

2014-15

Texas Charter Authorizer
Accountability Report,
2014-15
Executive Summary

FOR THE TEXAS EDUCATION AGENCY

Charter Authorizer Accountability Report

2014–15 School Year

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List of Acronyms Used in this Report


Alternative Education Accountability (AEA)
Commissioner of Education (COE)
Disciplinary Alternative Education Program (DAEP)
End-of-course (EOC)
English Language Learner (ELL)
Independent School District (ISD)
Juvenile Justice Alternative Education Program (JJAEP)
Public Education Information Management System (PEIMS)
Request for Proposals (RFP)
Senate Bill (SB)
Senate Bill 2 (SB 2)
State Board of Education (SBOE)
State of Texas Assessments of Academic Readiness (

Executive Summary

Background

Charter schools were created to help improve the nation's public school system and offer parents another public school option to better meet their child's specific needs. The first law allowing the establishment of charter schools was enacted in Minnesota in 1991, and the first charter school began serving students in 1992 (National Center for Education Statistics, 2016). Over the 1999–2000 to 2014–15 period, the number of charter schools operating across the country grew from approximately 1,500 to over 6,600, with steady annual growth over that time period. In line with the national growth in the number of charter

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Attrition Rates

The attrition rate for this project was defined as the percentage of students who did not return to the same campus in 2015–16 in which they were enrolled in 2014–15. This calculation, however, required several adjustments to account for the grade-

2015 Accountability Ratings were used in the analyses described below. Results are presented for each of the four performance indices: 1) *Student Achievement* (which measures campus and district performance based on satisfactory student achievement combined over all subjects for all students); 2) *Student Progress* (which measures student progress by subject and reports results by student demographics: race/ethnicity, English Language Learners (ELLs), and special education); 3) *Closing Performance Gaps* (which emphasizes the academic achievement of economically disadvantaged students and the two lowest performing racial/ethnic student groups); and 4) *Postsecondary Readiness* (which emphasizes the role of elementary and middle schools in preparing students for the rigors of high school and the importance of earning a high school diploma that provides students with the foundation necessary for success in college, the workforce, job training programs, or the military).⁴

Differences in TEA performance index scores for the Student Achievement, Student Progress, and Closing Performance Gaps were not materially different between SBOE- and ISD-authorized charter school campuses (evaluated under standard accountability provisions) and their matched comparison campuses. However, postsecondary readiness index scores were higher for SBOE- (46 vs. 38) and ISD-authorized (48 vs. 37) charter school campuses than matched traditional public school campuses. Composite TEA index scores (which include all index scores available for a particular campus) for charter school campuses, evaluated under standard accountability provisions, were somewhat higher for both SBOE-authorized (51 vs. 47) and ISD-authorized (51 vs. 46) charter school campuses than those of their matched comparison campuses.

For each of the four TEA performance indices, SBOE-authorized charter school campuses evaluated under alternative education accountability (AEA) provisions posted higher scores than their matched traditional public school campuses: Student Achievement (59 vs. 52); Student Progress (22 vs. 19); Closing Performance Gaps (31 vs. 25); and Postsecondary Readiness (92 vs. 86). In contrast, ISD-authorized charter school campuses evaluated under

class of students who began Grade 9 in Texas public schools in 2010–11 that