachers responded to the survey. Ratings based on a 4-point scale:

1=strongly disagree, 2=disagree, 3=agree, or 4=strongly agree. Only Generations 1–10 charter schools were surveyed.

The top four types of technology usage by teachers in open-enrollment campuses, as rated by teachers, were: *teachers on this campus use technology to present material to students* ( $M=3.32$ ); *teachers at this school use technology with their students to access the Internet* ( $M=3.29$ ); *students at this school use technology to learn basic skills (e.g., tutorials, drill & practice)* ( $M=3.17$ ); and *teachers at this school use technology with their students to create* ( $M=3.16$ ). Little variation existed between AEAP and SEAP campuses; but notably, multiple items reflecting Internet usage and creativity were rated with a higher frequency by teachers at standard accountability campuses.

### Technology Availability

Given a list of various types of technology, open-enrollment charter school teachers were asked to indicate the number of each item they have in their classrooms. Table 6.13 shows, by accountability procedures, the average number of technology items available in their classrooms. Responses are rank-ordered by the column titled “All open-enrollment.”

**Table 6.13**  
**Technology Availability in Classrooms by Accountability Procedures (2009–10)**

Technology Availability	AEAP (n=147)	SEAP (n=194)	All Open- Enrollment (N=341)
Desktop computer	6.00	5.02	5.44
DVDs/CDs and headphones	4.08	3.89	3.97
Laptop computer	2.21	2.94	2.63
MP3 player/iPod	1.24	1.40	1.34
Student timers	0.82	1.25	1.07
Overhead projector (traditional)	0.89	1.09	1.01
Tape player/radio	0.79	0.88	0.84
Television	0.84	0.73	0.78
Document reader	0.68	0.65	0.66
Digital camera	0.61	0.71	0.66
Handheld game/device	0.60	0.59	0.60
Interactive whiteboard (e.g., SMART Board, Promethean Board)	0.62	0.57	0.59
Flip camera/video camera	0.37	0.37	0.37
Skype/video communication	0.29	0.26	0.27

Source. Online Survey of Texas Charter Schools Teachers, Spring 2010.

Notes. N values may not equal 526, as not all respondents answered every question. Only open-enrollment charter school teachers responded to the survey. Only Generations 1–10 charter schools were surveyed.

The three technology types with the largest quantity per classroom, as reported by charter school teachers, were: *desktop computers* ( $M=5.44$ ), *DVDs/CDs and headphones* ( $M=3.97$ ), and *laptop computers* ( $M=2.63$ ). Little variation existed between AEAP and SEAP campuses in terms of quantity for most items; but notably, *desktop computers* averaged 6 computers per classroom for AEAP campuses and 5.02 per classroom for SEAP campuses. SEAP campuses averaged 2.94 *laptop computers* per classroom; however, AEAP campuses averaged 2.21 per classroom. In conclusion, desktop computers are more prevalent than many other types of technology, especially items such as Skype and video communication.

### Frequency of Technology Usage

Open-enrollment charter school teachers rated the frequency each technology item was used in their classrooms. Table 6.14 represents, by accountability procedures, teachers' mean (or average) ratings of the frequency of technology use, using a 4-point scale, with 1 representing *never*, 2 representing *occasionally (once or twice a month)*, 3 representing *often (once or twice a week)*, and 4 representing *always (daily)*. Responses are rank-ordered by the column titled "All open-enrollment."

**Table 6.14**  
**Use of Technology in Classrooms by Accountability Procedures (2009–10)**

Frequency of Technology Use	AEAP (n=206)	SEAP (n=292)	All Open- Enrollment (N=498)
Desktop computer	3.22	3.37	3.31
DVDs/CDs and headphones	2.43	2.36	2.39
Overhead projector (traditional)	2.16	2.49	2.35
Laptop computer	2.25	2.00	2.11
Tape player/radio	1.85	2.08	1.98
Interactive whiteboard (e.g., SMART Board, Promethean Board)	1.85	1.84	1.85
Television	2.02	1.67	1.82
Student timers	1.59	1.79	1.70
Document reader	1.55	1.67	1.62
Digital camera	1.65	1.56	1.60
MP3 player/iPod	1.39	1.38	1.38
Flip camera/video camera	1.39	1.32	1.35
Handheld game/device	1.27	1.23	1.25
Skype/video communication	1.25	1.17	1.21

Source. Online Survey of Texas Charter Schools Teachers, Spring 2010.

Notes. N values may not equal 526, as not all respondents answered every question. Only open-enrollment charter school teachers responded to the survey. Ratings based on a 4-point scale: 1=Never, 2=occasionally (once or twice a month), 3=often (once or twice a week), or 4=always (daily). Only Generations 1–10 charter schools were surveyed.

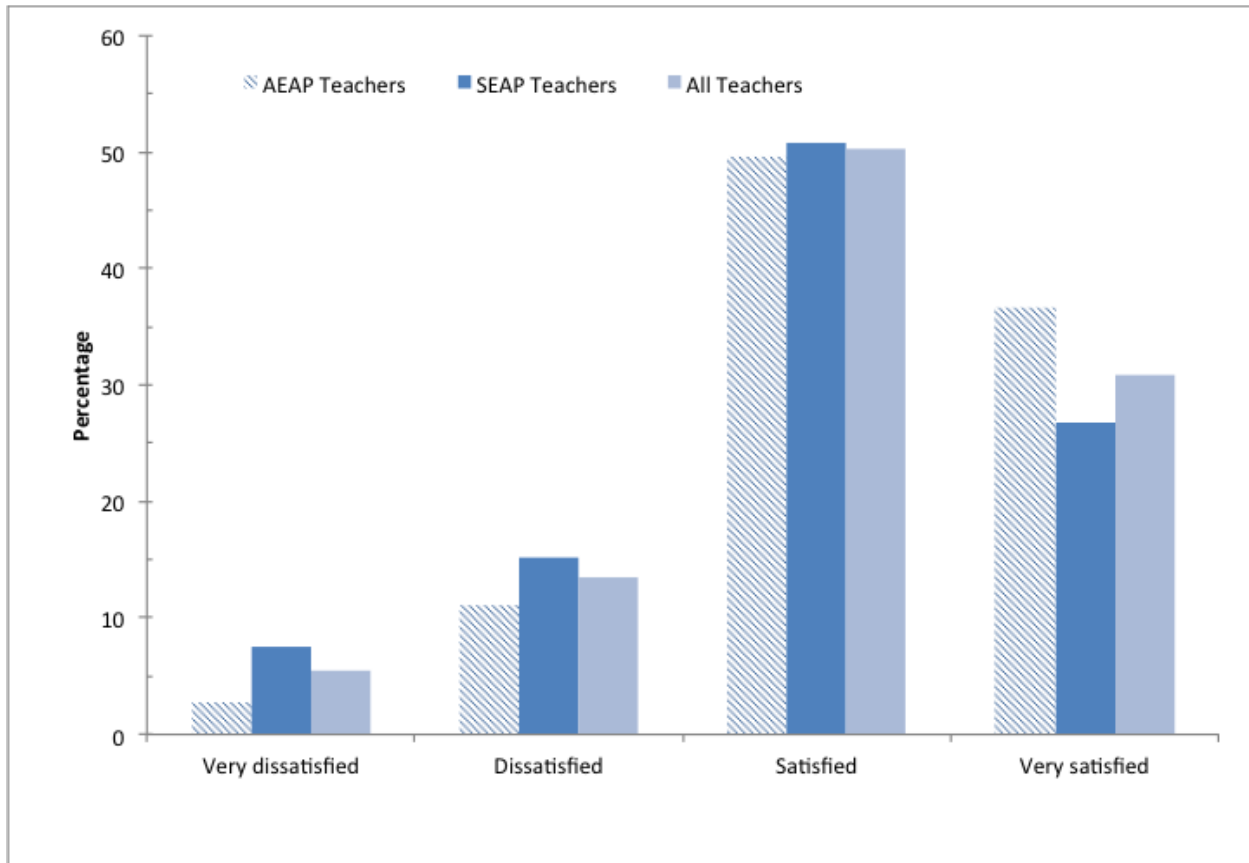
Only one technology item, the *desktop computer* ( $M=3.31$ ), was reported as being used often to always in the classroom. *DVDs/CDs and headphones* ( $M=2.39$ ), *traditional overhead projectors* ( $M=2.35$ ), and *laptop computers* ( $M=2.11$ ) were reported as being used from occasionally to often.

### Level of Satisfaction

Open-enrollment charter school teachers were given the opportunity to rate their levels of satisfaction as it relates to their experiences as teachers at their respective campuses during the 2009–10 academic year. Figure 6.1 depicts the responses, by campus accountability procedures. Results indicated that the majority (81%) of open-enrollment charter school teachers were either *satisfied* or *very satisfied* with their schools. Overall the majority of teachers at SEAP campuses (77%) and AEAP campuses (86%) reported being either satisfied or very satisfied at their respective campuses.

In addition to responding to the specific survey questions, teachers were asked to freely comment on what they perceive as their campuses' strengths, challenges, and opportunities for improvement. Some teachers described what they perceived as strengths of their charter campuses, and most responses echoed the recurring themes mentioned by their administrator counterparts: *small campuses*, *low teacher-to-student ratios*, and *motivated teachers*. Many teachers commented accordingly, "Since we are a small campus, we are able to reach all students and know their individual needs." Still another teacher offered, "Our teachers are educated and motivated to help students succeed." Additionally, another teacher said, "We have a great opportunity to serve a group of very intelligent, highly at-risk students." Another

comment received was, “[We have] a small community that brings more of a family-feel to the school’s atmosphere.”



**Figure 6.1**  
**Teacher Satisfaction by Accountability Procedures (2009–10)**  
*Source.* Online Survey of Texas Charter Schools Teachers, Spring 2010.  
*Notes.* Only Generations 1–10 charter schools were surveyed.

### Summary

Teachers who responded to this survey worked at open-enrollment charter school campuses. Generally speaking, open-enrollment charter school teachers within this sample during the 2009–10 academic year were 48% non-Hispanic white, 30% Hispanic, 16% African American, and 68% females with 95% who held, at minimum, a bachelor’s degree. On average, they had seven years of overall experience as teachers and three years of experience as teachers at their current charter schools.

Of the 13 charter school mission types, an overwhelming percentage (80%) of teachers identified serving at-risk students as a mission of their campus. Additionally, special education (36%), drop-out recovery (34%), and college preparation (23%) were heavily-identified missions of open-enrollment charter schools. Standardized test scores, student attendance, and other formal assessments had the greatest influence on charter school teachers’ decision-making. Similar to responses given by administrators, charter school teachers reported student tardiness



and student absenteeism as the main student behavior and discipline problems on their campuses.

Results indicated that the majority (81%) of open-enrollment charter school teachers were either *satisfied* or *very satisfied* with their schools. In addition to responding to the specific survey questions, teachers were asked to freely comment on what they perceive as their campuses' strengths, challenges, and opportunities for improvement. Some teachers described what they perceived as strengths of their charter campuses, and most responses echoed the following recurring themes mentioned by their administrator counterparts: *small campuses*, *low teacher-to-student ratios*, and *motivated teachers*. In their open-ended responses, many teachers concurred with these themes.

## Chapter 7

### Student and Family Satisfaction (2009–10)

Chapter 7 addresses student and family satisfaction with their charter school, based on results of surveys. This chapter discusses characteristics of charter school students and families, student and family attitudes toward their charter schools, family involvement, and students' future plans. The research question that guided this chapter was: *To what extent were administrators, teachers, students, and their families satisfied with their charter schools?*

Students offer first-hand insight and perspective into their classrooms and overall learning environments that cannot be described by any other stakeholders. Additionally, the role of families in choice-based, public charter schools is both obvious and fundamental; and families' points of view, as related to their children's educational experiences, are, therefore, invaluable. Through their participation in the evaluation of Texas charter schools, students and families assist TEA in monitoring whether or not the schools are meeting the following purposes of charter schools established in TEC §12.001: (a) improving student learning, (b) increasing the choice of learning opportunities within the public school system, (c) creating professional opportunities that will attract new teachers to the public school system, (d) establishing a new form of accountability for public schools, and (e) encouraging different and innovative learning methods.

#### Survey of Charter School Students

##### Methodology

Students enrolled in Texas charter schools (Grades 9–12) were asked to participate in the evaluation by completing an online survey regarding their experiences—particularly with regard to explaining why they chose to attend charter schools, describing the academic and overall environment in their charter schools, and comparing their current charter schools to their previous traditional public schools<sup>37</sup>. In addition to responding to the specific survey questions, students were asked to freely comment on what they like best and what they dislike most at their charter schools.

The online student survey was adapted from TCER 2008 surveys (TCER, 2009). Near the end of the 2009–10 academic year, TEA posted the survey online and solicited the assistance of charter school administrators in distributing the web link for the survey questionnaire, i.e., the *student view survey*, to students whose parents had indicated agreement with their student participating in the survey. It should be noted that, per the direction of TEA, parents were given an opportunity to preview the student survey (i.e., the *family view survey*), prior to allowing their child to complete it. Seventy-five individuals completed the *family view survey*; yet there is no way to definitively determine whether parents/families or students were responsible for the responses.

Prior to data analysis, researchers analyzed responses to the open-ended questions on these 75 completed surveys. Analysis of the open-ended responses indicated that students responded to the survey rather than their parents (e.g., “The help that I get in my classes,” “I like

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<sup>37</sup> TEA administered the student survey; only high school students were surveyed in order to maintain the need for passive parental consent.

that they gave me a second chance to graduate and that I have the opportunity to graduate,” and “It’s at my own pace”). In addition, survey responses from the *student view* and *family view* were compared to investigate whether there were differences across the surveys. It was determined that responses were similar and would be combined for the purpose of this chapter. The results ( $N=389$ ) were therefore reported in one column within each table. Tables with data disaggregated by survey (*student view*, *family view*, and *student and family view*) are provided in Appendix E1. A copy of the student survey is included in Appendix E2 of this report.

Throughout the chapter, general comparisons are made between the current and prior (TCER, 2008) charter school report; however, because so few students responded to the survey, it is not possible to say whether the similarities and/or differences are a true reflection of the 2009–10 overall student population. Of survey information collected, four key findings offer an overall picture of student charter school satisfaction in Texas.

### Key Findings: Student Satisfaction

- Approximately one-half of charter school student survey respondents were Hispanic; and overall, there was an even distribution of male and female students.
- Factors describing why students chose their current charter schools included: *smaller class sizes and good teachers at their current schools*.
- Almost 80% of the students agreed with the statements: *I work hard to earn the grades I receive, and my teachers encourage me to think about my future*.
- Overall, students were satisfied with their charter schools
- Over one-half of students planned to attend either a community college or a four-year college/university upon graduation.

### Student Responses

Table 7.1 shows student responses by school type. Overall, 389 surveys were received from 12 (3%) of the 414 open-enrollment charter school campuses. No student surveys were received from district charter schools.

**Table 7.1**  
**Student Survey Respondents by School Type (2009–10)**

School Type	Number of Surveys Received	Campuses Responding (N)	Campuses Responding (%)
All open-enrollment charter schools	389	12	2.9%
District charter schools	0	0	0.0%
<b>Total</b>	<b>389</b>	<b>12</b>	<b>2.5%</b>

*Sources.* Online Survey of Texas Charter Schools Students, Spring 2010 and Online Survey of Texas Charter Schools Students: Family View, Spring 2010.

*Note.* All student data tables represent Generations 1-10 open-enrollment charter schools.

## Characteristics of Student Survey Respondents in Grade 9 through Grade 12

Students responded to items regarding their sex, ethnicity, and grade level. Table 7.2 shows these characteristics of students at open-enrollment charter campuses. Results show that of those open-enrollment charter school students who responded to the survey, 52% were male and 48% were female. When asked to describe their ethnicity, 52% classified themselves as Hispanic, 23% as non-Hispanic white, 17% as African American, 2% as Asian or Pacific Islander, 1% as American Indian or Alaskan Native, and 6% did not respond to the question.<sup>38</sup>

There was a fairly even distribution by grade level of open-enrollment charter school students who responded to the survey: 25% Grade 9; 28% Grade 10; 27% Grade 11; 20% Grade 12, and less than 1% failed to identify a grade level. Overall, the distribution of males and females and the various ethnicities of charter school students reflected those reported in the prior evaluation (TCER, 2008).

**Table 7.2**  
**Characteristics of Students (2009–2010)**

Characteristic	Students (N=389)
<b>Sex</b>	
Male	52.2%
Female	47.8%
<b>Ethnicity</b>	
Hispanic	51.7%
Non-Hispanic white	22.6%
African American	17.0%
Asian or Pacific Islander	2.1%
American Indian or Alaskan Native	1.0%
No response	5.7%
<b>Grade Level</b>	
Grade 9	25.2%
Grade 10	27.5%
Grade 11	27.2%
Grade 12	19.8%
Failed to identify a grade level	0.3%

*Sources.* Online Survey of Texas Charter Schools Students, Spring 2010 and Online Survey of Texas Charter Schools Students: Family View, Spring 2010.

*Note.* All student data tables represent Generations 1-10 open-enrollment charter schools.

### Previous School Experience

Open-enrollment charter school students responded to items regarding their previous school enrollment, as well as whether or not they planned to attend their charter schools the following

<sup>38</sup> Unlike administrator and teacher surveys, several survey items were not applicable to all students; therefore, participants were given an option to select “not sure” or “not applicable” on the student survey. Additionally, a larger percentage of student survey participants chose not to answer several survey items; therefore, the percentage of students who did not respond is provided. Ultimately, a new results category, “N,” was created for purpose of discussing student survey results in a number of tables. Whenever “N” is used for this purpose, it is specified in the notes for the table.

year. Table 7.3 illustrates their response percentages. Almost 60% of the respondents reported that they attended a different school during the previous school year.

**Table 7.3**  
**Previous Charter School Enrollment (2009–2010)**

Response	Students (N=389)
Yes – Attended current school last year	40.9%
No – Attended a different school last year	58.4%
No response	0.8%

*Sources.* Online Survey of Texas Charter Schools Students, Spring 2010 and Online Survey of Texas Charter Schools Students: Family View, Spring 2010.

*Note.* All student data tables represent Generations 1-10 open-enrollment charter schools.

### Factors Influencing Student School Choice

Students indicated a range of reasons for enrolling in their current charter schools. Specifically, they were presented with 11 factors likely to have influenced their decision to choose their current campuses, and then to indicate whether they *agree*, *disagree*, were *not sure*, or considered the item *not applicable*. Table 7.4 indicates the response percentages for each of the 11 factors. Factors are rank-ordered by the column titled “A” for *agree*.

**Table 7.4**  
**Factors for Choosing Current Charter Campus (2009–10)**

Factors	A	D	N
This school has smaller classes than my previous school.	77.4%	12.1%	10.5%
There are good teachers at this school.	76.1%	9.3%	14.6%
My family thinks this school is better for me.	60.7%	12.6%	26.7%
This school has fewer conflicts between students.	59.6%	19.0%	21.4%
The school is close to my home.	50.9%	37.8%	11.3%
I was not getting good grades at my previous school.	49.1%	36.2%	14.7%
I got into trouble at my previous school.	47.6%	39.8%	12.6%
Teachers at my previous school did not help me enough.	46.0%	37.8%	16.2%
My friends are attending this school.	37.3%	49.6%	13.1%
This school has special classes in a subject that I enjoy.	33.2%	36.0%	30.8%
I wanted more challenging classes.	21.6%	57.3%	21.1%

*Sources.* Online Survey of Texas Charter Schools Students, Spring 2010 and Online Survey of Texas Charter Schools Students: Family View, Spring 2010.

*Notes.* N=389. A=Agree, D=Disagree, and N=Not sure, not applicable, or no response. All student data tables represent Generations 1-10 open-enrollment charter schools.

The majority of open-enrollment charter school students agreed that smaller classes (77%) and good teachers (76%) were factors that influenced their choices to enroll in charter schools. The TCER 2008 charter school evaluation found that *small classes* was at the bottom of factors that influenced students’ decisions to attend charter schools; however, *good teachers at charter schools* was the number one reason reported for students choosing charter campuses (TCER,

2008). In the 2009-2010 study, only 22% of charter school students indicated that the desire for *more challenging classes* was a reason for choosing a charter school.

### Student Satisfaction with Charter Schools

Charter school students were asked to consider a variety of issues related to their current campus environments and to indicate whether they *agree*, *disagree*, were *not sure*, or considered the item *not applicable*. Table 7.5 shows their response percentages for each of the 12 factors. Responses are rank-ordered by the column titled “A” for *agree*.

**Table 7.5**  
**Perceptions of Current School Environment (2009–10)**

Perceptions	A	D	N
I work hard to earn the grades I receive.	80.2%	9.8%	10.0%
My teachers encourage me to think about my future.	79.2%	10.8%	10.0%
I receive a great deal of individual attention from my teachers.	71.7%	14.4%	13.9%
This school is a good choice for me.	71.7%	11.1%	17.2%
Most teachers at this school help me to learn.	71.5%	11.1%	17.4%
I feel safe at this school.	68.9%	8.7%	22.4%
I am learning more here than at my previous school.	59.9%	23.9%	16.2%
I wish there were more courses/subjects from which I could choose at this school.	57.6%	24.2%	18.8%
Other students at this school help me to learn.	48.1%	36.2%	15.7%
Students in this school are interested in learning.	41.4%	28.5%	30.1%
This school has enough extra-curricular activities.	32.4%	42.4%	25.2%
I have more homework in this school than at my previous school.	11.1%	74.8%	14.1%

*Sources.* Online Survey of Texas Charter Schools Students, Spring 2010 and Online Survey of Texas Charter Schools Students: Family View, Spring 2010.

*Notes.* N=389. A=Agree, D=Disagree, and N=Not sure, not applicable, or no response. All student data tables represent Generations 1-10 open-enrollment charter schools.

Most charter school students (approximately 70% or more) selected the “Agree” option on the survey as related to the following six factors pertaining to school environment:

1. *I work hard to earn the grades I receive.*
2. *My teachers encourage me to think about my future.*
3. *I receive a great deal of individual attention from my teachers.*
4. *This school is a good choice for me.*
5. *Most teachers at this school help me to learn.*
6. *I feel safe at this school.*

The prior charter school report (TCER, 2008) also reflected the sentiment that students work hard to earn the grades they receive. Notably, in the 2009-2010 survey, only 11% of the students agreed that they had more homework at their charter campuses than they did in their previous schools.

## Technology

The national call for incorporating technology in the classroom has resulted in increased funding for technology in many school districts. Charter school students were asked to respond to a number of statements regarding the availability and usage of technology on their campuses, by indicating whether they *agree*, *disagree*, were *not sure*, or considered an item *not applicable*. Table 7.6 shows their response percentages for each of the five technology-related statements. Responses are rank-ordered by the column labeled “A” for *agree*.

**Table 7.6**  
**School Computer Availability and Usage (2009–10)**

Availability and Usage	A	D	N
I have computers available in my classrooms to use when I need them.	81.2%	11.6%	7.2%
I enjoy using a computer at my school for academic purposes.	79.9%	10.8%	9.3%
I use a computer at my school every day.	68.4%	23.4%	8.2%
The technology available at this school has aided my academic success more than technology available at my previous school.	51.2%	26.0%	22.8%
This school has more computers than my previous school.	27.2%	56.3%	16.5%

*Sources.* Online Survey of Texas Charter Schools Students, Spring 2010 and Online Survey of Texas Charter Schools Students: Family View, Spring 2010.

*Notes.* N=389. A=Agree, D=Disagree, and N=Not sure, not applicable, or no response. All student data tables represent Generations 1-10 open-enrollment charter schools.

Approximately 70% or more of the students who responded agreed with the following three statements:

1. *I have computers available in my classrooms to use when I need them.*
2. *I enjoy using a computer at my school for academic purposes.*
3. *I use a computer at my school every day.*

Only 27% of students agreed that their charter campuses had more computers than their previous schools.

## Student Attitudes

Various aspects of the school environment, including students’ perceptions, impact academic success. Students’ perceptions of their learning environments are key in understanding the learning that occurs in classrooms; therefore, the 2009–10 Texas Charter School Evaluation incorporated several questions on the student survey that related to students’ attitudes about both their current charter campuses and previous schools.

### Attitudes toward Previous Traditional Public School

Charter school students were asked if they had ever attended a school that was not a charter school. In all, 69% indicated that they had; 25% indicated they had never attended charter

schools prior to their current one; and 2% said they were unsure. A small number of students (4%) did not answer the survey question.

Students were asked to think about the last schools they attended that were not charter schools and to indicate whether they *agree* or *disagree* with 11 statements about their previous traditional public schools. Table 7.7 shows the responses of students who responded that they had previously attended traditional public schools, as well as those who were unsure about their prior school’s classification. The responses are rank-ordered by the column labeled “A” for *agree*.

**Table 7.7**  
**Attitudes toward Previous Traditional Public School (2009–10)**

Attitudes	A	D	N
Teachers expect much from students.	74.0%	24.2%	1.8%
Teachers believe all students can do well.	67.9%	30.7%	1.4%
I had a teacher who inspired me to do my best.	67.1%	31.0%	1.9%
Teachers work hard to make sure all students are learning.	65.7%	32.9%	1.4%
I had a teacher who encouraged me to go to college.	65.3%	32.5%	2.2%
I had a teacher who took personal interest in me.	61.0%	36.8%	2.2%
Teachers make sure that all students are planning for life after high school.	58.1%	40.1%	1.8%
What we learn(ed) in class connected to real-life situations.	57.4%	40.1%	2.5%
Teachers work hard to make sure that students stay in school.	57.0%	40.4%	2.6%
My classes gave me useful preparation for what I plan to do in life.	55.2%	43.0%	1.8%
Teachers care about all students – not just the top students.	53.4%	45.5%	1.1%

*Sources.* Online Survey of Texas Charter Schools Students, Spring 2010 and Online Survey of Texas Charter Schools Students: Family View, Spring 2010.

*Notes.* N=389. A=Agree, D=Disagree, and N=Not sure, not applicable, or no response. All student data tables represent Generations 1-10 open-enrollment charter schools.

The majority of students (53% or more) agreed with each of the 11 statements, with *teachers expect much from students* having the highest mean percentage (74%), and *teachers care about all students – not just the top students*, having the lowest mean percentage (53%).

### Attitudes toward Current Charter Campus

Students were asked to think about their current charter campus and to indicate whether they *agree* or *disagree* with 11 statements. Table 7.8 represents the responses from open-enrollment charter campus students to each of the classroom-related statements. Answers are rank-ordered by the column labeled “A” for *agree*.



**Table 7.8**  
**Attitudes toward Current Charter Campus (2009–10)**

Attitudes	A	D	N
Teachers believe all students can do well.	77.1%	12.9%	10.0%
Teachers work hard to make sure all students are learning.	74.6%	14.7%	10.7%
Teachers care about all students--not just the top students.	73.8%	16.2%	10.0%
Teachers make sure that all students are planning for life after high school.	73.0%	16.7%	10.3%
I have a teacher who encourages/encouraged me to go to college.	73.0%	15.9%	11.1%
Teachers expect much from students.	72.8%	17.7%	9.5%
Teachers work hard to make sure that students stay in school.	72.0%	17.2%	10.8%
I have a teacher who inspires/inspired me to do my best.	71.7%	17.2%	11.1%
I have a teacher who takes/took personal interest in me.	65.8%	23.7%	10.5%
My classes give/gave me useful preparation for what I plan to do in life.	64.8%	24.9%	10.3%
What we learn(ed) in class connects to real-life situations.	63.0%	27.8%	9.2%

*Sources.* Online Survey of Texas Charter Schools Students, Spring 2010 and Online Survey of Texas Charter Schools Students: Family View, Spring 2010.

*Notes.* N=389. A=Agree, D=Disagree, and N=Not sure, not applicable, or no response. All student data tables represent Generations 1-10 open-enrollment charter schools.

The majority of students (63% or more)—even more so than those who agreed with statements about their previous traditional public school—agreed with all 11 statements, with *teachers believe all students can do well* having the highest mean percentage (77%) of agreement. Although a majority (63%) agreed with the statement, *what we learn(ed) in class connect/connected to real-life situations*, it had the lowest mean percentage of agreement.

### Future Plans

Charter school students were also asked several questions about their future education plans. Specifically, the survey included questions regarding confidence in graduation, post-high school plans, whether or not the students intended to attend their charter schools the following school year, and their levels of satisfaction with their current charter schools. The following four sections show students' responses.

#### Graduation

Table 7.9 shows student confidence in graduating from high school. The overwhelming majority of open-enrollment charter school students (97%) indicated that they believed they will graduate from high school, while only 2% indicated that they thought they would not.

**Table 7.9**  
**Student Confidence in High School Graduation (2009–10)**

Confidence	Students (N=389)
Very sure I will graduate	76.3%
I will probably graduate	20.3%
I probably will not graduate	1.3%
Very sure I will not graduate	0.8%
No response	1.3%

*Sources.* Online Survey of Texas Charter Schools Students, Spring 2010 and Online Survey of Texas Charter Schools Students: Family View, Spring 2010.

*Note.* All student data tables represent Generations 1-10 open-enrollment charter schools.

### Post-High School Plans

Table 7.10 shows the post-high school plans of those open-enrollment charter school students who responded to the survey. Of the respondents, 32% indicated they would attend a community college; 24% planned to attend a four-year college/university; 12% intended to enroll in a technical school; 9% planned to seek a job and had no plans for further schooling; and 8% planned to serve in the military. At the time students completed the survey, 5% of the participants responded as having other plans (not listed) while 9% indicated they did not know what their post-high school plans would be. As was the case in the prior charter school report (TCER, 2008), the two most common post-high school plans reported by charter school students were *community college* (32%) and *four-year college/university* (24%).

**Table 7.10**  
**Student Post-High School Plans (2009–10)**

Post-High School Plans	Students (N=389)
Community college	31.6%
Four-year college/university	23.9%
Technical school/college	11.6%
Do not know	8.5%
Job, no plans for further schooling	8.5%
Military	8.2%
Other	5.4%
No response	2.3%

*Sources.* Online Survey of Texas Charter Schools Students, Spring 2010 and Online Survey of Texas Charter Schools Students: Family View, Spring 2010.

*Note.* All student data tables represent Generations 1-10 open-enrollment charter schools.

### Plans to Attend Charter Campus Next Year

The students were asked whether they plan to attend their current charter campuses the following year. Table 7.11 reports that most students (72%) indicated they did plan on attending their same charter campuses; 10% indicated they would be graduating; 10% were unsure; and 7%, for reasons other than graduation, indicated they would not be returning to their current charter campuses.

**Table 7.11**  
**Plans to Attend Same Charter School Campus Next Year (2009–10)**

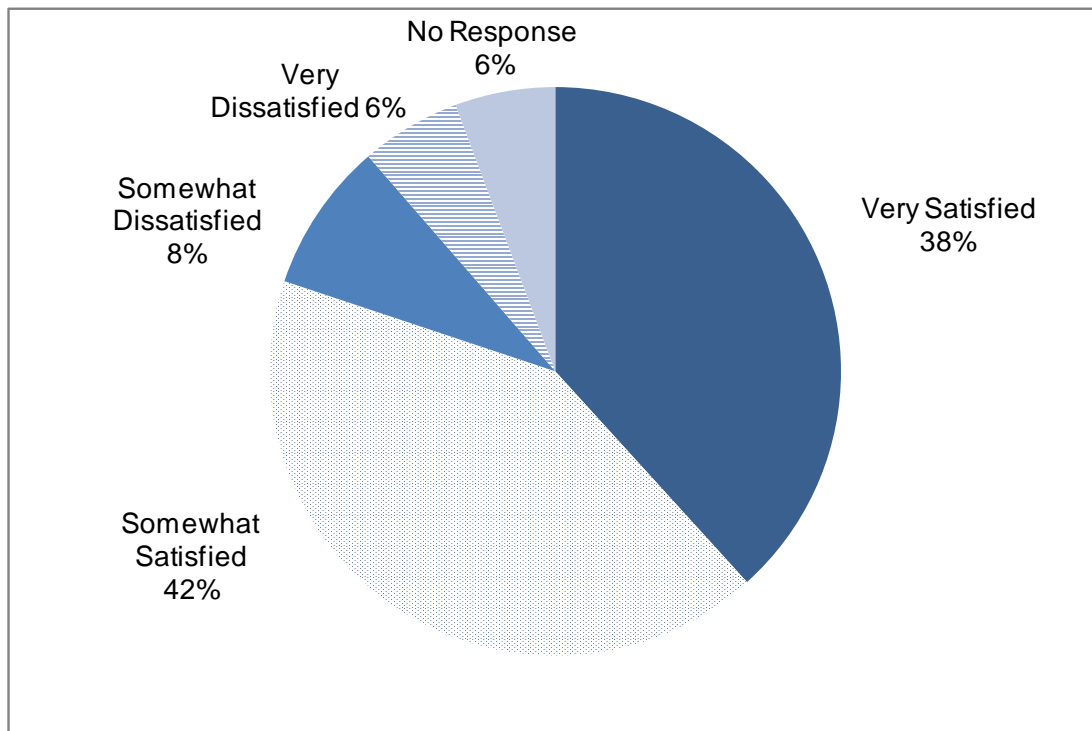
Plans	Students (N=389)
Yes, attending next year	72.0%
No, I am graduating	10.0%
Not sure	9.8%
No, leaving for other reasons	7.2%
No response	1.0%

Sources. Online Survey of Texas Charter Schools Students, Spring 2010 and Online Survey of Texas Charter Schools Students: Family View, Spring 2010.

Note. All student data tables represent Generations 1-10 open-enrollment charter schools.

### Overall Student Satisfaction

Charter school students were asked to think about their experiences at their charter school campuses over the past school year (2009–10), then to rate their levels of satisfaction as *very satisfied*, *somewhat satisfied*, *somewhat dissatisfied*, or *very dissatisfied*. Overall, as indicated in Figure 7.1, open-enrollment charter students were *somewhat satisfied* or *very satisfied* (80%) with their experiences at their current campuses. These findings echoed the prior charter school evaluation (TCER, 2008).



**Figure 7.1 Student Satisfaction (2009–10)**

Sources. Online Survey of Texas Charter Schools Students, Spring 2010 and Online Survey of Texas Charter Schools Students: Family View, Spring 2010.

Notes: N=389. All student data tables represent Generations 1-10 open-enrollment charter schools.

In addition to the questionnaire, students were given the opportunity to freely comment, via open-ended questions, on what they perceived as their campuses' strengths, as well as to offer

suggestions for improvement. Frequently, students described *the schedule flexibility*, which includes a *self-paced environment* and a *shortened school day*, as the strengths of their charter schools. In terms of suggestions for improvement, charter school students overwhelmingly commented on the following four specific issues of concern: (a) the presence and/or rigidity of uniforms and dress code, (b) a lack of sports and extra-curricular activities, (c) poor quality food, and (d) inadequate technology.

## Survey of Charter School Families

### Methodology

Near the end of the 2009–10 academic year, evaluators distributed a voluntary online survey to charter school families. Questionnaire items were adapted from those used in previous charter school evaluations—most recently, the *2008 TCER Texas Charter School Evaluation*. Both English and Spanish versions were made available. Family survey respondents were asked to categorize their relationships (e.g., parent, sibling, grandparent, etc.) to the students enrolled in the charter schools.

TEA disseminated information about the surveys to charter school administrators, who then sent a web link to families. Of the 105 individuals who participated, 86% identified themselves as parents. Additionally, grandparents, aunts/uncles, cousins, and non-relative/legal guardians completed the survey. Multiple follow-up reminders were sent to families to encourage them to take part in the questionnaire.

In addition to items related to basic demographic data, families were asked questions about factors that influenced them when enrolling their children in charter schools, levels of satisfaction as related to various school characteristics, and frequency of participation and/or involvement with school activities at both their children’s previous schools and their current charter schools. In addition to the questionnaire, families were given the opportunity to freely comment, via open-ended questions regarding strengths, weaknesses, and potential improvements to their children’s charter schools as well as satisfaction. Copies of the family survey (English and Spanish) are included in Appendices E3 and E4 of this report.

### Key Findings: Family Satisfaction

- The majority of charter school family survey respondents were female, and approximately one-half of total respondents were Hispanic.
- Almost two-thirds of family survey respondents had, at least, some college education.
- The main influences on the families’ decisions to enroll their children in charter schools were as follows: *the schools’ abilities to serve my children’s specific needs; the academic reputation of the schools; and the reputation of teachers and administrators at the schools.*
- Overwhelmingly, families strongly agreed with the statement, *I expect my child to go to college.*
- Most families reported participation in the following school activities: *attended parent/teacher conferences; communicated with teachers or administrators by telephone, in writing, and/or via email; and assisted with or monitored children’s homework.*

- Overall, families were satisfied with their charter schools, specifically identifying *small campuses and class sizes and overall structure of the charter schools* as charter school strengths.

### Family Responses

Table 7.12 shows family survey responses by school type. Overall, 105 surveys were received from 17 (4%) of the 414 open-enrollment charter school campuses. No family surveys were received from district charter schools.

**Table 7.12**  
**Family Survey Respondents by School Type (2009–10)**

School Type	Number of Surveys Received	Campuses Responding (N)	Campuses Responding (%)
All open-enrollment charter schools	105	17	4.1%
District charter schools	0	0	0.0%
<b>Total</b>	<b>105</b>	<b>17</b>	<b>3.5%</b>

*Source.* Online Survey of Texas Charter Schools Families, Spring 2010.

*Note.* All student and family survey data tables represent Generations 1-10 open-enrollment charter schools.

### Family Characteristics

Family members who responded to the survey responded to items regarding their sex, ethnicity, relationship to the students, and highest level of education attained. Table 7.13 shows these characteristics of families at open-enrollment charter schools, by percentage.

**Table 7.13**  
**Characteristics of Charter School Family Members Who Responded to the Survey**  
**(2009–10)**

Characteristic	Family Member (N=105)
<b>Sex</b>	
Male	15.2%
Female	84.8%
<b>Ethnicity</b>	
Hispanic	55.2%
Non-Hispanic white	30.5%
African American	11.4%
Asian or Pacific Islander	1.9%
American Indian or Alaskan Native	1.0%
<b>Relation to student</b>	
Parent	90.5%
Grandparent	3.8%
Non-relative	2.9%
Aunt/uncle	1.0%
Other	1.9%
<b>Highest educational level</b>	
Did not complete high school	19.0%
Completed high school	21.9%
Fewer than four years of college	23.8%
Bachelor's degree (BA/BS)	20.0%
BA/BS and graduate courses	5.7%
Master's degree	8.6%
Doctorate	1.0%

Source. Online Survey of Texas Charter Schools Families, Spring 2010.

Note. All student and family survey data tables represent Generations 1-10 open-enrollment charter schools.

Results showed that of those open-enrollment charter school family members who responded to the survey, 15% were male and 85% were female. When asked to describe their ethnicity, 55% classified themselves as Hispanic, 31% as non-Hispanic white, 11% as African American, 2% as Asian or Pacific Islander, and 1% as American Indian or Alaskan Native. The overwhelming majority of respondents were parents of the students (91%); however, 4% were grandparents, 1% were aunts and/or uncles, 2% were some other relative, and 3% were non-relatives.

The family questionnaire included an item about the highest level of education that charter school family members had attained. Most respondents (24%) indicated they had completed *fewer than four years of college*; 22% had *completed high school*; 20% had a *bachelor's degree*; 19% *did not complete high school*; 9% held a *master's degree*; and 6% had taken some graduate courses. Only 1% had earned a *doctorate*. More of the respondents held a master's or higher degree (10%) than those who completed surveys in prior evaluations (5%) (TCER, 2008).

## Characteristics of Student Enrollment at Charter Schools, as Reported by Families

Families described the number of years their children had been enrolled in charter schools, as well as the types of schools they had previously attended. Table 7.14 shows the families' responses.

**Table 7.14**  
**Characteristics of Student Enrollment in Current Charter School (2009–10)**

Characteristic	Family Member (N=105)
<b>Years child has been enrolled in current charter campus</b>	
1 year	45.7%
2-3 years	33.3%
4-5 years	15.2%
6 or more years	5.7%
<b>Type of previous school prior to current charter campus</b>	
Traditional public school	58.1%
Private school	12.4%
Another charter school	4.8%
Home school	4.8%
School in another community	1.9%
Did not attend school	17.1%

*Source.* Online Survey of Texas Charter Schools Families, Spring 2010.

*Note.* All student and family survey data tables represent Generations 1-10 open-enrollment charter schools.

Most family members (46%) indicated that students had been enrolled at their current charter school campus for 1 year; 33% reported that their child had been attending their current charter school campus for 2 to 3 years; 15% reported that their child had been enrolled at their current charter school campus for 4 to 5 years; and approximately 6% said the student had been enrolled at their current charter school for 6 or more years.

Family member responses indicated that charter school students had attended a range of school types in the past. The majority (58%) had been enrolled in traditional public schools, and 12% had previously attended a private school. Additionally, 17% had not previously attended school.

## Family Attitudes

Charter schools provide families with the opportunity of choosing a school that best fits their children's specific social, emotional, and academic needs. By sharing their viewpoints on their students' educational experiences, families may help to improve student learning outcomes. The questionnaire asked families to report on their attitudes, as related to: school choice, satisfaction and their involvement on their students' campuses.

## Reasons for Choosing Current Campus, as Reported by Charter School Families

Families were asked to think about and then rate the levels of importance of 10 factors that were likely to have influenced their decisions to enroll their children in their current charter

schools, using a 4-point scale, with ratings ranging from 1 (*not important*) to 4 (*very important*). Table 7.15 provides the average scores for each of these 10 factors, rank-ordered from highest to lowest score.

**Table 7.15**  
**Importance of Factors Influencing Charter School Enrollment Decision (2009–10)**

<b>Factor</b>	<b><i>M</i></b>
This school’s ability to serve my child’s specific needs	3.48
Academic reputation of this school	3.38
Reputation of the teachers at this school	3.23
Reputation of the administrators at this school	3.17
Size of this school	2.95
Location of this school	2.83
Recommendation from a family member or friend	2.79
Dissatisfaction of curriculum at my child’s previous school	2.66
My child’s poor academic performance at his/her previous school	2.41
My child’s poor behavior at his/her previous school	2.39

*Source.* Online Survey of Texas Charter Schools Families, Spring 2010.

*Notes.*  $N=105$ . Ratings based on a 4-point scale: 1=*not important*, 2=*somewhat important*, 3=*important*, or 4=*very important*. All student and family survey data tables represent Generations 1-10 open-enrollment charter schools.

The following four factors were rated as important to very important to open-enrollment charter school family members: *this school’s ability to serve my child’s specific needs* ( $M=3.48$ ), *academic reputation of this school* ( $M=3.38$ ), *reputation of the teachers at this school* ( $M=3.23$ ), and *reputation of the administrators at this school* ( $M=3.17$ ). The two factors related to previous poor academic performance and behavior were rated as least important, with averages of 2.41 and 2.39, respectively.

### **Campus, Teacher, and Student Achievement Factors, as Reported by Charter School Families**

Family members considered a list of several statements about the facilities, teachers, and academic support at their children’s charter schools. Specifically, families were asked to think about 18 statements reflecting factors that may affect the school environment, then to indicate the extent to which they agreed with each item. Each statement was rated using a 4-point scale, with ratings ranging from 1 (*strongly disagree*) to 4 (*strongly agree*). The statements are rank-ordered according to average score (Table 7.16).



**Table 7.16**  
**Campus, Teacher, and Student Achievement Factors (2009–10)**

Factor	M
I expect my child to go to college.	3.71
This school is accountable for student achievement.	3.45
This school meets the needs of my child that were not met at his/her previous school.	3.44
My child receives sufficient individual attention.	3.43
This school has appropriate class size.	3.43
This school has high expectations/standards for its students.	3.41
I am satisfied with the teachers.	3.39
This school keeps me informed regularly about how my child is performing academically.	3.32
My child's grades have improved since attending this school.	3.29
I am satisfied with this school's curriculum (reading/ language arts, mathematics, science, science, social studies).	3.27
This school emphasizes educational learning more than standardized test preparation (TAKS).	3.17
My child's TAKS scores have improved since attending this school.	3.14
I am satisfied with this school's facilities,	3.10
Innovative technology is available for student use at this school,	3.09
Staff turnover at this school is low.	2.95
I am satisfied with the kinds of extra-curricular activities offered at this school.	2.68
This school has sufficient financial resources.	2.62
I am satisfied with this school's enrichment programs (music, art, foreign language).	2.62

Source. Online Survey of Texas Charter Schools Families, Spring 2010.

Notes. N=105. Ratings based on a 4-point scale: 1=strongly disagree, 2=disagree, 3=agree, or 4=strongly agree. All student and family survey data tables represent Generations 1-10 open-enrollment charter schools.

Family members *agree to strongly agree* with 14 of the 18 items pertaining to their students' campuses, teachers, and achievement. The item receiving the highest mean score, indicating most respondents agreed with the statement, was *I expect my child to go to college* (M=3.71). The four items in the *disagree to agree* range were: *staff turnover at this school is low* (M=2.95); *I am satisfied with the kinds of extra-curricular activities offered at this school* (M=2.68); *this school has sufficient financial resources* (M=2.62); and *I am satisfied with this school's enrichment programs* (M=2.62). As seen in previous reports, families strongly felt as though charter schools were accountable for student achievement (TCER, 2008).

### Family Involvement

Family members were asked to think about their participation at their students' previous schools, as well as their participation at their current charter campuses. In particular, they considered 11 activities related to family involvement, and then indicated whether or not they had participated in those activities. Results were rank-ordered according to their participation in activities at their current charter school campuses (Table 7.17).

**Table 7.17**  
**Family Participation in School Activities by Previous School and Current Charter Campus (2009–10)**

Activity	Previous School	Current Charter Campus
Attended a parent/teacher conference	71.4%	82.9%
Communicated with teachers by telephone, writing, and/or email	70.5%	81.9%
Communicated with administrators by telephone, writing, and/or email	61.9%	79.0%
Assisted with or monitored child's homework	61.9%	78.1%
Read with child at home	61.9%	77.1%
Volunteered for school activities	41.0%	62.9%
Observed/visited my child's classroom	51.4%	61.9%
Attended PTA/PTO meetings	32.4%	59.0%
Helped with fund-raising	41.0%	55.2%
Attended a school board meeting	16.2%	22.9%
Served as a member of the school's governing board or school-related committee	10.5%	12.4%

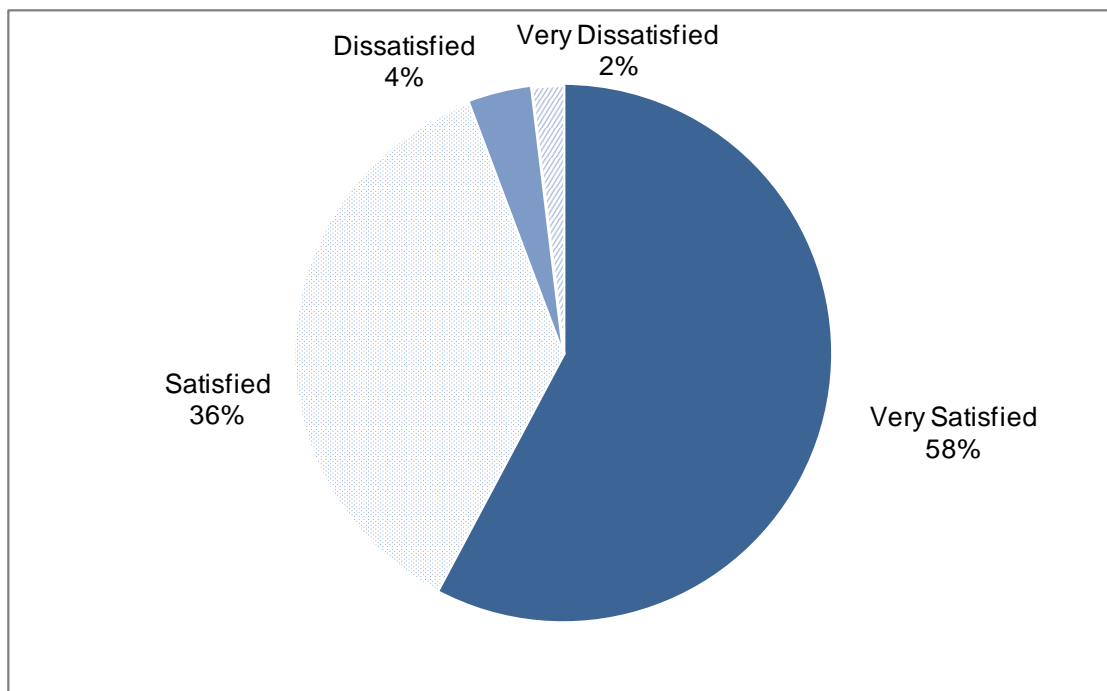
*Source.* Online Survey of Texas Charter Schools Families, Spring 2010.

*Note.* N=105. All student and family survey data tables represent Generations 1-10 open-enrollment charter schools.

*Attended parent/teacher conferences (83%); communicated with teachers by telephone, writing, and/or email (82%); communicated with administrators by telephone, writing, and/or email (79%); assisted with or monitored child's homework (78%); and read with child at home (77%)* were all rated at a frequency greater than 77% at their current charter schools. These five school-related activities were also reported in the prior evaluation as being the activities with the highest family participation (TCER, 2008). The lowest reported activity, by a large percentage, was *served as a member of the school's governing board or school-related committee (12%)* at their current charter schools. Notably, every item showed more family involvement at the current charter campus than at the previous school.

### **Overall Family Satisfaction**

All family members were asked to reflect on their children's experiences at school over the 2009–10 school year, then to rate their level of satisfaction as *very satisfied*, *somewhat satisfied*, *somewhat dissatisfied*, or *very dissatisfied*. Results indicated that, overall, open-enrollment charter school families were satisfied or very satisfied (94%) with their experiences at their current charter campuses (Figure 7.2).



**Figure 7.2**  
**Family Satisfaction (2009–10)**

*Source.* Online Survey of Texas Charter Schools Families, Spring 2010.

*Notes.* N=105. All student and family survey data tables represent Generations 1-10 open-enrollment charter schools.

In addition to the questionnaire, families were given the opportunity to freely comment, via open-ended questions regarding strengths, weaknesses, and potential improvements to their children’s charter schools, as well as satisfaction. Family members commented most on the schools’ environment and small campuses and class sizes as strengths of their charter schools. Additionally, "individualized attention" and "a supportive environment" were mentioned as strengths. In terms of suggestions for improvement, charter school families most often described a "lack of extra-curricular activities" and "the need for facilities and equipment upgrades."

### Summary

In conclusion, charter school students who responded to the 2009–10 survey tended to be Hispanic (52%), non-Hispanic white (23%), or African American (17%); and 52% were male, while 48% were female. Similarly, charter school family survey respondents were also Hispanic (55%), non-Hispanic white (31%), and African American (11%); however, the sex of family respondents was 85% female and 15% male.

### Student Survey Respondents

Almost 60% of the students did not attend their current charter campus the previous school year. Factors identified as contributors to students’ choices of their charter schools were *smaller classes* and *good teachers*. Additionally, the two issues that most reflected students’ opinions

regarding their current school environment were that *they work hard to earn the grades they receive*, and that *their teachers encourage them to think about their future*.

Overall, students were satisfied or very satisfied (80%) with their experiences at their current charter school campuses. They agreed that they had computers available to use when they needed them, and they enjoyed using technology for academic purposes; however, students also commented on the desire for more computers on their campuses. Moreover, charter school students had positive attitudes about their teachers and classes.

Almost all charter school students (97%) believed they will graduate from high school, and the majority (66%) saw some form of higher education in their future. Most students (72%) indicated that they did plan on attending their same charter campuses the following year.

### **Family Survey Respondents**

Of those family members who responded to the family survey, 91% were parents of the charter school students. The majority of family members (81%) had, at a minimum, completed high school. Additionally, 46% of family members indicated that their students had been enrolled at their current charter campuses for one year. Prior to choosing charter schools, 58% of the charter school students had attended traditional public schools.

The school factors that family members rated as most important in deciding to enroll their students in charter schools were *meeting their children's specific needs*, and *the reputations of schools' academics and personnel*. Families strongly agreed that they expected their children to attend college. Every item related to family involvement indicated more participation at the current charter campuses than at the previous schools attended; and overall, 94% of the families indicated that they were satisfied or very satisfied with their experiences at their current charter campuses.

## Chapter 8

### Charter School Student Performance

Chapter 8 examines charter school student performance, with particular attention to at-risk students. The research question that guided this chapter was as follows: *To what extent do the 2008–09 student outcomes, with particular attention to at-risk students, differ among the various types of charter schools?*

Although charter schools are free from many rules and regulations that affect traditional school districts, they are held to the same standards and expectations for student performance. A perennial concern is charter schools' abilities to meet those standards. This chapter explores five different dimensions of student performance—school accountability ratings, student performance on the TAKS, attendance rates, completion rates, and English language acquisition rates—and compares the performance of students attending open-enrollment charter schools and district charter schools with that of students attending similar traditional public schools. Wherever appropriate, the analysis examines SEAP campuses separately from AECs of Choice and Residential AECs.

The comparisons focused on students attending similar traditional public schools because open-enrollment and district charter campuses serve a student population that is disproportionately African American, Hispanic, metropolitan, and economically disadvantaged. These demographic differences make it misleading to compare charter schools with the state as a whole. Therefore, the research team used propensity score matching to identify the traditional public school campuses that are the best available comparison group for the non-residential open-enrollment and district charter campuses.<sup>39</sup> Throughout this chapter, student performance in non-residential charter campuses is compared with student performance in these matched, traditional public campuses. Residential charter campuses are compared with the complete set of residential, traditional public campuses. Unless otherwise noted, the analysis covers the 2008–09 school year. Throughout the chapter, the term *significantly* has been used to indicate a statistically significant difference at the 5-percent level. For comparability with the revenues and expenditures analysis in Chapter 4, all generations of charter schools have been included in this section of the analysis.

This chapter describes several key findings with regard to the relative performance of students attending open-enrollment charter schools and district charter schools in Texas:

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<sup>39</sup> For more on the propensity score matching, including a list of the matched traditional public schools, see Appendix B.

## Key Findings for Chapter 8: Charter School Student Performance

- Among AECs of Choice
  - Open-enrollment charters were much more likely than district charters and matched traditional public schools to be rated academically unacceptable.
  - Students in non-elementary, open-enrollment charters passed the TAKS at a higher rate than did students in matched traditional public schools and outperformed students in district charters not only in their TAKS passing rate, but also in their gains in TAKS passing rate, their test score levels, and their test score gains.
  - Open-enrollment charters had much lower completion rates than matched traditional public schools. There were not enough district charter campuses with completion data to determine their relative performance on this measure.
  - Attendance rates and language acquisition rates were higher for open-enrollment charters than for matched traditional public schools.
  
- Among SEAP campuses
  - No statistically significant differences were found in accountability ratings, TAKS passing rates, TAKS scores, or TAKS score gains among open-enrollment charter campuses, district charter campuses, and matched traditional public school campuses.
  - TAKS passing rates fell significantly for students attending open-enrollment charters and were unchanged for students attending district charters and matched traditional public schools.
  - Attendance rates and language acquisition rates were significantly higher for non-residential open-enrollment charters than for matched traditional public schools.
  - District charter completion rates were significantly higher than the completion rates for either open-enrollment charter or matched traditional public school campuses. The completion rates for open-enrollment charter and matched traditional public school campuses were not significantly different from one another.
  
- Among Residential AECs
  - None of the performance measures under analysis indicated reliable differences between open-enrollment charter campuses and traditional public school campuses.
  
- For students at risk of dropping out of high school
  - TAKS scores and passing rates were significantly higher at district charter campuses than at non-residential open-enrollment charter or matched traditional public school campuses, but TAKS performance gains were comparable.
  - There were no differences in performance levels or gains between non-residential open-enrollment charters and matched traditional public schools.
  
- No statistically significant differences were found in TAKS performance gains or score levels for Hispanic students, economically disadvantaged students, LEP students, or students who attended a different school the previous year among non-residential, open-enrollment charter, district charter, and matched traditional public school campuses.

## Accountability Ratings

In Texas, all SEAP campuses are rated *Exemplary*, *Recognized*, *Academically Acceptable*, or *Academically Unacceptable* based on TAKS passing rates, completion rates, and annual dropout rates.<sup>40</sup> AEAP campuses are rated either *Academically Acceptable* or *Academically Unacceptable* based on a TAKS progress measure, a modified completion rate, and the annual dropout rate. Campuses with no students enrolled in tested grades (such as early elementary campuses) are paired with other campuses in the same district for evaluation purposes. Campuses with no students enrolled in grades higher than kindergarten, Juvenile Justice Alternative Education Program (JJAEP) campuses, Disciplinary Alternative Education Program (DAEP) campuses, campuses with very small numbers of useable test scores, and campuses where TEA has concerns about data quality are not rated.

The accountability ratings are based not only on average performance of the students in the school, but also on the performance of the lowest performing student subgroup. The four subgroups are African American, Hispanic, non-Hispanic White, and economically disadvantaged students. Any subgroup with at least 50 students is evaluated separately, as is any subgroup with at least 30 students that also represents at least 10% of campus enrollment.

Table 8.1 presents state accountability ratings for non-residential campuses. As the table illustrates, 18% of open-enrollment charter schools were rated Exemplary in 2008–09, while 38% of district charter campuses and 23% of matched traditional public school campuses were also rated Exemplary. Meanwhile, 4% of open-enrollment charter campuses, 5% of district charter campuses, and 2% of matched traditional public school campuses were rated academically unacceptable using SEAP.

**Table 8.1**  
**Accountability Ratings for Non-Residential Campuses by Accountability Procedures (2008–09)**

Rating	OE Charter	District Charter	Matched Traditional Schools
Exemplary	69 (18.0%)	23 (37.7%)	52 (23.4%)
Recognized	76 (19.8%)	14 (23.0%)	53 (23.9%)
Academically acceptable			
AEC of Choice	108 (28.1%)	6 (9.8%)	52 (23.4%)
SEAP campus	62 (16.1%)	11 (18.0%)	33 (14.9%)
Academically unacceptable			
AEC of Choice	28 (7.3%)	0 (0.0%)	1 (0.5%)
SEAP campus	15 (3.9%)	3 (4.9%)	5 (2.3%)
Not rated			
AEC of Choice	1 (0.3%)	1 (1.6%)	0 (0.0%)
SEAP campus	25 (6.5%)	3 (4.9%)	26 (11.7%)
<b>Total</b>	<b>384 (100%)</b>	<b>61 (100%)</b>	<b>222 (100%)</b>

Source. Academic Excellence Indicator System (AEIS).

Notes. Only non-residential campuses are included in this table. OE=Open-enrollment.

<sup>40</sup> For more on the accountability system, see the 2009 Accountability Manual at <http://ritter.tea.state.tx.us/perfreport/account/2009/manual/index.html>

Among SEAP campuses, no statistically significant differences were found in accountability ratings among open-enrollment charter campuses, district charter campuses, and matched traditional public school campuses. In other words, knowing the type of campus (open-enrollment charter, district charter, or matched traditional public schools) did not improve a researcher's ability to predict the accountability rating that would be assigned to the campus using SEAP.

In contrast, differences among accountability ratings for AECs of Choice were statistically significant. None of the district charter campuses and only one of the matched traditional public school campuses were rated academically unacceptable using the AEAP. Of the 137 open-enrollment charter schools operating under AEAP, 28 (20%) were identified as academically unacceptable. All of the academically unacceptable open-enrollment charter campuses were either high schools or multi-level schools.

Table 8.2 presents accountability ratings for residential campuses. All residential campuses were AECs and were therefore evaluated using AEAP. As the table illustrates, six of the open-enrollment charter campuses were not rated. Among the residential campuses with an accountability rating, open-enrollment charter campuses were no more likely to be academically acceptable (or unacceptable) than were traditional public school campuses.

**Table 8.2**  
**Accountability Ratings for Residential Campuses (2008–09)**

Rating	Open-Enrollment Charter	Traditional Public Schools
Academically acceptable	43 (82.7%)	42 (97.7%)
Academically unacceptable	3 (5.8%)	1 (2.3%)
Not rated	6 (11.5%)	0 (0.0%)
<b>Total</b>	<b>52 (100%)</b>	<b>43 (100%)</b>

*Source.* Academic Excellence Indicator System (AEIS).

*Notes.* All residential campuses are evaluated using AEAP.

### TAKS Performance

Student performance on standardized tests can be evaluated in many different ways. This report evaluates student test performance using four different measures. The first measure is the proportion of students passing the TAKS in both reading and mathematics (the TAKS passing rate). The second measure is the change in passing rate (the passing rate gain). The third measure is the average, NCE scale score in mathematics and reading (the NCE score), and the fourth measure is the change in the NCE score (the NCE gain). NCE scores are standardized test scores, where the standardization makes it possible to compare scores across different test subjects and grade levels.<sup>41</sup> The average score for all students taking a test is assigned an NCE score of 50.

The TAKS passing rate and NCE score indicate the level of student performance. Passing rates indicate whether or not students are achieving a basic level of proficiency while NCE scores provide additional information that can distinguish students who barely pass the TAKS from

<sup>41</sup> The NCE is defined as  $50 + 21.06 * z$ , where  $z$  is the standardized test score,  $z = (x_i - \mu) / \sigma$ . Thus, an NCE score of 71.06 indicates a score that is one standard deviation above the mean. The transformation does not alter the number of unique scores, but does standardize the size of the gaps between scores.



students with test scores well above the passing threshold. Combining the two indicators provides a more complete picture of student performance than either can provide alone.

The other two measures (the passing rate gain and the NCE gain) indicate changes in the performance of individual students from one year to the next and can be considered measures of the school's contribution to student performance. Researchers generally believe that such measures are more reliable indicators of the impact schools are having on students than are performance level measures like the passing rate or the NCE score. The passing rate gain measures whether students are passing both reading and mathematics at higher (or lower) rates than in the previous year. The NCE gain measures improvements in test scores even if the student has passed the test in both years (or has not passed the test in either year).

To construct the change in passing rates for the current cohort of students, the researchers calculated the percentage of students in each type of school who passed the TAKS in 2008–09 and compared it to the percentage of those same students who passed in 2007–08.<sup>42</sup> To construct the average change in NCE scores, the researchers calculated the change in NCE scores for each individual student, and then averaged those changes across students attending each type of school. Thus, for example, the average NCE gain for district charter schools is the average of these student-specific NCE gains for all of the students who currently attend district charter schools.<sup>43</sup>

The TAKS is administered annually in grades 3-11, so there are no measures of student performance for schools that do not serve at least some students in these grades. Nineteen open-enrollment charter campuses, three district charter campuses and 15 matched traditional public school campuses are early elementary schools serving students only in Grade 2 or below. Test results are not available for these schools. Test results are also unavailable for one district charter and one matched traditional public school that only serve students in Grade 12. An additional 10 open-enrollment charter campuses, 11 matched traditional public school campuses and seven residential traditional public school campuses have no data on student performance in the PEIMS database even though they serve tested grades, and, therefore, cannot be included. As a result, the analysis of student performance on TAKS is based on scores from 407 of the 436 open-enrollment charter schools, 57 of the 61 district charter schools, and 231 of the 265 matched traditional public schools or residential traditional public schools.

It is worth noting that the passing rate gains used in this report are not directly comparable to the passing rate gains used to calculate adequate yearly progress (AYP) under the No Child Left Behind Act of 2001 (20 U.S.C. §6319). AYP is a school-based measure that compares the passing rates of this year's fifth graders with the passing rates of last year's fifth graders; the passing rate gains used in this report are a child-based measure that compares the passing rates of this year's fifth graders to their own passing rates when they were *fourth* graders, regardless of the schools they attended in the fourth grade.

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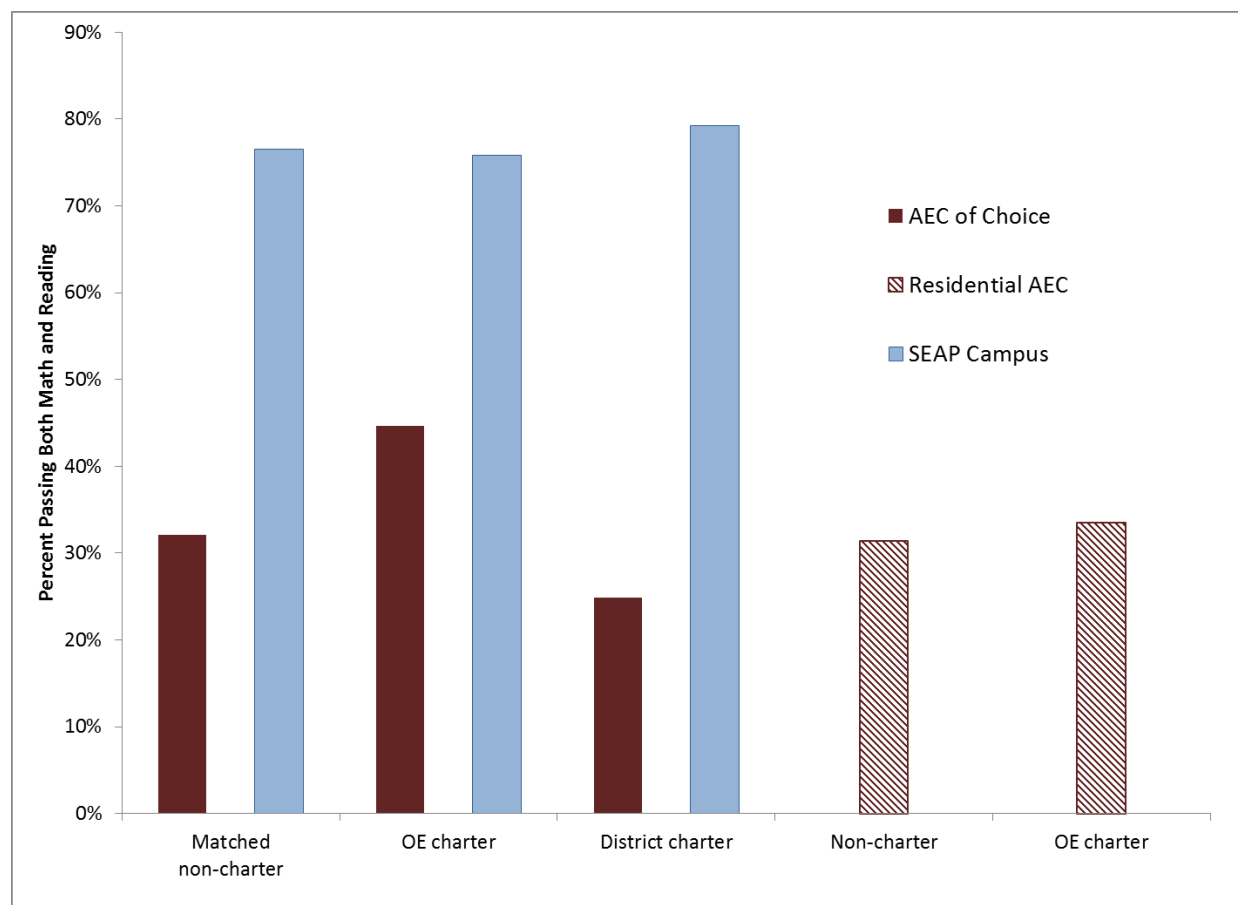
<sup>42</sup> Formally, if  $A_{it}$  is a dummy variable indicating whether or not student  $i$  passed the TAKS in year  $t$  and there are  $N$  students in the category, then

$$\text{Passing Rate Gain} = \frac{\sum_i (A_{it} - A_{it-1})}{N}$$

<sup>43</sup> Formally, if there are  $N$  students in the category, then

$$\text{NCE Gain} = \frac{\sum_i (NCE_{it} - NCE_{it-1})}{N}$$

Figure 8.1 illustrates the proportion of students passing the TAKS in both mathematics and reading/ELA in 2008–09. As the figure illustrates, there were striking differences in passing rates between AECs and SEAP campuses. On average, the passing rate for students attending AECs (both residential AECs and AECs of Choice) was 35 percentage points lower than the passing rate for students attending SEAP campuses, a substantial and statistically significant difference.

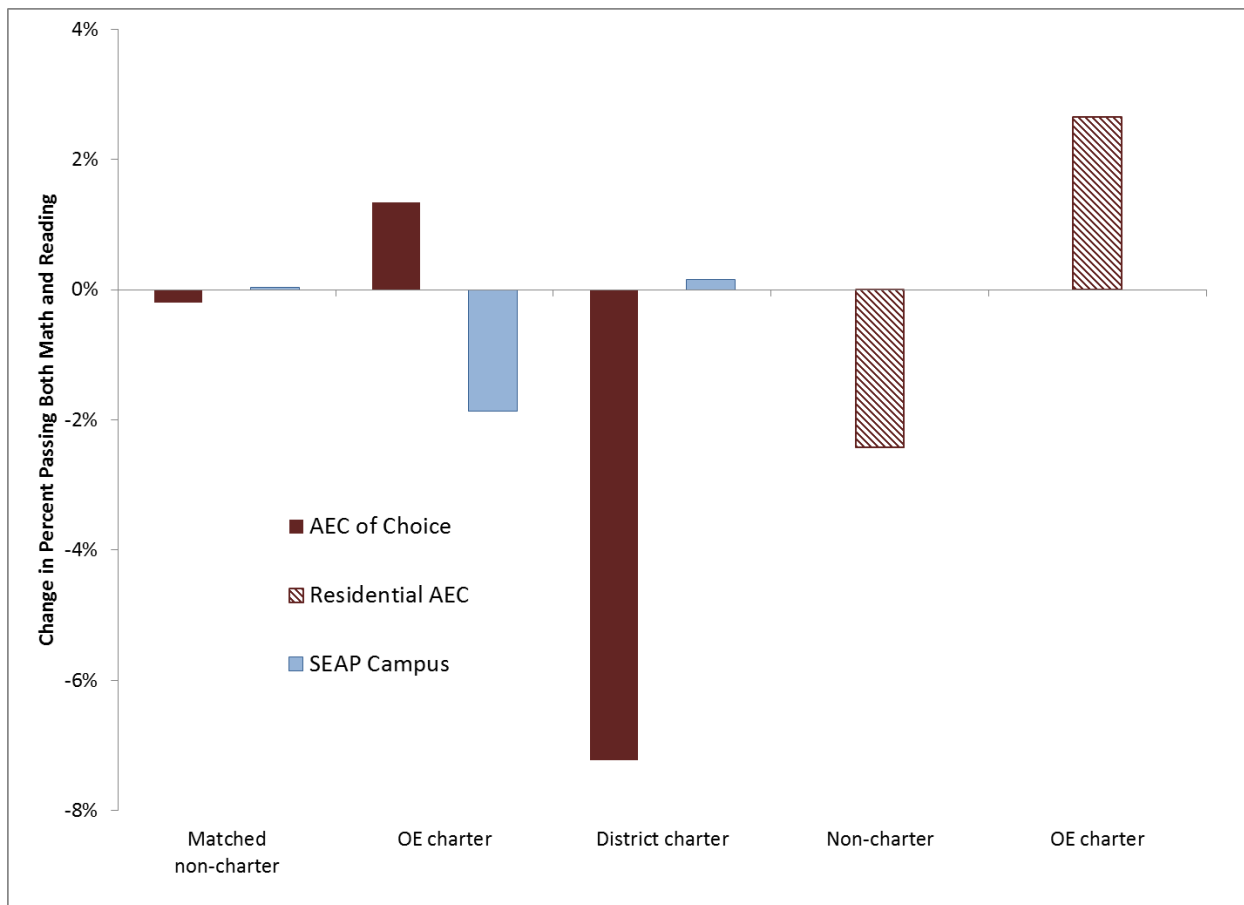


**Figure 8.1**  
**Percentage of Students Passing TAKS in Both Mathematics and Reading/ELA (2008–09)**  
*Source.* Public Education Information Management System (PEIMS).

Among AECs of Choice, the passing rate for open-enrollment charter campuses (45%) was 13 percentage points higher than the passing rate for matched traditional public school campuses (32%). However, the passing rate for district charter campuses (25%) was seven percentage points lower than the passing rate for matched traditional public school campuses and 20 percentage points lower than the passing rate for open-enrollment charter campuses.<sup>44</sup> Among SEAP campuses, no statistically significant differences were found in passing rates among open-enrollment charters, district charters, and matched traditional public school campuses. There were also no differences in passing rates between residential charter and residential traditional public school campuses.

<sup>44</sup> All of the differences in average passing rates among AECs of Choice are statistically significant.

Figure 8.2 illustrates the change in passing rates between 2007–08 and 2008–09.<sup>45</sup> As the figure illustrates, there again were important differences between AECs of Choice and other campuses. Among AECs of Choice, students attending the district charter campuses experienced statistically significant, seven percentage point declines in passing rates, while students attending matched traditional public school campuses posted statistically insignificant, 0.2 percentage point declines, and students attending open-enrollment charters posted statistically insignificant, one percentage point increases. Among SEAP campuses, students attending open-enrollment charters posted a modest but statistically significant decline of two percentage points in their passing rates while the passing rates for students attending district charters and matched traditional public schools were essentially unchanged. The differences in passing rate gains between residential charter and traditional public school campuses, although striking, were not statistically significant.



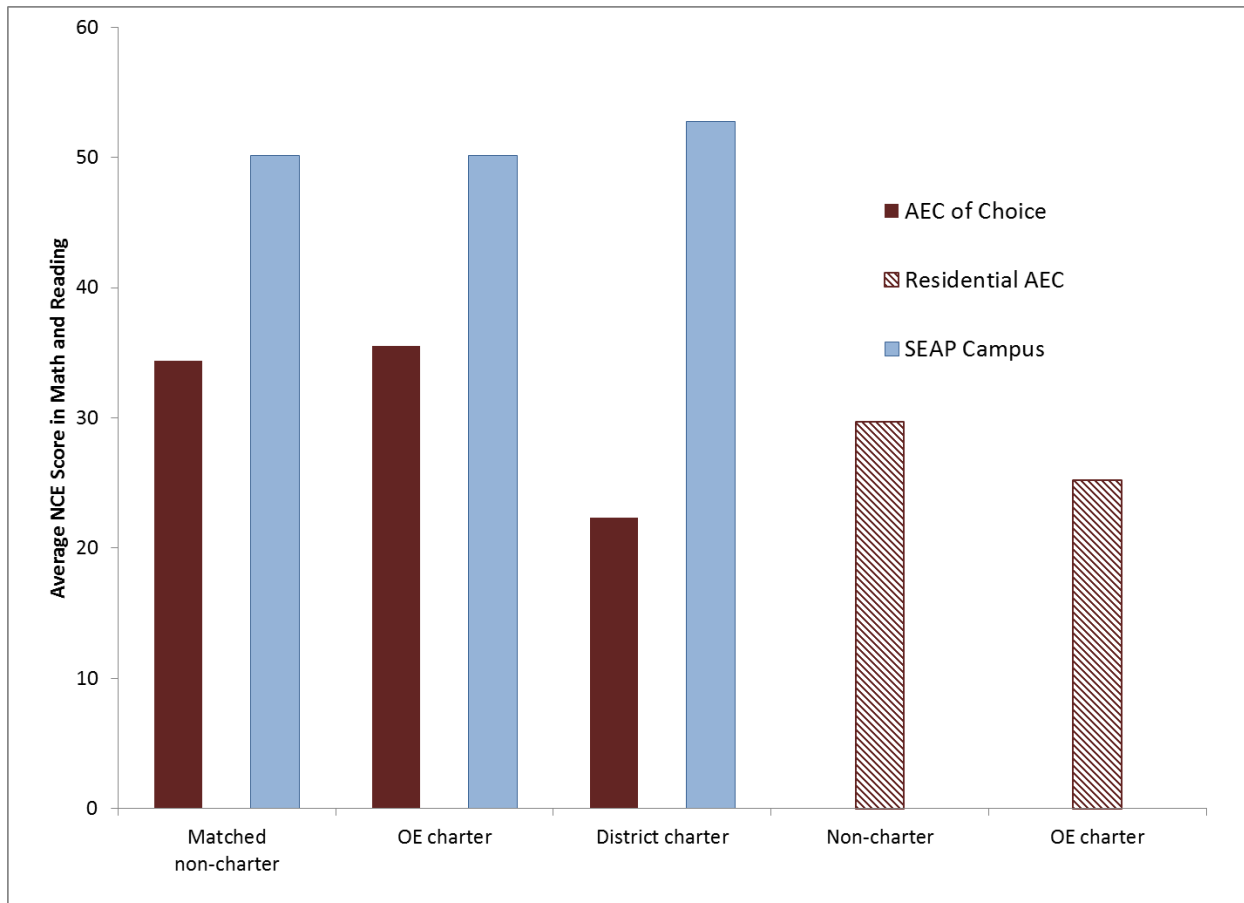
**Figure 8.2**  
**Gains in Percentage of Students Passing TAKS in Both Mathematics and Reading/ELA (2008–09)**

Source. Public Education Information Management System (PEIMS).

Note. Gains are found by calculating the percentage of students in each type of school who passed the TAKS in 2008–09 and comparing it to the percentage of those same students who passed in 2007–08.

<sup>45</sup> Students with no prior test score were necessarily excluded from the analysis of passing rate gains or NCE gains. There were 15 open-enrollment charter campuses and 11 matched or residential, traditional public schools where none of the students had prior test scores.

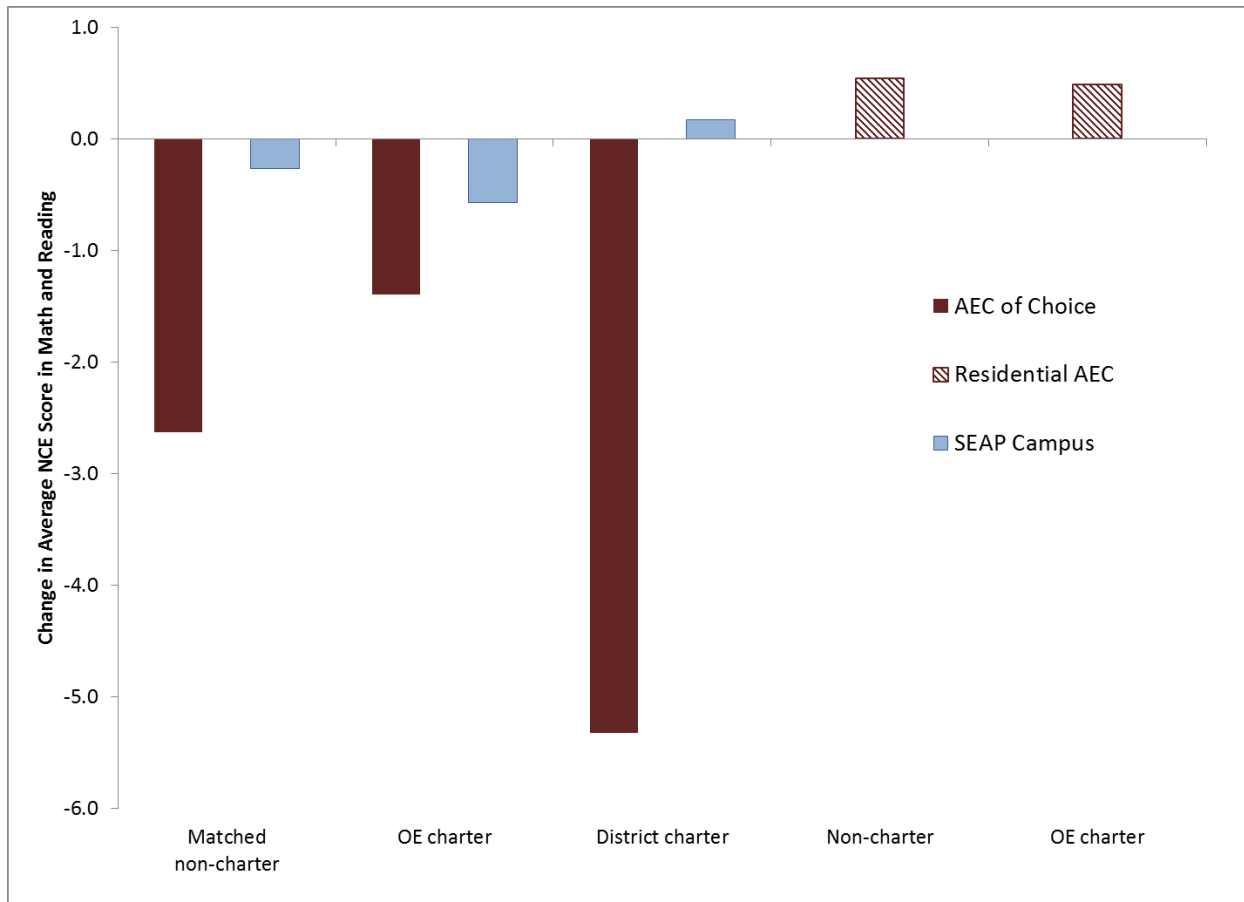
Figure 8.3 illustrate the average NCE scores for 2008–09 for charter school students in Texas. As the figure demonstrates, average NCE scores were significantly lower for students attending AECs than for students attending other campuses. Among the AECs of Choice, there was no statistically significant difference in scores between open-enrollment charters (NCE=35.5) and matched traditional public schools (NCE=34.4), but the district charter campuses (NCE=22.2) had significantly lower average test scores than either of the other two types of schools. Among SEAP campuses, average NCE scores were equivalent for open-enrollment charters, district charters, and matched traditional public schools. There also were no statistically significant differences in average NCE scores between residential charters and residential traditional public schools.



**Figure 8.3**  
**NCE Scores for Mathematics and Reading/ELA (2008–09)**  
 Source. Public Education Information Management System (PEIMS).

Figure 8.4 illustrates the average change in NCE scores from 2007–08 to 2008–09 for the students attending various types of schools. For students attending AECs of Choice, the changes in NCE scores tell the same story as the changes in passing rates, even though the two measures reflect different aspects of student performance: Students attending district charters had larger losses than students attending the other two types of schools which were indistinguishable from one another. On average, NCE scores fell by 5.3 points for students attending district charter AECs while NCE scores fell by 2.6 points for matched traditional public schools and 1.4 points for open-enrollment charters. For SEAP campuses, there were no statistically significant differences in gains among open-enrollment charter, district charter, and

matched traditional public school campuses. NCE gains were negligible for students attending district charter schools and matched traditional public schools and significantly negative for students attending open-enrollment charter schools. There also were no statistically significant differences between residential charters and residential traditional public schools with respect to changes in NCE scores, and neither type of residential school posted statistically significant gains.



**Figure 8.4 NCE Gains in Mathematics and Reading/ELA (2008–09)**

Source. Public Education Information Management System (PEIMS).

Note: Gains are calculated by comparing the NCE scores for each child with his or her NCE score the previous year. The average NCE gain for a school type is the average of these student-specific gain scores.

One question that might arise is whether or not 2008–09 was an unusual year for charter school performance. Table 8.3 presents the average TAKS performance of charter campuses by year, from 2005–06 through 2008–09. As the table illustrates, the number of charter campuses with test score data has been increasing over time. These changes make it difficult to tell whether annual changes in any of the TAKS performance measures reflect actual improvements in charter school performance, changes in the profile of the charter schools under analysis, or merely the underlying volatility of student performance on standardized tests. However, there is little in the recent pattern of student performance to indicate that 2008–09 was unusual.

**Table 8.3**  
**Average TAKS Performance of Charter Campuses by Year (2005–06 to 2008–09)**

	Number of Campuses with TAKS Data	Passing Rates	Passing Rate Gains	NCE Scores	NCE Gains
<b>AECs of Choice</b>					
Open-enrollment charters					
2008–09	129	44.6%	1.3	35.5	-1.4
2007–08	117	41.2%	1.6	35.5	1.2
2006–07	110	37.3%	0.2	34.8	-2.5
2005–06	88	32.1%	1.9	34.5	-2.5
District charter					
2008–09	6	24.9%	-7.2	22.3	-5.3
2007–08	3	22.6%	-13.7	27.0	-5.2
2006–07	3	30.6%	7.0	27.1	-0.7
2005–06	4	18.7%	11.3	17.9	4.8
<b>Residential AECs</b>					
Open-enrollment charters					
2008–09	49	33.5%	2.7	25.2	0.5
2007–08	34	30.9%	6.6	26.6	3.8
2006–07	32	29.3%	3.7	32.2	0.9
2005–06	31	28.7%	7.2	32.2	2.7
<b>SEAP campuses</b>					
Open-enrollment charters					
2008–09	229	75.8%	-1.9	50.2	-0.6
2007–08	190	76.7%	1.7	50.7	2.3
2006–07	152	76.4%	-0.4	50.8	-0.6
2005–06	131	74.1%	5.0	50.8	1.2
District charter					
2008–09	51	79.3%	0.2	52.7	0.2
2007–08	44	78.1%	0.4	52.6	2.1
2006–07	35	82.5%	3.3	55.4	1.2
2005–06	30	77.8%	1.1	53.7	-0.5

Source. Public Education Information Management System (PEIMS).

Notes. Passing rate gains and NCE gains for 2008–09 indicate the student-specific change from 2007–08 to 2008–09 for both reading/ELA and mathematics.

Another question that might arise is whether or not there are differences in performance for schools that serve different grade levels. Table 8.4 reports on the four TAKS performance measures for elementary and non-elementary schools. (Non-elementary schools are middle schools, high schools, and multi-level schools.) As the table illustrates, there are few differences in test performance among students attending elementary schools. Among SEAP campuses, passing rates fell by two percentage points for open-enrollment charters and rose by two percentage points for district charters, a statistically significant difference. There were no statistically significant differences among the three types of schools (open-enrollment charters, district charters, and matched traditional public schools) with respect to passing rates, NCE scores, or NCE gains. NCE gains were negligible for all three types of elementary schools.

**Table 8.4**  
**TAKS Performance by School Type (2008–09)**

	Passing Rates	Passing Rate Gains	NCE Scores	NCE Gains
<b>AEC elementary schools</b>				
Open-enrollment charter	54.7%	-2.8	32.6	-2.1
<b>SEAP elementary schools</b>				
Matched traditional public school	76.7%	0.5	48.4	0.2
Open-enrollment charter	74.0%	-2.0	47.4	-0.9
District charter	72.7%	1.9#	46.6	0.5
<b>AEC non-elementary schools</b>				
Matched traditional public school	32.1%	-0.2	34.4	-2.6
Open-enrollment charter	43.1%*	1.9	36.0	-1.3
District charter	24.9%*#	-7.2*#	22.3*#	-5.3*#
Residential traditional public school	31.4%	-2.4	29.7	0.5
Residential OE-charter	33.5%	2.7	25.4	0.6
<b>SEAP non-elementary schools</b>				
Matched traditional public school	76.4%	-0.2	51.5	-0.5
Open-enrollment charter	76.7%	-1.8	51.7	-0.4
District charter	82.2%	-0.4	55.5	0.1

Source. Public Education Information Management System (PEIMS).

Notes. OE=Open-enrollment. Scores for residential elementary schools are not reported due to student privacy concerns. Passing rate gains and NCE gains for 2008–09 indicate the student-specific change from 2007–08 to 2008–09 for both reading and mathematics. The \* indicates a charter school mean that is significantly different from the corresponding, matched traditional public schools mean at the 5-percent level, allowing for clustering of the data by district. The # indicates a statistically significant difference in means between open-enrollment charter schools and district charter schools.

At the non-elementary level, no systematic differences were found in any of the four measures of student performance among SEAP campuses or among residential campuses. Among non-elementary AECs of Choice, however, students in open-enrollment charters passed the TAKS at a higher rate than did students in matched traditional public schools and outperformed students in district charters on all four performance measures. Matched traditional public schools also outperformed district charters on all four measures.

Yet another question that might arise regarding TAKS performance is whether or not there are differences in performance among different student groups. Table 8.5 presents average TAKS performance measures for various types of students. The first four student types represent the four student subgroups used for accountability analysis. LEP students were analyzed separately because that subgroup is also used for federal accountability purposes under the No Child Left Behind Act of 2001. Students at risk of dropping out were analyzed as a separate subgroup because many charter schools specifically focus on this population. Finally, students who had attended a different school the previous year were analyzed as a separate subgroup because research has shown that changing schools can be academically disruptive, particularly for charter school students.<sup>46</sup>

<sup>46</sup> For more on this issue, see Booker, Gilpatric, Gronberg, and Jansen (2007).

**Table 8.5**  
**TAKS Performance by School and Student Characteristics (2008–09)**

	NR OE Charter	NR District Charter	NR Matched Traditional	R OE Charter	R Non- Charter
<b>African American</b>					
Passing rate	62.3%*#	68.8%	69.4%	22.3%	23.3%
Passing rate gain	-0.1	0.6	1.0	4.6	-7.00
NCE score	42.2#	46.5	45.7	16.1*	25.3
NCE score gain	-0.04	0.5	-0.04	-0.9	1.1
<b>Hispanic</b>					
Passing rate	70.4%	76.9%	72.7%	38.3%	25.8%
Passing rate gain	-2.1	-0.3	-0.5	1.9	-8.8
NCE score	47.6	50.8	48.3	29.1	24.5
NCE score gain	-0.8	-0.04	-0.5	1.2	-2.4
<b>Non-Hispanic White</b>					
Passing rate	76.1%*#	92.8%*	81.8%	35.8%	40.9%
Passing rate gain	-1.3#	1.4	-0.1	2.5	10.1
NCE score	51.8*#	62.8*	54.6	26.3*	37.8
NCE score gain	-1.4*#	0.1	-0.5	0.2	4.3
<b>Economically disadvantaged</b>					
Passing rate	67.0%	74.7%	70.0%	34.4%	26.9%
Passing rate gain	-1.2	0.02	0.1	1.7	-5.3
NCE score	45.1	49.3	46.4	25.3	27.9
NCE score gain	-0.5	0.02	-0.4	0.6	-1.1
<b>At-risk</b>					
Passing rate	52.0%#	65.8%*	56.2%	30.3%	29.3%
Passing rate gain	4.4	2.7	5.1	5.1	-1.6
NCE score	37.7#	43.9*	39.5	23.5	28.8
NCE score gain	0.1	0.1	-0.1	0.9	1.0
<b>Limited English proficient</b>					
Passing rate	56.2%	62.8%	63.7%	22.5%	20.0%
Passing rate gain	-1.1	0.1	0.9	5.4	-11.1
NCE score	38.6	41.5	42.2	17.8*	8.2
NCE score gain	-0.6	-0.6	-0.8	9.3	-0.6
<b>New to campus</b>					
Passing rate	69.8%	77.0%	71.9%	36.2%	31.4%
Passing rate gain	-3.6	-3.5	-3.4	0.5	-4.0
NCE score	48.1	51.9	49.6	27.8	30.7
NCE score gain	-1.8	-0.1	-0.7	0.00	0.3

Source. Public Education Information Management System (PEIMS).

Notes. OE=Open-enrollment. NR=non-residential. R=residential. Matched traditional public school campuses were identified as highly similar to charter campuses, using propensity score matching. Passing rate gains and NCE gains indicate the student-specific change from 2007–08 to 2008–09 in both reading/ELA and mathematics. The \* indicates a charter school mean that is significantly different from the corresponding matched traditional public schools mean at the 5-percent level, allowing for clustering of the data by district. The # indicates a statistically significant difference in means between open-enrollment charter schools and district charter schools.



The first student subgroup is composed of African American students. As the table illustrates, African-American students at non-residential open-enrollment charter schools had significantly lower passing rates than did African American students at district charter schools or matched non-charter schools.

Non-Hispanic White students also experienced statistically significant differences at non-residential campuses. Compared with matched traditional public schools, non-Hispanic White students posted significantly lower passing rates, NCE scores, and NCE gains at open-enrollment charter schools and significantly higher passing rates and NCE scores at district charter schools.

Among students at risk of dropping out of high school, NCE scores and TAKS passing rates were significantly higher at district charter campuses than at non-residential open-enrollment charter or matched traditional public school campuses, but gains were comparable. There were no differences in NCE scores, passing rates or either measure of gains between open-enrollment charters and matched traditional public schools.

There were no statistically significant differences in any of the TAKS-based performance measures for Hispanic students, economically disadvantaged students, LEP students, or students who changed schools among non-residential, open-enrollment charter, district charter, and matched traditional public school campuses.

Among residential campuses, African American and non-Hispanic White students posted significantly lower NCE scores at open-enrollment charter schools, while LEP students posted significantly higher NCE scores. There were no statistically significant differences between open-enrollment charters and traditional public school residential campuses for Hispanic students, economically disadvantaged students, at-risk students, and students who were new to the campus.

A final question that might arise is whether or not there are systematic differences between reading/ELA and mathematics outcomes across school types. Table 8.6 presents average TAKS performance measures for mathematics and reading/ELA separately. As the table illustrates, analyzing mathematics and reading/ELA separately does not change the bottom line. Among SEAP campuses, the only systematic difference across school types or performance measures was that the passing rates in both mathematics and reading/ELA fell for students who attended open-enrollment charter schools. Among AEC's of choice, students attending district charter schools significantly underperformed students attending open-enrollment charter schools and matched traditional public schools in both mathematics and reading/ELA for all measures except passing rate gains for reading/ELA. There were no systematic differences between the two types of residential charter schools with respect to any of the mathematics or reading/ELA performance measures.

**Table 8.6**  
**TAKS Performance by Subject Matter and School Type (2008–09)**

	Passing Rates	Passing Rate Gains	NCE Scores	NCE Gains
<b>SEAP—Mathematics</b>				
Matched traditional public school	80.2%	0.6	50.0	-0.2
Open-enrollment charter	78.8%	-1.6*#	49.2	-0.9
District charter	82.1%	0.4	53.0	0.4
<b>SEAP—Reading/ELA</b>				
Matched traditional public school	89.8%	-0.3%	50.2	-0.3
Open-enrollment charter	90.7%	-0.7%#	51.1	-0.2
District charter	91.7%	0.4%	52.4	0.0
<b>AEC of Choice—Mathematics</b>				
Matched traditional public school	34.8%	0.4	31.0	-3.2
Open-enrollment charter	49.1%*	2.3	34.0	-1.5*
District charter	28.3%*#	-9.8*#	20.6*#	-6.9*#
<b>AEC of Choice—Reading/ELA</b>				
Matched traditional public school	74.4%	0.8%	37.8	-1.7
Open-enrollment charter	75.1%	-1.3%	37.0	-1.3
District charter	58.5%*#	0.0%	24.0*#	-3.9*#
<b>Residential AEC--Mathematics</b>				
Residential traditional public school	35.8%	-0.9	27.8	-0.6
Residential OE-charter	38.5%	4.5	24.6	0.0
<b>Residential AEC—Reading/ELA</b>				
Residential traditional public school	68.7%	4.3%	31.5	2.8
Residential OE-charter	69.0%	5.6%	25.8	1.5

Source. Public Education Information Management System (PEIMS).

Notes. OE=Open-enrollment. Scores for residential elementary schools are not reported due to student privacy concerns. Passing rate gains and NCE gains for 2008–09 indicate the student-specific change from 2007–08 to 2008–09. The \* indicates a charter school mean that is significantly different from the corresponding matched traditional public school mean at the 5-percent level, allowing for clustering of the data by district. The # indicates a statistically significant difference in means between open-enrollment charter schools and district charter schools.

All told, the test score evidence suggests that charter schools are roughly comparable to matched traditional public schools with respect to student performance on TAKS. There were only a few statistically significant differences

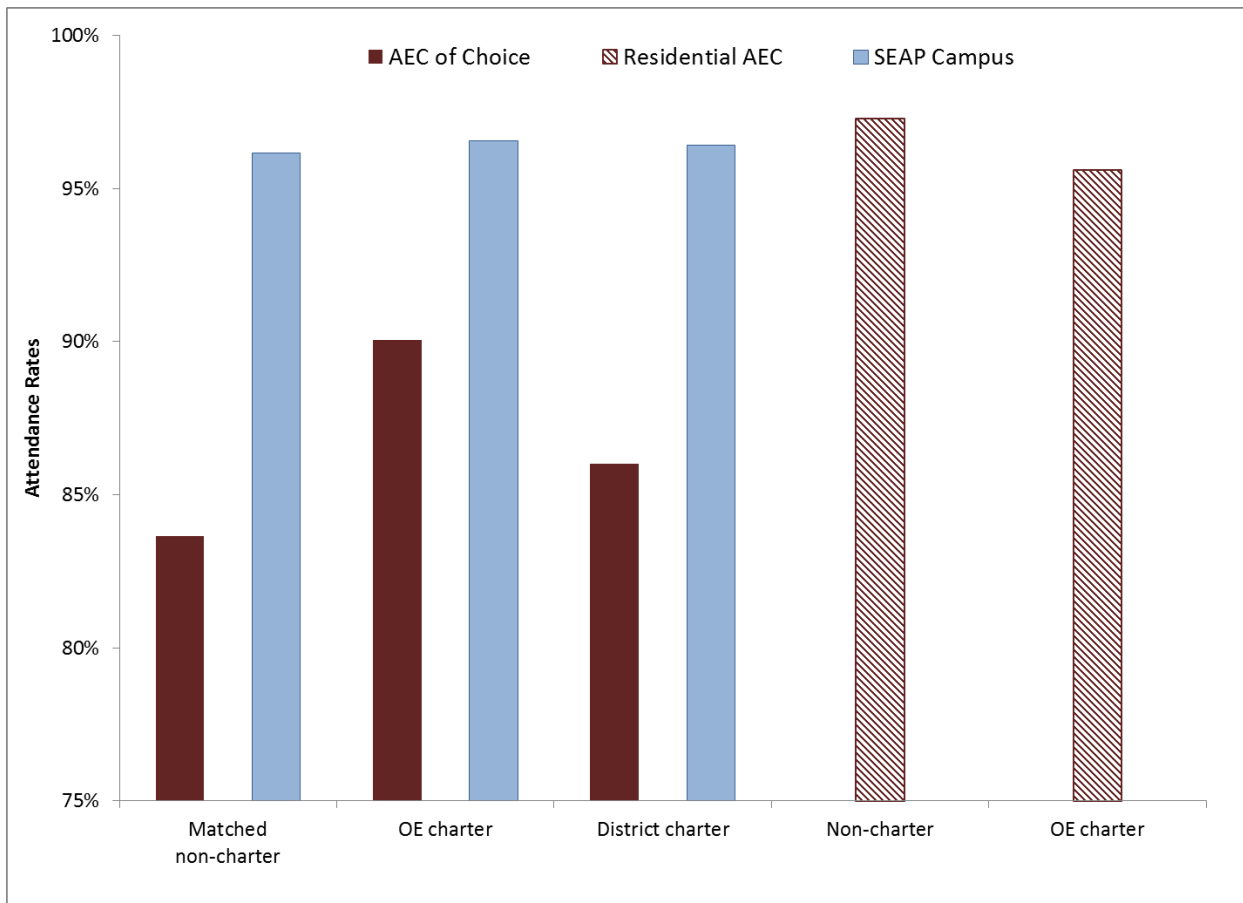
- Among SEAP campuses, the only systematic difference across school types is that open-enrollment charter schools had significantly smaller gains in the passing rate than did district charter schools or matched traditional public schools. Open-enrollment charters had smaller passing rate gains at both the elementary and the non-elementary levels and in both mathematics and reading/ELA.
- Among AECs of Choice, which are almost exclusively non-elementary schools, district charter schools underperformed open-enrollment charter schools and matched traditional public schools for all measures except passing rate gains for reading/ELA.
- Among students at risk of dropping out of high school, test scores and passing rates were significantly higher at district charter campuses than at non-residential open-enrollment charter or matched traditional public school campuses, but gains were

comparable; there were no differences in NCE scores, passing rates, or measure of gains between open-enrollment charters and matched traditional public schools.

### Attendance Rates

Another measure of student performance is the attendance rate. Attendance rates for school types are calculated from the individual student attendance records as an average of the percent time attended by the student, weighted by the number of days the student was enrolled in the campus. Attendance records are available for students from 416 of the 436 open-enrollment charter campuses, 58 of the 61 district charter campuses, and 248 of the 265 matched traditional public schools and residential traditional public school campuses.

Figure 8.5 illustrates the attendance rates for 2008–09. As the figure shows, attendance rates at AECs of Choice were significantly lower than attendance rates at SEAP campuses or residential campuses.



**Figure 8.5**  
**Attendance Rates (2008–09)**

Source. Public Education Information Management System (PEIMS).

Among SEAP campuses, attendance rates were only slightly higher for open-enrollment charters than they were for matched traditional public schools, but the attendance rates were

measured so precisely that the difference was statistically significant. Among AECs of choice, attendance rates for open-enrollment charter schools were significantly higher than attendance rates for district charter schools, which were comparable to attendance rates for matched traditional public schools. Among residential campuses, no significant differences were found in attendance rates between charter and traditional public schools.

Table 8.7 presents attendance rates for various types of students. As the table illustrates, there were few meaningful differences in attendance rates for student subgroups between open-enrollment charters, district charters, and matched traditional public schools. Attendance rates for Hispanic, non-Hispanic White, economically disadvantaged, and at-risk students were significantly higher in district charters than in open-enrollment charters or matched traditional public schools. There were no differences by school type for African American and LEP students.

**Table 8.7**  
**Attendance Rates by School Type and Student Characteristics (2008–09)**

	NR OE Charter	NR District Charter	NR Matched Traditional	R OE Charter	R Traditional
African American	95.0%	95.4%	95.2%	97.3%	97.8%
Hispanic	95.3%	96.2%*#	95.0%	93.8%	96.9%
Non-Hispanic White	94.2%	96.1%*#	95.3%	97.4%	97.7%
Economically disadvantaged	95.0%	96.0%*#	95.0%	96.1%	96.5%
At-risk	93.7%	95.4%*#	93.9%	95.7%	97.3%
LEP	96.0%	96.4%	96.4%	94.9%	96.4%

*Source.* Public Education Information Management System (PEIMS).

*Notes.* NR=Non-residential, R=residential and OE=Open-enrollment. Matched traditional public school campuses were identified as highly similar to charter campuses, using propensity score matching. The \* indicates a charter school mean that is significantly different from the corresponding, matched traditional public school mean at the 5-percent level, allowing for clustering of the data by district. The # indicates a statistically significant difference in means between open-enrollment charter schools and district charter schools.

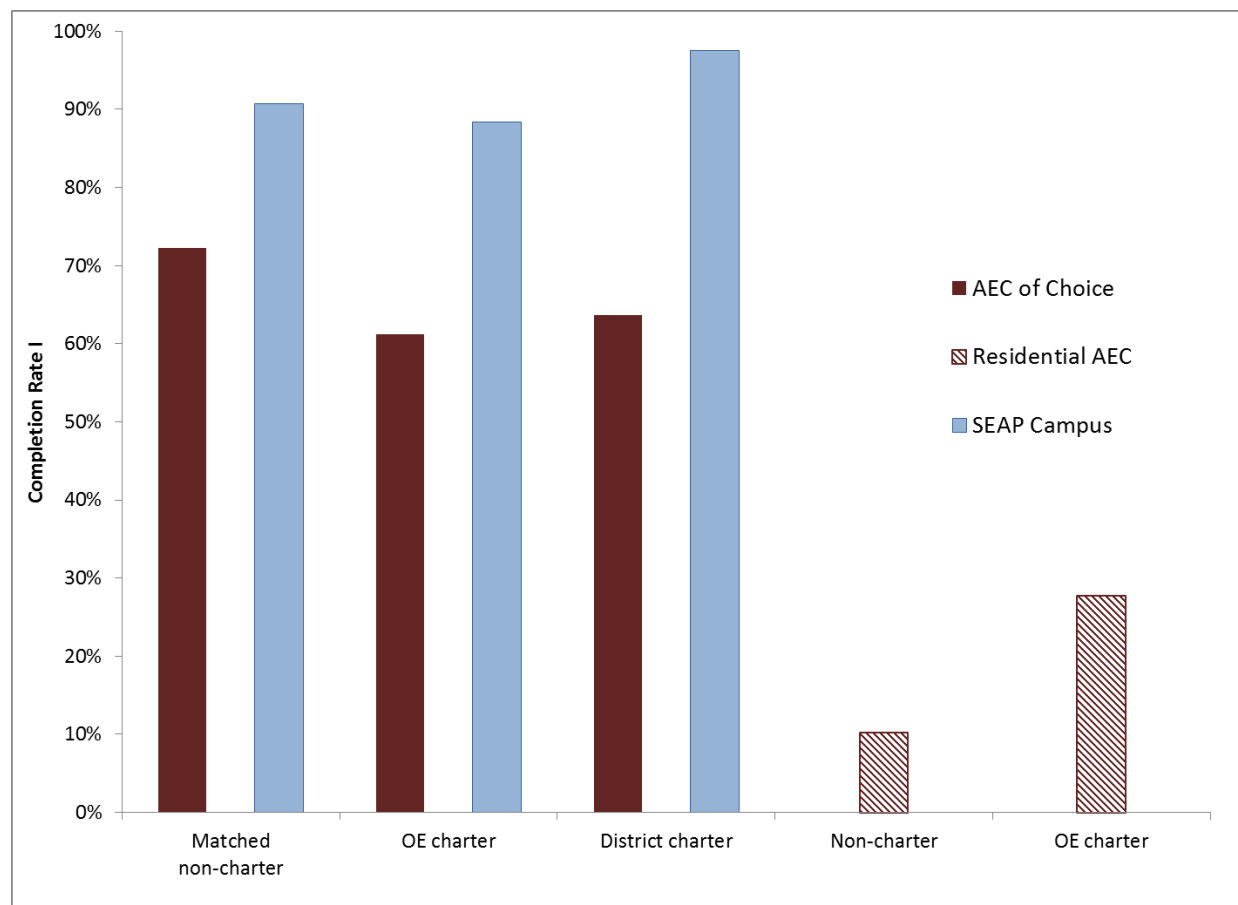
## Completion Rates

The Texas accountability system relies on two alternative measures of student completion.<sup>47</sup> The first, known as Completion Rate I, indicates the share of students from the would-be class of 2009 who either graduated or continued in high school. The second measure, known as Completion Rate II, indicates the share of students from the would-be class of 2009 who graduated, continued in school, or completed a GED certificate by August 31, 2009. Completion Rate I is used to determine accountability ratings for SEAP campuses, whereas Completion Rate II is used to determine accountability ratings for AECs. Only high schools and multi-level campuses have completion rates, and data on 40% of the eligible campuses were not available due to student privacy concerns. As such, the analysis is based on student performance at 65 SEAP campuses (27 open-enrollment charters, 4 district enrollment charters, and 34 matched traditional public schools), 111 AECs of Choice (78 open-enrollment charters, one district

<sup>47</sup> For more information on the Texas accountability system, see the 2009 Accountability Manual at <http://ritter.tea.state.tx.us/perfreport/account/2009/manual/index.html>

charter, and 32 matched traditional public schools), and 54 residential AECs (27 open-enrollment charters and 27 matched traditional public schools).

Figure 8.6 illustrates the Completion Rates I for 2008–09. As the figure illustrates, completion rates were systematically lower for AECs than for SEAP campuses. Among the SEAP campuses, district charters had the highest completion rates (97%), and district charter completion rates were statistically higher than the completion rates for either open enrollment charter (88%) or matched traditional public school (91%) campuses. The completion rates for open-enrollment charter and matched traditional public school campuses were not statistically different from one another.



**Figure 8.6**  
**Completion Rate I (2008–09)**

Sources. Secondary School Completion and Dropouts report data files.

Although Completion Rate I is not used to evaluate alternative campuses for accountability purposes, it still provides interesting information about the relative performance of students attending charter schools. As Figure 8.6 illustrates, completion rates for residential AECs were much lower than for AECs of Choice. Among AECs of Choice, the completion rates for matched traditional public school campuses were significantly higher than those for either type of charter schools. Of the students attending matched traditional public schools, 72% graduated on time or continued in school, while only 61% of the students in open-enrollment charters and 64% of the students in the one district charter with data graduated or continued in school. The differences in completion rates between open-enrollment charter and district charter AECs were not

statistically significant, nor were the differences in completion rates between charter and traditional public school residential AECs.

Table 8.8 presents the components of the Completion Rate I, as well as the values for Completion Rate II. As the table illustrates, there were large differences by school type in the composition of the two alternative completion rates.

**Table 8.8**  
**Completion Rate Components by School Type (2008–09)**

	Grads	Cont.	GED	Dropout	Completion I	Completion II
<b>AECs of Choice</b>						
Matched traditional public school	41.7%	30.6%	4.3%	23.4%	72.3%	76.6%
Open-enrollment charter	30.8%*#	30.4%	4.6%	34.2%*#	61.2%*	65.8%*#
District charter	54.5%*	9.1%*#	9.1%*#	27.3%	63.6%*	72.7%
<b>Residential AECs</b>						
Traditional public school	6.4%	3.8%	24.8%	65.0%	10.2%	35.0%
Open-enrollment charter	19.6%	8.1%	22.4%	49.9%	27.7%	50.1%
<b>SEAP campuses</b>						
Matched traditional public school	81.0%	9.8%	1.6%	7.6%	90.8%	92.4%
Open-enrollment charter	76.2%	12.3%	2.3%	9.3%	88.4%	90.7%
District charter	81.6%	15.9%	0.7%	1.9%*#	97.5%*#	98.2%*#

Sources. Secondary School Completion and Dropouts report data files.

Notes. Grads=Graduated. Cont.=Continuing. GED=Completed general equivalency exam.

Dropout=dropped out of school. Matched traditional public school campuses were identified as highly similar to charter campuses, using propensity score matching. The \* indicates a charter school mean that is significantly different from the corresponding, matched traditional public school mean at the 5-percent level, allowing for clustering of the data by district. The # indicates a statistically significant difference in means between open-enrollment charter schools and district charter schools.

Among AECs of Choice, open-enrollment charter campuses had significantly lower completion rates than matched traditional public school campuses by either completion measure. Completion rates for AECs of Choice were lower for open-enrollment charter campuses than for matched traditional public school campuses by either definition because graduation rates were lower for open-enrollment charters while continuation rates and GED rates were very similar.

Among SEAP campuses, there were no statistically significant differences in graduation rates or either definition of completion rates between open-enrollment campuses and matched traditional public school campuses; however, district charter campuses had significantly higher completion rates than did the other two types of schools by either measure. The completion rate difference for district charter schools was statistically significant even though researchers could not conclude that the difference for any single component of completion (graduation rates, continuation rates, or GED rates) was statistically significant and even though the number of district charter campuses under analysis (four) was quite small.

Among residential campuses, there were no systematic differences in graduation rates, continuation rate, GED rates, dropout rates, or either measure of completion rates between charter and traditional public school campuses. Compared with AECs of Choice, either type of residential AEC had significantly higher dropout and GED rates and significantly lower graduation, continuation, and completion rates.

### **Language Acquisition**

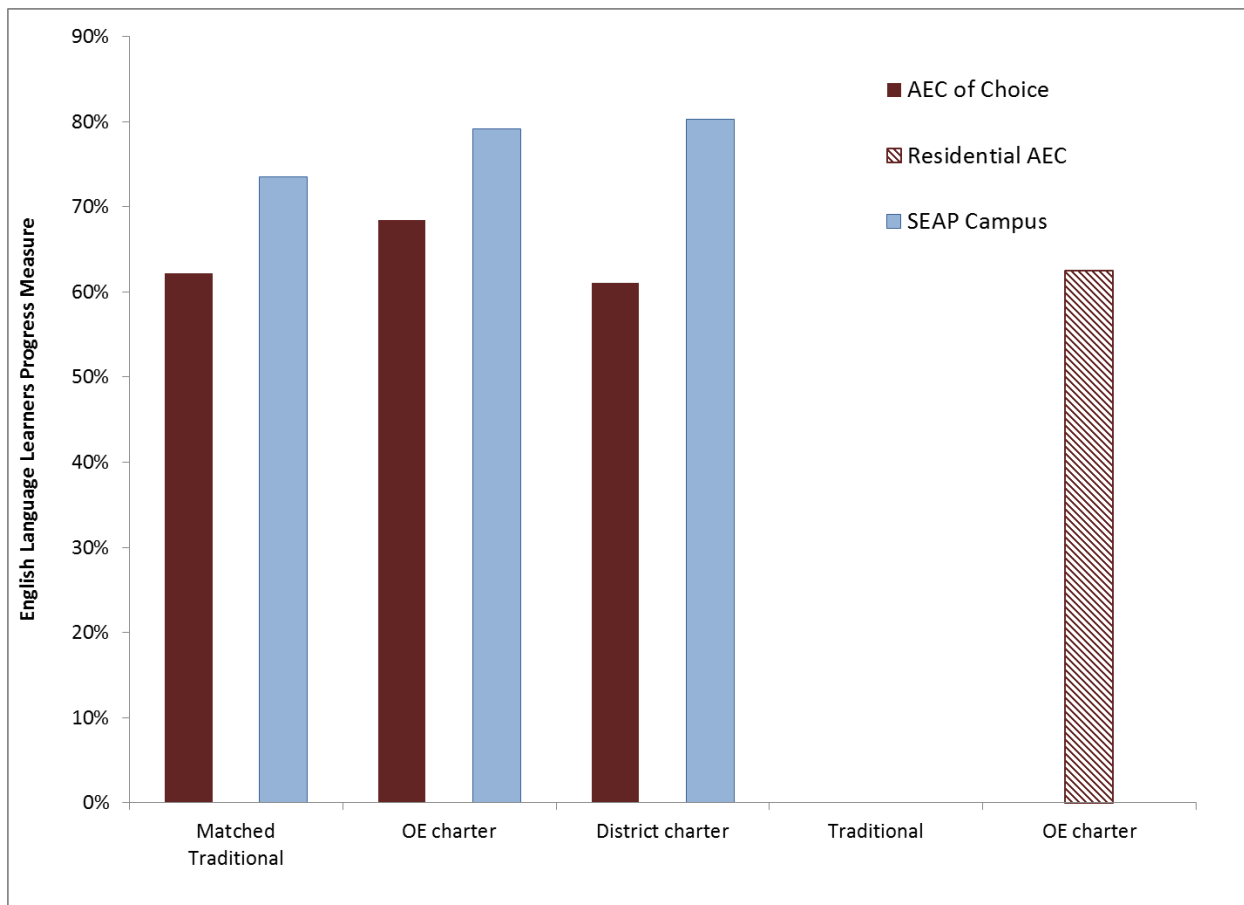
One measure of student performance that is increasingly important for Texas is the rate at which a student transitions from LEP to full proficiency. The ELL progress measure incorporates data not only on LEP students, but also on former LEP students in their first or second year after their exit from LEP status. It indicates whether or not students in Grades 3–11 are making any progress toward English proficiency, based on the reading/ELA components of the TAKS and the Texas English Language Proficiency Assessment System (TELPAS).<sup>48</sup> An ELL progress measure of 50% means that 50% of the ELL students are making progress toward proficiency.

Only campuses that serve grades 3–11 with at least 30 LEP students or former LEP students have an ELL progress measure. ELL progress measures are available for 163 open-enrollment charter campuses (96 SEAP campuses, 62 AECs of Choice, and five residential campuses), 35 district charter campuses (32 SEAP campuses and three AECs of Choice), and 99 matched traditional public school campuses (82 SEAP campuses and 17 AECs of Choice). None of the traditional public school residential campuses have ELL progress measure data in AEIS.

Figure 8.7 illustrates the ELL progress measure for 2008–09. As the figure illustrates, AECs had a significantly lower performance on this measure as well. On average across all types of campuses, the ELL progress measure was 10 percentage points lower for AECs of Choice than for SEAP campuses.

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<sup>48</sup> The ELL Progress Indicator will be incorporated in the state accountability ratings system in 2011. For more on the ELL progress measure, see [http://ritter.tea.state.tx.us/perfreport/ell\\_fa.html](http://ritter.tea.state.tx.us/perfreport/ell_fa.html).



**Figure 8.7**  
**ELL Progress Measure (2008–09)**

*Source.* Academic Excellence Indicator System (AEIS).

Among the AECs of Choice, there were no statistically significant differences in the ELL progress measure between open-enrollment charter, district charter, and matched traditional public school campuses; however, among SEAP campuses, both types of charter schools outperformed the matched traditional public school campuses. On average, 73% of current and recent LEP students were making progress toward proficiency at matched traditional public schools, while 79% of students at open-enrollment charters and 80% of students at district charter schools were making similar progress.

As Table 8.9 illustrates, non-elementary schools are the source of most of the information about student progress in AECs of Choice. Among SEAP campuses, there were no systematic differences in student progress between elementary schools and non-elementary schools. At the elementary level, students attending open-enrollment charters were making significantly greater progress than were students attending matched traditional public school campuses, and the progress at open-enrollment charters was indistinguishable from the progress at district charters. The same pattern is observed at the non-elementary level, but the differences are not statistically significant.



**Table 8.9**  
**ELL Progress by School Type and Grade Level (2008–09)**

	Elementary Schools	Non-Elementary Schools
<b>AECs of Choice</b>		
Matched traditional public school		62.2%
Open-enrollment charter	64.4%	69.3%
District charter		61.1%#
<b>SEAP campuses</b>		
Matched traditional public school	71.9%	76.0%
Open-enrollment charter	78.5%*	79.7%
District charter	78.7%	82.4%
<b>Residential AECs</b>		
Open-enrollment charter		62.5%

Source. Academic Excellence Indicator System (AEIS).

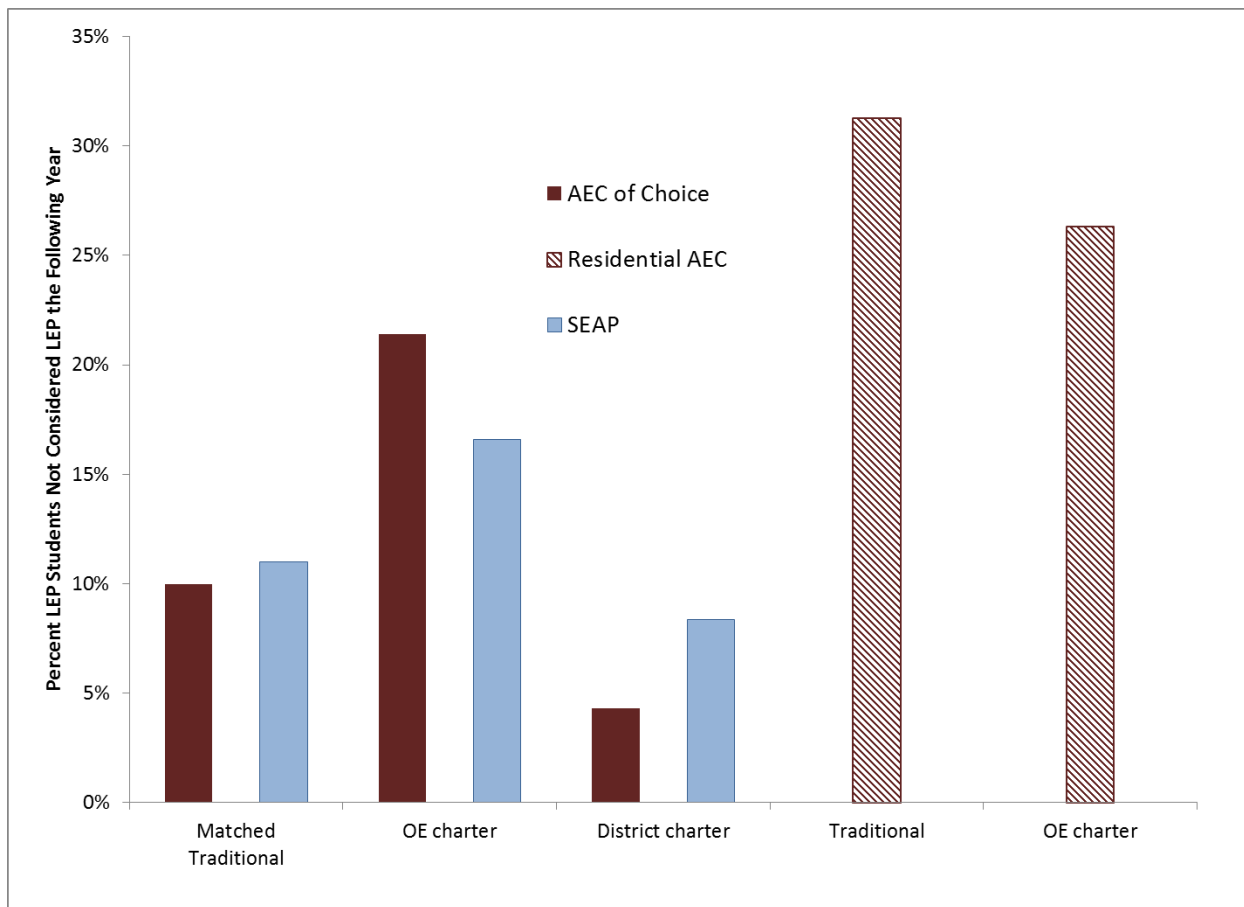
Notes. There are no traditional public school residential campuses, district charter or matched traditional public school AECs of Choice with data. The \* indicates a charter school mean that is significantly different from the corresponding, matched traditional public school mean at the 5-percent level, allowing for clustering of the data by district. The # indicates a statistically significant difference in means between open-enrollment charter schools and district charter schools.

One problem with the ELL progress measure is that it does not reflect student progress before the third grade, and many Texas students are no longer considered English language learners by the time they are old enough to take the TAKS. An alternative measure of increasing English proficiency is the rate at which LEP students transition away from LEP status. The LEP transition measure for 2008–09 indicates the share of students from any grade level who were classified as LEP in 2008–09 but who were not classified as LEP the following year (2009–10).<sup>49</sup> Statewide, nearly 14% of LEP students changed their status in 2008–09.

Schools with no LEP students in 2008–09 cannot be included in this analysis of LEP transitions. Therefore this analysis covers 273 open-enrollment charter campuses, 54 district charter campuses and 216 matched traditional public school and residential traditional public school campuses.

As Figure 8.8 illustrates, there are no statistically significant differences between AECs of Choice and SEAP campuses, as a whole, with respect to this measure of student performance. Somewhat surprisingly, students attending residential AECs are more likely to transition out of LEP status than are students attending non-residential campuses, of any type.

<sup>49</sup> Only students who were observed in both 2007–08 and 2008–09 are included in this measure.



**Figure 8.8**  
**LEP Transition Measure (2008–09)**

*Source.* Public Education Information Management System (PEIMS).

No differences were found in transition rates between open-enrollment charter and traditional public school residential campuses. Among both types of non-residential campuses, the transition rates were significantly higher for students attending open-enrollment charters than for students attending other types of schools. Among SEAP campuses, the LEP transition rate was half again as high for open-enrollment charter campuses (17%) as it was for matched traditional public school campuses (11%) and twice as high as it was for district charter campuses (8%). Among AECs of Choice, the LEP transition rate for open-enrollment charter campuses (21%) was significantly higher than the LEP transition rate for matched traditional public school campuses (10%), which in turn was significantly higher than the LEP transition rate for district charter campuses (4%).

Table 8.10 reports the LEP transition measure separately for elementary and non-elementary schools. At the elementary level for SEAP campuses and at the non-elementary level for AECs of Choice, open-enrollment charter campuses significantly outperformed matched traditional public school campuses which in turn significantly outperformed district charter campuses. There were no systematic differences in student performance among SEAP campuses at the non-elementary level.

**Table 8.10**  
**LEP Transition Rate by School Type and Grade Level (2007–08)**

	Elementary Schools	Non-Elementary Schools
<b>AECs of Choice</b>		
Matched traditional public school		10.0%
Open-enrollment charter	15.8%	24.8%*#
District charter		4.3%*
<b>Residential AECs</b>		
Open-enrollment charter		26.4%
Traditional public school		31.3%
<b>SEAP campuses</b>		
Matched traditional public school	8.4%	26.0%
Open-enrollment charter	14.6%*#	21.1%
District charter	5.8%*	21.8%

*Source.* Public Education Information Management System (PEIMS).

*Notes.* At the elementary level, there are no district charter or matched traditional public school AECs of Choice. Scores for residential elementary campuses are not reported due to student privacy concerns. The \* indicates a charter school mean that is significantly different from the corresponding matched traditional public school mean at the 5-percent level, allowing for clustering of the data by district. The # indicates a statistically significant difference in means between open-enrollment charter schools and district charter schools.

### Summary

Open-enrollment and district charter campuses serve a student population that is very different from the general population of Texas public schools. Any analysis of charter school performance must take these demographic differences into consideration. This analysis does so by comparing student performance in open-enrollment and district charter campuses with that of students who attend similar traditional public school campuses for all of the student performance measures under analysis. Focusing all of the comparisons on matched traditional public schools yields a somewhat more favorable picture of charter school performance than had been found in previous analyses comparing charter student performance to student performance statewide (for example, see TCER, 2008).

This analysis also distinguishes between the following types of charter schools: AECs of Choice, residential AECs and SEAP campuses. AECs are dedicated to serving students at risk of dropping out of school, and the at-risk student population is systematically different from other students. Many at-risk students have a history of poor performance on standardized tests, and students at AECs tend to underperform students attending SEAP campuses on all of the performance measures reported here, whether the school is a charter or not.

Table 8.11 summarizes the findings from the separate analyses of SEAP campuses, AECs of Choice, and residential AECs. In all cases, the performance of students in matched traditional public school campuses provides a baseline for examining the relative performance of open-enrollment charter and district charter campuses. A horizontal arrow indicates that performance of the charter type is comparable to that of the matched traditional public school campuses. An upward arrow indicates that the charter school type significantly outperforms the matched traditional public schools on the designated indicator, while a downward arrow indicates that the charter school type significantly underperforms the matched traditional public schools.

**Table 8.11**  
**Summary of Student Performance at Open-Enrollment Charter and District Charter as Compared to Matched Traditional Public School Campuses (2008–09)**

	TEA Ratings	TAKS Levels	TAKS Gains	Attendance Rates	Completion Rates	Language Acquisition
<b>SEAP</b>						
OE charter	↔	↔	↓	↑	↔	↑
District charter	↔	↔	↔	↔	↑	↓
<b>AECs of Choice</b>						
OE charter	↓	↑	↔	↑	↓	↑
District charter	↔	↓	↓	↑	↔	↓
<b>Residential AECs</b>						
OE charter	↔	↔	↔	↔	↔	↔

*Notes.* TEA ratings are the state accountability ratings. TAKS levels are a composite of TAKS passing rates and NCE scores. TAKS gains are a composite of passing rate gains and NCE gains. Completion rates is a composite of Completion rate I and II. Language acquisition is a composite of the ELL progress measure and the LEP transition measure. If either of the component indicators was significantly positive, the corresponding composite was positive. If either of the component indicators was significantly negative, the corresponding composite was negative and negative arrows were reported. If the component indicators were statistically significant but of opposite signs, then both positive and negative arrows were reported. Horizontal arrows indicate that no indicator was statistically significant. OE=Open-enrollment.

The most striking characteristic of SEAP charter campuses is how seldom researchers found a statistically significant difference between the performance of charter school students and the performance of students at matched traditional public schools. There were no reliable differences in accountability ratings, TAKS passing rates, NCE test scores, or completion rates between open-enrollment charter and matched traditional public school campuses. Passing rate gains were significantly lower for open-enrollment charter schools than for matched traditional public schools, but average NCE gains were comparable—suggesting that open-enrollment charters were less likely to focus on producing gains for students on the border between passing and not passing the TAKS. Attendance rates and language acquisition rates were significantly higher for open-enrollment charters than for matched traditional public schools. District charters were generally comparable to matched traditional public schools on the performance measures under analysis, although district charters outperformed traditional public schools with respect to completion rates and underperformed traditional public schools with respect to one of the two measures of language acquisition.

Among AECs of Choice, charter school performance was mixed. Open-enrollment charter schools had systematically lower accountability ratings and completion rates; higher TAKS passing rates, attendance rates, and language acquisition rates; and comparable NCE scores and NCE gains. The handful of district charters had higher attendance rates, comparable accountability ratings, and completion rates (including GED); and lower TAKS passing rates, passing rate gains, NCE test scores, NCE gains, and language acquisition rates.

Among residential AECs, there were no systematic differences in performance between charter and traditional public school campuses. Both types of campuses had high attendance rates and language acquisition rates but generally low performance in other dimensions of student achievement.

Among SEAP campuses, open-enrollment charter campuses and district charter campuses were roughly comparable in effectiveness. The only statistically significant differences between charter school types were that open-enrollment charter schools had smaller gains in the TAKS passing rate than district charter schools; that open-enrollment charter schools had higher language acquisition rates than district charter schools; and that district charter schools had higher completion rates than open-enrollment charter schools.

Among AECs of Choice, district charter schools had higher accountability ratings and completion rates but significantly lower language acquisition rates and TAKS performance. District charter campuses underperformed open-enrollment charter schools for all TAKS-based measures except passing rate gains for reading/ELA, where the two were comparable.

Among students at risk of dropping out of high school, NCE test scores and passing rates were significantly higher at district charter campuses than at non-residential open-enrollment charter or matched traditional public school campuses, but gains were comparable; there were no differences in NCE scores, passing rates, or either measure of gains between open-enrollment charters and matched traditional public schools.

No statistically significant differences among non-residential open-enrollment charter, district charter, and matched traditional public school campuses were found in TAKS performance for Hispanic students, economically disadvantaged students, LEP students, or students who had attended a different school the previous year. However, African American students and non-Hispanic White students had significantly lower passing rates at open-enrollment charter schools than they did at district charter schools or matched non-charter schools. Non-Hispanic White students performed significantly better in district charter campuses than in open-enrollment charter campuses on all of the TAKS-based performance measures.

## **Chapter 9**

### **Summary of Findings**

This report examines two classes of charter schools: open-enrollment charter schools and district charter schools. Open-enrollment charter schools are charter schools that have been created by “eligible entities” (e.g., non-profit organizations, universities, or local government groups) as new local education agencies. They receive most of their funding from the state and are subject to state oversight. District charter schools are charter schools that have been created by school districts. They remain under the control of the parent school district and receive their funding from it.

Designed as a descriptive, causal-comparative study, this evaluation consisted of both survey and secondary source data analysis. Researchers utilized online surveys of charter school students, families, teachers, and administrators to describe school characteristics, as well as gauge the perceptions and satisfaction individuals had with their respective schools. Analyses of secondary source data from PEIMS and AEIS yielded findings related to school demographics, school revenues and expenditures and charter school student performance. With the exception of the survey analyses, this report covers the 2008–09 school year.

#### **Open-Enrollment Charter Schools**

During the 2008–09 school year, there were 436 open-enrollment charter campuses in Texas, making open-enrollment charter schools the most common type of charter school in the state. Those 436 campuses served 102,249 students in 2008–09, or a little more than 2% of the public school students in the state.

None of the open-enrollment charter schools served more than 4,000 students, and many (60%) had only a single campus. More than a quarter of the open-enrollment charter campuses served fewer than 100 students, and nearly three-quarters served fewer than 300 students. Forty-three percent of open-enrollment campuses were alternative education campuses, with 52 campuses being residential AECs, and 137 being AECs of Choice (i.e. non-residential AECs). Most open-enrollment charter schools were relatively new, with 40% (173) having been open for less than three years, and 18% (77) opening their doors in 2008–09.

As a general rule, students living in metropolitan areas had greater access to open-enrollment charter schools than did students living outside of metropolitan areas. Only 26 of the 436 open-enrollment charter campuses were located outside of a metropolitan area, and eight of those were residential AECs. More than half of the open-enrollment charter campuses were located in the Houston, Dallas, and San Antonio metropolitan areas.

Students who attended open-enrollment charter schools in Texas were systematically different from those who did not. During the 2008–09 school year, non-residential open-enrollment charter schools served a student population that was disproportionately African American and economically disadvantaged, with a significantly smaller percentage of special education, gifted and talented, and career and technology students. Residential open-enrollment charter schools also served a disproportionate percentage of economically disadvantaged students, but that was the only statistically significant difference in student demographics between charter and non-charter residential campuses.

Teachers in charter schools were also systematically different from those in traditional public schools. At both the elementary and the non-elementary levels, open-enrollment charter schools had a larger percentage of African American and beginning teachers than did traditional public schools. On average, teachers in traditional public school had more than twice as many years of teaching experience as did teachers in open-enrollment charter schools. Open-enrollment campuses were also less likely to have teachers with advanced degrees, although the difference was not statistically significant for residential campuses. The campus-level turnover rates were twice as high at open-enrollment charter schools as at traditional public schools. Among non-residential campuses, average teacher salaries were nearly \$10,000 per year lower at open-enrollment charter schools than they were at traditional public schools. Unless otherwise noted, all of these differences were statistically significant

### **District Charter Schools**

During the 2008–09 school year there were 61 district charter schools serving 24,737 students, or less than 0.5% of the public school population in Texas. Twenty-four of those 61 district charter campuses were elementary schools, and 34 of the 61 were located in Harris County. The 61 district charter campuses were clustered in only 13 independent school districts. Only one of the 61 district charter campuses is located outside of a metropolitan area.

The majority of district charter campuses (88.5%) were SEAP campuses. Only seven district charter campuses were classified as AECs of choice, and no district charter campuses were classified as residential AECs.

At both the elementary and non-elementary levels, district charter schools served a student population that was more heavily Hispanic than the average for traditional public schools. More than two-thirds of the students attending district charter schools in 2008–09 were Hispanic. At the elementary level, students attending district charter schools were also more likely to be economically disadvantaged than were the students attending open-enrollment charter schools who in turn were more likely to be economically disadvantaged than were the students attending traditional public schools. At the non-elementary level, students attending either type of charter school were more likely to be economically disadvantaged than those attending traditional public schools, but there were no significant differences between the two types of charter schools.

District charter schools served a larger share of students at risk of dropping out of school than either open-enrollment charter schools or traditional public schools, but only at the elementary level. At the non-elementary level there were no significant differences among the three types of schools with respect to the percentages at risk of dropping out.

As a general rule, teachers in district charter schools were at least as highly educated and experienced as the teachers in traditional public schools and significantly more educated and experienced than the teachers in open-enrollment charter schools. Average salaries were significantly higher in district charter schools than in traditional public schools which in turn were significantly higher than average salaries in open-enrollment charter schools. Teachers in district charter schools were also more likely to be Hispanic than were teachers in either open-enrollment charter schools or traditional public schools.

## Charter School Revenues and Expenditures

When it comes to financial matters, charter schools are very different from traditional public schools. Open-enrollment charter schools do not have a tax base from which to draw funds and are therefore solely dependent on state and federal transfers, charitable donations, and other non-tax revenues such as food service activity. Traditional school districts receive funds from their own local tax base, as well as all of the sources available to open-enrollment charter schools. District charter schools are dependent on transfers from their parent school districts, so their revenues cannot be analyzed separately.

In 2008–09, open-enrollment charter schools received an average of \$9,654 in revenues and spent \$8,700 per pupil on current operations; whereas traditional school districts received \$10,281 and spent \$8,490 on current operations.

The difference in revenues arose because the local tax revenues received by traditional districts more than offset the higher state aid and larger charitable donations received by open-enrollment charter schools. Traditional school districts spent most of their additional revenue on facilities-related, non-operating expenses (i.e., capital outlay and debt service).

The similarity in operating expenditures is misleading. Although current operating expenditures for open-enrollment charter schools were very similar to those for traditional school districts, the size, location, and student demographics of open-enrollment charter schools are very different. Once such differences are taken into account, it becomes clear that non-residential open-enrollment charter campuses spent significantly less than similar traditional public campuses on current operations. In 2008–09 open-enrollment charter elementary campuses spent 12% less than did comparable traditional public school campuses, whereas open-enrollment charter non-elementary campuses spent 25% less than did comparable traditional public school campuses.

Not only did open-enrollment charter campuses spend less overall, they also allocated their resources differently. Open-enrollment charter campuses spent significantly more than comparable traditional public school campuses on non-personnel items like rent and supplies; and they spent significantly less than comparable traditional public school campuses on instructional and non-instructional personnel.

Cost-adjusted spending on personnel was lower at open-enrollment charter schools than it was in traditional public school districts of comparable size for two main reasons. First, open-enrollment charter schools had fewer full-time-equivalent (FTE) staff, per pupil, than traditional public school districts of comparable size. On average, open-enrollment charter schools had one fewer teacher per 100 students and half as many teacher aides as did traditional school districts of comparable size. Second, open-enrollment charter schools paid lower salaries, on average, than did other districts. Average teacher pay was 12% lower for teachers in open-enrollment charter schools than for teachers in other districts of comparable size, and cost-adjusted average teacher pay was 24% lower. Average teacher salaries were lower not only because open-enrollment charter schools hired less experienced teachers, on average, but also because open-enrollment charter schools paid a smaller premium for additional years of teacher experience.

District charter campus spending was more similar to open-enrollment charter campus spending than it was to the spending in comparable traditional public school campuses. No statistically significant difference was noted in current operating or core operating expenditures between open-enrollment charter campuses and district charter campuses, regardless of grade level.



However, open-enrollment charter campuses spent significantly more than district charter schools on non-personnel items (like rent), and significantly less than district charter campuses on instructional personnel.

Differences in spending between charter and non-charter residential campuses were not statistically significant.

## Survey Analyses

The 2009–10 Texas Charter School Evaluation included surveys of administrators, teachers, students, and families at both open-enrollment campuses and district charter campuses. The surveys were administered in spring 2010, and asked stakeholders to report on the 2009–10 school year. Only stakeholders from Generations 1–10 charter schools were surveyed for this report, as Generations 11–14 were recently surveyed as part of the Evaluation of New Texas Charter Schools, 2007–10 (TCER, 2009). The main goal of surveying these groups was to ascertain their attitudes and opinions about their campuses, as well as describe their general satisfaction about charter schools. Only open-enrollment charter school administrators, teachers, students, and families responded to the surveys. Some open-enrollment charter schools had multiple respondents; others had none.

**Administrators.** In order to describe charter school administrator characteristics, as well as address administrators' satisfaction with their respective charter campuses, the survey of administrators at open-enrollment and district charter campuses merged topics and questions from prior years' surveys with items not previously asked. One-hundred ninety-eight administrators at 123 of the 414 open-enrollment charter campuses surveyed and none of the administrators at the 73 district charter campuses surveyed responded to the survey. Eighty-one of the open-enrollment campuses where administrators responded to the survey were SEAP campuses, whereas 42 were AECs. There were too few respondents from AECs to draw meaningful distinctions between AECs of Choice and residential AECs.

The demographic profile of the responding administrators was similar to that reported in the prior evaluation (TCER 2008). Generally speaking, the responding charter school administrators were 44% non-Hispanic white, 26% Hispanic, 24% African American, and 61% female.

On the subject of highest educational level attained, similar to the 2006–07 report on Texas Charter Schools (TCER, 2008), the majority (69%) of administrators held at least a master's degree, with 12% having obtained a doctorate as well. Notably, a higher percentage of administrators who worked at AEC campuses (71%) had a master's degree, as compared to administrators who worked at SEAP campuses (51%). As was reflected in the previous report (TCER, 2008), on average, open-enrollment charter campus administrators had 9.9 years of experience in administration and 8.5 years of experience as teachers.

According to survey respondents, the average class size was 20 students. SEAP campuses had slightly larger classes (21 students) than AECs (17 students). In terms of the number of schools with a wait list—as well as the number of students included on the lists—variation among the types of schools was substantial. Of the SEAP campuses, 44% had wait lists (with an average of 104 students per list), while 24% of the AECs had a wait list (with an average of 50 students per list).

An overwhelming percentage (85%) of administrators identified serving at-risk students as a mission of their campus. Additionally, drop-out recovery (40%), special education (37%), and college preparation (35%) are heavily-identified missions of open-enrollment charter campuses.

In terms of teacher recruitment, no strategy was classified as being used to a great extent. Responding administrators did, however, identify the use of partnering with alternative certification programs and advertising in print and electronic media as the most frequently utilized strategies.

Two issues clearly stood out as the most influential factors in the decisions that charter school administrators make—standardized test scores (e.g., TAKS) and student attendance. Administrators also commented on the challenges associated with balancing student needs with school costs. Tardiness and absenteeism were administrators' top two discipline and behavior concerns, as reflected in the prior report (TCER, 2008). Inadequate facilities and too much paperwork/reporting requirements were rated by administrators as the most serious challenges they face. In general, however, administrators were satisfied with their charter campuses, specifically identifying small class sizes and a dedicated staff as school strengths.

**Teachers.** In contrast to the most recent charter school report (TCER, 2008), the 2009–10 Texas Charter Schools Evaluation included a survey of teachers at both open-enrollment and district charter campuses. Teachers have a significant impact on student outcomes; therefore, evaluators deemed the perspectives and experiences of classroom teachers at charter schools to be critical and essential aspects of a complete report. The survey also described teacher characteristics and addressed teachers' satisfaction with their respective charter campuses. In addition to the questions asked of charter school administrators, teachers were also surveyed about the presence and use of classroom/campus technology.

Generally speaking, charter school teachers who responded to the survey were 48% non-Hispanic White, 30% Hispanic, 16% African American, and 68% females. Nearly all the respondents (95%) held at least a bachelor's degree. On average, they had seven years of experience as teachers and three years of experience as teachers at their current charter campus.

All of the teachers who responded to this survey worked at open-enrollment charter campuses. An overwhelming percentage (80%) of teachers identified *servicing at-risk students* as a mission of their school. Additionally, *special education* (36%), *drop-out recovery* (34%), and *college preparation* (23%) were heavily-identified missions of open-enrollment charter schools. *Standardized test scores*, *other formal assessments*, and *student attendance* had the greatest influence on charter school teachers' decision-making. Similar to responses given by administrators, charter school teachers reported *student tardiness* and *student absenteeism* as the main student behavior and discipline problems.

Results indicated that, on the whole, the majority (81%) of teachers were either *satisfied* or *very satisfied* with their campuses. Via open-ended survey questions, some teachers described what they perceived as strengths of their charter campuses, and most responses echoed the recurring themes mentioned by their administrator counterparts: small campuses, low teacher-to-student ratios, and motivated teachers. Many teachers commented accordingly: "Since we are a small campus, we are able to reach all students and know their individual needs." Still another teacher offered, "Our teachers are educated and motivated to help students succeed." Additionally, teachers offered: "We have a great opportunity to serve a group of very

intelligence, highly at-risk students,” and “[We have] a small community that brings more of a family-feel to the school’s atmosphere.”

**Students and Families.** Students offer first-hand insight and perspective into their classrooms and overall learning environments that cannot be described by any other stakeholders. Additionally, the role of families in choice-based, public charter schools is both obvious and fundamental; and families’ points of view, as related to their children’s educational experiences, are, therefore, particularly valuable. It should be noted that, per the direction of TEA, parents were given an opportunity to preview the student survey prior to allowing their child to complete it, so there is no way to definitively determine whether parents/families or students were responsible for the responses to the student surveys. Furthermore, although 314 student surveys and 75 family surveys were completed, all of the responses came from only 12 campuses; therefore, caution should be used in interpreting these results.

*Students.* Almost 60% of the students who responded to the survey did not attend their current charter schools during the previous school year. Factors identified most often as contributors to their charter school choices were: smaller classes (77%) and good teachers (76%). The two issues that most influenced their perceptions of their current school environments were that they work hard to earn the grades they receive (80%) and that their teachers encourage them to think about their future (79%).

Overall, 80% of charter school students were satisfied or very satisfied with their experiences at their current campuses. They strongly agreed that they have computers available to use when they need them, and they enjoy using technology for academic purposes; however, students also commented on the desire for more computers at their campuses. Moreover, charter school students responding to the survey had generally positive attitudes about their teachers and classes.

Almost all charter school students (97%) believed they will graduate from high school, and the majority (66%) saw some form of higher education in their future. Most students (72%) indicated that they planned on attending their same charter campuses the following year.

*Families.* Of those family members who responded to the family survey, 90% were parents of the charter school students. The rest were grandparents, aunts, uncles and other family members. The majority of family member respondents (81%) had, at a minimum, completed high school. On average (46%), family members indicated that their students had been enrolled in their current charter schools for one year. Prior to choosing charter schools, 58% of the students had attended traditional public schools.

The school factors that family members rated as most important were meeting their children’s specific needs and the reputations of the schools’ academics and personnel. Families strongly agreed that they expect their children to attend college. Every item related to family involvement indicated more participation at the current charter campuses than at the students’ previous schools; and overall, 94% of the families indicated they were satisfied with their experiences at their current charter campuses.

## Charter School Student Performance

Non-residential open-enrollment and district charter campuses served a student population that was disproportionately African American, Hispanic, economically disadvantaged, and living in a metropolitan area. Accordingly, comparisons regarding student performance were made between charter schools and a matched traditional public school comparison group, determined by propensity score matching. Researchers explored five different dimensions of student performance: school accountability ratings, student performance in mathematics and reading on the Texas Assessment of Knowledge and Skills (TAKS), attendance rates, completion rates, and English language acquisition rates.

With regard to SEAP campuses, no statistically reliable differences were found in accountability ratings, TAKS passing rates, test score levels, or test score gains among open-enrollment charter campuses, district charter campuses, and matched traditional public school campuses. From the 2007–08 to the 2008–09 academic years, passing rates fell for students attending open-enrollment charter campuses and were unchanged for students attending district charter campuses and matched traditional public schools. Attendance rates and language acquisition rates were significantly higher for non-residential open-enrollment charter campuses than for matched traditional public schools. District charters were generally comparable to matched traditional public schools on the performance measures under analysis, although they outperformed them with respect to completion rates and underperformed them with respect to one of the two measures of language acquisition.

Among AECs of Choice, charter school performance was mixed. Open-enrollment charter schools had systematically lower accountability ratings and completion rates; higher TAKS passing rates, attendance rates, and language acquisition rates; and comparable TAKS scores and changes in TAKS scores. The handful of district charters that were AECs of Choice had higher attendance rates, comparable accountability ratings and completion rates (including GED); and lower TAKS passing rates, changes in passing rates, TAKS scores, changes in TAKS scores, and language acquisition rates.

Among residential AECs, there were no systematic differences in performance between charter and traditional public school campuses. Both types of campuses had high attendance rates and language acquisition rates but generally low performance in other dimensions of student achievement.

Among SEAP campuses, open-enrollment charter campuses and district charter campuses were roughly comparable in effectiveness. The only statistically significant differences between charter school types were that open-enrollment charter schools had smaller gains in the TAKS passing rate than district charter schools; that open-enrollment charter schools had higher language acquisition rates than district charter schools; and that district charter schools had higher completion rates than open-enrollment charter schools.

Among AECs of Choice, district charter schools had higher accountability ratings and completion rates than open-enrollment charter schools, but significantly lower language acquisition rates and TAKS performance. District charter campuses underperformed open-enrollment charter schools for all TAKS-based measures except passing rate gains for reading, where the two were comparable.

Among students at risk of dropping out of high school, TAKS scores and passing rates were significantly higher at district charter campuses than at non-residential open-enrollment charter

or matched traditional public school campuses, but changes in TAKS scores and passing rates were comparable. There were no differences in TAKS scores, passing rates, or either measure of gains between open-enrollment charters and matched traditional public schools.

No statistically significant differences among non-residential, open-enrollment charter; district charter; and matched traditional public school campuses were found in TAKS performance for Hispanic students, economically disadvantaged students, LEP students, or students who attended a different school the previous year. However, African American students and non-Hispanic white students had significantly lower passing rates at open-enrollment charter schools than they did at district charter schools or matched traditional public schools. Non-Hispanic white students performed significantly better in district charter campuses than in open-enrollment charter campuses on all of the TAKS-based performance measures.

### Conclusion

Charter schools are a small but rapidly growing part of the Texas educational landscape. In 2008–09, open-enrollment charter schools and district charter campuses served 126,986 students in Texas. As a general rule, those students were disproportionately African-American, Hispanic, economically disadvantaged, and living in metropolitan areas. Any evaluation of charter schools must take these demographic differences into consideration. This analysis does so by comparing school expenditures and student performance in open-enrollment and district charter campuses with that of similar traditional public school campuses. Focusing both comparisons on matched traditional public schools yields a somewhat more favorable picture of charter school performance and spending than had been found in previous analyses such as TCER (2008).

This analysis supports three broad conclusions about charter schools in Texas

1. *There are few systematic and reliable differences in educational outcomes between charter campuses and matched traditional public school campuses.* There were some measures of performance where charter campuses outperformed matched traditional public school campuses, some measures where they underperformed, and many measures where there was no reliable difference between charter and matched traditional public school campuses. Nothing in the analysis supports a conclusion that charter schools were systematically better, or worse, than matched traditional public schools serving similar student bodies.
2. *Charter campuses spent significantly less than matched traditional public school campuses.* On average in 2008–09 open-enrollment charter elementary campuses spent 12% less than did comparable traditional public school campuses, open-enrollment charter non-elementary campuses spent 25% less than did comparable traditional public school campuses, and district charter campuses spent roughly the same as open-enrollment charter campuses at either grade level. Charters achieved much of their cost savings by spending significantly less than matched traditional public school campuses for instructional personnel.
3. *Administrators, teachers, students and families in open-enrollment charter schools report satisfaction with their current campuses.* A low fraction of the charter school stakeholders responded to the satisfaction surveys, but most of those who did respond were satisfied or very satisfied with their current charter school.

In turn those three findings can be distilled down into one overarching observation: On average, charter schools in Texas appear to be as effective as traditional public schools, and more cost effective. Both types of charter schools achieved similar results using substantially fewer resources than comparable traditional public schools.

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**Appendix A**  
**Charter School Listing**

**Appendix A1**  
**Table A1**  
**Open-Enrollment Charter School Listing (2008–09)**

<b>Campus</b>	<b>County District Number</b>	<b>Years of Operation</b>	<b>Rating</b>	<b>Grades</b>	<b>Total Enrollment</b>
A W Brown – Fellowship Charter School	057816	10	Recognized	K - 6	908
A W Brown – Fellowship North Campus	057816	5	Unrated	PK	315
A+ Academy	057829	9	Academically Acceptable	PK - 12	985
Academy of Accelerated Learning	101810	8	Recognized	PK - 5	515
Academy of Beaumont	123801	10	Academically Acceptable	PK - 8	230
Academy of Careers and Technologies	015816	9	AEA: Academically Acceptable	9 - 12	156
Academy of Dallas	057810	10	Academically Unacceptable	PK - 8	520
Accelerated Interdisciplinary Academy	101849	5	Academically Acceptable	PK - 5	355
Accelerated Interdisciplinary Charter School	101849	8	Academically Acceptable	6 - 8	136
Accelerated Learning Center	178801	7	Unrated	PK - K	120
Alief Montessori Community School	101815	11	Exemplary	PK - 4	224
Alpha Academy	015822	6	Academically Acceptable	4 - 12	120
Alpha Charter School	057832	8	AEA: Academically Acceptable	K - 12	219
Alphonso Crutch's – Life Support Center	101817	10	AEA: Academically Unacceptable	6 - 12	179
Ambassador's Preparatory Academy	084804	2	Recognized	K - 5	129
American YouthWorks Charter School	227801	13	AEA: Academically Acceptable	9 - 12	115
American YouthWorks Charter School	227801	6	AEA: Academically Acceptable	9 - 12	194
Amigos Por Vida – Friends For Life Charter	101819	10	Recognized	PK - 8	471
Annunciation Maternity Home	227806	8	AEA: Academically Acceptable	9 - 12	7
Arlington Classics Academy	220802	10	Exemplary	K - 6	461
Audre and Bernard Rapoport Academy	161802	11	Recognized	PK - 4	174
Austin CAN Academy Charter School	227818	7	AEA: Academically Unacceptable	9 - 12	290
Austin Discovery School	227821	4	Recognized	K - 5	235
Azelway Charter School	212803	8	AEA: Academically Acceptable	2 - 12	98
Azelway Charter School Pine Mountain	212803	2	Unrated	7 - 12	24
Baker-Ripley Charter School	101853	1	Unrated	K - 1	57
Bay Area Charter Elementary School	101809	9	Recognized	PK - 5	199
Bay Area Charter Middle School	101809	5	Recognized	6 - 8	31
BCFS - Harlingen	015822	1	AEA: Unrated	7 - 8	78
BCFS - San Antonio	015822	1	AEA: Academically Acceptable	7 - 9	27

Beatrice Mayes Institute Charter School	101847	8	Exemplary	K - 8	416
Benji's Special Education Academy	101820	10	AEA: Academically Unacceptable	PK – 12	520
Bexar County Academy	015809	10	Academically Acceptable	PK - 8	485
Big Spring Charter School	193801	8	AEA: Academically Acceptable	1 - 12	57
Boys and Girls Harbor Academy	046802	1	AEA: Academically Acceptable	K - 8	29
Brazos River Charter School	213801	9	AEA: Academically Acceptable	9 - 12	137
Brazos School For Inquiry and Creativity	021803	10	Recognized	PK – 12	83
Brazos School For Inquiry and Creativity	021803	5	AEA: Academically Acceptable	K - 8	93
Brazos School For Inquiry and Creativity	021803	5	Academically Unacceptable	PK - 4	133
Brazos School For Inquiry and Creativity	021803	3	AEA: Academically Acceptable	6 - 12	152
Bright Ideas Charter	243801	11	Academically Acceptable	K - 12	166
Brooks Academy of Science and Engineering	015830	3	Recognized	6 - 11	602
Burnett-Bayland Home	101811	10	AEA: Academically Acceptable	7 - 12	50
Burnett-Bayland Reception Center	101811	10	AEA: Academically Acceptable	6 - 11	111
Calvin Nelms - North East Campus	101837	2	AEA: Academically Acceptable	K - 2	6
Calvin Nelms - Northwest	101837	4	Recognized	3 - 12	69
Calvin Nelms High School	101837	10	AEA: Academically Acceptable	9 - 12	136
Calvin Nelms Hospital Campus	101837	5	AEA: Academically Acceptable	1 - 11	25
Calvin Nelms Middle School	101837	7	Academically Acceptable	4 - 8	44
Canyon Lakes	014804	1	AEA: Academically Unacceptable	6 - 10	16
Cedar Crest – Trinity Charter School	046802	1	AEA: Academically Acceptable	3 - 12	63
Cedars International Academy	227817	8	Academically Acceptable	K - 7	182
Cesar E. Chavez Academy	015801	6	AEA: Academically Acceptable	9 - 12	93
Chapel Hill Academy	220815	1	Unrated	PK - 1	127
Children First Academy of Houston	101823	10	Exemplary	PK - 7	466
Children First of Dallas	057811	10	Recognized	PK - 7	287
Children of The Sun	108801	5	AEA: Academically Unacceptable	PK – 12	72
Children of The Sun	108801	5	AEA: Academically Unacceptable	PK – 12	175
ComQuest Academy	101842	10	AEA: Academically Acceptable	9 - 12	82
Corpus Christi Academy	015801	7	Academically Unacceptable	9 - 12	52
Corpus Christi Montessori School	178807	4	Recognized	1 - 6	153
Crosstimbers Academy	184801	3	AEA: Academically Acceptable	9 - 12	136
Cumberland Academy	212801	11	Recognized	K - 5	222
Dallas CAN! Academy Charter	057804	13	AEA: Academically Unacceptable	9 - 12	497

Dallas CAN! Academy Charter – Oak Cliff	057804	11	AEA: Academically Unacceptable	9 - 12	492
Dallas County Juvenile Justice	057814	10	AEA: Unrated	5 - 11	279
Dan Chadwick Campus	092801	10	AEA: Academically Acceptable	9 - 12	155
Davinci School For Science and The Arts	071801	3	Recognized	4 - 9	389
Depelchin - Elkins Campus	227806	7	AEA: Unrated	7 - 12	32
Depelchin - Richmond	227806	4	AEA: Academically Acceptable	K - 5	14
Destiny Academy	057825	9	AEA: Academically Acceptable	K - 9	137
Dr. David C. Walker Intermediate	015806	2	Academically Acceptable	4 - 6	239
Dr. David M. Copeland Elementary	015806	3	Recognized	K - 3	392
Dr. Harmon W. Kelley Elementary	015806	11	Exemplary	K - 3	466
Dr. James L. Burch Intermediate	015806	9	Academically Acceptable	4 - 6	333
Dr. M. L. Garza-Gonzalez Charter School	178801	13	AEA: Academically Unacceptable	6 - 12	92
Dr. Paul S. Saenz Junior High	015806	5	Academically Unacceptable	7 - 8	336
Draw Academy	101856	5	Academically Acceptable	PK - 8	264
DRC Campus	057814	1	AEA: Academically Acceptable	8 - 11	26
Eagle Advantage School	057806	8	Academically Acceptable	K - 12	1496
Early Childhood Academy	015805	2	Exemplary	K - 3	244
East Fort Worth Montessori Academy	220811	6	Recognized	PK - 5	306
Ed White Memorial High School	101809	11	AEA: Academically Acceptable	9 - 12	98
Eden Park Academy	227803	11	Exemplary	K - 8	171
Education Center at Little Elm	061802	8	Academically Acceptable	K - 12	176
Education Center at the Colony	061802	8	Academically Acceptable	K - 12	140
Education Center International Academy	057833	2	Academically Acceptable	PK - 8	89
Education Center International Academy	057833	8	Academically Acceptable	2 - 12	65
Ehrhart School	123805	8	Academically Acceptable	PK - 8	197
El Paso Academy	071804	9	AEA: Academically Acceptable	9 - 12	227
El Paso Academy West	071804	5	AEA: Academically Acceptable	9 - 12	213
El Paso School of Excellence	071805	9	AEA: Academically Acceptable	PK - 5	400
El Paso School of Excellence Middle School	071805	8	AEA: Academically Acceptable	6 - 8	43
Encino School	024801	11	Academically Unacceptable	PK - 8	49
Erath Excels Academy Inc	072802	3	AEA: Academically Acceptable	7 - 12	78
Evolution Academy Charter School	057834	7	AEA: Academically Acceptable	9 - 12	405
Excel Center – Forth Worth	220808	2	Unrated	K - 12	47
Excel Center – Lewisville	220808	2	Unrated	K - 12	15

Faith Family Academy of Oak Cliff	057815	1	AEA: Academically Acceptable	6 - 8	235
Faith Family Academy of Oak Cliff	057815	1	AEA: Academically Acceptable	PK - 5	908
Faith Family Academy of Oak Cliff	057815	10	AEA: Academically Acceptable	9 - 12	167
Focus Learning Academy	057817	10	AEA: Academically Acceptable	PK - 8	412
Fort Worth Academy of Fine Arts	220809	8	Exemplary	7 - 12	255
Fort Worth Academy of Fine Arts Elementary	220809	3	Recognized	3 - 6	130
Fort Worth CAN Academy	220804	9	AEA: Academically Unacceptable	9 - 12	362
Fruit of Excellence School	227812	10	Recognized	K - 12	22
Gabriel Tafolla Academy	232801	11	Academically Acceptable	PK - 12	109
Gateway Academy	240801	1	AEA: Academically Acceptable	9 - 12	198
Gateway Academy: Student Alternative Program	240801	10	AEA: Academically Acceptable	9 - 12	301
Gateway Charter Academy Elementary School	057831	8	Academically Acceptable	PK - 4	396
Gateway Charter Academy Middle School	057831	2	Academically Acceptable	5 - 12	305
GCCLR Institute of Technology	178801	3	AEA: Academically Unacceptable	7 - 12	58
George Gervin Academy	015802	13	AEA: Academically Acceptable	PK - 12	526
George I. Sanchez Charter High School: San Antonio	015812	9	AEA: Academically Acceptable	8 - 12	129
George I. Sanchez High School	101804	13	AEA: Academically Acceptable	PK - 12	652
George M. Kometzky School	227806	8	AEA: Academically Acceptable	K - 5	9
Girls & Boys Academy	101805	13	Academically Acceptable	9 - 12	157
Girls & Boys Prep Academy Elementary	101805	8	Recognized	PK - 4	446
Girls & Boys Prep Academy Middle	101805	2	Academically Acceptable	5 - 8	182
Golden Rule	057835	3	Unrated	PK - 2	131
Golden Rule Charter School	057835	7	Academically Unacceptable	PK - 8	453
Guardian Angel Performance Academy	015813	10	Unrated	3 - 8	18
Gulf Shores High Schools	101843	8	AEA: Academically Unacceptable	7 - 12	150
H. S. Campus	057838	1	Exemplary	9 - 11	133
Hampton Preparatory	057843	1	Academically Acceptable	9 - 10	58
Harbach-Ripley Charter School	101853	1	Unrated	K - 3	53
Harmony Elementary – Austin	227822	3	Exemplary	K - 8	422
Harmony School of Excellence	101858	3	Exemplary	K - 10	603
Harmony School of Innovation	101857	4	Exemplary	PK - 8	509
Harmony School of Science – Houston	101862	1	Exemplary	PK - 8	340
Harmony Science Academy	101846	9	Exemplary	6 - 12	372
Harmony Science Academy – Austin	227816	7	Recognized	6 - 12	263

Harmony Science Academy – Beaumont	123806	2	Academically Acceptable	K - 9	362
Harmony Science Academy – Brownsville	031803	1	Exemplary	K - 8	267
Harmony Science Academy – College Station	021804	2	Recognized	K - 10	245
Harmony Science Academy – Dallas	101846	5	Exemplary	PK - 12	702
Harmony Science Academy – El Paso	071806	3	Recognized	K - 10	614
Harmony Science Academy – Fort Worth	220813	3	Exemplary	K - 10	574
Harmony Science Academy – Grand Prairie	220813	1	Exemplary	K - 8	341
Harmony Science Academy – Houston	101846	2	Exemplary	K - 9	482
Harmony Science Academy – Laredo	240804	1	Academically Acceptable	K - 8	342
Harmony Science Academy – Lubbock	152805	2	Exemplary	K - 9	309
Harmony Science Academy – North Austin	227816	1	Recognized	6 - 9	149
Harmony Science Academy – San Antonio	015828	3	Recognized	K - 10	585
Harmony Science Academy – Waco	161807	2	Recognized	K - 9	379
Harris County Juvenile Justice Center	101811	11	AEA: Academically Acceptable	4 - 11	171
Harris County Youth Village	101811	10	AEA: Academically Acceptable	7 - 11	136
Helping Hands	227806	1	AEA: Academically Acceptable	K - 5	19
Heritage Champions Academy	221801	3	Academically Acceptable	K - 12	300
Higgs Carter King Gifted and Talented	015803	11	AEA: Academically Acceptable	PK - 12	561
High School Campus	057803	1	Exemplary	9 - 12	406
Hill Country Youth Ranch	193801	4	AEA: Academically Acceptable	1 - 11	60
Horizon Montessori	108802	5	Academically Acceptable	PK - 6	381
Horizon Montessori II	108802	2	Recognized	PK - 6	140
Horizon Montessori III	108802	1	Unrated	K - 3	22
Houston CAN Academy Hobby	101812	6	AEA: Academically Unacceptable	9 - 12	310
Houston CAN! Academy Charter School	101812	11	AEA: Academically Unacceptable	9 - 12	402
Houston Gateway Academy	101828	10	Recognized	PK - 9	793
Houston Heights Charter School	101821	10	AEA: Academically Acceptable	9 - 12	215
Houston Heights Learning Academy	101829	10	Exemplary	PK - 5	128
Howard Burnham Elementary	071801	11	Exemplary	K - 4	296
IDEA Academy	108807	2	Recognized	PK - 5	663
IDEA Academy Mission	108807	1	Unrated	K	91
IDEA Academy San Benito	108807	1	Unrated	K	98
IDEA College Prep	108807	3	Exemplary	6 - 12	681
IDEA College Preparatory Mission	108807	1	Academically Acceptable	6 - 8	213

IDEA College Preparatory San Benito	108807	1	Recognized	6 - 8	190
IDEA Frontier Academy	108807	3	Exemplary	PK - 4	486
IDEA Frontier College Preparatory	108807	2	Recognized	6 - 10	425
IDEA Quest Academy	108807	3	Exemplary	PK - 4	566
IDEA Quest College Preparatory	108807	2	Recognized	6 - 10	532
Inspired Vision	057830	8	Academically Acceptable	5 - 8	465
Inspired Vision Academy	057830	9	Recognized	PK - 4	441
iSchool High School	221801	1	Exemplary	9 - 12	53
Jamie's House Charter School	101822	10	AEA: Academically Acceptable	3 - 12	79
Jean Massieu Academy	057819	10	Academically Unacceptable	PK - 12	91
John H. Wood Jr. Charter School at Alton Oaks	015808	11	AEA: Unrated	6 - 9	20
John H. Wood Jr. Charter School at Granbury	015808	1	AEA: Academically Acceptable	7 - 12	50
John H. Wood Jr. Charter School at Hays County	015808	5	AEA: Academically Acceptable	6 - 11	88
John H. Wood Jr. Charter School Hays County Juvenile	015808	7	AEA: Academically Acceptable	5 - 12	120
Juan B. Galaviz Charter School	101852	7	AEA: Academically Unacceptable	9 - 12	64
Jubilee Academy	015822	8	Recognized	PK - 12	452
Katherine Anne Porter School	105801	10	Academically Acceptable	9 - 12	121
Katy-Hockely Boot Camp	101811	10	AEA: Academically Acceptable	6 - 12	96
KIPP 3D Academy	101813	4	Recognized	6 - 8	255
KIPP 3rd Ward School	101860	3	Recognized	5	76
KIPP Academy Middle School and High School	101813	11	Recognized	6 - 8	267
KIPP Aspire Academy	015826	5	Recognized	5 - 8	366
KIPP Austin College Prep	227820	5	Recognized	5 - 8	367
KIPP Austin Collegiate	227820	1	Exemplary	9	95
KIPP East End	101813	1	Academically Acceptable	5 - 5	97
KIPP Houston High School	101813	1	Exemplary	9 - 12	448
KIPP Liberation College Prep	101860	2	Recognized	6 - 7	173
KIPP NE Lower School Dream	101813	3	Recognized	PK - 5	445
KIPP North Forest Lower School	101813	2	Recognized	5	82
KIPP Polaris Academy For Boys	101813	1	Recognized	6	81
KIPP Sharpstown College Preparatory	101813	2	Exemplary	PK - 5	377
KIPP Sharpstown College Preparatory	101813	1	Exemplary	6	90
KIPP Spirit College Prep	101860	2	Recognized	6 - 7	167
KIPP Sunnyside School	101860	3	Academically Acceptable	5	88

KIPP SW Lower School Shine	101813	3	Exemplary	PK - 5	787
KIPP Truth Academy	057837	5	Recognized	5 - 8	223
La Academia De Estrellas	057839	3	AEA: Academically Acceptable	K - 5	334
La Amistad Love & Learning Academy	101833	10	Unrated	PK - 4	191
La Amistad Love & Learning Academy	101833	1	Unrated	PK - K	56
La Amistad Love & Learning Academy	101833	1	Unrated	PK - 1	11
La Escuela De Las Americas	015811	11	Academically Acceptable	PK - 5	161
La Fe Preparatory School	071807	2	Unrated	PK - 2	126
Landmark School	057825	9	AEA: Academically Acceptable	8 - 12	129
Laurel Ridge	227806	4	AEA: Unrated	1 - 12	65
Legacy High School	057825	9	AEA: Academically Acceptable	8 - 12	222
Letot Campus	057814	1	AEA: Academically Acceptable	6 - 11	29
Life School Lancaster	057807	2	Academically Acceptable	K - 5	506
Life School McKinney	057807	1	Recognized	K - 3	82
Life School Oak Cliff	057807	11	Academically Acceptable	K - 12	1273
Life School Red Oak	057807	6	Recognized	K - 10	1263
Lighthouse Charter School	015825	6	Academically Acceptable	PK - 8	166
Lindsley Park Community School	057805	10	Exemplary	PK - 3	198
Mainland Preparatory Academy	084801	11	Academically Acceptable	PK - 8	505
Meadowland Charter School	130801	1	AEA: Academically Acceptable	9 - 11	30
Medical Center Charter School/South	101801	10	Exemplary	PK - 6	261
Medlock Youth Village	057814	1	AEA: Academically Acceptable	7 - 11	182
Meridell	227806	10	AEA: Academically Acceptable	2 - 12	91
Methodist Children's Home	227806	6	AEA: Academically Acceptable	6 - 12	124
Metro Academy of Math Science	220808	8	Academically Acceptable	PK - 8	251
Meyerpark Elementary	101855	5	Academically Acceptable	K - 5	158
Mid-Valley Academy	108804	10	AEA: Academically Unacceptable	9 - 12	66
Mid-Valley Academy - McAllen	108804	7	AEA: Academically Unacceptable	9 - 12	157
Mid-Valley Academy (9-12)	108804	1	AEA: Academically Acceptable	9 - 12	104
Middle Campus	057842	1	Exemplary	6 - 7	223
Middle Campus	057843	1	Academically Acceptable	6 - 8	253
Middle Campus	220816	1	Recognized	6 - 8	129
Midland Academy Charter School	165802	10	Recognized	K - 12	488
Milton B. Lee Academy of Science & Engineering	015806	1	Academically Acceptable	9 - 10	175



Monticello	015820	2	Unrated	11 - 12	5
National Elite Gymnastics	227806	10	Exemplary	3 - 8	19
NCI Charter School Without Walls	101853	5	Unrated	PK	1075
New Directions	015807	6	AEA: Academically Unacceptable	9 - 12	39
New Frontiers Charter School	015805	11	Academically Acceptable	4 - 5	132
New Frontiers Middle School	015805	4	AEA: Academically Acceptable	6 - 8	230
New Horizons	014804	1	AEA: Academically Unacceptable	1 - 12	58
North Hills Primary School	057803	2	Exemplary	K - 5	468
North Hills School	057803	12	Exemplary	6 - 8	395
North Houston High School For Business	101834	10	AEA: Academically Unacceptable	9 - 12	55
North Houston Multi-Language Academy	101834	3	Academically Unacceptable	1 - 5	47
North Texas Elementary School of The Arts	220814	2	Recognized	K - 6	153
Northwest Preparatory	101848	8	Academically Acceptable	PK - 8	276
Northwest Preparatory Campus - Wile	101848	8	AEA: Academically Acceptable	2 - 8	50
NOVA Academy	057809	9	Recognized	K - 6	198
NOVA Academy - Southeast	057827	9	Recognized	PK - 6	288
NYOS – Magnolia McCullough Campus	227804	8	Exemplary	PK - 3	280
NYOS Charter School	227804	11	Academically Acceptable	4 - 12	385
Odyssey Academy Inc	084802	10	Recognized	PK - 8	288
Olympic Hills	227806	2	Exemplary	2 - 11	14
One Stop Multiservice	108801	8	AEA: Academically Acceptable	PK - 12	223
One Stop Multiservice	108801	8	AEA: Academically Unacceptable	PK - 12	173
One Stop Multiservice High School	108801	13	AEA: Academically Unacceptable	PK - 12	142
Outreach Word Academy	235801	7	Academically Acceptable	PK - 7	227
Panola Charter School	183801	9	AEA: Academically Acceptable	8 - 12	130
Paradigm Accelerate Charter School	072801	2	AEA: Academically Acceptable	8 - 12	51
Paradigm Accelerate Charter School	072801	2	Academically Unacceptable	9 - 12	70
Paradigm Accelerate Charter School	072801	1	AEA: Academically Acceptable	8 - 12	33
Paradigm Accelerate School	072801	9	AEA: Academically Acceptable	7 - 12	66
Paseo Del Norte Academy - Ysleta	071803	3	AEA: Academically Acceptable	9 - 12	109
Paso Del Norte Academy	071803	10	AEA: Academically Acceptable	9 - 12	110
Pathfinder Camp	227806	9	AEA: Academically Acceptable	6 - 11	18
Pathways 3H Campus	227806	7	AEA: Academically Acceptable	7 - 12	45
Paul and Jane Meyer High School HS	161802	1	Exemplary	9 - 11	79

Peak Academy	057838	4	Exemplary	K - 5	280
Peak Advantage	057838	3	Recognized	6 - 8	345
Pegasus Campus	227806	7	AEA: Academically Acceptable	5 - 12	172
Pegasus Charter High School	057802	12	AEA: Academically Acceptable	4 - 12	487
Pineywoods Community Academy High School	003801	10	Academically Acceptable	K - 8	304
Pinnacle School	057825	10	Academically Acceptable	K - 8	177
Por Vida Academy Charter High School	015801	13	AEA: Academically Acceptable	9 - 12	162
Positive Solutions Charter	015814	11	AEA: Academically Acceptable	9 - 12	165
Pre-K Academy	015806	4	Unrated	PK	100
Premier High School of Abilene	221801	10	AEA: Academically Acceptable	6 - 12	210
Premier High School of Austin	221801	3	AEA: Academically Acceptable	8 - 12	219
Premier High School of Beaumont	221801	3	AEA: Academically Acceptable	6 - 12	118
Premier High School of Brownsville	221801	3	AEA: Academically Acceptable	7 - 12	173
Premier High School of Del Rio	221801	3	AEA: Academically Acceptable	6 - 12	114
Premier High School of El Paso	221801	1	AEA: Academically Acceptable	9 - 12	88
Premier High School of Forth Worth	221801	3	AEA: Academically Acceptable	6 - 12	153
Premier High School of Laredo	221801	3	AEA: Academically Acceptable	9 - 12	102
Premier High School of Lindale	221801	3	AEA: Academically Acceptable	11	2
Premier High School of Lubbock	221801	3	AEA: Academically Acceptable	6 - 12	119
Premier High School of Midland	221801	3	AEA: Academically Acceptable	6 - 12	188
Premier High School of Mission	221801	3	AEA: Academically Acceptable	6 - 12	172
Premier High School of North Austin	221801	1	AEA: Academically Acceptable	9 - 12	111
Premier High School of Palmview	221801	2	AEA: Academically Acceptable	6 - 12	166
Premier High School of Pharr/McAllen	221801	3	AEA: Academically Acceptable	6 - 12	187
Premier High School of San Antonio	221801	3	AEA: Academically Acceptable	6 - 12	176
Premier High School of San Juan	221801	1	AEA: Academically Acceptable	6 - 12	117
Premier High School of Tyler	221801	3	AEA: Academically Acceptable	6 - 12	112
Premier High School of Waco	221801	3	AEA: Academically Acceptable	6 - 12	137
Primary Campus	057842	1	Unrated	K - 2	119
Primary Campus	057843	1	Recognized	5	44
Primary Campus	220816	1	Recognized	K - 5	298
Quest Academy	057825	10	Academically Acceptable	6 - 12	208
Quinn Campus Public Middle School	161802	6	Exemplary	5 - 8	91
Radiance Academy of Learning	015815	10	AEA: Academically Acceptable	PK - 12	126

Radiance Academy of Learning: Abundance	015815	2	AEA: Academically Acceptable	K - 5	79
Radiance Academy of Learning: Daystar	015815	2	AEA: Academically Acceptable	PK - 5	32
Radiance Academy of Learning: Del Rio	015815	3	AEA: Academically Acceptable	6 - 12	142
Radiance Academy of Learning: International	015815	2	AEA: Academically Acceptable	K - 8	92
Radiance Academy of Learning: Little Lions	015815	1	AEA: Academically Acceptable	PK - 1	13
Radiance Academy of Learning: West Lakes	015815	10	AEA: Academically Acceptable	PK - 12	304
Ranch Academy	234801	10	AEA: Academically Acceptable	8 - 12	43
Ranch Academy - Tyler Campus	234801	1	AEA: Academically Acceptable	1 - 11	41
Raul Yzaguirre School For Success	101806	7	Academically Acceptable	PK - 6	281
Raul Yzaguirre School For Success	101806	11	Recognized	PK - 12	650
Raven School	236801	11	AEA: Academically Acceptable	9 - 12	146
Reconciliation Academy	057841	1	Unrated	PK - K	128
Richard Milburn Academy – Amarillo	188801	8	AEA: Academically Acceptable	9 - 12	212
Richard Milburn Academy – Beaumont	123804	8	AEA: Academically Acceptable	9 - 12	180
Richard Milburn Academy – Ector County	068801	6	AEA: Academically Acceptable	9 - 12	190
Richard Milburn Academy – Fort Worth	220812	6	AEA: Academically Acceptable	9 - 12	217
Richard Milburn Academy – Midland	068801	1	AEA: Academically Acceptable	9 - 12	125
Richard Milburn Academy – Suburban	101854	6	AEA: Academically Unacceptable	9 - 12	242
Richard Milburn Alternative High School - Corpus	178804	10	AEA: Academically Acceptable	9 - 12	253
Richard Milburn Alternative High School - Killeen	014801	10	AEA: Academically Acceptable	9 - 12	175
Richard Milburn Alternative High School - LU	068801	1	AEA: Academically Acceptable	9 - 12	179
Richland Collegiate High School of Math	057840	3	Exemplary	11 - 12	329
Rick Hawkins High School	015806	5	Academically Unacceptable	9 - 12	231
Ripley House Charter School	101853	7	Exemplary	PK - 5	265
Rise Academy	152802	10	Exemplary	PK - 8	231
River Oaks	220804	8	AEA: Academically Acceptable	9 - 12	258
Rockdale	015808	1	AEA: Academically Acceptable	5 - 11	59
Saill Charter School	227823	2	Academically Acceptable	K - 9	166
San Antonio CAN High School	015817	8	AEA: Academically Unacceptable	9 - 12	400
San Antonio Preparatory Academy	015824	6	Academically Acceptable	PK - 7	269
San Antonio School For Inquiry & Creativity	015820	9	AEA: Academically Acceptable	K - 12	285
San Antonio Technology Academy	015823	8	AEA: Academically Acceptable	9 - 12	69
San Marcos Treatment Center	227806	5	AEA: Unrated	4 - 12	140
SAU Campus	057814	1	AEA: Academically Acceptable	7 - 12	60

School of Liberal Arts and Science	057821	10	Academically Acceptable	PK - 10	706
School of Science and Technology	015827	4	Academically Unacceptable	6 - 11	400
School of Science and Technology Discovery	015831	1	Recognized	K - 8	278
Seashore Learning Center	178802	13	Exemplary	K - 4	201
Seashore Middle Academy	178808	2	Exemplary	5 - 8	118
Sendero Academy	015824	1	Academically Unacceptable	PK - 12	503
Sentry Technology Prep School	108801	5	AEA: Academically Unacceptable	PK - 12	175
Ser-Ninos Charter Elementary	101802	13	Recognized	PK - 5	491
Ser-Ninos Charter Middle	101802	2	Recognized	6 - 8	116
Settlement Home	227806	10	AEA: Academically Acceptable	6 - 12	27
Shekinah Hope	015819	8	AEA: Academically Acceptable	PK - 5	83
Shekinah Radiance Academy	015819	10	AEA: Academically Acceptable	PK - 5	81
Shekinah Radiance Academy Abundant Life LaMarque	015819	4	AEA: Academically Acceptable	K - 12	295
Shekinah Radiance Academy Dallas	015819	1	AEA: Academically Acceptable	K - 5	18
Shekinah Walzem	015819	8	AEA: Academically Acceptable	PK - 12	232
Shoreline Academy	072802	1	AEA: Academically Acceptable	7 - 12	77
South Plains Academy	152803	10	AEA: Academically Acceptable	9 - 12	121
Southwest Elementary	101838	4	AEA: Academically Acceptable	K - 5	292
Southwest High School	101838	10	AEA: Academically Acceptable	9 - 12	234
Southwest Middle School	101838	4	AEA: Academically Acceptable	6 - 8	134
Southwest Preparatory School	015807	11	AEA: Academically Unacceptable	9 - 12	330
Southwest Preparatory School-North	015807	7	AEA: Academically Unacceptable	9 - 12	240
Southwest Preparatory Southeast Campus	015807	8	AEA: Academically Acceptable	9 - 12	149
Southwest Schools – Treatment Center	101838	9	AEA: Academically Acceptable	1 - 12	192
St. Anthony Academy	057836	6	Exemplary	K - 5	171
St. Anthony School	057836	2	Academically Acceptable	6 - 8	73
St. Mary's Academy Charter School	013801	8	Exemplary	K - 6	319
Star Charter School	227814	11	Exemplary	1 - 12	303
Stephen F. Austin University	174801	1	Exemplary	K - 5	154
Stepping Stones Charter Elementary	101859	3	Exemplary	K - 5	172
Summit International Preparatory	220816	1	Recognized	9 - 10	75
Tekoa Academy of Accelerated Studies	123803	1	Unrated	K - 3	9
Tekoa Academy of Accelerated Studies	123803	10	Recognized	PK - 11	387
Temple Education Center	014803	10	AEA: Academically Acceptable	PK - 12	180

Texans CAN at Carrollton/Farmers Branch	057804	6	AEA: Academically Unacceptable	9 - 12	279
Texans CAN! Academy Dallas South Campus	057804	5	AEA: Academically Unacceptable	9 - 12	468
Texas Empowerment Academy	227805	11	Academically Acceptable	5 - 10	141
Texas Neurorehabilitation Center Campus	227806	7	AEA: Academically Acceptable	2 - 10	38
Texas Preparatory School	105802	8	Academically Acceptable	K - 6	80
Texas Serenity Academy	170801	3	AEA: Academically Acceptable	K - 8	339
Texas Virtual Academy at Southwest	101838	3	Academically Unacceptable	3 - 8	1440
The Education and Training Center	015802	5	AEA: Academically Unacceptable	9 - 12	92
The Education Center at Aubrey	061802	1	Recognized	K - 12	132
The Education Center at Denton	061802	2	Recognized	K - 12	201
The Education Center in Lewisville	061802	2	Academically Unacceptable	K - 12	141
The Oaks Treatment Center	227806	5	AEA: Unrated	1 - 12	66
The Phoenix Charter School	116801	8	Academically Acceptable	PK - 12	479
The Preparatory Academy of Houston	101851	7	Academically Unacceptable	PK - 12	212
The Rhodes School	101861	2	Recognized	PK - 5	128
The Varnett School - East	101814	6	Exemplary	PK - 5	278
The Varnett School - NorthEast	101814	6	Recognized	PK - 5	443
Transformative Charter Academy	014802	11	AEA: Academically Acceptable	9 - 12	69
Treetops School International	220801	11	Academically Acceptable	K - 12	341
Trinity Basin Preparatory	057813	10	Academically Acceptable	PK - 8	554
Trinity Charter School	046802	5	AEA: Academically Acceptable	6 - 11	60
Trinity Charter School	046802	5	AEA: Academically Acceptable	1 - 10	53
Trinity Charter School	046802	5	AEA: Academically Acceptable	8 - 12	25
Trinity Charter School	046802	5	AEA: Academically Acceptable	6 - 11	58
Two Dimensions at Corsicana	101840	6	Unrated	PK - 2	102
Two Dimensions Preparatory Academy	101840	11	Exemplary	PK - 5	205
Two Dimensions Vickery	101840	6	Exemplary	PK - 4	162
Universal Academy	057808	11	Academically Acceptable	PK - 12	918
Universal Academy – Flower Mound	057808	8	Exemplary	K - 11	554
University of Houston Charter School - Technology	101807	12	Exemplary	K - 5	129
University of Texas Elementary Charter School	227819	6	Exemplary	PK - 5	252
University School	057825	9	AEA: Academically Acceptable	6 - 12	68
Vanguard Academy	108808	8	Recognized	PK - 9	673
Varnett Charter School	101814	11	Recognized	PK - 5	743

Village at South Park	015819	1	AEA: Academically Acceptable	PK - 2	64
Vista Academy of Amarillo	221801	2	Exemplary	K - 8	124
Vista Academy of Carrollton East	221801	1	Exemplary	K - 5	95
Vista Academy of Carrollton West	221801	2	Exemplary	K - 3	62
Vista Academy of Dallas	221801	2	AEA: Academically Acceptable	K - 5	107
Vista Academy of Garland	221801	1	Exemplary	K - 5	59
Vista Academy of Hickory Creek	221801	2	Recognized	K - 5	169
Vista Academy of Lancaster	221801	1	Unrated	K - 2	56
Vista Academy of Willis	221801	1	Recognized	K - 8	145
Waco Charter School	161801	13	Recognized	K - 5	182
Waxahachie Faith Family Academy	070801	10	Academically Acceptable	9 - 12	73
Waxahachie Family Faith Academy	070801	1	Academically Acceptable	6 - 8	42
Waxahachie Family Faith Academy	070801	1	Recognized	PK - 5	138
West Columbia Charter School	015819	2	AEA: Academically Acceptable	K - 12	175
West Houston Charter	101803	13	Recognized	K - 8	317
Westlake Academy	220810	6	Exemplary	K - 11	408
Westside Command Detention Center	101811	8	AEA: Academically Acceptable	5 - 12	38
Williams House	014804	1	AEA: Academically Unacceptable	3 - 11	23
Williams Preparatory	057842	1	Recognized	9 - 10	98
Winfree Academy Charter School Denton	057828	2	AEA: Academically Acceptable	9 - 12	251
Winfree Academy Charter School Grapevine	057828	7	AEA: Academically Acceptable	9 - 12	274
Winfree Academy Charter School Irving	057828	9	AEA: Academically Acceptable	9 - 12	367
Winfree Academy Charter School Lewisville	057828	9	AEA: Academically Acceptable	9 - 12	276
Winfree Academy Charter School Richardson	057828	8	AEA: Academically Acceptable	9 - 12	396
Winfree Academy North Richland Hills	057828	3	AEA: Academically Acceptable	9 - 12	395
YES Prep- East End Campus	101845	3	Exemplary	6 - 9	463
YES Prep- Lee	101845	2	Exemplary	6 - 7	261
YES Prep- North Central Campus	101845	6	Exemplary	6 - 11	661
YES Prep- Southeast Campus	101845	9	Exemplary	6 - 12	760
YES Prep- Southwest Campus	101845	4	Exemplary	6 - 10	493
Zoe Learning Academy	101850	8	Recognized	PK - 6	350
Zoe Learning Academy- Ambassador Campus	101850	5	Recognized	PK - 6	162

## Appendix A2

### Table A2

#### OE Charter School Listing by Metropolitan Area or County (2009–10)

Metropolitan Area/County (Percentage Of Students Attending School In The County Who Were Enrolled In Charter Schools)
<b>Abilene Metropolitan Area (0.8%)</b>
Premier High School of Abilene
<b>Amarillo Metropolitan Area (0.8%)</b>
Richard Milburn Academy – Amarillo
Vista Academy of Amarillo
<b>Anderson County (0.8%)</b>
Landmark School
<b>Angelina County (1.8%)</b>
Pineywoods Community Academy High School
<b>Austin Metropolitan Area (1.9%)</b>
American YouthWorks Charter School
American YouthWorks Charter School
Annunciation Maternity Home
Austin CAN Academy Charter School
Austin Discovery School
Cedars International Academy
Eden Park Academy
Fruit of Excellence School
George M. Kometzky School
Harmony Elementary – Austin
Harmony Science Academy – Austin
Harmony Science Academy – North Austin
Helping Hands
John H. Wood Jr. Charter School Hays County Juvenile
Katherine Anne Porter School
KIPP Austin College Prep
KIPP Austin Collegiate
Meridell
National Elite Gymnastics
NYOS – Magnolia McCullough Campus
NYOS Charter School
Olympic Hills
Pathfinder Camp
Pegasus Campus
Premier High School of Austin
Premier High School of North Austin

Sail Charter School
San Marcos Treatment Center
Settlement Home
Star Charter School
Texas Empowerment Academy
Texas Neurorehabilitation Center Campus
Texas Preparatory School
The Oaks Treatment Center
University of Texas Elementary Charter School
<b>Beaumont-Port Arthur Metropolitan Area (2.2%)</b>
Academy of Beaumont
Ehrhart School
Harmony Science Academy – Beaumont
Premier High School of Beaumont
Richard Milburn Academy – Beaumont
Tekoa Academy of Accelerated Studies
Tekoa Academy of Accelerated Studies
<b>Bee County (6.3%)</b>
St. Mary's Academy Charter School
<b>Brooks County (3.2%)</b>
Encino School
<b>Brown County (1.0%)</b>
Paradigm Accelerate Charter School
<b>Brownsville Metropolitan Area (2.3%)</b>
BCFS - Harlingen
Harmony Science Academy – Brownsville
IDEA Academy San Benito
IDEA College Preparatory San Benito
IDEA Frontier Academy
IDEA Frontier College Preparatory
Mid-Valley Academy (9-12)
Premier High School of Brownsville
Raul Yzaguirre School For Success
Sentry Technology Prep School
<b>College Station-Bryan Metropolitan Area (1.0%)</b>
Brazos School For Inquiry and Creativity
Harmony Science Academy – College Station
<b>Comanche County (2.2%)</b>
Paradigm Accelerate Charter School



<b>Corpus Christ Metropolitan Area (1.6%)</b>
Accelerated Learning Center
Cesar E. Chavez Academy
Corpus Christi Academy
Corpus Christi Montessori School
Dr. M. L. Garza-Gonzalez Charter School
GCCLR Institute of Technology
Richard Milburn Alternative High School - Corpus
Seashore Learning Center
Seashore Middle Academy
Shoreline Academy
Trinity Charter School
<b>Dallas Metropolitan Area (3.5%)</b>
A W Brown – Fellowship Charter School
A W Brown – Fellowship North Campus
A+ Academy
Academy of Dallas
Alpha Charter School
Children First of Dallas
Dallas CAN! Academy Charter
Dallas CAN! Academy Charter – Oak Cliff
Dallas County Juvenile Justice
DRC Campus
Eagle Advantage School
Education Center at Little Elm
Education Center at the Colony
Education Center International Academy
Evolution Academy Charter School
Excel Center – Lewisville
Faith Family Academy of Oak Cliff
Faith Family Academy of Oak Cliff
Faith Family Academy of Oak Cliff
Focus Learning Academy
Gateway Charter Academy Elementary School
Gateway Charter Academy Middle School
Golden Rule
Golden Rule Charter School
H. S. Campus
Hampton Preparatory

Harmony Science Academy – Dallas
High School Campus
Inspired Vision
Inspired Vision Academy
iSchool High School
KIPP Truth Academy
La Academia De Estrellas
Legacy High School
Letot Campus
Life School Lancaster
Life School McKinney
Life School Oak Cliff
Life School Red Oak
Lindsley Park Community School
Medlock Youth Village
Middle Campus
Middle Campus
North Hills Primary School
North Hills School
NOVA Academy
NOVA Academy - Southeast
Peak Academy
Peak Advantage
Pegasus Charter High School
Primary Campus
Primary Campus
Quest Academy
Reconciliation Academy
Richland Collegiate High School of Math
SAU Campus
School of Liberal Arts and Science
Shekinah Radiance Academy Dallas
St. Anthony Academy
St. Anthony School
Texans CAN at Carrollton/Farmers Branch
Texans CAN! Academy Dallas South Campus
The Education Center at Aubrey
The Education Center at Denton
The Education Center in Lewisville
The Phoenix Charter School

Trinity Basin Preparatory
Trinity Charter School
Universal Academy
Universal Academy – Flower Mound
University School
Vista Academy of Carrollton East
Vista Academy of Carrollton West
Vista Academy of Dallas
Vista Academy of Garland
Vista Academy of Hickory Creek
Vista Academy of Lancaster
Waxahachie Faith Family Academy
Waxahachie Family Faith Academy
Waxahachie Family Faith Academy
Williams Preparatory
Winfree Academy Charter School Denton
Winfree Academy Charter School Irving
Winfree Academy Charter School Lewisville
Winfree Academy Charter School Richardson
Winfree Academy North Richland Hills
Zoe Learning Academy- Ambassador Campus
<b>El Paso Metropolitan Area (1.5%)</b>
Davinci School For Science and The Arts
El Paso Academy
El Paso Academy West
El Paso School of Excellence
El Paso School of Excellence Middle School
Harmony Science Academy – El Paso
Howard Burnham Elementary
La Fe Preparatory School
Paseo Del Norte Academy - Ysleta
Paseo Del Norte Academy
Premier High School of El Paso
<b>Erath County (2.6%)</b>
Erath Excels Academy Inc.
Paradigm Accelerate School
<b>Fort Worth-Arlington Metropolitan Area (1.5%)</b>
Arlington Classics Academy
Chapel Hill Academy
Crosstimbers Academy

East Fort Worth Montessori Academy
Education Center International Academy
Excel Center – Forth Worth
Fort Worth Academy of Fine Arts
Fort Worth Academy of Fine Arts Elementary
Fort Worth CAN Academy
Harmony Science Academy – Fort Worth
Harmony Science Academy – Grand Prairie
Jean Massieu Academy
Metro Academy of Math Science
Middle Campus
North Texas Elementary School of The Arts
Pinnacle School
Premier High School of Forth Worth
Primary Campus
Richard Milburn Academy – Fort Worth
River Oaks
Summit International Preparatory
Treetops School International
Westlake Academy
Winfree Academy Charter School Grapevine
<b>Hood County (0.6%)</b>
John H. Wood Jr. Charter School at Granbury
<b>Houston Metropolitan Area (2.4%)</b>
Academy of Accelerated Learning
Accelerated Interdisciplinary Academy
Accelerated Interdisciplinary Charter School
Alief Montessori Community School
Alphonso Crutch’s – Life Support Center
Ambassador’s Preparatory Academy
Amigos Por Vida – Friends For Life Charter
Baker-Ripley Charter School
Bay Area Charter Elementary School
Bay Area Charter Middle School
Beatrice Mayes Institute Charter School
Benji’s Special Education Academy
Boys and Girls Harbor Academy
Brazos School For Inquiry and Creativity
Brazos School For Inquiry and Creativity
Brazos School For Inquiry and Creativity

Burnett-Bayland Home
Burnett-Bayland Reception Center
Calvin Nelms - North East Campus
Calvin Nelms - Northwest
Calvin Nelms High School
Calvin Nelms Hospital Campus
Calvin Nelms Middle School
Children First Academy of Houston
ComQuest Academy
Depelchin - Elkins Campus
Depelchin - Richmond
Draw Academy
Ed White Memorial High School
George I. Sanchez High School
Girls & Boys Academy
Girls & Boys Prep Academy Elementary
Girls & Boys Prep Academy Middle
Gulf Shores High Schools
Harbach-Ripley Charter School
Harmony School of Excellence
Harmony School of Innovation
Harmony School of Science – Houston
Harmony Science Academy
Harmony Science Academy – Houston
Harris County Juvenile Justice Center
Harris County Youth Village
Houston CAN Academy Hobby
Houston CAN! Academy Charter School
Houston Gateway Academy
Houston Heights Charter School
Houston Heights Learning Academy
Jamie's House Charter School
Juan B. Galaviz Charter School
Katy-Hockely Boot Camp
KIPP 3D Academy
KIPP 3rd Ward School
KIPP Academy Middle School and High School
KIPP East End
KIPP Houston High School
KIPP Liberation College Prep

KIPP NE Lower School Dream
KIPP North Forest Lower School
KIPP Polaris Academy For Boys
KIPP Sharpstown College Preparatory
KIPP Sharpstown College Preparatory
KIPP Spirit College Prep
KIPP Sunnyside School
KIPP SW Lower School Shine
La Amistad Love & Learning Academy
La Amistad Love & Learning Academy
La Amistad Love & Learning Academy
Mainland Preparatory Academy
Medical Center Charter School/South
Meyerpark Elementary
NCI Charter School Without Walls
North Houston High School For Business
North Houston Multi-Language Academy
Northwest Preparatory
Northwest Preparatory Campus - Wile
Odyssey Academy Inc
Paradigm Accelerate Charter School
Raul Yzaguirre School For Success
Richard Milburn Academy – Suburban
Ripley House Charter School
Ser-Ninos Charter Elementary
Ser-Ninos Charter Middle
Shekinah Radiance Academy Abundant Life LaMarque
Southwest Elementary
Southwest High School
Southwest Middle School
Southwest Schools – Treatment Center
Stepping Stones Charter Elementary
Texas Serenity Academy
The Preparatory Academy of Houston
The Rhodes School
The Varnett School - East
The Varnett School - NorthEast
Trinity Charter School
Two Dimensions Preparatory Academy
Two Dimensions Vickery

University of Houston Charter School - Technology
Varnett Charter School
Village at South Park
Vista Academy of Willis
West Columbia Charter School
West Houston Charter
Westside Command Detention Center
YES Prep- East End Campus
YES Prep- Lee
YES Prep- North Central Campus
YES Prep- Southeast Campus
YES Prep- Southwest Campus
Zoe Learning Academy
<b>Kerr County (1.5%)</b>
Hill Country Youth Ranch
Pathways 3H Campus
<b>Killeen-Temple Metropolitan Area (0.8%)</b>
Cedar Crest – Trinity Charter School
Destiny Academy
Richard Milburn Alternative High School - Killeen
Temple Education Center
Transformative Charter Academy
Williams House
<b>Laredo Metropolitan Area (1.4%)</b>
Gateway Academy
Gateway Academy: Student Alternative Program
Harmony Science Academy – Laredo
Premier High School of Laredo
<b>Longview Metropolitan Area (0.4%)</b>
Dan Chadwick Campus
<b>Lubbock Metropolitan Area (2.1%)</b>
Canyon Lakes
Harmony Science Academy – Lubbock
Premier High School of Lubbock
Richard Milburn Alternative High School - LU
Rise Academy
South Plains Academy
<b>McAllen Metropolitan Area (2.7%)</b>
Horizon Montessori
Horizon Montessori II

Horizon Montessori III
IDEA Academy
IDEA Academy Mission
IDEA College Prep
IDEA College Preparatory Mission
IDEA Quest Academy
IDEA Quest College Preparatory
Mid-Valley Academy
Mid-Valley Academy - McAllen
One Stop Multiservice
One Stop Multiservice
One Stop Multiservice High School
Premier High School of Mission
Premier High School of Palmview
Premier High School of Pharr/McAllen
Premier High School of San Juan
Vanguard Academy
<b>Midland Metropolitan Area (3.4%)</b>
Midland Academy Charter School
Premier High School of Midland
Richard Milburn Academy – Midland
<b>Milam County (1.3%)</b>
Rockdale
<b>Mills County (6.5%)</b>
New Horizons
<b>Nacogdoches County (1.5%)</b>
Stephen F. Austin University
<b>Navarro County (1.1%)</b>
Two Dimensions at Corsicana
<b>Odessa Metropolitan Area (0.7%)</b>
Richard Milburn Academy - Ector County
<b>Panola County (3.3%)</b>
Panola Charter School
<b>Real County (18.7%)</b>
Big Spring Charter School
<b>San Antonio Metropolitan Area (3.1%)</b>
Academy of Careers and Technologies
Alpha Academy
BCFS - San Antonio
Bexar County Academy



Brooks Academy of Science and Engineering
Dr. David C. Walker Intermediate
Dr. David M. Copeland Elementary
Dr. Harmon W. Kelley Elementary
Dr. James L. Burch Intermediate
Dr. Paul S. Saenz Junior High
Early Childhood Academy
George Gervin Academy
George I. Sanchez Charter High School: San Antonio
Guardian Angel Performance Academy
Harmony Science Academy – San Antonio
Higgs Carter King Gifted and Talented
John H. Wood Jr. Charter School at Alton Oaks
John H. Wood Jr. Charter School at Hays County
Jubilee Academy
KIPP Aspire Academy
La Escuela De Las Americas
Laurel Ridge
Lighthouse Charter School
Meadowland Charter School
Milton B. Lee Academy of Science & Engineering
Monticello
New Directions
New Frontiers Charter School
New Frontiers Middle School
Por Vida Academy Charter High School
Positive Solutions Charter
Pre-K Academy
Premier High School of San Antonio
Radiance Academy of Learning
Radiance Academy of Learning: Abundance
Radiance Academy of Learning: Daystar
Radiance Academy of Learning: International
Radiance Academy of Learning: Little Lions
Radiance Academy of Learning: West Lakes
Rick Hawkins High School
San Antonio CAN High School
San Antonio Preparatory Academy
San Antonio School For Inquiry & Creativity
San Antonio Technology Academy

School of Science and Technology
School of Science and Technology Discovery
Sendero Academy
Shekinah Hope
Shekinah Radiance Academy
Shekinah Walzem
Southwest Preparatory School
Southwest Preparatory School-North
Southwest Preparatory Southeast Campus
The Education and Training Center
Trinity Charter School
<b>Somervell County (7.4%)</b>
Brazos River Charter School
<b>Starr County (1.0%)</b>
Children of The Sun
<b>Tyler Metropolitan Area (1.4%)</b>
Azelway Charter School
Azelway Charter School Pine Mountain
Cumberland Academy
Premier High School of Lindale
Premier High School of Tyler
Ranch Academy - Tyler Campus
<b>Uvalde County (1.8%)</b>
Gabriel Tafolla Academy
<b>Val Verde County (2.4%)</b>
Premier High School of Del Rio
Radiance Academy of Learning: Del Rio
<b>Van Zandt County (0.4%)</b>
Ranch Academy
<b>Victoria Metropolitan Area (1.1%)</b>
Outreach Word Academy
<b>Waco Metropolitan Area (2.8%)</b>
Audre and Bernard Rapoport Academy
Harmony Science Academy – Waco
Methodist Children's Home
Paul and Jane Meyer High School HS
Premier High School of Waco
Quinn Campus Public Middle School
Waco Charter School

<b>Walker County (6.1%)</b>
Heritage Champions Academy
Raven School
<b>Wichita Falls Metropolitan Area (0.7%)</b>
Bright Ideas Charter
<b>Willacy County (1.6%)</b>
Children of The Sun
<b>Online Charter Schools</b>
Texas Virtual Academy at Southwest
Raven School

**Appendix A3**  
**Table A3**  
**District Charter School Listing (2008–09)**

Campus	County District Number	Years of Operation	Rating	Grades	Total Enrollment
Achieve Early College High School	108906	1	Exemplary	9	96
Austin Academy	015907	5	Recognized	PK – 8	334
Bonham	015907	1	Academically Acceptable	PK - 7	490
Briarmeadow Charter	101912	12	Exemplary	PK - 5	408
Briscoe Academy	015907	4	Exemplary	PK - 6	546
Bryan Collegiate High School	021902	2	Exemplary	9 – 10	186
Cage Elementary	101912	12	Recognized	EE - 5	682
Cameron Elementary	015907	4	Recognized	EE - 5	369
Cedar Hill Collegiate High School	057904	1	Exemplary	9	96
Challenge Early College High School	101912	6	Exemplary	9 – 12	411
Clear Horizons Early College High School	084910	2	Exemplary	9 – 12	269
Clear View Education Center	084910	5	Recognized	7 – 12	212
Collegiate High School	178904	3	Exemplary	9 – 11	297
Cornerstone Academy	101920	11	Exemplary	6 – 8	368
Crockett Elementary	101912	12	Exemplary	PK - 5	414
David Barkley/Francisco Ruiz Academy	015907	2	Academically Acceptable	PK - 5	560
Dominion Academy Charter School	101912	7	Unrated	6 – 8	85
Dorie Miller Elementary	015907	4	Academically Acceptable	PK - 5	409
Early College High School	057903	3	Exemplary	9 – 11	195
Early College High School	240901	3	Exemplary	9 – 11	302
East Early College High School	101912	3	Exemplary	9 – 11	320
Eastwood Academy	101912	11	Exemplary	9 – 12	292
Energized for Excellence Academy	101912	8	Recognized	1 – 5	989
Energized for Excellence Early Childhood	101912	7	Unrated	PK - K	1108
Energized for Excellence Middle School	101912	5	Exemplary	6 – 8	244
Energized for STEM Academy	101912	2	Recognized	9	75
Gabe P. Allen Charter School	057905	12	Recognized	PK - 5	622
Gates Elementary	015907	4	Recognized	PK - 5	289
Harris Middle	015907	2	Academically Acceptable	6 – 8	664

Hawthorne PK-8 Academy	015907	9	Exemplary	PK - 8	691
Highland Heights Elementary	101912	12	Exemplary	PK - 5	321
Houston Academy for International Studies	101912	3	Exemplary	9 – 11	234
Inspired for Excellence Academy North	101912	1	AEA: Academically Acceptable	5 – 6	65
Inspired for Excellence Academy West	101912	1	AEA: Unrated	5 – 6	86
Irving Academy	015907	2	Academically Acceptable	6 – 8	919
Kaleidoscope/Caleidoscopio	101912	11	Recognized	6 – 8	90
Kandy Stripe Academy	101912	7	Academically Acceptable	PK - 8	392
Lanier Middle	101912	12	Recognized	6 – 8	1319
Leader's Academy	101912	2	AEA: Academically Acceptable	9 – 12	247
Liberty High School	101912	4	AEA: Academically Acceptable	12	219
Lowell Academy	015907	2	Academically Unacceptable	6 – 8	492
M. C. Williams Middle	101912	12	Academically Acceptable	6 – 8	449
M. L. King Academy	015907	4	Academically Unacceptable	PK - 8	539
Mount Caramel Academy	101912	1	Academically Acceptable	9 – 12	198
North Houston Early College High School	101912	1	Exemplary	9	106
Northwest Houston Early College High School	071907	1	Recognized	9	96
Osborne Elementary	101912	12	Exemplary	EE - 5	448
Pro-Vision School	101912	7	AEA: Academically Acceptable	5 – 8	115
Project Chrysalis Middle	101912	5	Exemplary	6 – 8	137
Reach Charter	101912	4	AEA: Academically Acceptable	11 – 12	289
Riverside Park Academy	015907	4	Academically Acceptable	PK - 5	461
Storm Academy	015907	2	Academically Acceptable	PK - 5	500
TSU Charter Lab School	101912	3	Exemplary	PK - 2	95
Walipp	101912	7	Academically Unacceptable	6 – 8	104
Wallace Accelerated High School	168901	4	AEA: Academically Acceptable	8 – 12	31
Wesley Elementary	101912	12	Recognized	PK - 5	457
Westchester Academy for International Studies	101920	9	Recognized	6 – 12	963
Whittier Academy	015907	2	Academically Acceptable	6 – 8	926
Young Learners	101912	7	Unrated	PK	2086
Young Scholars Academy for Excellence	101912	7	Recognized	PK - 8	181
Young Women's Leadership Academy	015907	1	Exemplary	6 – 7	149

## Appendix A4

### Table A4

#### District Charter School Listing by Metropolitan Area or County (2009–10)

Metropolitan Area/County (Percentage Of Students Enrolled In Charter Schools)
<b>College Station-Bryan Metropolitan Area (1.0%)</b>
Bryan Collegiate High School
<b>Corpus Christi Metropolitan Area (1.6%)</b>
Collegiate High School
<b>Dallas Metropolitan Area (3.5%)</b>
Cedar Hill Collegiate High School
Early College High School
Gabe P Allen Charter School
<b>El Paso Metropolitan Area (1.5%)</b>
Northwest Houston Early College High School
<b>Houston Metropolitan Area (2.4%)</b>
Briar Meadow Charter
Cage Elementary
Challenge Early College High School
Clear Horizons Early College High School
Clear View Education Center
Cornerstone Academy
Crockett Elementary
Dominion Academy Charter School
East Early College High School
Eastwood Academy
Energized for Excellence Academy
Energized for Excellence Early Childhood
Energized for Excellence Middle School
Energized for STEM Academy
Highland Heights Elementary
Houston Academy for International Studies
Inspired for Excellence Academy North
Inspired for Excellence Academy West
Kaleidoscope/Caleidoscopio
Kandy Stripe Academy
Lanier Middle
Leader's Academy
Liberty High School
M C Williams Middle
Mount Caramel Academy
North Houston Early College High School

Osborne Elementary
Pro-Vision School
Project Chrysalis Middle
Reach Charter
TSU Charter Lab School
Walipp
Wesley Elementary
Westchester Academy for International Studies
Young Learners
Young Scholars Academy for Excellence
<b>Laredo Metropolitan Area (1.4%)</b>
Early College High School
<b>McAllen Metropolitan Area (2.7%)</b>
Achieve Early College High School
<b>Mitchell County (0.0%)</b>
Wallace Accelerated High School
<b>San Antonio Metropolitan Area (3.1%)</b>
Austin Academy
Bonham
Briscoe Academy
Cameron Elementary
David Barkley/Francisco Ruiz Academy
Dorie Miller Elementary
Gates Elementary
Harris Middle
Hawthorne PK-8 Academy
Irving Academy
Lowell Academy
M L King Academy
Riverside Park Academy
Storm Academy
Whittier Academy
Young Women's Leadership Academy

## **Appendix B**

### **Charter School Revenues and Expenditures and Propensity Score Matching Methodology**



## Appendix B1 Teacher Pay in Charter Schools and Traditional School Districts

Chapter 4 discusses differences in teacher pay between open-enrollment charter schools and traditional public schools. The salary model in Table B1 was used to predict charter and salaries at traditional public schools for a full-time teacher with different levels of experience and educational attainment. When making those predictions, all other variables in the model were held constant at their charter school means.

The hedonic model of teacher salaries underlying those predictions follows Taylor (2010). Thus, teacher salaries are modeled as a function of labor market characteristics, job characteristics, observable teacher characteristics, and unobservable teacher characteristics. Formally, the specification can be expressed as:

$$\ln(W_{idjt}) = \alpha_i + D_{dt}\delta + T_{it}\gamma + \mu_j + \epsilon_{idjt}$$

where the subscripts i, d, j, and t stand for individuals, districts, labor markets and time, respectively,  $W_{idjt}$  is the teacher's full-time-equivalent monthly salary,  $D_{dt}$  is a vector of district-specific characteristics that could give rise to compensating differentials,  $T_{it}$  is a vector of individual characteristics that vary over time, the  $\mu_j$  are labor market fixed effects and the  $\alpha_i$  are individual teacher fixed effects.

Arguably, charter schools could differ from traditional public schools in the premium they pay for any of these salary determinants, so the estimating equation becomes:

$$\ln(W_{idjt}) = \alpha_i + v + C_t D_{dt} \delta_c + C_t T_{it} \gamma_c + D_{dt} \delta + T_{it} \gamma + \mu_j + \epsilon_{idjt}$$

where  $C_t$  is an indicator variable that takes on the value of one, if a teacher is employed by an open-enrollment charter school in year t, and zero otherwise, the subscript c, indicates the coefficient on the corresponding interaction term, and v is the coefficient on a charter school intercept.

### Data and Estimation

The data for this analysis came from the Texas Education Agency (TEA) and Texas' State Board for Educator Certification. TEA's administrative records indicate salary, years of experience, educational attainment, gender, ethnicity, effective days worked, school assignment and employing district for every public school teacher in Texas. In addition, the records include indicators for job assignments (mathematics, science, language arts, health and P.E., or special education), for the percent time spent teaching, for whether or not the individual receives a coaching stipend, and for whether or not the individual holds a Texas state teaching certificate in mathematics, science, bilingual/ESL or any other subject. The teacher characteristics in the  $T_{it}$  vector have been drawn from these data.

The  $D_{dt}$  vector is comprised of publicly available data on district characteristics. A district with a student body that is perceived as unusually challenging to teach will likely have to pay a premium to staff its classrooms. On the other hand, districts with low enrollments are likely to have small class sizes as well, allowing them to hire at a modest discount. Similarly, given commuting costs and typical rent gradients, districts near the center of a metropolitan area may have to pay a premium to attract teachers while districts on the urban fringe may be able to hire at a modest discount. To control for such effects, the model includes student demographics (the percentage of students who are economically disadvantaged, classified as limited English proficient, and non-Hispanic white), indicators for school district size, and an indicator for the distance in miles from the center of the closest metropolitan area. The model also includes

indicators for whether or not the campus to which the teacher was assigned was a district charter school, a residential campus, or an alternative education campus.

Only 11 teachers worked at non-residential charter schools in rural Texas counties, so only teachers who worked in metropolitan or micropolitan areas were included in the analysis.<sup>50</sup> All teachers who worked at least half time as a teacher in a metropolitan or micropolitan Texas public school were included in the analysis. The analysis covers five years (2003–04 through 2008–09) and includes indicator variables for each school year.

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<sup>50</sup> According to the U.S. Office of Management and Budget (OMB), a micropolitan area is a county or cluster of counties that contains an urban core of at least 10,000 but less than 50,000 people. For example, Nacogdoches is a micropolitan area. For a list of metropolitan and micropolitan counties, visit <http://www.census.gov/population/www/metroareas/metroarea.html>

**Table B1**  
**Coefficient Estimates and Robust Standard Errors from a Hedonic Model of**  
**Teacher Salaries in Texas**

	<b>Traditional School Districts</b>	<b>Open-Enrollment Charter Differential</b>
Open-enrollment charter school		-0.099 (0.062)
District charter school	-0.021 (0.017)	
Residential campus	-0.014 (0.006)*	0.083 (0.017)**
Alternative education campus	-0.003 (0.002)	-0.027 (0.011)*
Small district (fall enrollment < 1,600)	-0.064 (0.004)**	-0.021 (0.020)
Midsized district (fall enrollment < 5,000)	-0.034 (0.004)**	
Dallas ISD	0.043 (0.005)**	
Houston ISD	-0.008 (0.005)	
Percent economically disadvantaged	-0.001 (0.000)**	0.001 (0.000)**
Percent limited English proficient	0.000 (0.001)	0.001 (0.001)*
Percent non-Hispanic white	-0.001 (0.000)**	0.001 (0.000)**
Distance from metro center	-0.001 (0.000)**	0.000 (0.000)
Years of Experience (log)	0.021 (0.002)**	0.059 (0.010)**
Log years of experience, squared	0.015 (0.001)**	-0.027 (0.004)**
Experience data missing	0.028 (0.003)**	-0.009 (0.006)
No Degree	-0.011 (0.008)	-0.008 (0.017)
Master's degree	0.028 (0.001)**	-0.005 (0.006)
Doctorate	0.036 (0.006)**	-0.005 (0.020)
Certified	0.012 (0.002)**	0.033 (0.005)**
Certified in Math	0.005 (0.002)**	0.005 (0.008)
Certified in Science	0.004 (0.002)*	0.013 (0.009)
Certified in Bilingual Education	0.013	0.027

	(0.006)*	(0.011)*
Math	0.001	0.005
	(0.001)*	(0.005)
Science	-0.001	-0.000
	(0.001)	(0.005)
Special Education	0.001	0.023
	(0.001)*	(0.009)*
Health and P.E.	0.005	-0.014
	(0.001)**	(0.007)*
Language Arts	-0.000	0.011
	(0.001)	(0.004)**
Coach	-0.034	0.011
	(0.003)**	(0.017)
Percent time spent teaching	-0.047	-0.058
	(0.011)**	(0.054)
Elementary school	-0.006	-0.020
	(0.001)**	(0.009)*
School year 2004–05	-0.151	-0.048
	(0.003)**	(0.011)**
School year 2005–06	-0.129	-0.033
	(0.003)**	(0.010)**
School year 2006–07	-0.059	-0.043
	(0.002)**	(0.007)**
School year 2007–08	-0.026	-0.024
	(0.002)**	(0.008)**
Constant	8.380	
	(0.023)**	
Observations	1,330,186	
Adjusted R-squared	0.9508	

*Source.* Author's calculations from Public Education Information Management System (PEIMS) data for the 2003–04 through 2008–09 school years.

*Note.* The model also includes 330,870 individual and 67 metropolitan/ micropolitan area fixed effects. Charter school differentials are the coefficients on a variable that is the interaction between the charter school indicator and the designated independent variable. Robust standard errors are in parentheses and have been adjusted for clustering by school district. The \* indicates variables that are significant at the 1% (\*\*) and 5% (\*) levels.

## Appendix B2

### Propensity Score Matching Methodology

This analysis used propensity score matching to identify those traditional public school campuses that were most similar to non-residential charter campuses with respect to key demographic and geographic characteristics. Those characteristics are as follows:

- School size (measured by the log of fall enrollment)
- Location in the Dallas metropolitan area
- Location in the Houston metropolitan area
- Location in the San Antonio metropolitan area
- Location in any Texas metropolitan area
- Alternative education campus
- Percent African American
- Percent Hispanic
- Percent at-risk
- Percent economically disadvantaged
- Percent limited English proficient (LEP)
- Percent special education

The data for this analysis came from the Academic Excellence Indicator System (AEIS) campus characteristic files for 2008–09. Metro area locations were determined by the county in which a campus was located, using the metropolitan area definitions defined by the U.S. Office of Management and Budget (<http://www.census.gov/population/www/metroareas/metroarea.html>).

Appendix Table B2 presents the estimated marginal effects from the four probit regressions underlying the propensity score matches. Each of the four models corresponds to one of the four major school types—elementary, middle, high, and multi-level. Early elementary schools were combined with general elementary schools because there were so few early elementary, non-residential charter campuses.

As a general rule, the four models include all metropolitan and nonmetropolitan campuses at the relevant grade level that were not residential. However, the middle school model excludes nonmetropolitan campuses because all of the open-enrollment and district charter schools at the middle school level were located in metropolitan areas. Seven elementary campuses with 100% of their student population composed of special education students were excluded from the estimation, because there were no non-residential charter campuses with more than 72% of their student population composed of special education students. All high school campuses with more than 1,000 students were excluded, because there were no non-residential charter campuses with more than 500 students at the high school level. In addition, two open-enrollment charter elementary schools were so unique that they could not be included in the estimation. The first, Texas Virtual Academy at Southwest, was the only on-line-only school in the state. The second, A. W. Brown Fellowship Charter School, was the only elementary campus in the state with more than 800 students where more than 80% of the students were African American. (In 2008–09, A.W. Brown had 908 students and 98% of them were African American.)

Each of the four probit models includes not only the 12 demographic and geographic characteristics, but also selected squares and interaction terms. The higher order terms were selected to ensure that the resulting propensity scores satisfied the balancing property. The

balancing property is the requirement that within a stratification block there be no statistical difference in means between the treatment group and the controls with respect to the explanatory variables. All four models yielded propensity score distributions that satisfy the balancing property. In other words, there were no statistically significant differences in characteristic means between charter and traditional public school campuses within each stratification block.

Using the coefficient estimates from the probit analyses, the researchers predicted propensity scores for each campus. For each open-enrollment and district charter campus, the researchers then identified the traditional public school campus with the closest propensity score. Those *nearest neighbor* matches make up the list of matched non-residential, traditional public school campuses.

Appendix Table B3a through B3e list the 222 matched campuses by school type. Note that there were fewer matches than there were open-enrollment and district charter campuses because each traditional public school campus could be the nearest neighbor match for more than one charter campus.

**Table B2**  
**Marginal Effects from Probit Analysis**

	<b>Elementary schools</b>	<b>High schools</b>	<b>Middle schools</b>	<b>Multi-level schools</b>
School size	0.107*** (0.0338)	-0.236*** (0.0877)	0.0121 (0.00815)	0.773* (0.415)
School size, squared	-0.0203*** (0.00665)	0.0744*** (0.0242)	-0.00182* (0.000986)	-0.160* (0.0911)
School size, cubed	0.00115*** (0.000408)	-0.00671*** (0.00203)		0.0110* (0.00646)
Dallas metro area	0.00124 (0.00166)	0.0536** (0.0271)	0.0115 (0.00892)	0.690** (0.270)
Houston Metro area	0.00686 (0.00862)	0.0381 (0.0232)	0.0288** (0.0137)	0.00252 (0.0320)
Percent at-risk	-0.0128*** (0.00450)	0.0324 (0.0393)	-0.0235* (0.0127)	0.177 (0.135)
Percent African American	0.0486*** (0.0135)	0.0219 (0.0198)	0.0222* (0.0115)	0.217** (0.0907)
Percent Hispanic	-0.000469 (0.00831)	-0.0110 (0.0151)	0.0216* (0.0110)	0.183** (0.0843)
Percent LEP	-0.0111 (0.00823)	-0.0194 (0.0235)	0.00680 (0.00734)	-0.00632 (0.0880)
Percent economically disadvantaged	-0.0243*** (0.00888)	0.0150 (0.0426)	-0.000191 (0.00609)	-0.0960 (0.0723)
Percent special education	-0.113*** (0.0326)	0.0247 (0.0253)	-0.0130 (0.0149)	-0.343** (0.137)
Metropolitan	0.00420*** (0.00127)	0.0527* (0.0316)		0.401*** (0.126)
San Antonio metro area	0.0345** (0.0143)	0.0194 (0.0202)	0.0620* (0.0358)	-0.0565** (0.0279)
Alternative education campus	0.988*** (0.0401)	0.208*** (0.0656)	0.0438 (0.0521)	0.623*** (0.150)
Early education campus	-0.00314*** (0.00107)			
Metropolitan * early education	0.00668 (0.0176)			
Metropolitan * at-risk		-0.117*** (0.0392)		-0.435** (0.178)
Metropolitan * econ. disadvantaged		0.0920* (0.0512)		
Houston metro* at-risk	-0.0209** (0.00913)			
Houston metro* LEP	0.0153** (0.00692)			
Houston metro * econ. disadvantaged	0.0116** (0.00583)			

Dallas metro * econ. disadvantaged				-0.292*
				(0.154)

San Antonio metro * econ. disadvantaged				0.324
				(0.204)
Percent African American, squared	-0.0263***			
	(0.00992)			
Percent LEP, squared	0.0160*			
	(0.00961)			
Percent econ. disadvantaged, squared	0.0106*			
	(0.00638)			
Percent special ed., squared	0.0941**			
	(0.0428)			
Percent Hispanic, squared	0.0230**			
	(0.00913)			
Observations	4433	1093	1292	416

Source. Author's calculations from Academic Excellence Indicator System (AEIS) data for 2008–09.

Note. Standard errors in parentheses. The \* indicates variables that are significant at the 1% (\*\*\*) 5% (\*\*) and 10% (\*) levels.



**Table B3.1****Matched Traditional Public School Campuses, Early Elementary Schools**

<b>Campus Name</b>	<b>District</b>	<b>Campus Name</b>	<b>District</b>
Armandina Farias Early Childhood Center	101912	Leming Elementary	007905
Asherton Elementary	064903	Moody Pre-K	161910
Cardenas Center	015905	Navarro Pre-K	015907
Day Nursery Of Abilene	221901	Pre-K Satellite Centers	220905
Early Childhood Center	221912	Rosewood Head Start	243905
G. K. Foster Montessori Magnet School	092903	Royal Early Childhood Center	237905
Head Start	043910	The Tiger Trail School	101920
Hitchcock Headstart	084908		

**Table B3.2****Matched Traditional Public School Campuses, Elementary Schools**

<b>Campus Name</b>	<b>District</b>	<b>Campus Name</b>	<b>District</b>
Acker Special Programs Center	043905	Mendel Elementary	101902
Alex Sanger Elementary	057905	Meridith-Dunbar Elementary	014909
Anthony Elementary	071906	Miguel Carrillo Jr Elementary	015908
Arnett Elementary	152901	Mission West Elementary	079907
Atherton Elementary	101912	Nathan Adams Elementary	057905
Austin Elementary	184903	Northside Elementary	241903
Avinger Elementary	034902	O. A. Peterson	061911
Benavidez Elementary	101912	Oak Grove Elementary	015910
Bishop Elementary	178902	Oak Hills Terrace Elementary	015915
Bowie Elementary	152901	Oilton Elementary	240904
Bray Elementary	057904	Pease Elementary	227901
Bremond Elementary	198901	Pershing Elementary	015907
Charlotte Elementary	007901	Phillis Wheatley Elementary	057905
Comal Elementary School	046902	Price Elementary	123910
Cora Spencer Elementary	220908	Pugh Elementary	101912
Dequeen Elementary	123907	Red Lick Elementary	019911
Elisha M. Pease Elementary	057905	Riverside Applied Learning Ctr.	220905
Encinal Elementary	142901	Rucker Elementary	101912
Fall Creek Elementary	101913	Scott Elementary	014909
Fannindel Elementary	060914	Scott Elementary	101912
Fehl Elementary	123910	Sequoyah Learning Center	057905
Fonwood Elementary	101909	Sheppard AFB Elementary	243905
French Elementary	123910	Smith Elementary	015907
Garcia Elementary	125901	Snook Elementary	026903
Garfield Elementary	101917	Sugar Grove Elementary	101912
George E Kelly Elementary	015907	The Meadows Elementary	057906
Grimes Elementary	101912	Tony Gonzalez Elementary	031913
H. T. Jones Elementary	237904	Tornillo Intermediate School	071908
Harry Stone Montessori Academy	057905	Turner Elementary	101912
Hillcrest Elementary	015907	Turning Point Alternative Elementary	220901
Hunters Glen Elementary	079907	Tynan Elementary	015907
Insights Learning Center	220905	United D. D. Hachar Elementary	240903
Jessup Elementary	101917	Van Zandt-Guinn Elementary	220905
John A. Baker	043912	Vestal Elementary	015904
Julia C. Frazier Elementary	057905	W E Rogers Elementary	101909
Kashmere Gardens Elementary	101912	W. J. Knox Elementary	015907
La Gloria Elementary	125906	W. M. Pearce Primary	015917
Lisbon Elementary School	057905	William B. Travis Academy/ Vanguard Academy. T & G	057905
Lueders-Avooca Elementary/Jr. High	127905	Woodlawn Elementary	015907
Manford Williams Elementary	079901	Wright Elementary	152901
Martin De Leon Elementary	235902		

**Table B3.3****Matched Traditional Public School Campuses, Middle Schools**

<b>Campus Name</b>	<b>District</b>	<b>Campus Name</b>	<b>District</b>
Anthony Middle	071906	Gregory-Lincoln Ed Center (6-8)	101912
Belt Line Intermediate	057904	Harry Stone Montessori Academy	057905
Bessie Coleman Middle	057904	Hempstead Middle	237902
Bowman Middle	014905	Henry W. Longfellow Career Exploration	057905
Brazos Middle	008903	Jose Borrego Middle	108915
Brentwood Middle	015905	Las Americas	101912
Briar Meadow Middle	101912	McCreynolds Middle	101912
Colin Powell Intermediate	061914	Ray D Corbett J H	094902
Contemporary Lrn Center Middle	101912	Riverside Ms	071905
Dallas Environmental Science Acade	057905	Royal Middle	237905
Danbury Middle	020904	South Park Middle	123910
Devers Junior Hight	146903	Tejeda Junior Academy	015904
Drew Academy	101902	The Summit (Intermediate)	101917
Fleming Middle	101912	Truman Middle	015905
George Bannerman Dealey International	057905		

**Table B3.4****Matched Traditional Public School Campuses, High Schools**

<b>Campus Name</b>	<b>District</b>	<b>Campus Name</b>	<b>District</b>
3d Academy	108902	Mercedes Academic Academy	108907
Academy High School	105906	Mesa High School	220920
Academy Of Creative Ed	015910	Mesquite Academy	057914
Alpha	170906	Natalia H S	163903
Assets	020901	Navarro Academy	015907
Boles H S	116916	New Aspirations	101912
Brazos H S	008903	New Horizons Learning Center	116905
Brownsville Early College H S	031901	North Texas State Hospital -AFP-	244903
C H A M P S	171901	Options H S	071909
Celeste High School	116902	Panhandle H S	033902
Choices For Accelerated Learning A	205904	Paul A Brown Alternative Center	123910
College Career & Technology Acad	108909	Perrin Learning Ctr	091906
Contemporary Lrn Ctr H S	101912	Pickett Center	015907
Cooke/Fannin/Grayson Co Juvenile P	091906	Poteet H S	007906
Ctr For New Lives	220905	Profit Magnet High School	235902
Early College H S	057905	Raines High School	101914
Early College H S With Cedar Valle	057905	School Community Guidance Center	057905
Evadale H S	121906	School For The Talented and Gifted	057905
Fairview Accelerated	200901	School Of Education and Social Ser	057905
Frederick A Douglass Learning Acad	146901	Shepherd H S	204904
GISD Evening Sch	057909	Stubblefield Lrn Ctr	003907
Grimes Education Center	057903	Sunset H S	071902
Hall Academy	101902	Team Sch	126903
Hall H S	101902	Teenage Parent Prog	108909
Healy-Murphy	015907	The L I N C Ctr	043907
Hitchcock H S	084908	Tom Bean H S	091918
James Bowie H S	019909	Travis Early College H S	015907
Kashmere H S	101912	T-Stem Early College H S	108909
Keys Academy	031903	Tuloso-Midway Academic Career Cent	178912
La Villa H S	108914	Valle Verde Early College H S	071905
Lamar Alternative H S	021902	Victory Early College H S	101902
Magnet Center For Public Services	057905	Watson Learning Center	220918
Martin Educational Center For Achi	174904	Windfern High School	101907
Mary E Smithey Pace Learning Cente	057907	Wolfe City H S	116909
Matthews Lrn Ctr/New Directions	152901	Woodson Center For Excellence	221901

**Table B3.5  
Matched Traditional Public School Campuses, Multi-Level Schools**

<b>Campus Name</b>	<b>District</b>	<b>Campus Name</b>	<b>District</b>
Alter Impact Ctr	105906	Learning Ctr	061902
Bartlett Schools	014902	Lometa School	141902
Bellevue School	039904	Maya Angelou High School	057905
Calvert School	198902	Milford School	070909
Children's Medical Ctr	220905	Northside Elementary	020902
Christa Mcauliffe Learning Center	057916	Prairie Lea School	028906
Christoval H S	226901	Robert G Cole Middle/High School	015914
Del Valle Opportunity Ctr	227910	Sabine Pass School	123913
Dr Fermin Calderon Elementary	233901	School-Age Parent Ctr	071902
Endeavor School	101905	Southland School	085903
Granger School	246905	Star School	167903
H P Carter Career Center	101912	T H Rogers Sec	101912
Irma Lerma Rangel Young Women's Le	057905	Women's Haven	220905
Juvenile Justice Aep	057905		

## **Appendix C**

### **Texas Charter School Administrator Survey**

## Appendix C1 Evaluation of Texas Charter Schools – Administrator Survey



### Evaluation of Texas Charter Schools - Administrator Survey

The following information is provided in order to assist you in your decision regarding whether or not you chose to participate in this research.

You have been asked to participate in a research study to help evaluate Texas charter schools. You were selected as a possible participant because of your involvement with a charter school in Texas. This study is funded by Texas Education Agency (TEA).

If you agree to participate in this evaluation, you will be asked to complete a short online survey about Texas charter schools. The survey will take about 5 to 10 minutes to complete.

The risks associated with this study are minimal, and are not greater than risks ordinarily encountered in daily life. The possible benefit of participation is to assist TEA in monitoring whether or not these schools are (1) improving student learning, (2) increasing the choice of learning opportunities within the public school system, (3) creating professional opportunities that will attract new teachers to the public school system, (4) establishing a new form of accountability for public schools, and (5) encouraging different and innovative learning methods.

Your participation is voluntary. You may decide not to participate or to withdraw at any time without your current or future relations with your school and/or Texas A&M University being affected.

The records of this study will be kept private. No identifiers linking you to this study will be included in any sort of report that might be published. Research records will be stored securely and only Dr. Jacqueline Stillisano, Dr. Hersh Waxman, and Dr. Lori Taylor will have access to the records.

If you have questions regarding this study, you may contact Dr. Jacqueline Stillisano: [jstillisano@tamu.edu](mailto:jstillisano@tamu.edu)

This research study has been reviewed by the Human Subjects' Protection Program and/or the Institutional Review Board at Texas A&M University. For research-related problems or questions regarding your rights as a research participant, you can contact these offices at (979)458-4067 or [irb@tamu.edu](mailto:irb@tamu.edu).

Please be sure you have read the above information, asked questions and received answers to your satisfaction. If you would like to participate in this study, please complete this survey.

1. What is your school name?

2. What is your job title?

3. What is your sex?

- Male
- Female

4. Which of the following best describes your ethnicity?

- African-American
- American Indian or Alaskan native
- Asian or Pacific Islander
- Hispanic
- White
- Other (specify) \_\_\_\_\_

5. 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



6. What is the status of your Texas mid-management certification?

- Certified
- Not certified, but working towards certification
- Not certified

7. In which type of school do you work?

- Campus or campus program charter school
- Open-enrollment charter school
- College or university charter school

8. Please indicate which of the following best reflects your school's mission and goals. (mark all that apply)

- College preparatory program
- Montessori program
- Gifted and Talented program
- Program for at-risk students
- Program for special education students
- Technical and/or career preparation
- Dropout recovery program
- Focus on advanced placement or international baccalaureate coursework
- Focus on science and technology or STEM
- Focus on liberal arts
- Focus on foreign languages
- Court appointed facility
- Residential facility
- Other (specify)

9. Including the current school year, how many years has your charter school been open?

10. Including the current school year, how many years of experience do you have as an administrator **and** as a teacher in each of the following types of schools?

	Years as an administrator	Years as a teacher
Traditional Public School	<input type="text"/>	<input type="text"/>
<b>Charter School</b>	<input type="text"/>	<input type="text"/>
Non faith-based/religious private school	<input type="text"/>	<input type="text"/>
<b>Faith-based/religious school</b>	<input type="text"/>	<input type="text"/>

11. Including the current year, how many years have you been an administrator at **this** school?

12. How many teachers in this school have an emergency credential or no certification?

13. How many teachers on your campus were new to your school **this current school year**?

14. What is your school's average class size?

15. Does your school currently have a waiting list for admission?

No

Yes (please indicate approximately how many students are on the waiting list)

16. To what extent is each of the following a challenge in operating your school?

	Not a challenge	Minor challenge	Moderate challenge	Serious challenge
Inadequate facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Local public school opposition</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hiring teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Inadequate finances for ongoing operations</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Internal conflicts within the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Conflicts with the school's governing board</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accountability requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Special education requirements</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Too much paperwork/reporting requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Budgeting/accounting requirements</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adequate Yearly Progress (AYP) requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. Please describe any other **operational challenges** you face at your school.

18. To what extent do the following items influence or impact you (and your leadership team) in your efforts to promote instructional improvement in your charter school?

	Not at all	Minor extent	Moderate extent	Great extent
Governing Board	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Research-based articles</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standardized test scores (e.g., TAKS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Other formal assessments (e.g., teacher-made or text-book designed exams)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Letter grades or GPAs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Rubric-based scoring of student work</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Authentic assessment (e.g., portfolios, meaningful application/performance, observation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Student attendance</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disciplinary records	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Walk-throughs</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Direct or formal observations of classrooms (other than walk-throughs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Surveys of students</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Surveys of parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Surveys of teachers</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. Please describe any other **decision making** factors that influence or impact you (and your leadership team) in your efforts to promote instructional improvement in your charter school.

20. What types of organizational strategies does your school use? For each strategy implemented, please note the extent to which it is used with your school's students.

	Strategy used in no classes	Strategy used in a few classes	Strategy used in most classes	Strategy used in all classes
Multi-age grouping	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Block scheduling</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extended day scheduling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Extended week scheduling</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extended year scheduling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Credit through flexible entry/exit courses</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Before/after school tutoring or enrichment programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Small learning communities</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. Please describe any other **school organizational** strategies your school uses.

22. What methods are used by your school to assess student performance, and to what extent does each influence decisions about student instruction? For each assessment method used, (1) note whether it is typically never used, used only once a year, used only once a semester, or used at least once each grading period, and (2) note the extent to which each influences decisions about student instruction.

	Frequency of use				Influence on instructional decisions			
	Never	Once a year	Once a semester	At least once a grading period	No influence	Slight influence	Moderate influence	Great influence
Standardized testing (e.g., TAKS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Tests accompanying adopted textbooks</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performance-based tests, locally developed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Student portfolios</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student demonstrations or performances	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Student projects</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Observation in authentic learning environments</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. Please describe any other methods of **assessment** used at your school.

24. 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"/>
<b>Student absenteeism</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student disrespect for teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Physical conflicts among students</b>	<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"/>
<b>Student drug or alcohol abuse</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student possession of weapons on school property	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25. Please describe any other **student discipline and/or behavior** issues at your school.

26. To what extent is your charter school utilizing the following **teacher recruitment strategies**?

	Not at all	Small extent (about once a semester)	Moderate extent (about once a month)	Great extent (about once a week)
Partnering with local colleges and universities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Partnering with private businesses/groups</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Partnering with alternative certification programs (e.g., regional service centers, iTeachTexas, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Offering salary incentives</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Funding internships, mentorships, and/or professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Attending job fairs</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advertising in print and electronic media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

27. Please describe other ways in which your charter school is creating professional opportunities that **attract new teachers** to the teaching profession.

28. To what extent are the following opportunities for **professional growth** provided to your teachers?

	Not at all	Small extent (about once a semester)	Moderate extent (about once a month)	Great extent (about once a week)
Mentoring for novice teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Mentoring for struggling teachers</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Peer observations and review</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities to attend professional trainings and/or conferences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Research-based articles for Improving Instruction</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regular formal and informal interactions between the principal and new teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Professional learning communities</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

29. Considering your experiences as an administrator of this charter school, how would you describe your level of satisfaction with the school?

- Very dissatisfied
- Dissatisfied
- Satisfied
- Very Satisfied



30. What are the **strengths** of your charter school campus overall?

31. What challenges (if any) does your charter school campus face in providing at-risk students the opportunity to achieve identified student outcomes?

32. If your charter school campus has faced challenges in providing at-risk students the opportunity to achieve identified student outcomes, how has your charter school campus been successful in overcoming these challenges?

33. What challenges (if any) does your charter school campus face in providing an environment for effective teaching and learning for all students?

34. If your charter school campus has faced challenges in providing an environment for effective teaching and learning for all students, how has your charter school campus been successful in overcoming these challenges?

35. What are some improvements (if any) that could be made to your charter school campus?

**Appendix D**  
**Texas Charter School Teacher Survey**

## Appendix D1 Evaluation of Texas Charter Schools – Teacher Survey



Texas A&M University  
College of  
**Education &  
Human Development**  
*We transform lives*



**TEXAS A&M**  
UNIVERSITY

### Evaluation of Texas Charter Schools - Teacher Survey

The following information is provided in order to assist you in your decision regarding whether or not you chose to participate in this research.

You have been asked to participate in a research study to help evaluate Texas charter schools. You were selected as a possible participant because of your involvement with a charter school in Texas. This study is funded by Texas Education Agency (TEA).

If you agree to participate in this evaluation, you will be asked to complete a short online survey about Texas charter schools. The survey will take about 5 to 10 minutes to complete.

The risks associated with this study are minimal, and are not greater than risks ordinarily encountered in daily life. The possible benefit of participation is to assist TEA in monitoring whether or not these schools are (1) improving student learning, (2) increasing the choice of learning opportunities within the public school system, (3) creating professional opportunities that will attract new teachers to the public school system, (4) establishing a new form of accountability for public schools, and (5) encouraging different and innovative learning methods.

Your participation is voluntary. You may decide not to participate or to withdraw at any time without your current or future relations with your school and/or Texas A&M University being affected.

The records of this study will be kept private. No identifiers linking you to this study will be included in any sort of report that might be published. Research records will be stored securely and only Dr. Jacqueline Stillisano, Dr. Hersh Waxman, and Dr. Lori Taylor will have access to the records.

If you have questions regarding this study, you may contact Dr. Jacqueline Stillisano: [jstillisano@tamu.edu](mailto:jstillisano@tamu.edu)

This research study has been reviewed by the Human Subjects' Protection Program and/or the Institutional Review Board at Texas A&M University. For research-related problems or questions regarding your rights as a research participant, you can contact these offices at (979)458-4067 or [irb@tamu.edu](mailto:irb@tamu.edu).

Please be sure you have read the above information, asked questions and received answers to your satisfaction. If you would like to participate in this study, please complete this survey.

1. What is your school name?

2. What is your sex?

- Male
- Female

3. Which of the following best describes your ethnicity?

- African-American
- American Indian or Alaskan native
- Asian or Pacific Islander
- Hispanic
- White
- Other (specify)

4. 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

5. In what type of program did you obtain your teaching certification?

- University-based teacher education program
- University-based post-baccalaureate program
- University, community college, or junior college continuing education program
- Certification program, privately-owned and operated
- Certification program, operated by a Regional Service Center
- Teach for America
- Other (specify)
- I have not obtained teaching certification

6. Including this year, how many years have you been teaching?

7. Including this year, how many years have you been teaching at **this** school?

8. In what type of school do you work?

- Campus or campus program charter school
- Open-enrollment charter school
- College or university charter school

9. Please indicate which of the following best reflects your school's mission and goals. (mark all that apply)

- College preparatory program
- Montessori program
- Gifted and Talented program
- Program for at-risk students
- Program for special education students
- Technical and/or career preparation
- Dropout recovery program
- Focus on advanced placement or international baccalaureate coursework
- Focus on science and technology or STEM
- Focus on liberal arts
- Focus on foreign languages
- Court appointed facility
- Residential facility
- Other (specify)

10. What grade level(s) are you currently teaching? (mark all that apply)

- Pre-Kindergarten
- Kindergarten
- 1st Grade
- 2nd Grade
- 3rd Grade
- 4th Grade
- 5th Grade
- 6th Grade
- 7th Grade
- 8th Grade
- 9th Grade
- 10th Grade
- 11th Grade
- 12th Grade
- Other (specify)

11. On average, approximately how many students do you have per class who are identified as "at-risk?"

12. To what extent do the following items influence or impact your efforts to promote **instructional improvement** in your charter school?

	Not at all	Minor extent	Moderate extent	Great extent
Governing Board	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Research-based articles</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Standardized test scores (e.g., TAKS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Other formal assessments (e.g., teacher-made or text-book designed exams)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Letter grades or GPAs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Rubric-based scoring of student work</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Authentic assessment (e.g., portfolios, meaningful application/performance, observation)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Student attendance</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Disciplinary records	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Walk-throughs</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Direct or formal observations of classrooms (other than walk-throughs)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Surveys of students</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Surveys of parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Surveys of teachers</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. Please describe any other decision making factors that influence or impact you in your efforts to promote **instructional improvement** in your charter school.



14. What types of **organizational strategies** does your school use? For each strategy implemented, please note the extent to which it is used with your school's students.

	Strategy used in no classes	Strategy used in some classes	Strategy used in most classes	Strategy used in all class
Multi-age grouping	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Block scheduling</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extended day scheduling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Extended week scheduling</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Extended year scheduling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Credit through flexible entry/exit courses</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Before/after school tutoring or enrichment programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. Please describe any other **school organizational strategies** your school uses.

16. What methods is your school using to **assess student performance**? For each assessment method used, (1) note whether it is typically never used, used only once a year, used only once a semester, or used at least once each grading period, and (2) the extent to which each influences decisions about student instruction.

	Frequency of use				Extent of influence			
	Never	Once a year	Once a semester	At least once a grading period	No influence	Slight influence	Moderate influence	Great influence
Standardized testing (e.g., TAKS)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Tests accompanying adopted textbooks</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performance-based tests, locally developed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Student portfolios</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student demonstrations or performances	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Student projects</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<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"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Observation in authentic learning environments</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. Please describe any other methods of **assessment** you use at your school.

18. 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"/>
<b>Student absenteeism</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student disrespect for teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Physical conflicts among students</b>	<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"/>
<b>Student drug or alcohol abuse</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student possession of weapons on school property	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. Please describe any other **student discipline and/or behavior** issues.

20. To what extent do you agree with the following statements?

	Strongly Disagree	Disagree	Agree	Strongly Agree
Teachers on this campus use technology to present material to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Teachers at this school use technology with their students as a communication tool</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers at this school use technology with their students to create projects/assignments (e.g., spreadsheets, stories, graphics, charts, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Teachers at this school use technology with their students to access the Internet</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All students in all classrooms have Internet access	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Students at this school use technology to enhance problem solving.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students at this school use technology to enhance creativity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Students at this school use technology to learn basic skills (e.g., tutorials, drill &amp; practice)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. On average, how many of each of the following types of **technology** is/are available in your classroom? For each item, also indicate the extent to which it is used in the classroom.

	Number per classroom	How often used			
	#	Never	Occasionally (once or twice a month)	Often (once or twice a week)	Always (daily)
MP3 player/iPod	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Tape player/radio</b>	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interactive whiteboard (e.g., SMART Board, Promethean Board)	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Flip camera/video camera</b>	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Digital camera	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>DVDs/CDs &amp; headphones</b>	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Skype/video communication	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Laptop computer</b>	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Desktop computer	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Television</b>	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Document reader	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Overhead projector (traditional)</b>	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Handheld game/device	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Student timers</b>	<input type="text"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. Please describe any other types of **technology** available in your classroom.

23. How frequently are the following opportunities for **professional growth** provided to teachers at your school?

	Never	Occasionally (once or twice a month)	Often (once or twice a week)	Always (daily)
Mentoring for novice teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Mentoring for struggling teachers</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Peer observations and review</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities to attend professional trainings and/or conferences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Research-based articles for improving instruction</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Regular formal and informal interactions between the principal and new teachers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24. Considering your experiences as a teacher in this charter school, how would you describe your level of satisfaction with the school?

- Very Dissatisfied
- Dissatisfied
- Satisfied
- Very Satisfied

25. What are the **strengths** of your charter school campus overall?

26. What **challenges** (if any) does your charter school campus face in providing at-risk students the opportunity to achieve identified student outcomes?

27. If your charter school campus has faced challenges in providing at-risk students the opportunity to achieve identified student outcomes, how has your charter school campus been successful in overcoming these challenges?

28. What challenges does your charter school campus face in providing an environment for effective teaching and learning for all students?

29. If your charter school campus has faced challenges in providing an environment for effective teaching and learning for all students, how has your charter school campus been successful in overcoming these challenges?

30. What are some **improvements** (if any) that could be made to your charter school campus?

## **Appendix E**

### **Texas Charter School Student and Family Surveys**



**Appendix E1**  
**Table E1.1**  
**Characteristics of Students (2009–10)**

<b>Characteristic</b>	<b>Student (n=314)</b>	<b>Family View (n=75)</b>	<b>Student and Family View (N=389)</b>
<b>Sex</b>			
Male	52.9%	49.3%	52.2%
Female	47.1%	50.7%	47.8%
<b>Ethnicity</b>			
African American	51.3%	53.3%	51.7%
American Indian or Alaskan Native	20.4%	32.0%	22.6%
Asian or Pacific Islander	18.8%	9.3%	17.0%
Hispanic	2.5%	0%	2.1%
Non-Hispanic White	1.3%	0%	1.0%
No response	5.7%	5.3%	5.7%
<b>Grade Level</b>			
9 <sup>th</sup> Grade	24.5%	28.0%	25.2%
10 <sup>th</sup> Grade	29.0%	21.3%	27.5%
11 <sup>th</sup> Grade	27.7%	25.3%	27.2%
12 <sup>th</sup> Grade	18.8%	24.0%	19.8%
No response	0.0%	1.3%	0.3%

*Sources.* Online Survey of Texas Charter Schools Students, Spring 2010 and Online Survey of Texas Charter Schools Students: Family View, Spring 2010.

**Table E1.2**  
**Previous Charter School Enrollment (2009–10)**

<b>Response</b>	<b>Student (<i>n</i>=314)</b>	<b>Family View (<i>n</i>=75)</b>	<b>Student and Family View (<i>N</i>=389)</b>
Yes	39.8%	45.3%	40.9%
No	59.9%	52.0%	58.4%
No Response	0.3%	2.7%	00.8%

*Sources.* Online Survey of Texas Charter Schools Students, Spring 2010 and Online Survey of Texas Charter Schools Students: Family View, Spring 2010.

**Table E1.3**  
**Factors for Choosing Current Charter Campus (2009–10)**

<b>Factors</b>	<b>Stu. A</b>	<b>Stu. D</b>	<b>Stu. N</b>	<b>FV A</b>	<b>FV D</b>	<b>FV N</b>	<b>S&amp;F A</b>	<b>S&amp;F D</b>	<b>S&amp;F N</b>
This school has smaller classes than my previous school.	77.7%	12.7%	9.6%	76.0%	9.3%	14.7%	77.4%	12.1%	10.5%
There are good teachers at this school.	75.5%	10.8%	13.7%	78.7%	2.7%	18.6%	76.1%	9.3%	14.6%
My family thinks this school is better for me.	58.6%	14.0%	27.4%	69.3%	6.7%	24.0%	60.7%	12.6%	26.7%
This school has fewer conflicts between students.	59.6%	19.4%	21.0%	60.0%	17.3%	22.7%	59.6%	19.0%	21.4%
The school is close to my home.	50.3%	38.9%	10.8%	53.3%	33.3%	13.4%	50.9%	37.8%	11.3%
I was not getting good grades at my previous school.	48.7%	37.3%	14.0%	50.7%	32.0%	17.3%	49.1%	36.2%	14.7%
I got into trouble at my previous school.	47.1%	40.8%	12.1%	49.3%	36.0%	14.7%	47.6%	39.8%	12.6%
Teachers at my previous school did not help me enough.	44.3%	40.4%	15.3%	53.3%	26.7%	20.0%	46.0%	37.8%	16.2%
My friends are attending this school.	36.6%	51.6%	11.8%	40.0%	41.3%	18.7%	37.3%	49.6%	13.1%
This school has special classes in a subject that I enjoy.	33.8%	38.2%	28.0%	30.7%	26.7%	42.6%	33.2%	36.0%	30.8%
I wanted more challenging classes.	22.9%	57.0%	20.1%	16.0%	58.7%	25.3%	21.6%	57.3%	21.1%

*Sources.* Online Survey of Texas Charter Schools Students, Spring 2010 and Online Survey of Texas Charter Schools Students: Family View, Spring 2010.

*Notes.* Student view ( $n=314$ ), Family view ( $n=75$ ), Student and Family View ( $n=389$ ). Stu=Student, FV=Family View, S&F=Student and Family View. A=Agree, D=Disagree, and N=Not sure, Not applicable, or no response.

**Table E1.4**  
**Perceptions of Current School Environment (2009–10)**

Perceptions	Stu. A	Stu. D	Stu. N	FV A	FV D	FV N	S&F A	S&F D	S&F N
I work hard to earn the grades I receive.	79.9%	11.1%	9.0%	81.3%	4.0%	14.7%	80.2%	9.8%	10.0%
My teachers encourage me to think about my future.	79.6%	11.1%	9.3%	77.3%	9.3%	13.4%	79.2%	10.8%	10.0%
I receive a great deal of individual attention from my teachers.	72.0%	15.0%	13.0%	70.7%	12.0%	17.3%	71.7%	14.4%	13.9%
This school is a good choice for me.	70.1%	12.7%	17.2%	78.7%	4.0%	17.3%	71.7%	11.1%	17.2%
Most teachers at this school help me to learn.	72.9%	10.5%	16.6%	65.3%	13.3%	21.4%	71.5%	11.1%	17.4%
I feel safe at this school.	70.4%	9.6%	20.0%	62.7%	5.3%	32.0%	68.9%	8.7%	22.4%
I am learning more here than at my previous school.	59.2%	26.1%	14.7%	62.7%	14.7%	22.6%	59.9%	23.9%	16.2%
I wish there were more courses/subjects from which I could choose at this school.	60.5%	23.6%	15.9%	45.3%	26.7%	28.0%	57.6%	24.2%	18.2%
Other students at this school help me to learn.	28.4%	35.4%	36.2%	46.7%	40.0%	13.3%	48.1%	36.2%	15.7%
Students in this school are interested in learning.	43.3%	29.0%	27.7%	33.3%	26.7%	40.0%	41.4%	28.5%	30.1%
This school has enough extra-curricular activities.	32.8%	42.0%	25.2%	30.7%	44.0%	25.3%	32.4%	42.4%	25.2%
I have more homework in this school than at my previous school.	12.7%	73.6%	13.7%	4.0%	80.0%	16.0%	11.1%	74.8%	14.1%

*Sources.* Online Survey of Texas Charter Schools Students, Spring 2010 and Online Survey of Texas Charter Schools Students: Family View, Spring 2010.

*Notes.* Student view ( $n=314$ ), Family view ( $n=75$ ), Student and Family View ( $n=389$ ). Stu=Student, FV=Family View, S&F=Student and Family View. A=Agree, D=Disagree, and N=Not sure, Not applicable, or no response.

**Table E1.5**  
**School Computer Availability and Usage (2009–10)**

Reasons	Stu. A	Stu. D	Stu. N	FV A	FV D	FV N	S&F A	S&F D	S&F N
I have computers available in my classrooms to use when I need them.	80.3%	13.4%	6.3%	85.3%	4.0%	10.7%	81.2%	11.6%	7.2%
I enjoy using a computer at my school for academic purposes.	80.3%	11.1%	8.6%	78.7%	9.3%	12.0%	79.9%	10.8%	9.3%
I use a computer at my school every day.	65.6%	26.4%	8.0%	80.0%	10.7%	9.3%	68.4%	23.4%	8.2%
The technology available at this school has aided my academic success more than technology available at my previous school.	51.0%	27.1%	21.9%	52.0%	21.3%	26.7%	51.2%	26.0%	22.8%
This school has more computers than my previous school.	25.5%	58.6%	15.9%	34.7%	46.7%	18.6%	27.2%	56.3%	16.5%

*Sources.* Online Survey of Texas Charter Schools Students, Spring 2010 and Online Survey of Texas Charter Schools Students: Family View, Spring 2010.

*Notes.* Student view ( $n=314$ ), Family view ( $n=75$ ), Student and Family View ( $n=389$ ). Stu=Student, FV=Family View, S&F=Student and Family View. A=Agree, D=Disagree, and N=Not sure, Not applicable, or no response.

**Table E1.6**  
**Attitudes toward Previous Traditional Public School (2009–10)**

Reasons	Stu. A	Stu. D	Stu. N	FV A	FV D	FV N	S&F A	S&F D	S&F N
Teachers expect much from students.	74.0%	24.2%	1.8%	74.1%	24.1%	1.8%	74.0%	24.2%	1.8%
Teachers believe all students can do well.	70.9%	27.8%	1.3%	55.6%	42.6%	1.8%	67.9%	30.7%	1.4%
I have/had a teacher who inspires/inspired me to do my best.	69.5%	28.3%	2.2%	57.4%	42.6%	0.0%	67.1%	31.0%	1.9%
Teachers work hard to make sure all students are learning.	69.1%	29.6%	1.3%	51.9%	46.3%	1.8%	65.7%	32.9%	1.4%
I have/had a teacher who encourages/encouraged me to go to college.	68.2%	29.1%	2.7%	53.7%	46.3%	0.0%	65.3%	32.5%	2.2%
I have/had a teacher who takes/took personal interest in me.	63.2%	34.1%	2.7%	51.9%	48.1%	0.0%	61.0%	36.8%	2.2%
Teachers make sure that all students are planning for life after high school.	61.0%	37.2%	1.8%	46.3%	51.9%	1.8%	58.1%	40.1%	1.8%
What we learn(ed) in class connect/connected to real-life situations.	61.4%	36.3%	2.3%	40.7%	55.6%	3.7%	57.4%	40.1%	2.5%
Teachers work hard to make sure that students stay in school.	59.6%	37.2%	3.2%	46.3%	53.7%	0.0%	57.0%	40.4%	2.6%
My classes give/gave me useful preparation for what I plan to do in life.	55.6%	42.2%	2.2%	53.7%	46.3%	0.0%	55.2%	43.0%	1.8%
Teachers care about all students – not just the top students.	58.7%	40.4%	0.9%	31.5%	66.7%	1.8%	53.4%	45.5%	1.1%

*Sources.* Online Survey of Texas Charter Schools Students, Spring 2010 and Online Survey of Texas Charter Schools Students: Family View, Spring 2010.

*Notes.* Student view ( $n=223$ ), Family view ( $n=54$ ), Student and Family View ( $n=277$ ). Stu=Student, FV=Family View, S&F=Student and Family View. A=Agree, D=Disagree, and N=Not sure, Not applicable, or no response.

**Table E1.7**  
**Attitudes toward Current Charter Campus (2009–10)**

Reasons	Stu. A	Stu. D	Stu. N	FV A	FV D	FV N	S&F A	S&F D	S&F N
Teachers believe all students can do well.	77.4%	14.0%	8.6%	76.0%	8.0%	16.0%	77.1%	12.9%	10.0%
Teachers work hard to make sure all students are learning.	75.2%	15.6%	9.2%	72.0%	10.7%	17.3%	74.6%	14.7%	10.7%
Teachers care about all students – not just the top students.	73.6%	17.8%	8.6%	74.7%	9.3%	16.0%	73.8%	16.2%	10.0%
Teachers make sure that all students are planning for life after high school.	74.2%	16.9%	8.9%	68.0%	16.0%	16.0%	73.0%	16.7%	10.3%
I have/had a teacher who encourages/ encouraged me to go to college.	74.8%	15.6%	9.6%	65.3%	17.3%	17.4%	73.0%	15.9%	11.1%
Teachers expect much from students.	74.2%	17.2%	8.6%	66.7%	20.0%	13.3%	72.8%	17.7%	9.5%
Teachers work hard to make sure that students stay in school.	72.3%	18.5%	9.2%	70.7%	12.0%	17.3%	72.0%	17.2%	10.8%
I have/had a teacher who inspires/inspired me to do my best.	72.9%	17.2%	9.9%	66.7%	17.3%	16.0%	71.7%	17.2%	11.1%
I have/had a teacher who takes/took personal interest in me.	66.6%	23.9%	9.5%	62.7%	22.7%	14.6%	65.8%	23.7%	10.5%
My classes give/gave me useful preparation for what I plan to do in life.	65.9%	25.2%	8.9%	60.0%	24.0%	16.0%	64.8%	24.9%	10.3%
What we learn(ed) in class connect/connected to real-life situations.	63.1%	29.0%	7.9%	62.7%	22.7%	14.6%	63.0%	27.8%	9.2%

*Sources.* Online Survey of Texas Charter Schools Students, Spring 2010 and Online Survey of Texas Charter Schools Students: Family View, Spring 2010.

*Notes.* Student view ( $n=314$ ), Family view ( $n=75$ ), Student and Family View ( $n=389$ ). Stu=Student, FV=Family View, S&F=Student and Family View. A=Agree, D=Disagree, and N=Not sure, Not applicable, or no response.

**Table E1.8**  
**Student Confidence in High School Graduation (2009–10)**

Confidence	Student (N=314)	Family View (N=75)	Student and Family View (N=389)
Very sure I will graduate	77.4%	72.0%	76.3%
I will probably graduate	19.7%	22.7%	20.3%
I probably will not graduate	1.3%	1.3%	1.3%
Very sure I will not graduate	1.0%	0.0%	0.8%
No response	0.6%	4.0%	1.3%

Sources. Online Survey of Texas Charter Schools Students, Spring 2010 and Online Survey of Texas Charter Schools Students: Family View, Spring 2010.

**Table E1.9**  
**Student Post-High School Plans (2009–10)**

Post-High School Plans	Student (N=314)	Family View (N=75)	Student and Family View (N=389)
Community college	29.0%	42.7%	31.6%
4-year college/university	26.8%	12.0%	23.9%
Technical school/college	10.5%	16.0%	11.6%
Do not know	9.6%	4.0%	8.5%
Job, no plans for further schooling	9.2%	5.3%	8.5%
Military	9.2%	4.0%	8.2%
Other	4.1%	10.7%	5.4%
No response	1.6%	5.3%	2.3%

Sources. Online Survey of Texas Charter Schools Students, Spring 2010 and Online Survey of Texas Charter Schools Students: Family View, Spring 2010.

**Table E1.10**  
**Plans to Attend Charter Campus Next Year (2009–10)**

Plans	Student (n=314)	Family View (N=75)	Student and Family View (N=389)
Yes	72.0%	72.0%	72.0%
No, I am graduating	8.0%	18.7%	10.0%
No, leaving for other reasons	8.6%	1.3%	7.2%
Not sure	11.1%	4.0%	9.8%
No response	0.3%	4.0%	1.0%

Sources. Online Survey of Texas Charter Schools Students, Spring 2010 and Online Survey of Texas Charter Schools Students: Family View, Spring 2010.



## Appendix E2 Evaluation of Texas Charter Schools – Student Survey

### 1. Charter School Student Survey -- Spring 2010

Dear Student,

Because you were in a charter school in 2009-10, we would like to include you in the study of the Texas Education Agency (TEA) Annual Charters. Your parent or guardian has been informed that you will be asked to complete this survey and will let you know if they would not like you to participate. Now we are asking you if you are willing to participate in this survey.

All high school students in Texas who were in charter school during 2009-10 are invited to take the survey. The survey asks you questions about:

- Your background
- On reasons you/your family choose a charter schools
- Your beliefs about and satisfaction with your school environments
- What you like most and least about your school.

This page tells you about the steps of the study, how we will maintain your privacy, and the risks and benefits to you as a participant.

**Procedures:** TEA is asking you to help with their study by filling out this on-line survey by the end of the school year. The survey will take about 10 minutes for you to do.

**Voluntary:** Filling out this survey is voluntary and you may choose to skip questions or to stop taking the survey at any time. If you do complete the survey we ask that at a minimum you indicate the name of your school and your satisfaction with your school.

**Protection of Your Privacy:** The survey does not ask your name and does not collect information that may be used to identify you individually. All findings are reported as group totals so that no individual student's responses may be identified. We will not tell your teachers, parent(s)/guardian(s), principal, or friends what you wrote.

**Risks and Benefits:** The survey is focused on your beliefs about your school and there are no known risks of harm to you. While you are not expected to benefit directly from participating, what is learned from the survey may help charter schools improve their programs to better meet students' needs.

If you have any questions about what's going to happen with the information you provide in the survey, please contact, TEA's Division of Evaluation, Analysis, and Planning:  
Jennifer Broussard, 512-463-1241, [programeval@tea.state.tx.us](mailto:programeval@tea.state.tx.us)  
or Allen Seay, 512-463-9101, [programeval@tea.state.tx.us](mailto:programeval@tea.state.tx.us)

**1. I understand that I have been asked to complete a survey about my experiences at the charter school I attended in 2009-10. I also understand that my privacy will be protected and my answers on this will be used only for the study. I understand that I do not have to answer any questions that I do not want to and that I can stop taking the survey at any time. Finally, I can call or email Jennifer Broussard or Allen Seay should I have questions or concerns about this survey.**

**If you understand everything explained here and would like to take this survey, please click on yes below to begin the survey.**

- Yes, I am willing to participate
- No, I am not willing to participate

## 2. General Information

**\* 2. Please enter the full name of your school:**

**3. What is your Gender?**

Female

Male

**4. Which of the following best describes you?**

African American

American Indian or Alaskan native

Asian or Pacific Islander

Hispanic

White

Other (please specify)

**\* 5. What grade are you in?**

9th

10th

11th

12th

### 3. School Attendance

**\* 6. Did you attend this school last year?**

Yes

No

**\* 7. Do you plan on attending this school next year?**

Yes

No, I am graduating

No, leaving for other reasons

Not sure

If leaving for another reason or not sure, why/why not?

**8. How confident are you that you will graduate from high school?**

Very sure I will graduate

I will probably graduate

I probably will not graduate

Very sure I will not graduate

**9. What do you plan to do after high school?**

Get a job, no plans for further schooling

Go to technical school/college

Go to community college

Got to a 4-year college/university

Join the military

Do not know

Other

Other (please specify)

## 4. School Choice

**10. Think about why you and your family chose your current school. Do you agree or disagree with each statement below? Choose only one answer for each statement.**

	Agree	Disagree	Not sure	Not applicable
The school is close to my home.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My family thinks this school is better for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I was not getting good grades at my previous school.	<input type="radio"/>	<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"/>	<input type="radio"/>
I got into trouble at my previous school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This school has smaller classes than my previous school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers at my previous school did not help me enough.	<input type="radio"/>	<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"/>	<input type="radio"/>
I wanted more challenging classes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My friends are attending this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This school has special classes in a subject that I enjoy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**11. Think about your current school. Do you agree or disagree with each statement below? Choose only one answer for each statement.**

	Agree	Disagree	Not sure	Not applicable
I work hard to earn the grades I receive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have more homework in this school than at my previous school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am learning more here than at my previous school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students in this school are interested in learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This school has enough extra-curricular activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel safe at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My teachers encourage me to think about my future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I receive a great deal of individual attention from my teachers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I wish there were more courses/subjects from which I could choose at this school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other students at this school help me to learn.	<input type="radio"/>	<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"/>	<input type="radio"/>
This school is a good choice for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**12. Think about the computers at your current school. Do you agree or disagree with each statement below? Choose only one answer for each statement. You may also use a computer at home or in some other setting, but we are interested in your use of computers at your current school.**

	Agree	Disagree	Not sure	Not applicable
I have computers available in my classrooms to use when I need them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy using a computer at my school for academic purposes.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I use a computer at my school everyday.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This school has more computers than my previous school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The technology available at this school has aided my academic success more than the technology available at my previous school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## 5. Charter School Comparison

### 13. Have you ever attended a school that was not a charter school?

- Yes
- No (Skip to Question 15)
- Not sure if previous school was a charter school (Please answer both 14 and 15).

### 14. If yes, think about the last school you attended that was NOT a charter school. For each item, indicate whether you agree or disagree with each statement with regard to your previous non-charter school.

	Agree	Disagree
Teachers believe all students can do well.	<input type="checkbox"/>	<input type="checkbox"/>
Teachers work hard to make sure all students are learning.	<input type="checkbox"/>	<input type="checkbox"/>
Teachers work hard to make sure that students stay in school	<input type="checkbox"/>	<input type="checkbox"/>
Teachers expect much from students.	<input type="checkbox"/>	<input type="checkbox"/>
Teachers care about all students—not just the top students.	<input type="checkbox"/>	<input type="checkbox"/>
Teachers make sure that all students are planning for life after high school.	<input type="checkbox"/>	<input type="checkbox"/>
I have/had a teacher who takes/took personal interest in me.	<input type="checkbox"/>	<input type="checkbox"/>
I have/had a teacher who inspires/inspired me to do my best.	<input type="checkbox"/>	<input type="checkbox"/>
I have/had a teacher who encourages/encouraged me to go to college.	<input type="checkbox"/>	<input type="checkbox"/>
My classes give/gave me useful preparation for what I plan to do in life.	<input type="checkbox"/>	<input type="checkbox"/>
What we learn(ed) in class connect/connected to real-life situations.	<input type="checkbox"/>	<input type="checkbox"/>

### 15. Think about your current charter school. For each item, indicate whether you agree or disagree with each statement with regard to your current charter school.

	Agree	Disagree
Teachers believe all students can do well.	<input type="checkbox"/>	<input type="checkbox"/>
Teachers work hard to make sure all students are learning.	<input type="checkbox"/>	<input type="checkbox"/>
Teachers work hard to make sure that students stay in school	<input type="checkbox"/>	<input type="checkbox"/>
Teachers expect much from students.	<input type="checkbox"/>	<input type="checkbox"/>
Teachers care about all students—not just the top students.	<input type="checkbox"/>	<input type="checkbox"/>
Teachers make sure that all students are planning for life after high school.	<input type="checkbox"/>	<input type="checkbox"/>
I have/had a teacher who takes/took personal interest in me.	<input type="checkbox"/>	<input type="checkbox"/>
I have/had a teacher who inspires/inspired me to do my best.	<input type="checkbox"/>	<input type="checkbox"/>
I have/had a teacher who encourages/encouraged me to go to college.	<input type="checkbox"/>	<input type="checkbox"/>
My classes give/gave me useful preparation for what I plan to do in life.	<input type="checkbox"/>	<input type="checkbox"/>
What we learn(ed) in class connect/connected to real-life situations.	<input type="checkbox"/>	<input type="checkbox"/>

## 6. School Satisfaction

**\* 16. Think about all of your experiences at your school over the past year. How satisfied would you say you were with your school?**

- Very Satisfied
- Somewhat Satisfied
- Somewhat Dissatisfied
- Very Dissatisfied

**17. What do/did you like most about your current school?**

**18. What if anything, would you change about your current school?**



## Appendix E3 Evaluation of Texas Charter Schools – Family Survey



Texas A&M University  
College of  
**Education &  
Human Development**  
*We transform lives*



**TEXAS A&M**  
UNIVERSITY

### Evaluation of Texas Charter Schools - Family Survey

The following information is provided in order to assist you in your decision regarding whether or not you chose to participate in this research.

You have been asked to participate in a research study to help evaluate Texas charter schools. You were selected as a possible participant because of your family's involvement with a charter school in Texas. This study is funded by Texas Education Agency (TEA).

If you agree to participate in this evaluation, you will be asked to complete a brief online survey about Texas charter schools. The survey will take about 5 to 10 minutes to complete.

The risks associated with this study are minimal, and are not greater than risks ordinarily encountered in daily life. The possible benefit of participation is to assist TEA in monitoring whether or not these schools are (1) improving student learning, (2) increasing the choice of learning opportunities within the public school system, (3) creating professional opportunities that will attract new teachers to the public school system, (4) establishing a new form of accountability for public schools, and (5) encouraging different and innovative learning methods.

Your participation is voluntary. You may decide not to participate or to withdraw at any time without your current or future relations with your school and/or Texas A&M University being affected.

The records of this study will be kept private. No identifiers linking you to this study will be included in any sort of report that might be published. Research records will be stored securely and only Dr. Jacqueline Stillisano, Dr. Hersh Waxman, and Dr. Lori Taylor will have access to the records.

If you have questions regarding this study, you may contact Dr. Jacqueline Stillisano: [jstillisano@tamu.edu](mailto:jstillisano@tamu.edu)

This research study has been reviewed by the Human Subjects' Protection Program and/or the Institutional Review Board at Texas A&M University. For research-related problems or questions regarding your rights as a research participant, you can contact these offices at (979) 458-4067 or [irb@tamu.edu](mailto:irb@tamu.edu).

Please be sure you have read the above information, asked questions and received answers to your satisfaction. If you would like to participate in this study, please complete this online survey.

1. What is your school name?

2. What is your sex?

- Male
- Female

3. Which of the following best describes your ethnicity?

- American Indian or Alaskan native
- Asian or Pacific Islander
- African-American
- Hispanic
- White
- Other (specify):

4. What is your relation to the child?

- Parent
- Grandparent
- Aunt/Uncle
- Sibling
- Non-relative
- Other (specify):

5. How much formal education have you completed? (select only one)

- Did not complete high school
- Completed high school
- Less than 4 years of college
- Bachelor's degree (BA/BS)
- BA/BS and graduate courses
- Master's degree
- Doctorate

6. Including the current school year, how long has your child been enrolled at this charter school? (select only one)

- 1 year
- 2-3 years
- 4-5 years
- 6 or more years

7. What kind of school did your child attend *before* coming to this charter school?

- Traditional public school
- Private school
- Another charter school
- Home school
- School in another country
- Did not attend school

8. When you chose to enroll your child in this charter school, how important were the following factors in your decision?

	Not important	Somewhat important	Important	Very important
Location of this school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Academic reputation of this school</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Size of this school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Dissatisfaction of the curriculum at my child's previous school</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This school's ability to serve my child's specific needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Reputation of the teachers at this school</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reputation of the administrators at this school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>My child's poor academic performance at his/her previous school</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child's poor behavior at his/her previous school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Recommendation from a family member or friend</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. To what extent do you agree or disagree with the following statements about your child's school?

	Strongly disagree	Disagree	Agree	Strongly agree
This school has sufficient financial resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>This school emphasizes educational learning more than standardized test preparation (TAKS)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with this school's curriculum (reading/language arts, math, science, social studies)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I am satisfied with this school's enrichment programs (music, art, foreign language)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with the kinds of extra-curricular activities offered at this school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<b>I am satisfied with the teachers</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly disagree	Disagree	Agree	Strongly agree
<b>Staff turnover at this school is low</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This school has high expectations/standards for its students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>This school has appropriate class sizes</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am satisfied with this school's facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Innovative technology is available for student use at this school</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This school is accountable for student achievement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly disagree	Disagree	Agree	Strongly agree
My child receives sufficient individual attention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>This school keeps me informed regularly about how my child is performing academically</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This school meets the needs of my child that were not met at his/her previous school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>My child's grades have improved since attending this school</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My child's TAKS scores have improved since attending this school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>I expect my child to go to college</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Strongly disagree	Disagree	Agree	Strongly agree

10. Think about your student's experiences at this school and your experiences as the parent/guardian of a student at this school. How would you describe your level of satisfaction with the school?

- Very dissatisfied
- Dissatisfied
- Satisfied
- Very Satisfied

11. Think about your student's **previous school**. Please indicate whether or not you participated in the following activities at that school.

	Yes	No
Attended PT/PTO meetings	<input type="radio"/>	<input type="radio"/>
<b>Attended a school board meeting</b>	<input type="radio"/>	<input type="radio"/>
Attended a parent/teacher conference	<input type="radio"/>	<input type="radio"/>
<b>Volunteered for school activities</b>	<input type="radio"/>	<input type="radio"/>
Served as a member of the school's governing board or school-related committee	<input type="radio"/>	<input type="radio"/>
<b>Helped with fund-raising</b>	<input type="radio"/>	<input type="radio"/>
Observed/visited my child's classroom	<input type="radio"/>	<input type="radio"/>
<b>Communicated with teachers by telephone, writing, and/or email</b>	<input type="radio"/>	<input type="radio"/>
Communicated with administrators by telephone, writing, and/or email	<input type="radio"/>	<input type="radio"/>
<b>Assisted with or monitored child's homework</b>	<input type="radio"/>	<input type="radio"/>
Read with child at home	<input type="radio"/>	<input type="radio"/>

12. Now think about your student's **current charter school**. Please indicate whether or not you participated in the following activities at this school.

	Yes	No
Attended PTA/PTO meetings	<input type="radio"/>	<input type="radio"/>
<b>Attended a school board meeting</b>	<input type="radio"/>	<input type="radio"/>
Attended a parent/teacher conference	<input type="radio"/>	<input type="radio"/>
<b>Volunteered for school activities</b>	<input type="radio"/>	<input type="radio"/>
Served as a member of the school's governing board or school-related committee	<input type="radio"/>	<input type="radio"/>
<b>Helped with fund-raising</b>	<input type="radio"/>	<input type="radio"/>
Observed/visited my child's classroom	<input type="radio"/>	<input type="radio"/>
<b>Communicated with teachers by telephone, writing, and/or email</b>	<input type="radio"/>	<input type="radio"/>
Communicated with administrators by telephone, writing, and/or email	<input type="radio"/>	<input type="radio"/>
<b>Assisted with or monitored child's homework</b>	<input type="radio"/>	<input type="radio"/>
Read with child at home	<input type="radio"/>	<input type="radio"/>

13. What are the **strengths** of your child's charter school?

14. What are the **weaknesses** of your child's charter school?

15. What are some **improvements** (if any) that could be made to your child's charter school?

## Appendix E4

### Evaluation of Texas Charter Schools – Family Survey (Spanish version)



#### Evaluación de Escuelas “Charter” de Texas- Encuesta Familiar

La siguiente información es presentada con el fin de ayudarle en su decisión sobre si procede o no usted en elegir participar en esta investigación.

Se le ha pedido participar en un estudio de investigación para ayudar a evaluar las escuelas “charter” de Texas. Usted fue seleccionado/a como participante posible por la participación de su familia con la escuela “charter” en Texas. Este estudio es financiado por la Agencia de Educación de Texas (TEA).

Si usted se compromete a participar en esta evaluación, se le pedirá que complete un breve cuestionario en el internet acerca de las escuelas “charter” de Texas. La encuesta le tomará entre 5 y 10 minutos. Los riesgos asociados con este estudio son mínimas, y no son mayores que los riesgos ordinarios de la vida diaria. El posible beneficio de la participación es ayudar a TEA en el control de si acaso estas escuelas están (1) mejorando el aprendizaje del estudiante, (2) aumentando la selección de oportunidades de aprendizaje dentro del sistema escolar público, (3) creando oportunidades profesionales que atrae nuevos maestros al sistema escolar público, (4) estableciendo una nueva forma de rendición de cuentas para las escuelas públicas, y (5) fomentando los métodos de aprendizaje innovadores y diferentes.

Su participación es voluntaria. Usted puede decidir no participar o puede retirarse en cualquier momento sin que sus actuales o futuras relaciones con su escuela y / o de Texas A & M University sean afectadas.

Los resultados de este estudio se mantendrán en privado. Ningún identificador que lo/a vincule a este estudio se incluirá en ningún tipo de informe que pueda ser publicado. Los resultados de la investigación serán almacenados de forma segura y sólo la Dra. Jacqueline Stillisano, el Dr. Hersh Waxman, y la Dra. Lori Taylor tendrán acceso.

Si usted tiene preguntas sobre este estudio, puede comunicarse con la Dra. Jacqueline Stillisano: [jstillisano@tamu.edu](mailto:jstillisano@tamu.edu)

Este estudio de investigación ha sido revisado por la Protección de Sujetos Humanos del Programa y / o la Junta de Revisión Institucional de La Universidad Texas A & M. Para problemas relacionados con la investigación o formular preguntas acerca de sus derechos como participante en la investigación, puede ponerse en contacto a estas oficinas al numero (979) 458-4067 o al correo electrónico [irb@tamu.edu](mailto:irb@tamu.edu).

Por favor, asegúrese de haber leído la información anterior, de haber echo preguntas y recibir respuestas a su satisfacción. Si usted desea participar en este estudio, por favor complete esta encuesta por internet.

1. ¿Cuál es el nombre de su escuela?

2. ¿Cuál es su género?

- Masculino
- Femenino

3. ¿Cuál de los siguientes mejor describe su origen étnico?

- Indio Americano o Nativo de Alaska
- Asiático o de Las islas del Pacífico
- Afro-Americano
- Hispano
- Blanco
- Otro (especifique):

4. ¿Cuál es su relación con el estudiante?

- Padre
- Abuelo/a
- Tío/Tía
- Hermano/a
- No soy pariente
- Otro (especifique):

5. ¿Cuánta educación formal a completado usted? (seleccione solamente una)

- No termine la secundaria
- Termine la secundaria
- Menos de 4 años de colegio
- Título de Licenciatura (BA/BS)
- Cursos de BA/BS y de Maestría
- Título de Maestría
- Doctorado



6. ¿Incluyendo el año académico actual, cuántos años ha estado su niño/a en esta escuela "charter"?  
(seleccione solamente una)

- 1 año
- 2-3 años
- 4-5 años
- 6 años o más

7. ¿Qué tipo de escuela atendió su hijo antes de venir a esta escuela "charter"?

- Escuela pública tradicional
- Escuela privada
- Otra escuela "charter"
- Enseñanza en el hogar
- Escuela en otro país
- No atendía a la escuela

8. ¿Cuándo usted eligió matricular a su hijo/a en esta escuela "charter", qué tan importante fueron los siguientes factores en su decisión?

	Nada importante	Un poco importante	Importante	Muy importante
Ubicación de esta escuela	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Reputación académica de esta escuela</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tamaño de esta escuela	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>La insatisfacción de los planes de enseñanza de la escuela anterior</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
La capacidad de esta escuela para servir a las necesidades específicas de mi niño/a	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Reputación de los maestros de esta escuela</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reputación de los administradores de esta escuela	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>El bajo rendimiento académico de mi hijo en su escuela anterior</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
El mal comportamiento de mi hijo en su escuela anterior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Recomendación de un familiar o amigo/a</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. ¿A qué medida está usted en acuerdo o en desacuerdo con las siguientes declaraciones acerca de la escuela de su hijo/a?

	Totalmente en desacuerdo	Desacuerdo	Acuerdo	Totalmente en acuerdo
Esta escuela cuenta con suficientes recursos financieros	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Esta escuela enfatiza el aprendizaje educativo más que la preparación para los exámenes estandarizados (TAKS)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Estoy satisfecho/a con los planes educativos de esta escuela (lectura/artes de lenguaje, matemáticas, ciencias, estudios sociales)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Estoy satisfecho/a con el enriquecimiento de los programas de esta escuela (música, arte, lengua extranjera)</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Estoy satisfecho con el tipo de actividades extra-curriculares que ofrece esta escuela	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Estoy satisfecho/a con los maestros de esta escuela</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Totalmente en desacuerdo	Desacuerdo	Acuerdo	Totalmente en acuerdo
<b>El movimiento (contratación/despido) del personal de esta escuela es bajo</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Esta escuela tiene altas expectativas y normas para sus estudiantes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Esta escuela cuenta con clases de tamaño adecuado</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Estoy satisfecho/a con las instalaciones de esta escuela	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Tecnología innovada es disponible para los estudiantes de esta escuela</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Esta escuela es responsable para el aprovechamiento escolar de mi hijo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Totalmente en desacuerdo	Desacuerdo	Acuerdo	Totalmente en acuerdo
Mi hijo recibe suficiente atención individual	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Esta escuela me mantiene informado/a regularmente de como mi hijo/a esta realizando académicamente</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Esta escuela responde las necesidades de mi hijo/a que no fueron atendidas en su escuela anterior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Las calificaciones de mi hijo han mejorado desde que asiste a esta escuela</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Las calificaciones del examen "TAKS" han mejorado desde que mi hijo asiste a esta escuela	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Espero que mi hijo asista al colegio</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Piense en las experiencias de su hijo/a en esta escuela y sus experiencias como padre de un estudiante en esta escuela. ¿Cómo describiría su nivel de satisfacción con esta escuela?

- Muy insatisfecho/a
- Insatisfecho/a
- Satisfecho/a
- Muy satisfecho/a

11. Piense en la escuela anterior de su hijo/a. Por favor indique si usted participó en las siguientes actividades en esa escuela.

	Sí	No
Atendí juntas de "PTA/PTO"	<input type="radio"/>	<input type="radio"/>
<b>Atendí juntas del consejo escolar</b>	<input type="radio"/>	<input type="radio"/>
Atendí conferencias de padre y maestro/a	<input type="radio"/>	<input type="radio"/>
<b>Voluntario/a para actividades escolares</b>	<input type="radio"/>	<input type="radio"/>
Serví como miembro/a del consejo de dirección de la escuela o comités relacionadas con la escuela	<input type="radio"/>	<input type="radio"/>
<b>Ayude con recaudaciones de fondos</b>	<input type="radio"/>	<input type="radio"/>
Observé/visité la clase de mi hijo	<input type="radio"/>	<input type="radio"/>
<b>Me comunique con los maestros por teléfono, escrito, y/o por correo electrónico</b>	<input type="radio"/>	<input type="radio"/>
Me comunique con los administradores por teléfono, escrito, y/o por correo electrónico	<input type="radio"/>	<input type="radio"/>
<b>Ayude con o vigile las tareas de mi hijo/a</b>	<input type="radio"/>	<input type="radio"/>
Leí con mi hijo/a en casa	<input type="radio"/>	<input type="radio"/>

12. Ahora piense en la escuela "charter" que actualmente atiende su hijo/a. Por favor indique si usted participó en las siguientes actividades en esta escuela.

	Sí	No
Atiendo juntas de "PTA/PTO"	<input type="radio"/>	<input type="radio"/>
<b>Atiendo juntas del consejo escolar</b>	<input type="radio"/>	<input type="radio"/>
Atiendo conferencias de padre y maestro/a	<input type="radio"/>	<input type="radio"/>
<b>Soy voluntario/a para actividades escolares</b>	<input type="radio"/>	<input type="radio"/>
Sirvo como miembro/a del consejo de dirección de la escuela o comités relacionadas con la escuela	<input type="radio"/>	<input type="radio"/>
<b>Ayudo con recaudaciones de fondos</b>	<input type="radio"/>	<input type="radio"/>
Observo/visito la clase de mi hijo	<input type="radio"/>	<input type="radio"/>
<b>Me comunico con los maestros por teléfono, escrito, y/o por correo electrónico</b>	<input type="radio"/>	<input type="radio"/>
Me comunico con los administradores por teléfono, escrito, y/o por correo electrónico	<input type="radio"/>	<input type="radio"/>
<b>Ayudo con o vigilo las tareas de mi hijo/a</b>	<input type="radio"/>	<input type="radio"/>
Lo con mi hijo/a en casa	<input type="radio"/>	<input type="radio"/>

13. ¿Cuáles son los puntos fuertes de la escuela "charter" de su hijo/a?

14. ¿Cuáles son los puntos débiles de la escuela "charter" de su hijo/a?

15. ¿Cuáles son algunas mejoradas (si hay) que puedan hacerse a la escuela "charter" de su hijo/a?