2014–15

Texas Charter Authorizer Accountability Report, 2014–15

FOR THE TEXAS EDUCATION AGENCY

List of Tables

7(, 201T0 Tc 0 Tw 25.26)TJ.007 Tc -0.001 Tw -417.43 Td(15)TJ Tc 0 Tw 1.0TJ0.001 Tc 0.001 Tw 0.022 87Td(.....

List of Figures

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 schools in operation was the number of students enrolled in charter schools over the 1999–2000 (approximately 350,000) to 2013–14 (approximately 2.7 million) period (National Alliance for Public Charter Schools, 2016). There is also some evidence suggesting that the types of charter schools that open, and that persist, have produced improvements in the aggregate quality of charter schools (Baude et al., 2014).

The 74th Texas Legislature passed state laws to authorize the creation of charter schools in 1995. The goal of this legislation was to increase innovation in teaching methods, improve student learning, increase options for students and families within the public school system, and create professional opportunities which attract new teachers to the public school system. In addition, this legislation was intended to establish a new form of accountability for public schools (Texas Education Code (TEC) § 12.001). Four types of charter schools, or subchapters, were established in TEC to outline eligibility requirements and regulations for the award and operation of charter.

Charter schools authorized by the State Board of Education (SBOE) or the commissioner of education
(

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 score

class of students who began Grade 9 in Texas public schools in 2010–11 that graduated by August 31, 2014.

The Grade 9 four-year longitudinal graduation rate was eight percentage points lower for both SBOE-authorized (83% vs. 91%) and ISD-authorized (84% vs. 92%) charter school campuses compared to their matched traditional public school campuses.

Study Limitations

The findings presented in this report do not suggest that one type of public school campus consistently outperforms another type. When interpreting aggregate performance outcomes, it is important to recognize that differences remain in the composition of the student populations at charter school campuses and their matched traditional public school campuses. Because the analyses were conducted at the campus level, and no statistical controls were used to account for the differences in the characteristics of students enrolled at charter school campuses and their matched traditional public school campuses, these differences in student characteristics may have had an impact on the aggregate outcome results for the various charter school campus types and their matched traditional public school campuses. In addition, differences in prior academic performance and other unobservable characteristics not available through publicly available data may have also had an impact on performance results at charter school campuses and students enrolled at traditional public school campuses. Furthermore, the

Section 1: Introduction

National Charter School Overview

Charter schools are unique public schools that are allowed the freedom to be more innovative than traditional public schools, while being held accountable for advancing student achievement. The charter school movement dates bac

improvements in the quality of charter schools that survive, finding that these processes raised the aggregate effectiveness of charter schools compared to traditional public schools.

Texas Charter School Legislation

In 1995, as part of a major reform of the Texas Education System, the 74th Texas Legislature passed Senate Bill (SB) 1 which granted the State Board of Education (SBOE) the authority to authorize up to 20 open-enrollment charter schools. The goal of this legislation was to increase innovation in teaching methods, improve student learning, increase options for students and families within the Texas public school system, and create professional opportunities which attract new teachers to the public school system. Since 1995, additional legislation was passed that allowed for the expansion of open-enrollment charters schools, eventually capping the number of open-enrollment charter schools that could be awarded at 215 in 2001.[7] However, this cap did not limit the number of charter school campuses that could be operated by a charter holder. By the 2003–04 school year, there were 274 open-enrollment charter school campuses in operation serving 60,748 students (Texas Center for Educational Research, 2005). The cap of 215 remained in place until 2013 when it was increased to 225 through the passage of SB 2 by the 83rd Texas Legislature. SB 2 also allowed for the gradual expansion of open-enrollment charter schools by allowing for an additional 15 charter schools to be authorized each year through 2019 when the cap will reach 305 charter schools (TEC § 12.101 (b-1)-(b-2)). Since the 2003–04 school year, the number of charter school campuses had risen to 588 in 2013–14 serving 203,972 students in Texas.[8]

Purpose of the Report

The passage of SB 2 in 2013 also added § 12.1013 (a)-(d) to the TEC, which required a report on the performance of open-enrollment charter school campuses by authorizer, with results compared to their matched traditional public school campuses. SB 2 also modified the process by which open-enrollment charter schools are authorized (TEC § 12.101 (a), 2016). The responsibility for authorizing charter schools was transferred from the State Board of Education (SBOE) to the commissioner of education (COE).[9] Generation 18 was the first cohort of open-enrollment charter schools that were authorized by the COE, and they began operation in 2014–15.[10] While four open-enrollment charter schools were recommended by the COE for 2014–15, the SBOE vetoed one and one did not open in 2014–15, leaving two operational for the 2014–15 school year.

TEA issued a request for proposals (RFP) from interested vendors to conduct this study of performance comparisons between charter school campuses by authorizer and their matched traditional public school campuses. Gibson Consulting Group (Gibson) was awarded the contract and officially began work on the study in April 2016.

Research Methods

Charter schools

classified as 501(c)(3)s under the Internal Revenue Code, and governmental entities (TEC Chapter 12, Subchapters D and E). Open-enrollment charter school campuses operated by under the charter schools authorized by the SBOE or COE may enroll students from any approved school district as listed in the application for their charter or subsequent amendment(s), cannot charge tuition but may charge fees, and must provide transportation to the same extent as school districts (TEC §12.101). TEC Chapter 12, Subchapter C establishes statutory authority among traditional school districts to authorize in-district charter campuses (referred to as ISD-Authorized Charters in this report). Within this authority, the board of trustees of a school dis

under standard or alternative education accountability (AEA) provisions, and to obtain campus-level accountability data. Texas Performance Reporting System (TPRS) data were used to obtain passing rates on the State of Texas Assessment of Academic Readiness (STAAR) for mathematics.[11]

Last, the evaluation team used student-level data from the Public Education Information Management System (PEIMS) from 2014–15 and 2015–16 to determine student attrition.

School Matching Procedures

TEC § 12.1013(b)(4) (2016) required a comparison of charter school campuses by authorizer type with matched traditional campuses. TEA requested that the vendor use a statistical matching procedure to identify traditional public school campuses that resemble charter school campuses based on publicly available school characteristics, such as the racial/ethnic composition of the campus and the percentage of students who participate in programs that serve the needs of certain student populations such as students in need of special education services. Importantly, the intent of the matching procedure was to select traditional public school campuses that have similar characteristics to charter school campuses in order to

- Percentage of students identified as at-risk of dropping out of school[14]

Residential Treatment Facility campuses, Disciplinary Alternative Education Program (DAEP) campuses, and Juvenile Justice Alternative Education Program (JJAEP) campuses (both charter school and traditional school campuses) were excluded from the matching process and the analytic dataset that was used to report aggregate campus academic performance metrics for charter school and matched traditional public school campuses found in Sections 3, 4, and 5 of this report. DAEP and JJAEP exclusions were made because these campuses are very different from traditional campuses and their outcomes are attributed back to the student's home campus. Residential Treatment Facility campuses were excluded because of lack of comparability in student populations and instructional settings between the various residential treatment facilities. Refer to Appendix A for further details regarding the matching procedures used in this report.

Attrition Analysis

As mentioned earlier in this section, student-level PEIMS data for 2014–15 and 2015–16 were used to calculate campus-level attrition rates for 2014–15. The attrition rate for this project was defined as the percentage of students who did not return in 2015–16 to the same campus in which they were enrolled in 2014–15. This calculation, however, required several adjustments to account for the grade-level pathways available to students at each campus.[15] That is, in order for a student to have attrited from a campus, that campus had to have offered a grade level for which that student could have advanced between 2014–15 and 2015–16. For example, if a campus

attrition rate.[16] To adjust for these limitations, the following exclusion criteria for students enrolled in Texas public schools in 2014–15 were imposed:

performance index scores calculated for a particular campus divided by the total number of index scores assigned to the campus. For example, if a campus had index scores for Index 1, 2 and 3, the sum of those scores would be divided by three to arrive at the composite index score for that campus.[25]

Annual Dropout Rate

The annual dropout rate is the percentage of students in a specified grade range who drop out of school during one school year. An annual dropout rate is calculated by dividing the number of students who drop out during a single school year by the cumulative number of students who enrolled during the same year. TEA uses the National Center for Education Statistics (NCES) dropout definition (TEC § 39.051, 2004). Under this definition, a dropout is defined as a student who was enrolled in public school in Grades 7–8 for middle schools and Grades 9–12 for high schools during 2013–14 but did not return to public school in the fall of 2014–15, was not expelled, did not graduate, did not receive a high school equivalency certificate, did not continue school outside the public school system, did not begin college, or did not die. The dropout rate was defined as an annual rate, as opposed to a longitudinal rate.[26] Annual dropout data from 2013–14 were used for 2015 state accountability.

Longitudinal Graduation Rate

The Grade 9 four-year longitudinal graduation rate for the class of 2014 calculated for state accountability was used for this project.[27] The class of 2014 Grade 9 four-year graduation rate was calculated by dividing the number of students who began Grade 9 in 2010–11 and graduated by August 31, 2014, by the total number of graduates, continuers, GED certificate recipients, and dropouts in the class. Longitudinal graduation data from the class of 2014 is used for 2015 state accountability.[28]

Weighting Procedures

When providing aggregate comparative campus-level results for the performance outcomes (described in this section) by SBOE-authorized, ISD-authorized, and COE-authorized charter school campuses and their matched traditional public school campuses, the average campus-level index score for a particular category of campuses (e.g., SBOE-authorized charter school campuses) is weighted by the number of students at each campus in that subgroup that contributed to the calculations of a particular outcome measure. For TEA performance index scores, the fall 2014 campus enrollment data are used for weighting purposes. Weighting for all other metrics is based on the number of students included in the calculation for a specific metric (e.g., percent of students meeting state passing standard on the STAAR-Mathematics assessment).

The weighting procedure accounts for the size of the charter school campuses and matched comparison group campuses included in each analysis subgroup which prevents small schools with few students from receiving the same weight in calculations as very large campuses. With campus-level weights, then, a campus with 20 enrolled students who took the STAAR-Reading exam would contribute less to the

[25] Campus weights were also assigned based on the number of enrolled students at that campus as a proxy for the number of students included in the campus performance index ratings and the composite score.
[26] For additional detail on annual dropout rates in Texas, see Secondary school completion and dropouts in Texas public schools, 2014–

Section 2: Description of Charter School Campuses and Traditional Public Schools

Table 2.1

Table 2.2. Texas Public School Campus

Student Enrollment

A total of 261,733 students, or about 5% of Texas public school students, were enrolled at charter school campuses during the 2014–15 school year. The vast majority of students enrolled at Texas charter school campuses (85%, or 223,238) were at SBOE-authorized charter school campuses, while 33,906 were enrolled at ISD-authorized charter schoo3698i(at)0.6(Tw 2.S3.6(M6.1 2.S3. 2.5J 0er)-1.3.6( ))0.6(w)4.4a(r)-1.3( )0.6(s)3

Table 2.5 shows the student demographic makeup of charter school campuses by authorizer type and traditional public schools as well as differences in program participation (e.g., career and technical education, special education). For example, SBOE-authorized charter school campuses had a higher percentage of Hispanic (58% vs. 52%), African-American (20% vs. 12%), and economically disadvantaged (69% vs. 58%) students than traditional public school campuses. ISD-authorized charter school campuses also had higher percentages of Hispanic (65% vs. 52%), African-American (17% vs. 12%), and economically disadvantaged (74% vs. 58%) students than traditional public school campuses.

Section 3: Aggregate Performance of Charter School Campuses by Authorizer Compared to Matched Traditional Public School Campuses

This section of the report provides a comparison of aggregate academic outcomes for students enrolled at SBOE-authorized charter school campuses, ISD-authorized charter school campuses, and their matched traditional public school campuses. In this section, the results are aggregated across school levels (i.e., elementary, middle, high school) for two of the charter authorizer types and their matched traditional public school campuses.[34]

Results for the following aggregate performance metrics are presented in this section: 1) attrition rate; 2) percent of students meeting the Level II, Phase-in 1 standard on the STAAR-Mathematics and STAAR-Reading exams (Grades 3–8); 3) annual dropout rate (Grades 7–8 and 9–12); 4) longitudinal graduation rate; and 5) TEA performance index scores (four indices and a composite index score). In addition, TEA performance index results are further disaggregated for charter school campuses and their matched traditional public school campuses evaluated under standard accountability provisions and under AEA provisions. When reporting results by charter authorizer type/traditional public school campus or school level, the average campus-level performance metric for a particular category of campuses (e.g., SBOE-authorized charter school campuses) is weighted by the number of students at each campus in that subgroup that contributed to calculations of each metric.

Before presenting aggregate performance results for SBOE- and ISD-authorized charter school campuses and their matched traditional public school campuses, the following section presents descriptive information about the number and demographic characteristics for the four categories of public school campuses included in the analyses.[35]

[34] Exploratory analyses related to the two charter school campuses authorized by the commissioner of education and operational in 2014–15 (COE-authorized charter school campuses) are reported in Section 5 of this report.
[35] Please note that certain types of campuses were excluded from the matching and analysis. A detailed description of the matching procedure is presented in Appendix A, and an abbreviated description is provided in Section 2 of this report.

Campuses Included in the Aggregate Performance Analyses

1.6(p)T analB Tw (O.di)1-1.9(e)6.1(d)0.21.7431.4(ud)(c)-1.9(h)6.1(ar)-1.3(t)3(e35)6.1(r)-1.3( )0.6(s)-2(c)4(hool)1.4( )6.5(c

A total of 461 SBOE-authorized charter school campuses and 1,018 matched traditional public school campuses evaluated under standard accountability provisions were included in the aggregate performance analyses. As Table 3.1 show.6( )]TT1.6(an)Tc 0 Tw ( )Tj

While comparable percentages of students identified as economically disadvantaged, English Language Learners (ELL), and special education students were enrolled in SBOE-authorized charter school campuses and their matched traditional public school campuses, the percentage of students identified as at-risk and the percentage of students in the career and technical education (CTE) program were substantially lower at SBOE-

Other differences in the student populations at ISD-authorized charter school campuses and their matched traditional public school campuses evaluated under AEA provisions were also observed (see Table 3.2). The percentages of students classified as at-risk, ELL, and economically disadvantaged were higher at ISD-authorized charter school campuses compared to their matched traditional public school campuses. At ISD-authorized charter school campuses, 95% of students were classified as at-risk (vs. 89% at matched traditional public school campuses), 33% were classified as ELL (vs. 14% at matched comparison campuses), and 76% were classified as economically disadvantaged (vs. 61% at matched comparison campuses).

Table 3.2. Demographic Characteristics of Charter School Campuses and Matched Traditional Public School Campuses Included in Aggregate Performance Analyses Who Were Evaluated Under Alternative Education Accountability Provisions, 2014–15

under AEA provisions should be considered when interpreting aggregate performance metrics. In addition, prior performance was not included in the matching procedures for this report.

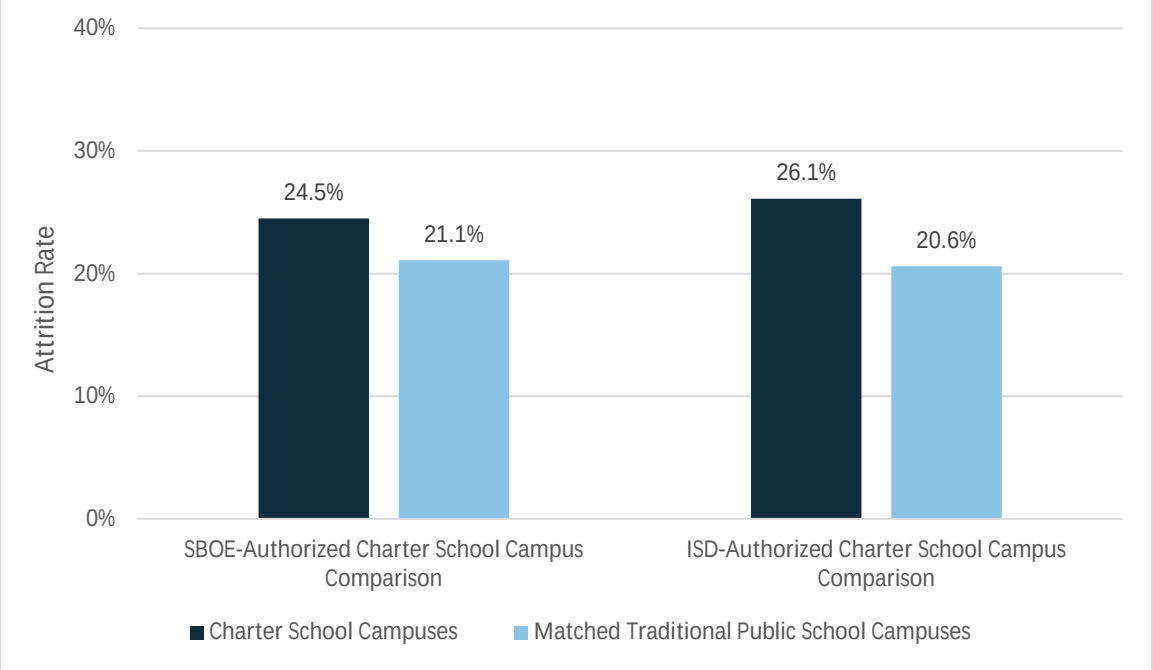
Furthermore, the number of campuses available for some of the analyses reported in this section, particularly those involving campuses evaluated under AEA provisions, may be fairly small. Analyses involving small numbers of campuses warrant cautious interpretation.

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 handle certain exceptions where an accurate 2014–15 to 2015–16 calculation would not be possible. Please refer to the methodology section in Section 1 and Appendix A of this report for further detail on the attrition rate calculation.

As Figure 3.1 illustrates, larger percentages of students enrolled in SBOE- and ISD-authorized charter school campuses did not return to their 2014–15 campus of origin compared to students enrolled in the matched traditional public school campuses (25% vs. 21% and 26% vs. 21%, respectively).

Figure 3.1. Student Attrition Rates Between 2014–15 and 2015–16 for SBOE-Authorized Charter School Campuses, ISD-Authorized Charter School Campuses, and Matched Traditional Public School Campuses



Source: Texas Academic Performance Reports, Texas Education Agency, 2014–15. Public Education Information Management System, Texas Education Agency, 2014–15 and 2015–16.
Note: A total of 524 State Board of Education (SBOE)-authorized charter school campuses, 1,026 traditional public school campuses matched to SBOE-authorized charter school campuses, 62 Independent School District (ISD)-authorized charter school campuses, and 506 traditional public school campuses matched to ISD-authorized charter school campuses were included in this attrition analysis.

STAAR-Reading and STAAR-Mathematics Results

The percentages of students meeting or exceeding the

As Figure 3.3. shows, students enrolled at SBOE-authorized charter school campuses passed the 2014–15 STAAR-Mathematics exam at similar rates to students at matched traditional public school campuses (72% vs. 69%, respectively). At ISD-authorized charter school campuses, 66% of Grade 3–8 students met or exceeded the standard on the STAAR-Mathematics exam, compared to 70% of students at matched traditional public school campuses. Seventy-four percent of students statewide met or exceeding the standard on the 2015 STAAR-Mathematics exam.[37]

Figure 3.3. Percent of Students Meeting or Exceeding the Level II Phase-in 1 Standard on the STAAR-Mathematics Exam by Charter Authorizer Type and Matched Traditional Public School Campuses, 2014–15

Source: Texas Performance Reporting System, Texas Education Agency, 2014–15.
Note: A total of 401 State Board of Education (SBOE)-authorized charter school campuses, 780 traditional public school campuses matched to SBOE-authorized charter school campuses, 39 Independent School District (ISD)-authorized charter school campuses, and 388 traditional public school campuses matched to ISD-authorized charter school campuses were included in this State of Texas Assessments of Academic Readiness (STAAR®) analysis.

Dropout Rates

A dropout was defined for this project as a student who was enrolled in public school in Grades 7–8 for middle schools and Grades 9–12 for high schools during 2013–14 but did not return to public school in 2014–15. This definition excluded students who were expelled, who graduated, who received a high

37

Graduation Rates

The Grade 9 four-year longitudinal graduation rate for the class of 2014 calculated for state accountability was used for this project. Figure 3.5 shows that the Grade 9 four-year longitudinal graduation rates for students at both SBOE- and ISD-authorized charter school campuses were lower than at matched traditional public school campuses (83% vs. 91% and 84% vs. 92%, respectively). The statewide Grade 9 four-year longitudinal graduation rate for 2013–14 was 88.3%. Additional detail regarding longitudinal graduation rates is provided in Section 1.

Figure 3.5. Grade 9 Four-Year Longitudinal Graduation Rates by Charter Authorizer Type and Matched Traditional Public School Campuses, Class of 2014

Source: Texas Academic Performance Reports, Texas Education Agency, 2014–15.
Note: A total of 118 State Board of Education (SBOE)-authorized charter school campuses, 197 traditional public school campuses matched to SBOE-authorized charter school campuses, 23 Independent School District (ISD)-authorized charter school campuses, and 91 traditional public school campuses matched to ISD-authorized charter school campuses were included in this analysis.

TEA Performance Index Scores

The Texas accountability system uses a performance index framework to combine a broad range of indicators into a comprehensive measure of campus and district performance. Index scores from the 2015 Accountability Ratings were used in the analyses described below. Results are presented for each of the four performance indices: 1) Student MCID 5 >e0.9(ni)-7d.4( )-3(.)]TJ 0 Tc 0 Tw 13.227 0 3

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).

TEA sets specific targets for campuses evaluated under standard accountability provisions and AEA provisions which must be met in order to demonstrate acceptable performance on each index (See Appendix A). Because the targets are substantially different for campuses evaluated under standard accountability procedures and AEA campuses, analyses related to TEA performance indices are conducted separately for the two types of campuses. For further detail on the four TEA performance indices, please refer to Section 1 of this report and the 2015 Texas Accountability Manual.[39]

As Figure 3.6 illustrates, both SBOE- and ISD-authorized charter school campuses rated under standard accountability procedures outperformed their matched traditional public school campuses on each of the following four TEA performance indices: Student Achievement, Student Progress, Closing the Performance Gaps, and Postsecondary Readiness. For the Student Achievement index, SBOE-authorized charter school campuses had an average index score of 76 compared to 73 for matched traditional public school campuses, and ISD-authorized charter school campuses had an average index score of 76 compared to 72 for matched traditional public school campuses.

For the Student Progress index, both SBOE-authorized and ISD-authorized charter school campuses had slightly higher scores than their matched traditional public schools (39 vs. 36 and 38 vs. 36, respectively). Slightly higher Closing Performance Gaps index scores were also observed between SBOE-Authorized and ISD-authorized charter school campuses and their matched traditional public school campus

Figure 3.6. TEA Performance Index Scores by Charter Authorizer Type and Matched Traditional Public School Campuses, Evaluated Under Standard Accountability Provisions, 2014–15

Figure 3.7. TEA Performance Index Scores by Charter Authorizer Type and Matched Traditional Public School Campuses, Evaluated Under Alternative Education Accountability Provisions, 2014–15

Source: Texas Academic Performance Reports and Texas Accountability Rating System, Texas Education Agency (TEA), 2014–15.

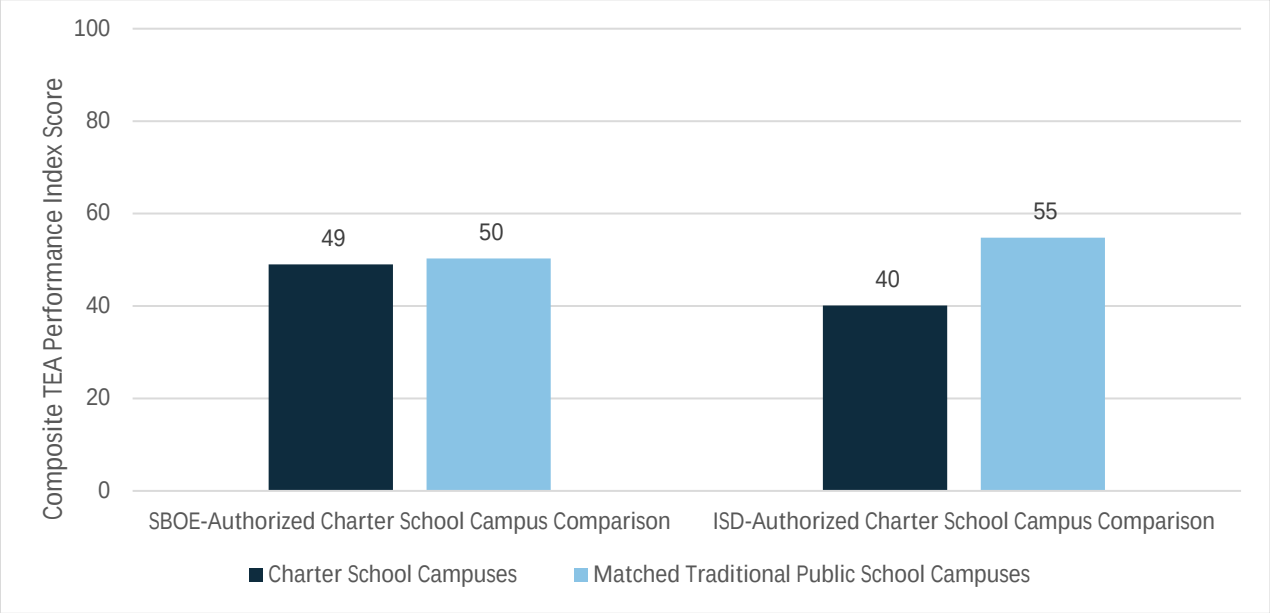
Note: A total of 105 State Board of Education (SBOE)-

Figure 3.8. Composite TEA Performance Index Score by Charter Authorizer Type and Matched Traditional Public School Campuses, Evaluated Under Standard Accountability Provisions, 2014–15

Source: Texas Academic Performance Reports and Texas Accountability Rating System, Texas Education Agency (TEA), 2014–15.
Note: A total of 461 State Board of Education (SBOE)-authorized charter school campuses, 1,108 traditional public school campuses matched to SBOE-authorized charter school campuses, 57 Independent School District (ISD)-authorized charter school campuses, and 510 traditional public school campuses matched to ISD-authorized charter school campuses were included in this analysis. Composite index data included in this figure are for comparative purposes only as no TEA performance threshold calculations for composite index scores have been established.

As Figure 3.9 shows, the average composite TEA performance index score for SBOE-authorized charter school campuses evaluated under AEA provisions is 49 (compared to 50 for the matched traditional public school campuses). In line with the findings related to the individual TEA performance indices, the composite TEA performance index score for ISD-authorized charter school campuses evaluated under AEA provisions is approximately 15 points lower than the composite score for matched traditional public school campuses (40 vs. 55).

Figure 3.9. Composite TEA Performance Index Score by Charter Authorizer Type and Matched Traditional Public School Campuses, Evaluated Under Alternative Education Accountability Provisions, 2014–15



Source: Texas Academic Performance Reports and Texas Accountability Rating System, Texas Education Agency (TEA), 2014–15.

Note: A total of 105 State Board of Education (SBOE)-authorized charter school campuses, 58 traditional public school campuses matched to SBOE-authorized charter school campuses, nine Independent School District (ISD)-authorized charter school campuses, and 23 traditional public school campuses matched to ISD-authorized charter school campuses were included in this analysis. Composite index data included in this figure are for comparative purposes only as no TEA performance threshold calculations for composite index scores have been established.

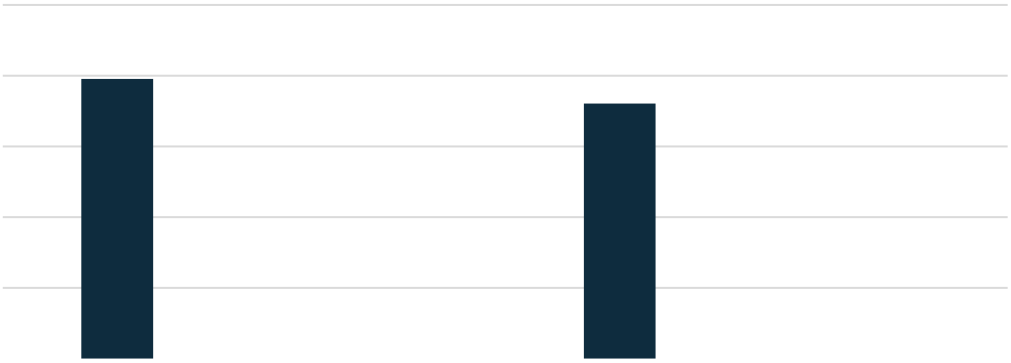
Attrition Rates Disaggregated by School Level

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.[42] As Figure 4.1 illustrates, attrition rates for SBOE-authorized charter elementary school campuses and their matched traditional public school campuses are comparable (23% vs. 24%, respectively). The same is true for attrition rates for ISD-authorized charter elementary school campuses and 2(L)(es-2(()T1-5.2203w4.8325(),a0(a)3.5(t)5.5(-2(es)-2.5(T3.5

The percentages of students meeting or exceeding the Level II Phase-in 1 standard on the 2014–15 STAAR-Reading and STAAR-Mathematics exams were calculated for students in Grade 3–8 and disaggregated by school level. Because STAAR-Reading and Mathematics exams are only administered to students in Grades 3–8, only elementary and middle school campuses were included in these analyses.

As Figure 4.2 shows, a slightly higher percentage of students at SBOE-authorized charter elementary school campuses met or exceeded the standard on the STAAR-Reading exam compared to the matched traditional public elementary school campuses (79% vs. 75%, respectively). A smaller percentage of students at ISD-authorized charter elementary school campuses met or exceeded the standard on the STAAR-Reading exam compared to their matched traditional public elementary school campuses (68% vs. 74%, respectively). A similar trend was observed when STAAR-Mathematics scores were examined, as shown in Figure 4.2. Fewer students at ISD-authorized charter school campuses met or exceeded the standard on the STAAR-Mathematics exam compared to their matched traditional public school elementary campuses (61% vs. 71%, respectively). However, there was little difference between SBOE-authorized charter elementary school campuses and their matched traditional public elementary school matches (72% vs. 71%, respectively).

Figure 4.2. Percent of Students Meeting or Exceeding the Level II Phase-In 1 Standard on the 2014–15 STAAR-Reading and STAAR-Mathematics Exams for SBOE-Authorized Charter School Campuses, ISD-Authorized Charter School Campuses, and Matched Traditional Public School Campuses, Elementary School Campuses



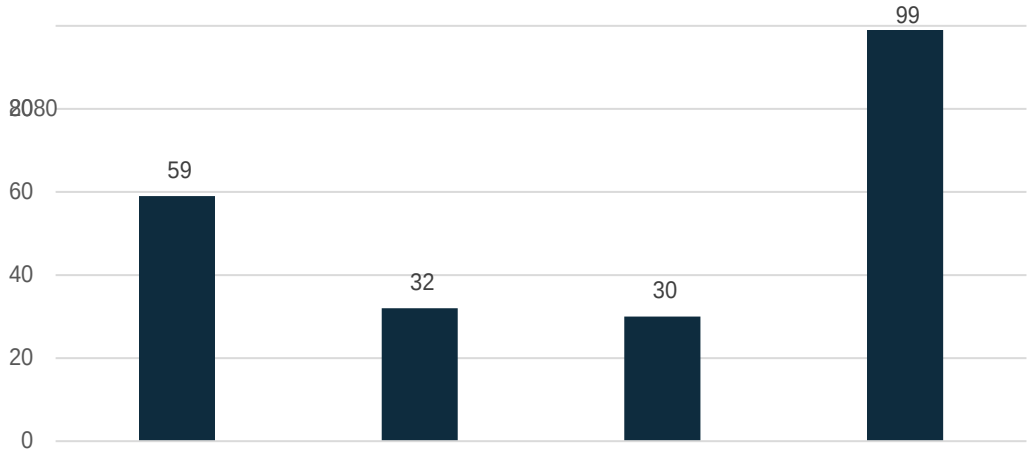
Source: Texas Academic Performance Reports, Texas Performance Reporting System, Texas Education Agency, 2014–15.
Note: A total of 319 State Board of Education (SBOE)-authorized charter school campuses, 620 traditional public school campuses matched to SBOE-authorized charter school campuses, 23 Independent School District (ISD)-authorized charter school campuses, and 309 traditional public school campuses matched to ISD-authorized charter school campuses were included in these State of Texas Assessments of Academic Readiness (STAAR®) analyses.

As Figure 4.3 illustrates, a slightly higher percentage of students at SBOE-authorized charter middle school campuses met or exceeded the Level II Phase-in 1 standard on the STAAR-Reading exam than students at their matched traditional public middle school campuses (80% vs. 75%, respectively).

Meanwhile, comparable percentages of students at ISD-authorized

Figure 4.6. TEA Performance Index Scores for SBOE-Authorized Charter School Campuses, ISD-Authorized Charter School Campuses, and Matched Traditional Public School Campuses, Elementary School Campuses Evaluated Under Standard Accountability Provisions, 2014–15

Figure 4.7. TEA Performance Index Scores for SBOE-Authorized Charter School Campuses, Elementary School Campuses Evaluated Under Alternative Education Accountability Provisions, 2014–15



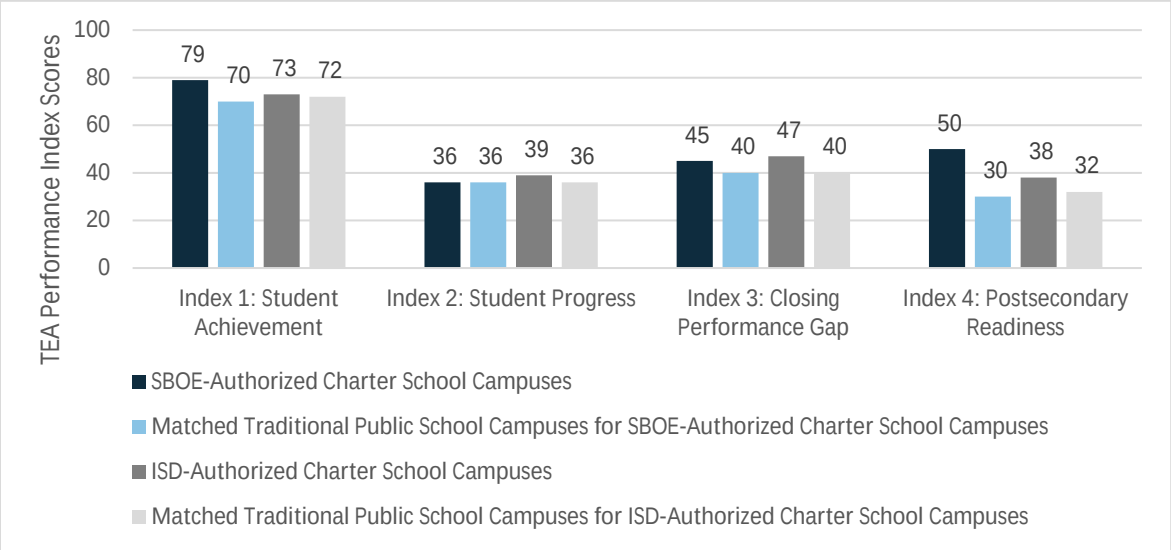
Source: Texas Academic Performance Reports and Texas Accountability Rating System, Texas Education Agency, 2014–15.
Note: Only three State Board of Education (SBOE)-authorized charter elementary school campuses were included in this analysis and no traditional public elementary school campuses were matched to these charter school campuses. In addition, there were no Independent School District (ISD)-authorized elementary charter school campuses in 2014–15. The small number of campuses is explained by the nature of the grade span categorization for this report and the criteria for applying for AEA status.

As shown in Figure 4.8, SBOE-authorized charter middle school campuses evaluated under standard accountability provisions posted higher Student Achievement index scores than their matched traditional public middle school campuses (79 vs. 70). ISD-authorized charter middle school campuses evaluated under standard accountability provisions posted comparable Student Achievement index scores to their matched traditional public middle school campuses (73 vs. 72). For the Student Progress index, SBOE-authorized charter middle school campuses and their matched traditional public middle school campuses each had an average index score of 36. ISD-authorized charter middle school campuses had an average Student Progress index score of 39 compared to an average index score of 36 for matched traditional public school campuses.

For the Closing Performance Gaps index, also shown in Figure 4.8, both SBOE- and ISD-authorized charter middle school campuses posted higher index scores than their matched traditional public middle school campuses. The average Closing Performance Gaps index score for SBOE-authorized charter middle school campuses was 45 versus 40 for their matched traditional public middle school campuses. Similarly, the average Closing Performance Gaps index score for ISD-authorized charter middle school campuses was 47 versus 40 for their matched traditional public middle school campuses.

Lastly, as Figure 4.8 also illustrates, Postsecondary Readiness index scores for SBOE-authorized charter middle school campuses evaluated under standard accountability provisions were substantially higher than those for their matched traditional public middle school campuses (50 vs. 30). Postsecondary Readiness index scores for ISD-authorized charter school campuses were also higher than those for their matched traditional public middle school campuses (38 vs. 32).

Figure 4.8. TEA Performance Index Scores for SBOE-Authorized Charter School Campuses, ISD-Authorized Charter School Campuses, and Matched Traditional Public School Campuses, Middle School Campuses Evaluated Under Standard Accountability Provisions, 2014–15



Source: Texas Academic Performance Reports and Texas Accountability Rating System, Texas Education Agency, 2014–15.

Note: A total of 91 State Board of Education (SBOE)-authorized charter school campuses, 208 traditional public school campuses matched to SBOE-authorized charter school campuses, 15 Independent School District (ISD)-authorized charter school campuses, and 105 traditional public school campuses matched to ISD-authorized charter school campuses were included in this analysis.

As seen in Figure 4.9, SBOE-authorized charter middle school campuses evaluated under AEA provisions had substantially higher Student Achievement, Closing Performance Gap, and Postsecondary Readiness index scores compared to their matched traditional public middle school campuses (51 vs. 32, 24 vs. 15, and 87 vs. 68, respectively). Comparable Student Progress index scores were observed for SBOE-authorized charter middle school campuses evaluated under AEA provisions and their matched traditional public middle school campuses (32 vs. 30). There was only one ISD-authorized charter middle school campus evaluated under AEA provisions active in 2014–15, and no traditional public middle school campuses were matched to this charter school campus.

Figure 4.9. TEA Performance Index Scores for SBOE-Authorized Charter School Campuses and Matched Traditional Public School Campuses, Middle School Campuses Evaluated Under Alternative Education Accountability Provisions, 2014–15

traditional public school campuses (77 vs. 76). The largest differences between ISD-authorized charter high school index scores and their matched public high school index scores were observed for the Student Achievement index and the Student Progress index (88 vs. 79 and 37 vs. 23, respectively). Smaller differences between ISD-authorized charter high school index scores and their matched public high school index scores were observed for the Closing Performance Gaps index (51 vs. 45).

Figure 4.10. TEA Performance Index Scores for SBOE-Authorized Charter School Campuses, ISD-Authorized Charter School Campuses, and Matched Traditional Public School Campuses, High School Campuses Evaluated Under Standard Accountability Provisions, 2014–15

Source: Texas Academic Performance Reports and Texas Accountability Rating System, Texas Education Agency, 2014–15.
Note: A total of 54 State Board of Education (SBOE)-authorized charter school campuses, 190 traditional public school campuses matched to SBOE-authorized charter school campuses, 19 Independent School District (ISD)-authorized charter school campuses, and 96 traditional public school campuses matched to ISD-authorized charter school campuses were included in this analysis.

For campuses evaluated under AEA provisions, as shown in Figure 4.11, SBOE-authorized charter high school campus scores for each of the four TEA performance indices were somewhat higher than those for the matched traditional public high school campuses: Student Achievement (60 vs. 55), Student Progress (21 vs. 17), Closing Performance Gaps (31 vs. 27), and Postsecondary Readiness (91 vs. 86). The opposite was true for ISD-authorized charter high school campuses evaluated under AEA provisions. For ISD-authorized charter high school campuses, Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness index scores were substantially lower compared to those for matched traditional public school high school campuses (35 vs. 64, 13 vs. 20, 20 vs. 34, and 82 vs. 98, respectively).

Figure 4.11. TEA Performance Index Scores for SBOE-Authorized Charter School Campuses, ISD-Authorized Charter School Campuses, and Matched Traditional Public School Campuses, High School Campuses Evaluated Under Alternative Education Accountability Provision, 2014–15

Source: Texas Academic Performance Reports and Texas Accountability Rating System, Texas Education Agency, 2014–15.
Note: A total of 95 State Board of Education (SBOE)-authorized charter school campuses, 53 traditional public school campuses matched to SBOE-authorized charter school campuses, 8 Independent School District (ISD)-authorized charter school campuses, and 23 traditional pub2010 Tw (2.1834)]TJ 6for33( )]TJ -0ountIce63t.5(i)he32 Td [(201)-7(0 Tw (5(f)3.6(o)6.1(

For SBOE-authorized charter school campuses evaluated under standard accountability provisions, composite index scores were higher at all three school levels (i.e., elementary, middle, high) compared to their matched traditional public school campuses (49 vs. 45, 53 vs. 44, and 58 vs. 56, respectively). As shown in Figure 4.12, results for ISD-authorized charter school campuses evaluated under standard accountability provisions were more mixed. Slightly lower composite index scores were observed for ISD-authorized charter elementary school campuses compared to their matched traditional public elementary school campuses (40 vs. 43). Somewhat higher composite index scores were observed at the middle and high school levels for ISD-authorized charter school campuses compared to the scores for their matched traditional public school campuses (49 vs. 45 and 63 vs. 56, respectively).

Figure 4.12. TEA Composite Performance Index Scores for SBOE-Authorized Charter School Campuses, ISD-Authorized

Section 5: Exploratory Analysis of Charter School Campuses Authorized by the Commissioner of Education Compared to Matched Traditional Public School Campuses

This section of the report provides aggregate academic outcomes for students enrolled at COE-authorized charter school campuses and their matched traditional public school campuses, as required by

the other served 77 Grade 6 students (at a Grade 6 only campus) and was matched with 10 traditional public school campuses. The propensity scores for the three traditional public school campuses matched to the formerly mentioned COE-authorized charter school campus and the 10 traditional public school campuses matched to the latter COE-authorized campus met all established matching criteria.[51] However, when these two COE-authorized charter school campuses were combined as one COE-authorized charter school campus group, the comparab

TTs 0 scn 058.36 752.28 Tm ( )Tj ET EMC Q BT 10.98 547 5.1.Dm98 6(ogr)4 6(aphi)7 54c Charactritcs ofCE]TJ 0- scn

Attrition Rates

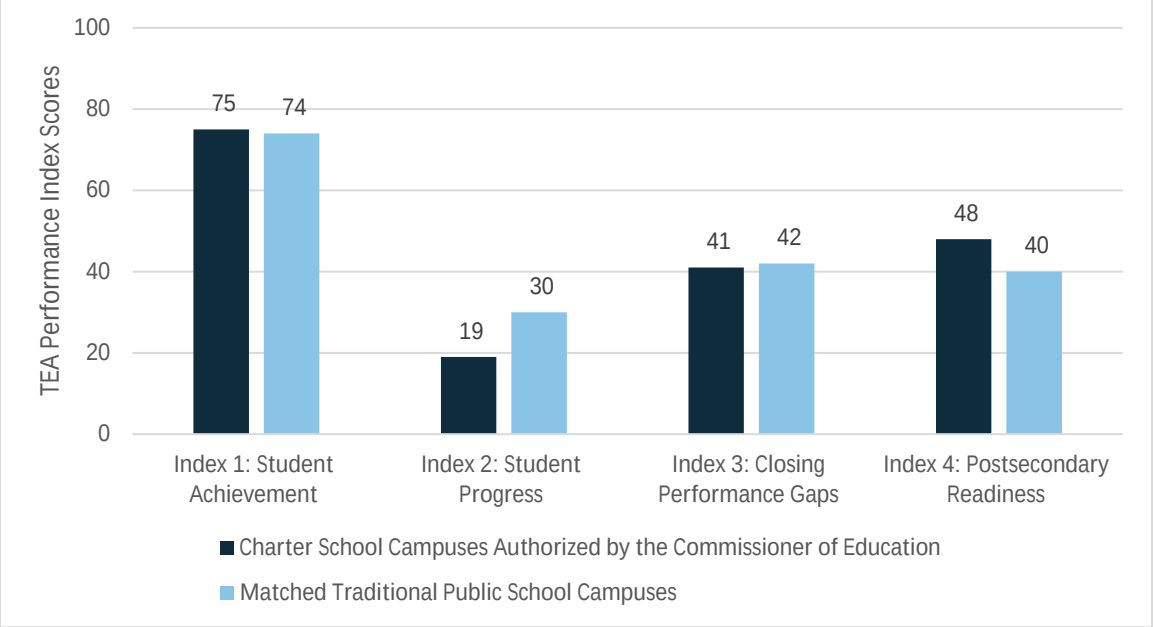
As Figure 5.1 shows, the attrition rates observed between COE-authorized charter school campuses and their matched traditional public school campuses were the same at approximately 20% for both groups of campuses.

Figure 5.1. Student Attrition Rates Between 2014–15 and 2015–16 for COE-Authorized Charter School Campuses and Matched Traditional Public School Campuses

Source: Texas Academic P

Figure 5.2. Percent of Students Meeting or Exceeding the Level II Phase-in 1 Standard on the STAAR-Reading and STAAR-Mathematics Exams by COE-Authorized Charter School Campuses and Matched

Figure 5.3. TEA Performance Index Scores by COE-Authorized Charter School Campuses and Matched Traditional Public School Campuses, 2014–15



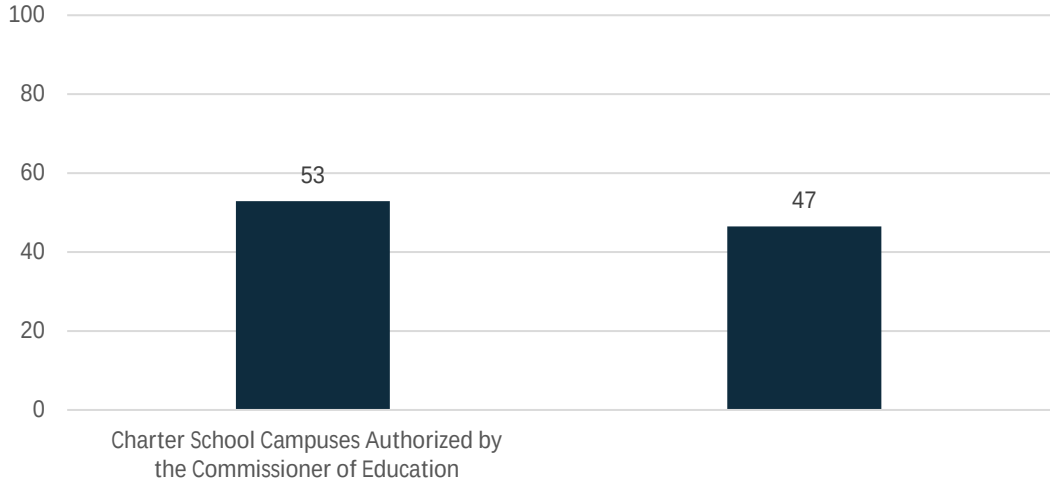
Source: Texas Academic Performance Reports and Texas Accountability Rating System, Texas Education Agency, 2014–15.

Note: Two commissioner of education (COE)-authorized charter school campuses and eight traditional public school campuses matched to COE-authorized charter school campuses were included in this analysis.

In order to rate the aggregate performance of campuses as required by TEC § 12.1013(d)(2), a composite index score for each campus included in the aggregate campus academic performance analyses was calculated. The composite score is the sum of all index scores calculated for a particular campus, divided by the total number of index scores assigned to the campus.

As Figure 5.4 illustrates, the composite TEA performance index score was approximately six points higher for the two COE-authorized charter school campuses compared to their matched traditional public school campuses. The composite index score for COE-authorized charter school campuses was 53 compared to 47 for their matched campuses.

Figure 5.4. TEA Performance Composite Index Scores by COE-Authorized Charter School Campuses and Matched Traditional Public School Campuses, 2014–15



Source: Texas Academic Performance Reports and Texas Accountability Rating System, Texas Education Agency (TEA), 2014–15.
Note: Two commissioner of education (COE)-authorized charter school campuses and eight traditional public school campuses matched to COE-authorized charter school campuses were included in this analysis. Composite index data included in this figure are for comparative purposes only as no TEA performance threshold calculations for composite index scores have been established.

Section 6: Discussion of Findings

Overview

Over the 1999–2000 to 2014–15 period, the number

charter school campuses and their matched traditional public school campuses followed a different pattern with higher percentages of charter students meeting or exceeding the Level II Phase-in 1 standards at the elementary school level (79% vs. 75% for reading, and 72% vs. 71% for mathematics), but substantially lower passing rates at the high school level on the English I and II and Algebra I EOC exams (65% vs. 69% for English I, 65% vs. 71% for English II, and 68% vs. 76% for Algebra I).

for the differences in the composition of student populations enrolled at charter school campuses and matched traditional public school campuses, differences in student characteristics, as well as prior academic performance, may have had an impact on the aggregate outcome results for the various charter school campus types and their matched traditional public school campuses. Furthermore, the number of campuses available for some of the analyses reported in this report, particularly those involving campuses evaluated under AEA provisions and COE-authorized charter school, may be fairly small. Analyses involving small numbers of campuses warrant cautious interpretation.

Lastly, in 2013, SB 2 (83rd Texas Legislature) amended TEC § 12.115 requiring the commissioner of education to recommend revocation of a charter if a charter school has failed to meet academic or financial accountability performance ratings for the three preceding school years. This legislative change is important because the closing of poor-performing charter school campuses, and the subsequent removal of these campuses from the comparative analyses presented in this report, impacts aggregate results for charter school campuses.

References

Baude, P., Casey, M., Hanushek, A., & Rivkin, S. (2014). The Evolution of Charter School Quality (NBER Working Paper No. 20645). Cambridge, MA: National Bureau of Economic Research. Retrieved from http://www.nber.org/papers/w20645.

Becker, S. and Ichino, A. (2002). Estimation of average treatment effects based on propensity scores. The Stata Journal, 2 (4), 358-377.

National Center for Education Statistics (2016). Charter School Enrollment. Washington DC: United Stated Department of Education. Retrieved from: http://nces.ed.gov/programs/coe/indicator_cgb.asp.

National Alliance for Public Charter Schools (2016). Charter School Data Dashboard. Washington DC: NAPCS. Retrieved from: http://dashboard2.publiccharters.org/National/.

Rosenbaum, P. and Rubin, D. (1983). The Central Role of the Propensity Score in Observational Studies for Causal Effects. Biometrika, 70 (1), 41-55.

Stuart, E. (2011). The why, when, and how of propensity score methods for estimating causal effects. Fairfax, VA: Society for Prevention Research. Retrieved from: http://www.preventionresearch.org/wp-content/uploads/2011/07/SPR-Propensity-pc-workshop-slides.pdf.

Texas Center for Educational Research (2005, February). Texas Open-enrollment Charter Schools: 2003-04 Evaluation. Austin, TX: Author. Retrieved from: http://tea.texas.gov/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=2147502652&libID=2147502646.

Texas Comptroller of Public Accounts (2014). Financial Allocation Study of Texas 2014. Austin, TX: Texas Comptroller of Public Accounts. Retrieved from: http://www.preventionresearch.org/wp-content/uploads/2011/07/SPR-Propensity-pc-workshop-slides.pdf.

Texas Education Agency (2016). Secondary school completion and dropouts in Texas public schools, 2014-15 (Document No. GE16 601 10). Austin, TX: Author.

Texas Education Agency (2014). Snapshot 2014. Austin, TX: Texas Education Agency. Retrieved from: https://rptsvr1.tea.texas.gov/perfreport/snapshot/2014/index.html.

Texas Education Agency (2015). Texas Accountability Manual. Austin, TX: Texas Education Agency. Retrieved from: https://rptsvr1.tea.texas.gov/perfreport/account/2015/manual/manual.pdf.

Texas Education Code (2004). Texas school law bulletin. St. Paul, MN: West.

Texas Education Code (2013). Texas school law bulletin. Charlottesville, VA: Matthew Bender.

Texas Education Code (2016). Texas school law bulletin. Charlottesville, VA: Matthew Bender.

Appendix A: Methodological Detail

This appendix includes technical details associated with the propensity score matching (PSM) techniques used to match comparable campuses from traditional school districts to charter school campuses included in this study, and technical details related to the calculation of the various performance metrics included in this report.

Detail Related to PSM Techniques

Below, we explain the PSM procedures employed in this study and provide a rationale for the approach. This appendix also includes a list of variables used in PSM algorithm and a formal description of procedure, including formulae. Texas Education Code (TEC) § 12.1013(b)(4) requires a comparison of charter school campuses by authorizer type with matched traditionaldt(s)-2(eh6.1ai)l01(ur)l01(ur)l01(ur)l01(uBe 6.85(t)3.6(

score algorithm.[57] In the previous 2012–13 Charter Authorizer Report published by TEA, 40 matched traditional public school campuses were selected for each charter school campus with no documented constraints imposed on the similarity between the matched and charter campuses based on each campus's propensity score.[58] We imposed two constraints on the selection of campuses with this procedure. First, we only selected traditional public school campus matches with a propensity score within 0.2 standard deviations of each charter school campus. Second, a constraint on the maximum number of traditional campuses (N=10) matched to each charter school campus was imposed based on discussions with TEA staff to limit the number of matches to a sufficient amount.

Matching Procedure

To identify measurably similar traditional public school campuses, the research team used nearest neighbor matching (NNM) in conjunction with a propensity score and a caliper of 0.2 standard deviations to find the N most similar traditional public school campuses to charter school campuses. This method is performed in two stages, following the procedures and notation of Becker and Ichino (2002):

Step 1: Fit a logistic regression:

$$\Pr(\quad = 1 \mid \quad) = \Phi\{\ (\quad)\} \qquad (1)$$

Where Φ is the propensity score, and $(\quad)$ is a vector of 2014–15 campus-level (i) covariates.

The following campus-level covariates were included in the logistic regression to estimate the propensity score:

- Campus enrollment type (e.g., elementary, middle, or high school)
- Student enrollment count
- Percentage of historically underrepresented racial minorities (i.e., Hispanic and Black students)
- Percentage of economically disadvantaged students
- Percentage of students receiving Special Education services
- Average years of experience of teachers
- Student mobility rates
- Percentage of students who are ELLs
- Percentage at-risk

In TAPR, both the campus-level student mobility rate and the average years of experience of teachers have missing values. The missing values for student mobility rates are attributable to new campuses for

[57] This is because we are attempting to find demographic peers for descriptive purposes, not matched comparison schools to generate quasi-experimental estimates of the impact of attending a charter school campus on student outcomes. Including lagged outcome measures in the propensity score model may unintentionally mislead the m un-

which the mobility cannot be calculated between 2013–14 and 2014–15. The reason for the missing values for teachers' experience levels is currently unknown, but appears to be a function of whether the campus has dedicated staff who are assigned to the campus, as opposed to sharing the staff with other schools within the district. To retain these variables in the matching procedure, and to incorporate information about the pattern of missingness between charter campuses and traditional public schools, dummy variable imputation will be used so that these variables can still be included in the propensity score algorithm and that campuses that are missing this information are not discarded. See Stuart (2011) for advocacy of this method for the estimation of propensity scores.

Step 2: Find the nearest neighbors for each charter school campus within a 0.2 standard deviation caliper up to 10 matches:

$$( ) = \quad - \quad \leq \ _{.2} \qquad (2)$$

In (2), we selected the non-treated units (j) that satisfy the condition $( ) = \quad - \quad \leq \ _{.2}$. In other words, we selected the traditional public school campuses with the smallest propensity score within 0.2 standard deviations of the charter school campus. Matched campuses and their propensity scores are presented

to have attrited from a campus, that campus had to have offered a grade level for which that student could have advanced between 2014–15 and 2015–16. For example, most middle school students enrolled in Grade 8 in 2014–15 did not advance to Grade 9 at the same campus because scn 10.98 anced betw t

did tddl1

The percentage of students meeting or exceeding the Level II Phase-in 1 passing standards on the 2014–15 English I, English II, and Algebra I end-of-course (EOC) exams were calculated for students in Grades 9–12.

TEA Performance Index Scores

The Texas accountability system uses a performance index framework to combine a broad range of indicators into a comprehensive measure of campus and district performance. Index scores from the 2015 Accountability Ratings were used in the analyses described below. Results are presented for each of the four performance indices: 1) Student Achievement; 2) Student Progress; 3) Closing Performance Gaps; and 4) Postsecondary Readiness. For additional detail related to TEA performance index scores, please refer to the 2015 Texas Accountability Manual.[64]

1) Index 1 Student Achievement: Measures campus and district performance based on satisfactory student achievement combined over all subjects for all students.

2) Index 2 Student Progress: Measures student progress by subject and reports results by student demographics: race/ethnicity, ELLs, and special education program participation.

3) Index 3 Closing Performance Gaps: Emphasizes the academic achievement of economically disadvantaged students and the two lowest performing racial/ethnic student groups. The specific racial/ethnic groups are identified by campus based on prior year (2014) assessment results.

4) Index 4 Postsecondary Readiness: Emphasizes the role of elementary and middle schools in preparing students for the rigors of high school, and also emphasizes 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. Index 4 for elementary and middle schools is based only on STAAR results since these campuses do not have data on graduations rates, graduation diploma plans or postsecondary indicators.

assessment results. Performance index scores range from 0 to 100, so results from the analyses in this report are presented on this scale as well.

For each TEA performance index, TEA determined the following specific targets which campuses had to meet in order to have demonstrated acceptable performance on each index in 2014–15:

Table A.1. 2015 Accountability Performance Index Targets for Standard Accountability Campuses

Target	Index 1	Index 2	Index 3	Index 4	
				All Components	STAAR Component Only
Elementary	60	30	28	Not applicable	12
Middle	60	28	27	Not applicable	13
High School	60	15	31	57	21

Table A.2. 2015 Accountability Performance Index Targets for AEA Campuses

Target	Index 1	Index 2	Index 3	Index 4	
				Both Components	Graduation, Dropout Rate Component Only
AEA Charter Districts and Campuses	35	7	11	45	33

For additional detail, refer to the 2014–15 Accountability Manual (Texas Education Agency, 2015).

Composite TEA Performance Index

In order to rate the aggregate performance of campuses as required by TEC § 12.1013(d)(2), a composite index score for each campus included in the aggregate campus academic performance analyses was calculated.[65] For the purposes of this analysis, the composite score is the sum of all TEA performance index scores calculated for a particular campus divided by the total number of index scores assigned to the campus. For example, if a campus had index scores for Index 1, 2 and 3, the sum of those scores would be divided by three to arrive at the composite index score for that campus. Composite index data included in this report are presented for comparative purposes only as no TEA performance threshold calculations for composite index scores have been established.

Annual Dropout Rate and Longitudinal Graduation Rate

The annual dropout rate is the percentage of students in a specified grade range who drop out of school during one school year. An annual dropout rate is calculated by dividing the number of students who drop out during a single school year by the cumulative number of students who enrolled during the same year. TEA uses the National Center for Education Statistics (NCES) dropout definition (TEC § 39.051, 2004). Under this definition, a dropout is defined as a student who was enrolled in public school in Grades 7–8 for middle schools and Grades 9–12 for high schools during 2013–14 but did not return to public school in the fall of 2014–15, was not expelled, does not graduate, does not receive a high school equivalency

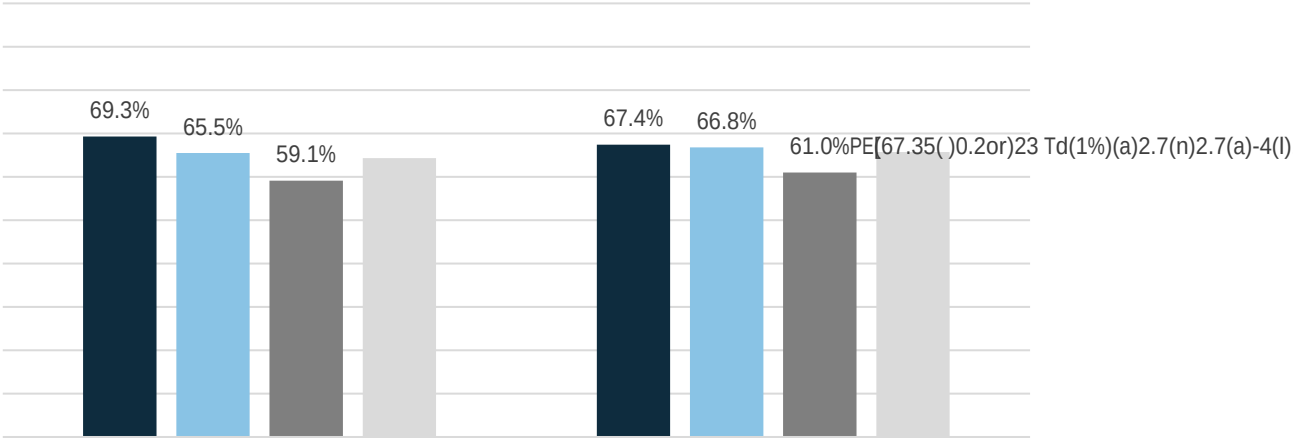
certificate, does not continue school out

Appendix B: Aggregate Performance on Additional STAAR Exams

Figure B.2. Percent of Students

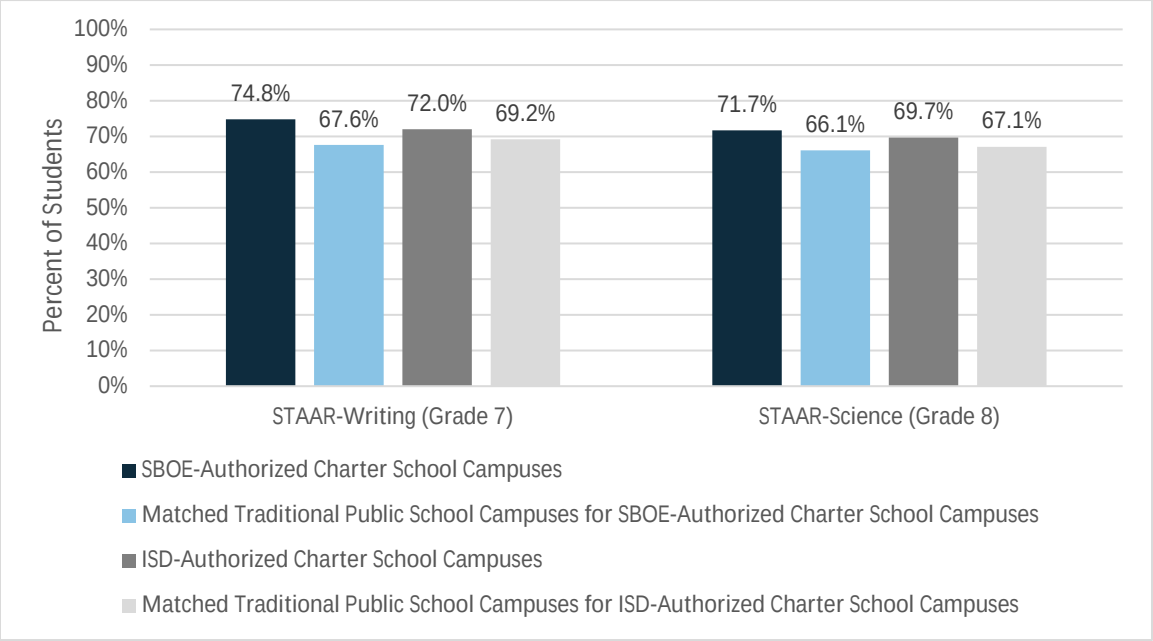
Figure B

Figure B.4. Percent of Students at or Above the State Standard on the 2014–15 STAAR-Writing (Grade 4) and STAAR-Sciences (Grade 5) Exams for SBOE-Authorized Charter School Campuses, ISD-Authorized Charter School Campuses, and Matched Traditional Public School Campuses, Elementary School Campuses



Source: Texas Academic Performance Reports, Texas Education Agency, 2014–15.
Note: A total of 319 State Board of Education (SBOE)-authorized charter school campuses, 620 traditional public school campuses matched to SBOE-authorized charter school campuses, 23 Independent School District (ISD)-authorized charter school campuses, and 309 traditional public school campuses matched to ISD-authorized charter school campuses were included in this State of Texas Assessments of Academic Readiness (STAAR®) analysis.

Figure B.5. Percent of Students at or Above the State Standard on the 2014–15 STAAR-Writing (Grade 7) and STAAR-Sciences (Grade 8) Exams for SBOE-Authorized Charter School Campuses, ISD-Authorized Charter School Campuses, and Matched Traditional Public School Campuses, Middle School Campuses



Source: Texas Academic Performance Reports, Texas Education Agency, 2014–15. Note: A total of 98 State Board of Education (SBOE)-authorized charter school campuses, 213 traditional public school campuses matched to SBOE-authorized charter school campuses, 16 Independent School District (ISD)-authorized charter school campuses, and 105 traditional public school campuses matched to ISD-authorized charter school campuses were included in this State of Texas Assessments of Academic Readiness (STAAR®) analysis.

Appendix C: Campus-Level Performance Results

Appendix C includes aggregate performance results for all metrics presented in the body of this report for each charter school campus and their matched traditional public school campuses. For all campuses, the outcomes provided were weighted by the number of students at each campus and included in each of the performance calculations. For TEA performance index scores, the Fall 2014 accountability snapshot enrollment count was used as the weight.

Appendix C: Campus-Level Results, Descriptive Statistics

Appendix C includes aggregate performance results for all metrics presented in the body of this report for each charter school campus and their matched traditional public school campuses. For all campuses, the outcomes provided were weighted by the number of students at each campus and included in each of the performance calculations. For the TEA performance index scores, the Fall 2014 accountability snapshot enrollment count was used as the weight. For each of the tables below, a dash (__) denotes missing data and an asterisk (denotes missing

Campus Name	Attrition Rate	STAAR Reading Passing Rate	STAAR Math Passing Rate	Index 1: Student Achieve-ment	Index 2: Student Progress	Index 3: Closing Perfor mance Gaps	Index 4: Postsec-ondary Readi-ness	TEA Com-posite Perfor mance Index
ARLINGTON CLASSICS ACADEMY - BOWEN (220802102) - COMPARISON CAMPUSES	24.0%	76.0%	71.8%	71.1	39.0	41.1	35.4	46.7
ARROW ACADEMY - CHAMPIONS ACADEMY (021805105)	29.9%	76.9%	80.0%	72.0	35.0	40.0	34.0	45.2
ARROW ACADEMY - CHAMPIONS ACADEMY (021805105) - COMPARISON CAMPUSES	--	--	--	46.0	24.0	27.0	9.0	26.5
ARROW ACADEMY - HARVEST PREPARATORY (021805102)	48.8%	65.4%	39.0%	59.0	55.0	29.0	24.0	41.8
ARROW ACADEMY - HARVEST PREPARATORY (021805102) - COMPARISON CAMPUSES	--	--	--	46.0	24.0	27.0	9.0	26.5
ARROW ACADEMY - LAS AMERICAS LEARN (021805104)	--	63.0%	54.7%	56.0	36.0	26.0	16.0	33.5
ARROW ACADEMY - LAS AMERICAS LEARN (021805104) - COMPARISON CAMPUSES	7.9%	--	--	96.0	31.0	59.0	62.0	62.0
ARROW ACADEMY - LIBERATION ACADEMY (021805101)	19.8%	100.0%	72.1%	93.0	44.0	37.0	42.0	54.0
ARROW ACADEMY - LIBERATION ACADEMY (021805101) - COMPARISON CAMPUSES	4.5%	--	--	86.9	29.7	53.2	52.3	55.5
ARROW ACADEMY - MCCORMACK HONORS (021805106)	--	68.8%	--	62.0	42.0	39.0	9.0	38.0
ARROW ACADEMY - MCCORMACK HONORS (021805106) - COMPARISON CAMPUSES	17.9%	63.0%	42.5%	63.9	22.8	34.9	52.9	43.6
ARROW ACADEMY - ODYSSEY PREPARATORY (021805002)	37.6%	79.5%	59.4%	71.0	50.0	29.0	10.0	40.0
ARROW ACADEMY - ODYSSEY PREPARATORY (021805002) - COMPARISON CAMPUSES	--	--	--	46.0	24.0	27.0	9.0	26.5
ARROW ACADEMY - SAVE OUR								

Campus Name	Attrition Rate	STAAR Reading Passing Rate	STAAR Math Passing Rate	Index 1: Student Achieve-ment	Index 2: Student Progress	Index 3: Closing Perfor mance Gaps	Index 4: Postsec-ondary Readi-ness	TEA Com-posite Perfor mance Index
EDUCATION CENTER INTERNATIONAL ACADEMY (057833002) - COMPARISON CAMPUSES	20.6%	71.4%	64.0%	71.1	32.8	37.8	37.0	45.7
EHRHART SCHOOL 71.1								

Campus								

Campus Name	Attrition Rate	STAAR Reading Passing Rate	STAAR Math Passing Rate	Index 1: Student Achieve-ment	Index 2: Student Progress	Index 3: Closing Perfor mance Gaps	Index 4: Postsec-ondary Readi-ness	TEA Com-posite Perfor mance Index
HARMONY SCHOOL OF INNOVATION - AUSTIN (227816005)	19.3%	58.1%	64.4%	56.0	24.0	29.0	30.0	34.8
HARMONY SCHOOL OF INNOVATION - AUSTIN (227816005) - COMPARISON CAMPUSES	18.0%	63.0%	42.5%	63.9	22.8	34.9	52.9	43.6
HARMONY SCHOOL OF INNOVATION - DALLAS (161807004)	14.3%	90.6%	85.0%	88.0	45.0	47.0	88.0	67.0
HARMONY SCHOOL OF INNOVATION - DALLAS (161807004) - COMPARISON CAMPUSES	18.4%	100.0%	98.3%	80.1	24.9	48.7	81.6	58.8
HARMONY SCHOOL OF INNOVATION - EL (071806002)	22.0%	81.2%	75.8%	76.0	36.0	44.0	80.0	59.0
HARMONY SCHOOL OF INNOVATION - EL (071806002) - COMPARISON CAMPUSES	18.4%	100.0%	98.3%	80.1	24.9	48.7	81.6	58.8
HARMONY SCHOOL OF INNOVATION - LAR (015828004)	14.0%	69.0%	60.9%	63.0	35.0	33.0	19.0	37.5
HARMONY SCHOOL OF INNOVATION - LAR (015828004) - COMPARISON CAMPUSES	4.5%	--	--	86.9	29.7	53.2	52.3	55.5
HARMONY SCHOOL OF INNOVATION - SAN (015828002)	35.2%	71.8%	64.5%	67.0	33.0	35.0	24.0	39.8
HARMONY SCHOOL OF INNOVATION - SAN (015828002) - COMPARISON CAMPUSES	7.9%	--	--	96.0	31.0	59.0	62.0	62.0
HARMONY SCHOOL OF INNOVATION- EULESS (161807012)	18.9%	82.5%	83.2%	82.0	44.0	46.0	41.0	53.2
HARMONY SCHOOL OF INNOVATION- EULESS (161807012) - COMPARISON CAMPUSES	8.1%	--	--	83.8	24.6	46.6	58.9	53.5
HARMONY SCHOOL OF NATURE AND ATHLE (161807010)	22.0%	90.0%	83.0%	84.0	38.0	43.0	50.0	53.8
HARMONY SCHOOL OF NATURE AND ATHLE (161807010) - COMPARISON CAMPUSES	20.1%	79.7%	68.1%	72.7	27.5	43.8	63.9	52.0
HARMONY SCHOOL OF POLITICAL SCIENCE (227816004)	30.6%	90.2%	84.3%	87.0	40.0	45.0	47.0	54.8

Campus Name	Attrition Rate	STAAR Name					

Campus Name	Attrition Rate	STAAR Reading Passing Rate	STAAR Math Passing Rate	Index 1: Student Achieve-ment	Index 2: Student Progress	Index 3: Closing Perfor mance Gaps	Index 4: Postsec-	

Campus Name	Attrition Rate	STAAR Reading Passing Rate	STAAR Math Passing Rate	Index 1: Student Achieve-ment	Index 2: Student Progress	Index 3: Closing Perfor mance Gaps	Index 4: Postsec-ondary Readi-ness	TEA Com-posite Perfor mance Index
HARMONY SCIENCE ACADEMY - LUBBOCK (071806004) - COMPARISON CAMPUSES	18.5%	100.0%	98.3%	79.9	24.9	48.7	81.6	58.8
HARMONY SCIENCE ACADEMY - ODESSA (071806005)	28.5%	68.9%	66.8%	63.0	48.0	31.0	21.0	40.8
HARMONY SCIENCE ACADEMY - ODESSA (071806005) - COMPARISON CAMPUSES	10.6%	--	--	96.0	31.0	59.0	62.0	62.0
HARMONY SCIENCE ACADEMY - WEST (101862003)	24.0%	92.6%	87.9%	89.0	46.0	53.0	59.0	61.8
HARMONY SCIENCE ACADEMY - WEST (101862003) - COMPARISON CAMPUSES	22.8%	63.0%	42.5%	56.0	35.0	27.0	17.0	33.8
HARMONY SCIENCE ACADEMY- BEAUMONT (101862004)	20.7%	83.1%	76.2%	-	49.0	48.0	78.0	63.2
HARMONY SCIENCE ACADEMY- BEAUMONT (101862004) - COMPARISON CAMPUSES	22.8%							

13 14 T1 1 Tf 13.0 0 0 Td(63.2%)fima0d(-)T COMP83.0 COMP33.EMSTD<</MCID63>>BDC/T1 COMP33.8

Campus Name	Attrition Rate	STAAR Reading Passing Rate	STAAR Math Passing Rate	Index 1: Student Achieve-ment	Index 2: Student Progress	Index 3: Closing Perfor mance Gaps	Index 4: Postsec-ondary Readi-ness	TEA Com-posite Perfor mance Index
HIGHLAND PARK EL (015907135) - COMPARISON CAMPUSES	18.0%	78.9%	67.3%	74.8	30.7	39.8	62.2	51.9
HIGHLAND PARK GIFTED AND TALENTED (015822005)	25.4%	76.2%	63.7%	72.0	38.0	34.0	24.0	42.0
HIGHLAND PARK GIFTED AND TALENTED (015822005) - COMPARISON CAMPUSES	4.5%							

Campus Name	Attrition Rate	STAAR Reading Passing Rate	STAAR Math Passing Rate	Index 1: Student Achieve-ment	Index 2: Student Progress	Index 3: Closing Perfor mance Gaps	Index 4: Postsec-ondary Readi-ness	TEA Com-posite Perfor mance Index
HOWARD BURNHAM EL (071801001)	15.4%	85.2%	80.5%	85.0	38.0	46.0	48.0	54.2
HOWARD BURNHAM EL (071801001) - COMPARISON CAMPUSES	30.0%	75.9%	63.5%	72.4	30.7	40.1	39.1	45.6
IDEA ACADEMY (108807101)	11.1%	81.6%	80.0%	80.0	50.0	46.0	35.0	52.8
IDEA ACADEMY (108807101) - COMPARISON CAMPUSES	18.4%	100.0%	98.3%	80.1	24.9	48.7	81.6	58.8
IDEA ACADEMY ALAMO (108807107)	8.4%	87.7%	78.1%	88.0	59.0	52.0	47.0	61.5
IDEA ACADEMY AL (108807107) - COMPARISON CAMPUSES								43.6
IDEA ACADEMY MISSIO	9.9%	79.0%	78.1%	80.0	32.0	48.0		51.5
IDEA A A							28.8	
IDEA ALA8MISSION0	5.0	74.0	78.18	82.9	28.8			
EA ALA8MISSION	T1_1 1 Tf -7.805 -1.222 Td ((108807107))Tj /T1_2 1 Tf ( )Tj /T1_1 1						Td [(COMP	
4.00 2.08 5.00								
08550Td(2908%)Tj/T1_2621734.9 IDEA		9.5%	79.0%			2.08	4.00	51.5

Campus Name	Attrition Rate	STAAR Reading Passing Rate	STAAR Math Passing Rate	Index 1: Student Achieve-ment	Index 2: Student Progress	Index 3: Closing Perfor mance Gaps	Index 4: Postsec-ondary Readi-ness	TEA Com-posite Perfor mance Index
IDEA CARVER ACADEMY (108807120)	29.1%	75.6%	75.4%	69.0	56.0	39.0	23.0	46.8
IDEA CARVER ACADEMY (108807120) - COMPARISON CAMPUSES	4.5%	--	--	86.9	29.7	53.2	52.3	55.5
IDEA EDINBURG ACADEMY (108807109)	9.4%	92.9%	88.9%	92.0	58.0	55.0	44.0	62.2
IDEA EDINBURG ACADEMY (108807109) - COMPARISON CAMPUSES	22.8%	63.0%	42.5%	56.0	35.0	27.0	17.0	33.8
IDEA FRONTIER ACADEMY (108807103)	14.9%	83.3%	78.9%	82.0	49.0	49.0	42.0	55.5
IDEA FRONTIER ACADEMY (108807103) - COMPARISON CAMPUSES	17.9%	63.0%	42.5%	63.9	22.8	34.9	52.9	43.6
IDEA MCALLEN ACADEMY (108807111)	6.9%	86.8%	83.3%	88.0	55.0	60.0	51.0	63.5
IDEA MCALLEN ACADEMY (108807111) - COMPARISON CAMPUSES	19.8%	100.0%	98.3%	84.6	29.2	52.5	84.0	62.6
IDEA MONTERREY PARK ACADEMY (108807122)	23.2%	--	--	--	--	--	--	--
IDEA MONTERREY PARK ACADEMY (108807122) - COMPARISON CAMPUSES	10.6%	--	--	96.0	31.0	59.0	62.0	62.0
IDEA QUEST ACADEMY (108807102)	10.8%	82.8%	82.7%	83.0	50.0	45.0	31.0	52.2
IDEA QUEST ACADEMY (108807102) - COMPARISON CAMPUSES	17.9%	63.0%	42.5%	63.9	22.8	34.9	52.9	43.6
IDEA SOUTH FLORES ACADEMY (108807121)	9.9%	81.4%	75.7%	81.0	65.0	48.0	41.0	58.8
IDEA SOUTH FLORES ACADEMY (108807121) - COMPARISON CAMPUSES	7.9%	--	--	96.0	31.0	59.0	62.0	62.0
IDEA WALZEM ACADEMY (108807123)	27.0%	--	--	--	--	--	--	--
IDEA WALZEM ACADEMY (108807123) - COMPARISON CAMPUSES	4.8%	--	--	86.9	29.7	53.2	52.3	55.5
IDEA WESLACO PIKE ACADEMY (108807113)	12.5%	--	--	--	--	--	--	--
IDEA WESLACO PIKE ACADEMY (108807113) - COMPARISON CAMPUSES	24.2%	66.1%	63.7%	60.3	38.1	32.2	21.9	38.1
IMAGINE INTERNATIONAL ACADEMY (043801001)	15.6%	95.7%	91.3%	95.0	42.0	58.0	64.0	64.8

Campus Name	Attrition Rate	STAAR Reading Passing Rate	STAAR Math Passing Rate	Index 1: Student Achieve-ment	Index 2: Student Progress	Index 3: Closing Perfor mance Gaps	Index 4: Postsec-ondary Readi-ness	TEA Com-posite Perfor mance Index
IMAGINE INTERNATIONAL ACADEMY (043801001) - COMPARISON CAMPUSES	24.5%	66.0%	62.1%	62.5	36.5	33.5	21.0	38.4
INSPIRED VISION ACADEMY EL (057830001)	10.2%	84.1%	84.4%	82.0	40.0	45.0	33.0	50.0
INSPIRED VISION ACADEMY EL (057830001) - COMPARISON CAMPUSES	25.7%	67.5%	64.1%	67.4	33.8	36.6	35.3	43.3
INTERNATIONAL LEADERSHIP OF TEXAS (057848001)	17.2%	79.5%	72.8%	76.0	37.0	39.0	30.0	45.5
INTERNATIONAL LEADERSHIP OF TEXAS (057848001) - COMPARISON CAMPUSES	20.6%	__	__	75.7	21.6	42.8	89.3	57.4
INTERNATIONAL LEADERSHIP OF TEXAS (057848004)	22.0%	69.7%	61.6%	65.0	28.0	30.0	22.0	36.2
INTERNATIONAL LEADERSHIP OF TEXAS (057848004) - COMPARISON CAMPUSES	17.9%	63.0%	42.5%	63.9	22.8	34.9	52.9	43.6
INTERNATIONAL LEADERSHIP OF TEXAS (057848007)	18.8%	87.5%	84.8%	83.0	46.0	40.0	45.0	53.5
INTERNATIONAL LEADERSHIP OF TEXAS (057848007) - COMPARISON CAMPUSES	14.7%	78.2%	74.3%	80.8	33.0	43.3	53.7	52.8
JEAN MASSIEU A(0578419001)								

Campus Name	Attrition Rate	STAAR Reading Passing Rate	STAAR Math Passing Rate	Index 1: Student Achieve-ment	Index 2: Student Progress	Index 3 Rate	D0>>BDC0.0780.2590.365rg Name T1_0 1 Tf 5.64 Rate

Campus Name	Attrition							

Campus Name	Attrition Rate	STAAR Reading Passing Rate	STAAR Math Passing Rate	Index 1: Student Achieve-ment	Index 2: Student Progress	Index 3: Closing Perfor mance Gaps 3:	2: 3:	2:

Campus Name	Attrition Rate	STAAR Reading Passing Rate	STAAR Math Passing Rate	Index 1: Student Achieve-ment	Index 2: Student Progress	Index 3: Closing Perfor mance Gaps	Index 4: Postsec-ondary Readi-ness	TEA Com-posite Perfor mance Index
SOUTHWEST PREPARATORY SCHOOL (015807001) - COMPARISON CAMPUSES	18.4%	66.3%	59.5%	72.4	30.9	39.2	55.2	49.7
SOUTHWEST PREPARATORY SOUTHEAST (015807002)	41.9%	54.5%	33.3%	41.0	21.0	23.0	100.0	46.2
SOUTHWEST PREPARATORY SOUTHEAST (015807002) - COMPARISON CAMPUSES	8.7%	__	__	83.6	24.6	46.6	59.0	53.5
SOUTHWEST SCHOOLS BISSONNET EL CAM (101838102)	19.9%	81.6%	81.7%	83.0	48.0	48.0	31.0	52.5
SOUTHWEST SCHOOLS BISSONNET EL CAM (101838102) - COMPARISON CAMPUSES	29.9%	64.4%	64.0%	61.5	33.9	32.3	30.0	39.6
SOUTHWEST SCHOOLS MANGUM EL CAMPUS (101838104)	31.1%	66.3%	65.3%	62.0	41.0	34.0	24.0	40.2
SOUTHWEST SCHOOLS MANGUM EL CAMPUS (101838104) - COMPARISON CAMPUSES	18.4%	79.5%	73.2%	75.5	41.0	38.0	32.7	46.8
ST ANTHONY ACADEMY (057836101)	11.4%	90.6%	75.8%	89.0	45.0	48.0	33.0	53.8
ST ANTHONY ACADEMY (057836101) - COMPARISON CAMPUSES	23.2%	68.7%	65.4%	71.5	33.3	38.1	44.2	46.8
ST MARY'S ACADEMY CHARTER SCHOOL (013801101)	14.4%	88.6%	87.3%	84.0	36.0	43.0	41.0	51.0
ST MARY'S ACADEMY CHARTER SCHOOL (013801101) - COMPARISON CAMPUSES	17.4%	78.8%	70.1%	76.6	39.8	41.9	33.5	47.9
STEPHEN F AUSTIN STATE UNIVERSITY (174801101)	8.7%	98.4%	97.6%	95.0	57.0	63.0	65.0	70.0
STEPHEN F AUSTIN STATE UNIVERSITY (174801101) - COMPARISON CAMPUSES	28.7%	75.9%	71.3%	73.6	46.0	41.3	33.0	48.5
STEPPING STONES CHARTER EL (101859101)	16.2%	92.7%	79.8%	91.0	45.0	50.0	37.0	55.8

Campus Name	Attrition Rate	STAAR Reading Passing Rate	STAAR Math Passing Rate	Index 1:				

Campus Name	Attrition Rate	STAAR Reading Passing Rate	STAAR Math Passing Rate	Index 1: Student Achieve-ment	Index 2: Student Progress	Index 3: Closing Perfor mance Gaps	Index 4: Postsec-ondary Readi-ness	TEA Com-posite Perfor mance Index
TEXAS SCHOOL OF THE ARTS (220814101) - COMPARISON CAMPUSES	30.0%	75.9%	63.5%	72.4	30.7	40.1	39.1	45.6
TEXAS SERENITY ACADEMY (170801003)	29.6%	73.0%	65.3%	69.0	45.0	36.0	20.0	42.5
TEXAS SERENITY ACADEMY (170801003) - COMPARISON CAMPUSES	16.1%	--	--	82.3	23.2	47.2	86.3	60.0
THE CHILDREN FIRST ACADEMY - HOUSTON (057811102)	40.3%	86.6%	76.2%	84.0	68.0	44.0	34.0	57.5
THE CHILDREN FIRST ACADEMY - HOUSTON (057811102) - COMPARISON CAMPUSES	18.4%	100.0%	98.3%	80.1	24.9	48.7		

Campus Name	Attrition Rate	STAAR Reading Passing Rate	STAAR Math Passing Rate	Index 1: Student Achieve-ment	Index 2: Student Progress	Index 3: Closing Perfor mance Gaps	Index 4: Postsec-ondary Readi-ness	TEA Com-posite Perfor mance Index

Campus Name	Attrition Rate							

Campus Name	Attrition Rate	STAAR Reading Passing Rate	STAAR Math Passing Rate	Index 1: Student Achieve-ment	Index 2: Student Progress	Index 3: Closing Perfor mance Gaps	Index 4: Postsec-ondary Readi-ness	TEA Com-posite Perfor mance Index
UNIVERSAL ACADEMY (057808101) - COMPARISON CAMPUSES	8.1%	_ _	_ _	83.8	24.6	46.6	58.9	53.5
UNIVERSAL ACADEMY - FLOWER MOUND (057808102)	34.2%	98.4%	94.1%	97.0	54.0	60.0	63.0	68.5
UNIVERSAL ACADEMY - FLOWER MOUND (057808102) - COMPARISON CAMPUSES	7.6%	_ _	_ _	78.7	23.8	42.8	54.1	50.0
UNIVERSITY OF TEXAS EL CHARTER SCHOOL (227819101)	13.5%	84.9%	83.6%	86.0	40.0	44.0	32.0	50.5
UNIVERSITY OF TEXAS EL CHARTER SCHOOL (227819101) - COMPARISON CAMPUSES	19.8%	67.5%	66.1%	67.8	37.6	36.8	20.7	40.7
UPLIFT EDUCATION-NORTH HILLS PREP (057803101)	10.3%	97.2%	95.5%	94.0	56.0	57.0	59.0	66.5
UPLIFT EDUCATION-NORTH HILLS PREP (057803101) - COMPARISON CAMPUSES	16.0%	63.0%	42.5%	63.9	22.8	34.9	52.9	43.6
UPLIFT EDUCATION - HEIGHTS PREP PR (057842103)	7.0%	69.1%	69.1%	69.0	41.0	40.0	33.0	45.8
UPLIFT EDUCATION - HEIGHTS PREP PR (057842103) - COMPARISON CAMPUSES	4.5%	_ _	_ _	86.9	29.7	53.2	52.3	55.5
UPLIFT EDUCATION - INFINITY 22.8Tj50(YNFINITY)Tj/T1_21Tf()Tj/T1_1-1Tf5-								

Campus Name	Attrition Rate	STAAR Reading Passing Rate	STAAR Math Passing Rate	Index 1: Student Achieve-ment	Index 2: Student Progress	Index 3: Closing Perfor mance Gaps	Index 4: Postsec-ondary Readi-ness	TEA Com-posite Perfor mance Index
UPLIFT EDUCATION - PINNACLE								

Campus Name	Attrition Rate	STAAR Reading Passing Rate	STAAR Math Passing Rate	Index 1: Student Achieve-ment	Index 2: Student Progress	Index 3: Closing Perfor mance Gaps	Index 4: Postsec-ondary Readi-ness	TEA Com-posite Perfor mance Index
VILLAGE AT SOUTH PARK (015819106)	__	__	__	82.0	46.0	36.0	17.0	45.2
VILLAGE AT SOUTH PARK (015819106) - COMPARISON CAMPUSES	22.8%	63.0%	42.5%	56.0	35.0	27.0	17.0	33.8
VILLAGE TECH SCHOOLS (057847001)	25.7%	81.8%	61.2%	74.0	30.0	36.0	32.0	43.0
VILLAGE TECH SCHOOLS (057847001) - COMPARISON CAMPUSES	18.4%	100.0%	98.3%	80.1	24.9	48.7	81.6	58.8
VISTA ACADEMY OF AMARILLO (221801011)	17.3%	94.5%	75.5%	87.0	41.0	49.0	38.0	53.8
VISTA ACADEMY OF AMARILLO (221801011) - COMPARISON CAMPUSES	27.2%	73.8%	57.7%	69.6	26.8	37.1	41.5	43.8
VISTA ACADEMY OF AUSTIN-MUELLER (221801048)	35.5%	75.5%	65.7%	68.0	35.0	32.0	20.0	38.8
VISTA ACADEMY OF AUSTIN-MUELLER (221801048) - COMPARISON CAMPUSES	8.1%	__	__	83.8	24.6	46.6	58.9	53.5
VISTA ACADEMY OF BEAUMONT (221801052)	22.7%	82.1%	76.8%	75.0	41.0	50.0	27.0	48.2
VISTA ACADEMY OF BEAUMONT (221801052) - COMPARISON CAMPUSES	10.6%	__	__	96.0	31.0			

MY OF

7.28% 7628% 27.0 32.0 93.8

T (221801234)

TjEMC/TD<</MCID96>>BDC/T1_11

Campus Name	Attrition Rate	STAAR Rate						

Campus Name	Attrition Rate	STAAR Reading Passing Rate	STAAR Math Passing Rate	Index 1: Student Achieve-ment	Index 2: Student Progress	Index 3: Closing Perfor mance	Index 4: Postsec-oE1001uyTf3.8530Td(4:)

Table C2. Campus-Level Academic Performance Outcomes for Charter School Campuses and Means for Each Charter School's Matched Traditional Public School Campuses, Middle School Campuses

Campus Name	Attrition Rate	STAAR Read-ing Pass-ing Rate	STAAR Math Pass-ing Rate	Index 1:	1: Pass• ing	Pass• ing		1:3 Tf -0 1 Tf 3.379 Pass• ing Rate	

Campus Name	Attrition Rate	STAAR Reading Passing Rate	STAAR Math Passing Rate	Index 1: Student Achievement	Index 2: Student Progress	Index 3: Closing Performance Gaps	Index 4: Postsecondary Readiness	TEA Composite Performance Index	Annual Dropout Rate (7-8)
DR PAUL S SAENZ J H (015806041) - COMPARISON CAMPUSES	21.0%	71.8%	68.4%	67.6	31.6	35.1	36.1	43.2	0.2%
EL PASO LEADERSHIP ACADEMY (071810001)	31.2%	65.6%	48.5%	66.0	19.0	39.0	34.0	39.5	--
EL PASO LEADERSHIP ACADEMY (071810001) - COMPARISON CAMPUSES	4.5%	--	--	86.9	29.7	53.2	52.3	55.5	--
ENERGIZED FOR EXCELLENCE ACADEMY M (101912342)	18.4%	78.8%	82.7%	76.0	36.0	48.0	31.0	47.8	0.0%
ENERGIZED FOR EXCELLENCE ACADEMY M (101912342) - COMPARISON CAMPUSES	28.3%	65.0%	65.8%	63.9	34.0	33.4	27.5	39.7	3.1%
ENERGIZED FOR STEM ACADEMY CENTRAL (101912459)	100.0%	90.9%	72.7%	82.0	34.0	33.0	15.0	41.0	0.0%
ENERGIZED FOR STEM ACADEMY CENTRAL (101912459) - COMPARISON CAMPUSES	33.6%	71.9%	63.8%	63.1	30.9	34.6	27.7	39.4	0.2%
ENERGIZED FOR STEM ACADEMY WEST MI (101912390)	32.1%	72.5%	75.4%	74.0	37.0	49.0	26.0	46.5	0.7%
ENERGIZED FOR STEM ACADEMY WEST MI (101912390) - COMPARISON CAMPUSES	30.0%	67.7%	65.4%	65.6	35.7	34.3	31.7	42.0	3.1%
FAITH FAMILY ACADEMY OF OAK CLIFF (057815041)	--	52.1%	49.0%	43.0	33.0	18.0	--	31.3	0.3%
FAITH FAMILY ACADEMY OF OAK CLIFF (057815041) - COMPARISON CAMPUSES	20.6%	--	--	75.7	21.6	42.8	89.3	57.4	0.0%
GATEWAY CHARTER ACADEMY - MIDDLE - (057831002)	31.6%	70.7%	48.8%	59.0	23.0	30.0	66.0	44.5	0.0%
GATEWAY CHARTER ACADEMY - MIDDLE - (057831002) - COMPARISON CAMPUSES	22.8%	63.0%	42.5%	56.0	35.0	27.0	17.0	33.8	1.0%
GIRLS & BOYS PREP ACADEMY MIDDLE (101805041)	--	67.0%	46.4%	51.0	34.0	21.0	7.0	28.2	0.0%

Campus Name	Attrition Rate	STAAR Reading Passing Rate	STAAR Math Passing Rate	Index 1: Student Achievement	Index 2: Student Progress	Index 3: Closing Performance Gaps	Index 4: Postsecondary Readiness	TEA Composite Performance Index	Annual Dropout Rate (7-8)
GIRLS & BOYS PREP ACADEMY MIDDLE (101805041) - COMPARISON CAMPUSES	23.8%	73.8%	63.9%	68.4	34.6	38.2	31.1	43.1	1.1%
GRAND PRAIRIE COLLEGIATE INSTITUTE (057910011)	12.4%	97.8%	91.7%	98.0	50.0	66.0	69.0	70.8	0.0%
GRAND PRAIRIE COLLEGIATE INSTITUTE (057910011) - COMPARISON CAMPUSES	22.7%	66.8%	60.5%	72.6	33.5	38.9	38.8	46.3	0.4%
GREAT HEARTS MONTE VISTA NORTH (015835002)	20.7%	88.3%	83.1%	89.0	35.0	43.0	55.0	55.5	--
GREAT HEARTS MONTE VISTA NORTH (015835002) - COMPARISON CAMPUSES	11.3%	63.0%	42.5%	78.2	32.8	44.8	42.0	49.4	1.0%
HARMONY SCHOOL OF EXCELLENCE (227816101)	25.2%	79.6%	62.3%	74.0	36.0	39.0	74.0	55.8	0.0%
HARMONY SCHOOL OF EXCELLENCE (227816101) - COMPARISON CAMPUSES	22.8%	63.0%	42.5%	56.0	35.0	27.0	17.0	33.8	1.0%
HARMONY SCHOOL OF INNOVATION - FOR (161807011)	17.3%	83.4%	79.8%	84.0	43.0	49.0	54.0	57.5	--
HARMONY SCHOOL OF INNOVATION - FOR									

- FOR

f4.8550T11.24C/TD<</MCID88822AAEMC/TD<</MCID4Td(25.2%)Tj/T1_21Tf()TjE7.4C/TD<</MCID88822AAEMC/TD<</MCID0Td(83.4%)Tj/T1_21T

Campus Name	Attrition Rate	STAAR Reading Passing Rate	STAAR Math Passing Rate	Index 1: Student Achievement	Index 2: Student Progress	Index 3: Closing Performance Gaps	Index 4: Postsecondary Readiness	TEA Composite Performance Index	Annual Dropout Rate (7-8)
IDEA COLLEGE PREPARATORY ALAMO (108807007) - COMPARISON CAMPUSES	19.8%	100.0%	98.3%	84.6	29.2	52.5	84.0	62.6	0.0%
IDEA COLLEGE PREPARATORY PHARR (108807008)	13.6%	81.0%	72.7%	81.0	37.0	47.0	45.0	52.5	0.0%
IDEA COLLEGE PREPARATORY PHARR (108807008) - COMPARISON CAMPUSES	11.3%	63.0%	42.5%	78.2	32.8	44.8	42.0	49.4	1.0%
IDEA COLLEGE PREPARATORY SAN BENIT (108807005)	23.9%	84.8%	73.0%	90.0	36.0	54.0	88.0	67.0	0.0%
IDEA COLLEGE PREPARATORY SAN BENIT (108807005) - COMPARISON CAMPUSES	18.4%	100.0%	98.3%	80.1	24.9	48.7	81.6	58.8	0.0%
IDEA COLLEGE PREPARATORY SAN JUAN (108807006)	16.1%	79.4%	78.6%	82.0	38.0	47.0	85.0	63.0	0.0%
IDEA COLLEGE PREPARATORY SAN JUAN (108807006) - COMPARISON CAMPUSES	19.8%	100.0%	98.3%	84.6	29.2	52.5	84.0	62.6	0.0%
IDEA EDINBURG COLLEGE PREPARATORY (108807009)	15.1%	83.7%	86.6%	86.0	30.0	51.0	46.0	53.2	0.0%
IDEA EDINBURG COLLEGE PREPARATORY (108807009) - COMPARISON CAMPUSES	22.8%	63.0%	42.5%	56.0	35.0	27.0	17.0	33.8	1.0%
IDEA MCALLEN COLLEGE PREPARATORY (108807011)	7.2%	95.5%	93.2%	91.0	44.0	54.0	48.0	59.2	0.0%
IDEA MCALLEN COLLEGE PREPARATORY (108807011) - COMPARISON CAMPUSES	7.9%	--	--	96.0	31.0	59.0	62.0	62.0	3.8%
IDEA MONTERREY PARK COLLEGE PREPARATORY (108807022)	17.6%	83.6%	90.1%	84.0	34.0	51.0	43.0	53.0	--
IDEA MONTERREY PARK COLLEGE PREPARATORY (108807022) - COMPARISON CAMPUSES	4.8%	--	--	96.0	31.0	59.0	62.0	62.0	--

Campus Name	Attrition Rate	STAAR Read-ing Pass-ing Rate	STAAR Math Pass-ing Rate	Index 1: Student Achieve-ment	Index 2: Student Progress	Index 3: Closing Perfor mance Gaps	Index 4: Postsec-ondary Readi-ness	TEA Com-posite Perfor mance Index	Annual Dropout Rate (7-8)
INTERNATIONAL LEADERSHIP OF TEXAS (057848008) - COMPARISON CAMPUSES	7.2%	——	——	83.2	Index				

Campus Name									

Campus Name	Attrition Rate	STAAR Reading Passing Rate	STAAR Math Passing Rate	Index 1: Student Achievement	Index 2: Student Progress	Index 3: Closing Performance Gaps	Index 4: Postsecondary Readiness	TEA Composite Performance Index	Annual Dropout Rate (7-8)
PRO-VISION MIDDLE (101868002) - COMPARISON CAMPUSES	22.8%	63.0%	42.5%	56.0	35.0	27.0	17.0	33.8	1.0%
PROJECT CHRYSALIS MIDDLE (101912071)	*	97.4%	95.3%	95.0	43.0	67.0	62.0	66.8	0.0%
PROJECT CHRYSALIS MIDDLE (101912071) - COMPARISON CAMPUSES	27.1%	76.5%	59.8%	69.9	31.7	37.4	27.6	43.0	0.2%
QUEST MIDDLE 69.9									
d(0.2%)Tj/EM()TT4MPC/TISVIL90aj9(PR)20(O-VIS									

Campus Name	Attrition Rate	STAAR Read-ing Pass-ing Rate	STAAR Math Pass-ing Rate	Index 1: Student Achieve-ment	Index 2: Student Progress	Index 3: Closing Perfor mance Gaps	Index 4: Postsec-ondary Readi-ness	TEA Com-posite Perfor mance Index	Stud1Tf()TjE

Campus Name	Attrition Rate	STAAR Reading Passing Rate	STAAR Math Passing Rate	Index 1: Student Achievement	Index 2: Student Progress	Index 3: Closing Performance Gaps	Index 4: Postsecondary Readiness	TEA Composite Performance Index	Annual Dropout Rate (7-8)
TEKOA ACADEMY OF ACCELERATED STUDIES (123803041)	*	90.3%	84.0%	86.0	47.0	40.0	23.0	49.0	0.0%
TEKOA ACADEMY OF ACCELERATED STUDIES (123803041) - COMPARISON CAMPUSES	19.8%	100.0%	98.3%	84.6	29.2	52.5	84.0	62.6	0.0%
TEXAS EMPOWERMENT ACADEMY (227805041)	49.5%	76.1%	57.1%	82.0	33.0	49.0	32.0	49.0	1.5%
TEXAS EMPOWERMENT ACADEMY (227805041) - COMPARISON CAMPUSES	30.2%	68.9%	51.3%	66.1	26.1	35.8	44.2	43.1	0.8%
THE EDUCATION AND	44.2	44.2							
		THE		68.9%	51.3%				

Campus Name	Attrition Rate	STAAR Reading Passing Rate	STAAR Math Passing Rate	Index 1: Student Achievement	Index 2: Student Progress	Index 3: Closing Performance Gaps	Index 4: Postsecondary Readiness	TEA Composite Performance Index	Annual Dropout Rate (7-8)
UPLIFT EDUCATION-NORTH HILLS PREP (057803041)	9.9%	96.8%	95.3%	94.0	41.0	48.0	68.0	62.8	0.0%
UPLIFT EDUCATION-NORTH HILLS PREP (057803041) - COMPARISON CAMPUSES	24.0%	69.6%	63.3%	69.6	31.9	39.5	46.6	46.9	0.0%
UPLIFT EDUCATION-PEAK PREP MIDDLE (057838002)	36.6%	79.3%	73.4%	77.0	29.0	47.0	27.0	45.0	0.0%
UPLIFT EDUCATION-PEAK PREP MIDDLE (057838002) - COMPARISON CAMPUSES	4.8%	__	__	86.9	29.7	53.2	52.3	55.5	__

Campus Name	Attrition Rate	STAAR Reading Passing Rate	STAAR Math Passing Rate	Index 1: Student Achievement	Index 2: Student Progress	Index 3: Closing Performance Gaps	Index 4: Postsecondary Readiness	TEA Composite Performance Index	Annual Dropout Rate (7-8)
WAXAHACHIE FAMILY FAITH ACADEMY (070801041) - COMPARISON CAMPUSES	23.6%	68.3%	54.3%	67.1	27.6	36.6	37.7	42.3	0.9%
WHITTIER MIDDLE (015907059)	12.7%	76.2%	55.6%	71.0	35.0	43.0	23.0	43.0	0.2%
WHITTIER MIDDLE (015907059) - COMPARISON CAMPUSES	26.8%	71.5%	68.3%	68.8	35.0	37.2	34.1	43.8	0.5%
WILLIAMS MIDDLE (101912082)	27.2%	59.2%	56.0%	55.0	32.0	33.0	14.0	33.5	0.0%
WILLIAMS MIDDLE (101912082) - COMPARISON CAMPUSES	26.6%	82.6%	77.1%	75.8	42.1	41.6	37.2	49.2	0.0%
YES PREP - 5TH WARD (101845008)	10.4%	72.8%	73.0%	77.0	28.0	42.0	30.0	44.2	0.0%
YES PREP - 5TH WARD (101845008) - COMPARISON CAMPUSES	7.9%	--	--	96.0	31.0	59.0	62.0	62.0	3.8%
YES PREP - BRAYS OAKS (101845006)	10.6%	74.4%	69.4%	83.0	31.0	50.0	46.0	52.5	0.3%
YES PREP - BRAYS OAKS (101845006) - COMPARISON CAMPUSES	8.1%	--	--	83.8	24.6	46.6	58.9	53.5	--
YES PREP - EAST END (101845003)	7.9%	82.8%	81.4%	83.0	34.0	52.0	85.0	63.5	0.0%
YES PREP - EAST END (101845003) - COMPARISON CAMPUSES	14.7%	78.2%	74.3%	80.8	33.0	43.3	53.7	52.8	0.2%
YES PREP - GULFTON (101845004)	7.8%	69.0%	69.0%	76.0	30.0	43.0	82.0	57.8	0.0%
YES PREP - GULFTON (101845004) - COMPARISON CAMPUSES	24.0%	69.6%	63.3%	69.6	31.9	39.5	46.6	46.9	0.0%
YES PREP - NORTHSIDE (101845007)	7.4%	75.7%	68.9%	74.0	32.0	39.0	27.0	43.0	0.0%
YES PREP - NORTHSIDE (101845007) - COMPARISON CAMPUSES	17.2%	79.7%	68.1%	76.3	29.4	46.6	60.5	53.2	0.4%
YES PREP - SOUTHWEST (101845002)	7.9%	84.6%	92.2%	89.0	37.0	51.0	88.0	66.2	1.7%
YES PREP - SOUTHWEST (101845002) - COMPARISON CAMPUSES	28.5%	72.8%	58.8%	66.1	32.4	35.4	24.4	40.6	0.2%
YES PREP - WEST (101845005)	7.2%	84.5%	86.0%	86.0	38.0	53.0	59.0	59.0	0.3%

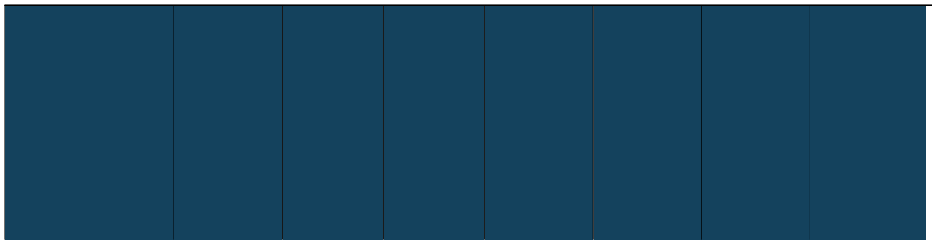
Campus Name	Attrition Rate	STAAR Reading Passing Rate	STAAR Math Passing Rate	Index 1: Student Achievement	Index 2: Student Progress	Index 3: Closing Performance Gaps	Index 4: Postsecondary Readiness	TEA Composite Performance Index	Annual Dropout Rate (7-8)
YES PREP - WEST (101845005) - COMPARISON CAMPUSES	18.6%	73.3%	71.7%	69.7	30.4	35.2	35.0	42.6	0.2%
YES PREP - WHITE OAK (101845009)	13.5%	64.8%	79.7%	61.0	30.0	34.0	21.0	36.5	--
YES PREP - WHITE OAK (101845009) - COMPARISON CAMPUSES	7.6%	--	--	78.7	23.8	42.8	54.1	50.0	--
YES PREP NORTH FOREST (101845010)	15.4%	67.0%	60.9%	71.0	29.0	37.0	79.0	54.0	0.0%
YES PREP NORTH FOREST (101845010) - COMPARISON CAMPUSES	18.4%	100.0%	98.3%	80.1	24.9	48.7	81.6	58.8	0.0%
YOUNG WOMEN'S LEADERSHIP ACADEMY (015907023)	16.8%	99.4%	98.5%	98.0	46.0	68.0	94.0	76.5	0.0%
YOUNG WOMEN'S LEADERSHIP ACADEMY (015907023) - COMPARISON CAMPUSES	18.4%	79.7%	68.1%	73.5	27.9	44.4	65.0	52.7	0.3%

Source: Texas Academic Performance Reports, Texas Education Agency, 2014-15. Public Education Information Management System, Texas Education Agency, 2014-15 and 2015-16.

Campus Name	Attrition Rate	STAAR English I EOC	STAAR English II EOC	STAAR Algebra I EOC	Index 1: Student Achievement	Index 2: Student Progress	Index 3: Closing Performance Gaps	Index 4: Postsecondary Readiness	TEA Composite Performance Index	Grade 9 Four Year Longitudinal Graduation Rate	Annual Dropout Rate
AUSTIN CAN ACADEMY (057804006) - COMPARISON CAMPUSES	7.9%	93.0%	93.0%	96.0%	96.0	31.0	59.0	62.0	62.0	0.0%	3.5%
BRAZOS RIVER CHARTER SR87e2ATTf4.8557.3331872L()Tj/T1_01TfT*[(Dr)20(opou13801.9-(opout)]TJ/T1_21j/T1_Bn79T88TfT*(8B.3331872L()Tj/T1_01TfT*[(Dr) **Rate**											

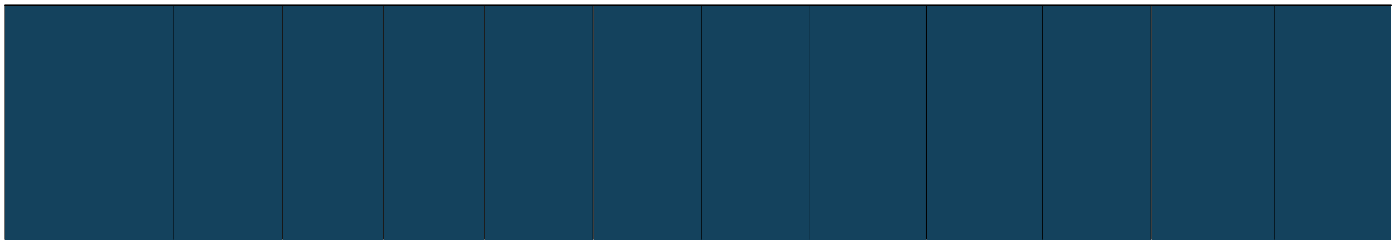
Campus Name	Attrition Rate	STAAR English I EOC	STAAR English II EOC	STAAR Algebra I EOC	Index 1: Student Achievement	Index 2: Student Progress	Index 3: Closing Performance Gaps	Index 4: Postsecondary Readiness	TEA Composite Performance Index	Grade 9 Four Year Longitudinal Graduation Rate	Annual Dropout Rate
COMQUEST ACADEMY (101842001) - COMPARISON CAMPUSES	19.3%	67.0%	65.0%	72.3%	68.0	35.1	37.1	28.4	42.1	85.9%	1.8%
CORPUS CHRISTI COLLEGE PREP H S (015801002)	25.4%	70.0%	61.0%	61.0%	76.0	20.0	40.0	60.0	49.0	92.3%	3.1%
CORPUS CHRISTI COLLEGE PREP H S (015801002) - COMPARISON CAMPUSES	__	43.0%	23.0%	27.0%	46.0	24.0	27.0	9.0	26.5	__	18.9%
DALLAS CAN ACADEMY - GRANT EAST (057804005)	64.8%	48.0%	44.0%	34.0%	48.0	16.0	25.0	55.0	36.0	__	5.2%
DALLAS CAN ACADEMY - GRANT EAST (057804005) - COMPARISON CAMPUSES	30.0%	74.0%	67.4%	82.3%	72.4	30.7	40.1	39.1	45.6	74.0%	8.3%
DALLAS CAN ACADEMY AT CARROLLTON (057804003)	61.3%	47.0%	53.0%	54.0%	55.0	12.0	28.0	87.0	45.5	68.5%	13.8%
DALLAS CAN ACADEMY AT CARROLLTON (057804003) - COMPARISON CAMPUSES	18.4%	68.1%	70.3%	76.8%	80.1	24.9	48.7	81.6	58.8	92.1%	1.9%
DALLAS CAN ACADEMY AT PLEASANT GROVE (057804004)	63.6%	51.0%	54.0%	51.0%	58.0	21.0	31.0	87.0	49.2	71.7%	13.7%

Campus Name	Attrition Rate	STAAR English I EOC	STAAR English II EOC	STAAR Algebra I EOC	Index 1: Student Achievement	Index 2: Student Progress	Index 3: Closing Performance Gaps	Index 4: Postsecondary Readi1Tf()Td[(IE487>>BD/T1_21Tf(f()Tj3 4:			



Campus Name											

Campus Name	Attrition Rate	STAAR English I EOC	STAAR English II EOC	STAAR Algebra I EOC	Index 1: Student Achievement	Index 2: Student Progress	Index 3: Closing Performance Gaps	Index 4: Postsecondary Readiness	TEA Composite Performance Index	Grade 9 Four Year Longitudinal Graduation Rate	Annual Dropout Rate for RatID1Tj RatID1Tj



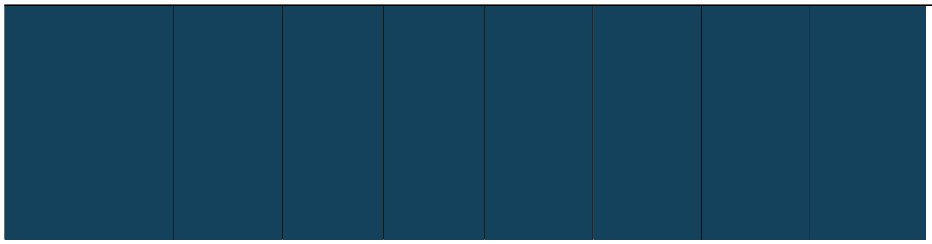
Campus Name	Attrition Rate	STAAR English I EOC	STAAR English II EOC	STAAR Algebra I EOC	Index 1: Student Achievement	Index 2: Student Progress	Index 3: Closing Performance Gaps	Index 4: Postsecondary Readiness	TEA Composite Performance Index	Grade 9 Four Year Longitudinal Graduation Rate	Annual Dropout Rate
HENRY FORD ACADEMY ALAMEDA SCHOOL (015833001) - COMPARISON CAMPUSES	4.8%	93.0%	93.0%	96.0%	96.0	31.0	59.0	62.0	62.0	__	0.0%
HOPE ACADEMY CHARTER SCHOOL (101912329)	__	28.0%	17.0%	9.0%	22.0	7.0	11.0	70.0	27.5	40.7%	20.6%
HOPE ACADEMY CHARTER SCHOOL (101912329) - COMPARISON CAMPUSES	23.3%	98.0%	94.0%	98.4%	60.6	39.8	32.4	23.2	39.0	93.8%	0.8%
HOUSTON ACADEMY FOR INTERNATIONAL (101912348)	13.4%	95.0%	87.0%	97.0%	96.0	38.0	61.0	91.0	71.5	87.4%	0.0%
HOUSTON ACADEMY FOR INTERNATIONAL (101912348) - COMPARISON CAMPUSES	27.1%	70.7%	74.0%	80.0%	69.9	31.7	37.4	27.6	43.0	99.2%	0.9%
HOUSTON CAN ACADEMY - HOBBY (057804010)	50.0%	58.0%	56.0%	54.0%	59.0	21.0	30.0	82.0	48.0	__	8.0%
HOUSTON CAN ACADEMY - HOBBY (057804010) - COMPARISON CAMPUSES	8.1%	65.4%	88.7%	80.6%	83.8	24.6	46.6	58.9	53.5	98.8%	0.9%
HOUSTON CAN ACADEMY - NORTH (057804009)	61.9%	47.0%	52.0%	39.0%	52.0	17.0	27.0	71.0	41.8	__	9.0%

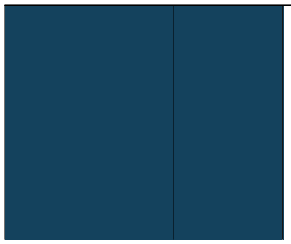
Campus Name	Attrition Rate	STAAR English I EOC	STAAR English II EOC	STAAR Algebra I EOC	Index 1: Student Achievement	Index 2: Student Progress	Index 3: Closing Performance Gaps	Index 4: Postsecondary Readiness	TEA Composite Performance Index	Grade 9 Four Year Longitudinal Graduation Rate	Annual Dropout Rate
HOUSTON CAN ACADEMY - NORTH (057804009) - COMPARISON CAMPUSES	17.2%	64.8%	71.7%	83.6%	76.3	29.4	46.6	60.5	53.2	87.8%	2.1%
HOUSTON HEIGHTS CHARTER SCHOOL (101821001)	28.8%	55.0%	60.0%	70.0%	69.0	14.0	39.0	100.0	55.5	94.7%	1.1%
HOUSTON HEIGHTS CHARTER SCHOOL (101821001) - COMPARISON CAMPUSES	33.6%	57.5%	51.0%	59.6%	63.1	30.9	34.6	27.7	39.4	79.3%	3.9%
HUSTON ACADEMY (072802001)	48.0%	78.0%	73.0%	64.0%	74.0	25.0	38.0	100.0	59.2	97.0%	2.5%
HUSTON ACADEMY (072802001) - COMPARISON CAMPUSES	19.5%	__	__	__	81.6	43.7	45.2	37.4	52.0	__	__
IDEA COLLEGE PREP (108807001)	13.2%	80.0%	80.0%	87.0%	83.0	36.0	51.0	87.0	64.2	97.6%	0.0%
IDEA COLLEGE PREP (108807001) - COMPARISON CAMPUSES	18.4%	68.1%	70.3%	76.8%	80.1	24.9	48.7	81.6	58.8	92.1%	1.9%
IDEA COLLEGE PREPARATORY MISSION (108807004)	10.0%	72.0%	78.0%	87.0%	77.0	33.0	44.0	85.0	59.8	__	0.0% 5241.8BD COLLEGE

Campus Name	Attrition Rate	STAAR English I EOC	STAAR English II EOC	STAAR Algebra I EOC	Index 1: Student Achievement	Index 2: Student Progress	Index 3: Closing Performance Gaps	Index 4: Postsecondary Readi-	TEA Composite Performance Index	Grade 9 Four Year Longitudinal Graduation Rate	Annual Dropout Rate
IDEA FRONTIER COLLEGE PREPARATORY (108807003)	10.2%	90.0%	92.0%	88.0%	89.0	38.0	56.1s	90.0%			

EOC 88.0% S2j861rTLM0 1 Tf41I 1 Tf T* [SON EMC 8F71_2Dr
TORY
TORY

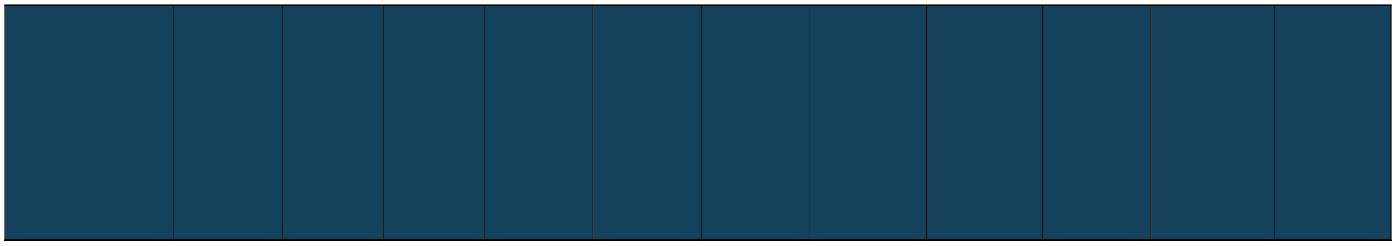
Campus Name	Attrition Rate	STAAR English I EOC	STAAR English II EOC	STAAR Algebra I EOC	Index 1: Student Achievement	Index 2: Student Progress	Index 3: Closing Performance Gaps	Index 4: Postsecondary Readiness	TEA Composite Performance Index	Grade 9 Four Year Longitudinal Graduation Rate	Annual Dropout Rate



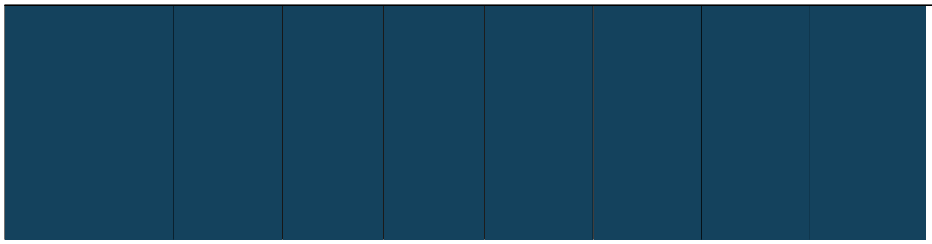


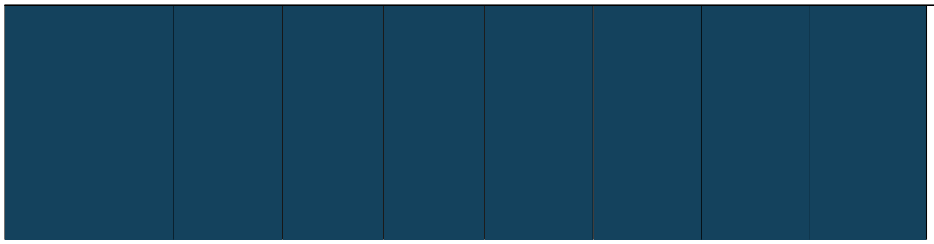
Campus Name	Attrition Rate	STAAR English I EOC	STAAR English II EOC	STAAR Algebra I EOC	Index 1: Student Achievement	Index 2: Student Progress	Index 3: Closing Performance Gaps	Index 4: Postsecondary Readiness	TEA Composite Performance Index	Grade 9 Four Year Longitudinal Graduation Rate	Annual Dropout Rate
KIPP GENERATIONS COLLEGIATE (101813004) - COMPARISON CAMPUSES	7.9%	93.0%	93.0%	96.0%	96.0	31.0	59.0	62.0	62.0	0.0%	3.5%
KIPP HOUSTON H S (101813003)	5.1%	93.0%	93.0%	92.0%	95.0	25.0	55.0	90.0	66.2	93.7%	0.7%
KIPP HOUSTON H S (101813003) - COMPARISON CAMPUSES	16.1%	78.0%	83.0%	80.0%	82.3	23.2	47.2	86.3	60.0	94.0%	55.0

55.0



Campus Name	Attrition Rate	STAAR English I EOC	STAAR English II EOC	STAAR Algebra I EOC	Index 1: Student Achievement	Index 2: Student Progress	Index 3: Closing Performance Gaps	Index 4: Postsecondary Readiness	TEA Composite Performance Index	Grade 9 Four Year Longitudinal Graduation Rate	Annual Dropout Rate
NORTHWEST EARLY COLLEGE H S (NWECH) (071907003)	12.0%	91.0%	99.0%	93.0%	95.0	23.0	56.0	91.0	66.2	94.9%	0.4%
NORTHWEST EARLY COLLEGE H S (NWECH) (071907003) - COMPARISON CAMPUSES	7.2%	61.8%	93.6%	79.0%	83.2	25.7	46.5	60.1	53.9	98.8%	0.9%
NYOS CHARTER SCHOOL (227804101)	12.0%	95.0%	85.0%	98.0%	89.0	42.0	51.0	82.0	66.0	100.0%	0.0%
NYOS CHARTER SCHOOL (227804101) - COMPARISON CAMPUSES	33.7%	__	__	100.0%	59.9	36.1	32.5	20.6	37.3	__	__
PANOLA CS (183801001)	50.0%	__	67.0%	__	68.0	28.0	30.0	94.0	55.0	75.0%	3.2%
PANOLA CS (183801001) - COMPARISON CAMPUSES	15.4%	82.0%	82.0%	87.0%	86.8	28.2	47.7	76.6	59.9	92.2%	1.3%
PANOLA EARLY COLLEGE H S (183801003)	*	80.0%	__	83.0%	86.0	25.0	46.0	86.0	60.8	92.3%	2.3%
PANOLA EARLY COLLEGE H S (183801003) - COMPARISON CAMPUSES	18.5%	84.5%	83.2%	90.9%	84.2	39.3	47.9	53.6	56.2	94.9%	0.9%
PASEO DEL NORTE ACADEMY-VISTA DEL (071803002)	53.7%	69.0%	63.0%	57.0%	72.0	13.0	38.0	100.0	55.8	91.8%	1.8%





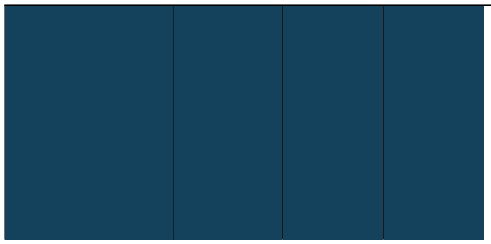
Campus Name	Attrition Rate	STAAR English I EOC	STAAR English II EOC	STAAR Algebra I EOC	Index 1: Student Achievement	Index 2: Student Progress	Index 3: Closing Performance Gaps	Index 4: Postsecondary Readiness	TEA Composite Performance Index	Grade 9 Four Year Longitudinal Graduation Rate	Annual Dropout Rate
PREMIER HS OF ABILENE (072801101)	53.5%	88.0%	86.0%	93.0%	91.0	33.0	52.0	100.0	69.0	--	1.4%
PREMIER HS OF ABILENE (072801101) - COMPARISON CAMPUSES	21.0%	--	--	96.3%	69.6	37.9	36.0	24.8	42.1	--	--
PREMIER HS OF AMARILLO (072801142)	60.5%	45.0%	52.0%	47.0%	55.0	6.0	22.0	82.0	41.2	--	0.0%
PREMIER HS OF AMARILLO (072801142) - COMPARISON CAMPUSES	4.5%	77.4%	74.1%	77.3%	86.9	29.7	53.2	52.3	55.5	--	6.1%
PREMIER HS OF AUSTIN (072801113)	56.7%	84.0%	97.0%	90.0%	93.0	32.0	51.0	100.0	69.0	--	0.7%
PREMIER HS OF AUSTIN (072801113) - COMPARISON CAMPUSES	17.2%	64.8%	71.7%	83.6%	76.3	29.4	46.6	60.5	53.2	87.8%	2.1%
PREMIER HS OF BROWNSVILLE (072801103)	54.3%	96.0%	79.0%	78.0%	84.0	20.0	44.0	100.0	62.0	--	0.9%
PREMIER HS OF BROWNSVILLE (072801103) - COMPARISON CAMPUSES	25.3%	57.0%	44.0%	73.0%	59.3	36.9	29.6	16.9	35.7	93.8%	1.4%
PREMIER HS OF DAYTON (072801138)	53.0%	53.0%	73.0%	80.0%	69.0	23.0	34.0	100.0	56.5	--	2.8%
PREMIER HS OF DAYTON (072801138) - COMPARISON CAMPUSES	20.6%	71.9%	68.9%	69.7%	75.7	21.6	42.8	89.3	57.4	91.9%	2.8%
PREMIER HS OF DEL RIO (072801107)	45.7%	74.0%	71.0%	75.0%	78.0	23.0	45.0	100.0	61.5	--	0.7%

Campus Name	Attrition Rate	STAAR English I EOC	STAAR English II EOC	STAAR Algebra II							

Campus Name	Attrition Rate	STAAR English I EOC	STAAR English II EOC	STAAR Algebra I EOC	Index 1: Student Achievement	Index 2: Student Progress	Index 3: Closing Performance Gaps	Index 4: Postsecondary Readiness	TEA Composite Performance Index	Grade 9 Four Year Longitudinal Graduation Rate	Annual Dropout Rate
PREMIER HS OF MISSION (072801116) - COMPARISON CAMPUSES	26.9%	86.2%	88.3%	91.3%	62.0	36.9	32.8	22.2	38.5	97.8%	0.0%
PREMIER HS OF NEW BRAUNFELS (072801136)	52.3%	78.0%	83.0%	82.0%	82.0	39.0	46.0	100.0	66.8	__	1.2%
PREMIER HS OF NEW BRAUNFELS (072801136) - COMPARISON CAMPUSES	18.0%	49.0%	65.0%	77.0%	63.9	22.8	34.9	52.9	43.6	79.5%	4.1%
PREMIER HS OF NORTH AUSTIN (072801128)	62.9%	80.0%	77.0%	81.0%	83.0	7.0	39.0	99.0	57.0	__	4.9%
PREMIER HS OF NORTH AUSTIN (072801128) - COMPARISON CAMPUSES	18.0%	49.0%	65.0%	77.0%	63.9	22.8	34.9	52.9	43.6	79.5%	4.1%
PREMIER HS OF PALMVIEW (072801104)	54.6%	70.0%	74.0%	85.0%	81.0	37.0	46.0	100.0	66.0	__	0.0%
PREMIER HS OF PALMVIEW (072801104) - COMPARISON CAMPUSES	17.9%	69.2%	71.9%	80.2%	65.4	33.0	34.4	28.5	40.3	95.5%	0.8%
PREMIER HS OF PHARR (072801115)	61.7%	79.0%	78.0%	67.0%	79.0	23.0	39.0	100.0	60.2	__	0.0%
PREMIER HS OF PHARR (072801115) - COMPARISON CAMPUSES	22.3%	69.5%	68.6%	76.0%	68.8	26.2	38.0	45.8	44.8	82.3%	9.6%

Campus Name	Attrition Rate	STAAR English I EOC	STAAR English II EOC	STAAR Algebra I EOC	Index 1: Student Achievement	Index 2: Student Progress	Index 3: Closing Performance Gaps	Index 4: Postsecondary Readiness	A Composite	Grad 9 Fo Year Longi tudina Grad uati Ra	Annual Dropout Rate
PREMIER Ha											

Campus Name	Attrition Rate	STAAR English I EOC	STAAR English II EOC	STAAR Algebra I EOC	Index 1: Student Achievement	Index 2: Student Progress	Index 3: Closing Performance Gaps	Index 4: Postsecondary Readiness	TEA Composite Performance Index	Grade 9 Four Year Longitudinal Graduation Rate	Annual Dropout Rate
PREMIER H S OF WACO (072801121)	51.2%	73.0%	50.0%	69.0%	70.0	23.0	43.0	100.0	59.0	--	0.0%
PREMIER H S OF WACO (072801121) - COMPARISON CAMPUSES	17.6%	93.0%	83.0%	88.2%	68.1	37.1	34.3	25.9	41.3	96.9%	0.7%
PROVISION H S (101868001)	42.7%	31.0%	16.0%	61.0%	41.0	9.0	25.0	100.0	43.8	--	0.6%
PROVISION H S (101868001) - COMPARISON CAMPUSES	16.0%	49.0%	65.0%	77.0%	63.9	22.8	34.9	52.9	43.6	87.8%	2.5%
RAUL YZAGUIRRE SCHOOL FOR SUCCESS (101806001)	16.8%	75.0%	82.0%	94.0%	85.0	35.0	48.0	79.0	61.8	96.9%	0.7%
RAUL YZAGUIRRE SCHOOL FOR SUCCESS (101806001) - COMPARISON CAMPUSES	4.5%	77.4%	74.1%	77.3%	86.9	29.7	53.2	52.3	55.5	--	6.1%
REACH CHARTER (101912349)	73.0%	27.0%	28.0%	13.0%	28.0	12.0	15.0	72.0	31.8	54.1%	28.0%
REACH CHARTER (101912349) - COMPARISON CAMPUSES	19.8%	--	--	100.0%	75.0	39.2	40.5	26.4	45.3	--	0.0%
RICHARD MILBURN ACADEMY AMARILLO (014801008)	53.8%	55.0%	43.0%	17.0%	48.0	16.0	23.0	--	29.0	--	--
RICHARD MILBURN ACADEMY AMARILLO (014801008) - COMPARISON CAMPUSES	20.5%	80.0%	72.0%	83.0%	76.8	40.0	40.2	32.8	47.4	92.5%	3.3%

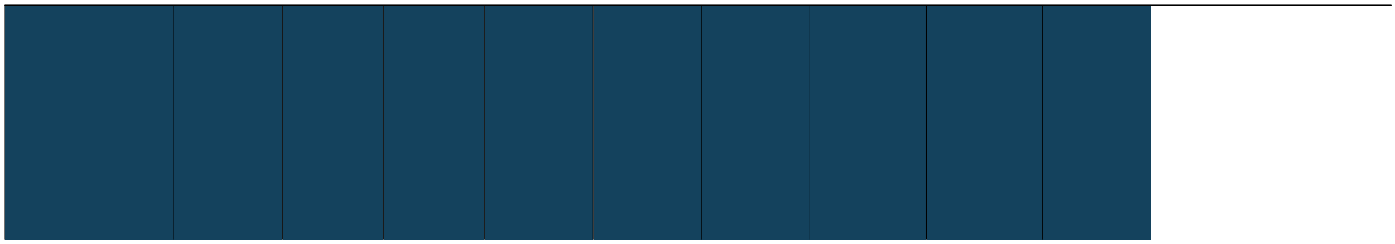


Campus Name	Attrition Rate	STAAR English I EOC	STAAR English II EOC	STAAR Algebra I EOC	Index 1: Student Achievement	Index 2: Student Progress	Index 3: Closing Performance Gaps	Index 4: Postsecondary Readiness	TEA Composite Performance Index	Grade 9 Four Year Longitudinal Graduation Rate	Annual Dropout Rate

Campus Name	Attrition Rate	STAAR En- En- gg8Te/T1_01_21Tf()Tj/T1_01TfT*(Rate)TjIl_21Tf()Tj/T1_01Tf0-1.22 En-									

Campus Name	Attrition Rate	STAAR English I EOC	STAAR English II EOC	STAAR Algebra I EOC	Index 1: Student Achievement	Index 2: Student Progress	Index 3: Closing Performance Gaps	Index 4: Postsecondary Readiness	TEA Composite Performance Index	Grade 9 Four Year Longitudinal Graduation Rate	Annual Dropout Rate
SCHOOL OF SCIENCE AND TECHNOLOGY (015827001) - COMPARISON CAMPUSES	4.5%	77.4%	74.1%	77.3%	86.9	29.7	53.2	52.3	55.5	--	6.1%
SCI-TECH PREPARATORY (227803001)	29.5%	58.0%	78.0%	79.0%	63.0	32.0	31.0	34.0	40.0	--	0.0%
SCI-TECH PREPARATORY (227803001) - COMPARISON CAMPUSES	22.8%	--	--	100.0%	56.0	35.0	27.0	17.0	33.8	0.0%	17.5%
SOUTH PLAINS ACADEMY CHARTER H S (152803001)	54.7%	46.0%	36.0%	37.0%	50.0	11.0	28.0	100.0	47.2	93.8%	1.5%
SOUTH PLAINS ACADEMY CHARTER H S (152803001) - COMPARISON CAMPUSES	17.9%	49.0%	65.0%	77.0%	63.9	22.8	34.9	52.9	43.6	79.5%	4.1%
SOUTHWEST H S (101838001)	17.4%	64.0%	53.0%	68.0%	71.0	18.0	40.0	100.0	57.2	95.9%	0.0%
SOUTHWEST H S (101838001) - COMPARISON CAMPUSES	19.7%	66.2%	73.1%	78.5%	67.7	42.4	35.9	28.2	43.5	95.3%	0.4%
SOUTHWEST PREPARATORY SCHOOL-NORTH (015807004)	44.6%	43.0%	58.0%	40.0%	49.0	27.0	22.0	90.0	47.0	73.0%	3.1%

Campus Name	Attrition Rate	STAAR English I EOC	STAAR English II EOC	STAAR Algebra I EOC	Index 1: Student Achievement	Index 2: Student Progress	Index 3: Closing Performance Gaps	Index 4: Postsecondary Readiness	TEA Composite Performance Index	Grade 9 Four Year Longitudinal Graduation Rate	Annual Dropout Rate
SOUTHWEST PREPARATORY SCHOOL-NORTH (015807004) - COMPARISON CAMPUSES	7.2%	61.8%	93.6%	79.0%	83.2	25.7	46.5	60.1	53.9	98.8%	0.9%
SUMMIT INTERNATIONAL PREPARATORY (220816001)	17.1%	92.0%	95.0%	91.0%	96.0	20.0	57.0	94.0	66.8	97.3%	0.4%
SUMMIT INTERNATIONAL PREPARATORY (220816001) - COMPARISON CAMPUSES	4.5%	77.4%	74.1%	77.3%	86.9	29.7	53.2	52.3	55.5	--	6.1%
TEKOA ACADEMY OF ACCELERATED STUDIES (123803001)	33.3%	86.0%	90.0%	95.0%	89.0	41.0	60.0	83.0	68.2	100.0%	0.0%
TEKOA ACADEMY OF ACCELERATED STUDIES (123803001) - COMPARISON CAMPUSES	4.5%	77.4%	74.1%	77.3%	86.9	29.7	53.2	52.3	55.5	--	6.1%
TEXAS CONNECTIONS ACADEMY AT HOUSTON (101912100)	57.0%	74.0%	77.0%	71.0%	77.0	39.0	38.0	53.0	51.8	--	7.0%
TEXAS CONNECTIONS ACADEMY AT HOUSTON (101912100) - COMPARISON CAMPUSES	16.3%	76.0%	85.0%	86.3%	83.5	36.7	46.0	59.8	56.5	97.7%	0.2%



Campus Name	Attrition Rate	STAAR English I EOC	STAAR English II EOC	STAAR Algebra I EOC	Index 1: Student Achievement	Index 2: Student Progress	Index 3: Closing Performance Gaps	Index 4: Postsecondary Readiness	TEA Composite Performance Index	Grade 9 Four Year Longitudinal Graduation Rate	Annual Dropout Rate
UPLIFT EDUCATION-PEAK PREP H S (057838006) - COMPARISON CAMPUSES	4.5%	77.4%	74.1%	77.3%	86.9	29.7	53.2	52.3	55.5	__	6.1%
UPLIFT EDUCATION-WILLIAMS PREP H S (057842001)	12.3%	81.0%	88.0%	88.0%	90.0	26.0	54.0	91.0	65.2	97.9%	0.0%
UPLIFT EDUCATION-WILLIAMS PREP H S (057842001) - COMPARISON CAMPUSES	4.5%	77.4%	74.1%	77.3%	86.9	29.7	53.2	52.3	55.5	__	6.1%
VICTORY PREP (101865001)	37.4%	42.0%	28.0% 223 0 Td( )Tj254Td (4E1_2 1 Tf3TJ T_1 0987UB 0 Td (29.7)66YD 50 d)539 0 Td (. /T1_1 1 T								

Campus Name	Attrition Rate	STAAR English I EOC	STAAR English II EOC	STAAR Algebra I EOC	Index 1: Student Achievement	Index 2: Student