TEXAS CHARTER AUTHORIZER ACCOUNTABILITY REPORT

2018–2019

Submitted to the Texas Education Agency

Figure 4.2: Percent of Students Achieving the Approaches Grade Level Standard RQ WKH ± 67$$5 5HDGLQJ DQG 67$$5 0DWKHPDWLFV ([D SBOE-Authorized and ISD-Authorized Charter School Campuses and 0DWFKHG 7UDGLWLRQDO 3XEOLF 6FKRRO &DPSXVHV (OHPH &DPSXVHV

Figure 4.3: Percent of Students Achieving the Approaches Grade Level Standard RQ WKH ± 67$$5 5HDGLQJ DQG 67$$5 0DWKHPDWLFV ([D SBOE-Authorized and ISD-Authorized Charter School Campuses and 0DWFKHG 7UDGLWLRQDO 3XEOLF 6FKRRO &DPSXVHV 0LGGO

Figure 4.4: Percent of Students Achieving Approaches Grade Level Standard on the ± 67$$5 (QJOLVK , (QJOLVK ,, DQG $OJHEUD , (QG RI & for SBOE-Authorized and ISD-Authorized Charter School Campuses and 0DWFKHG 7UDGLWLRQDO 3XEOLF 6FKRRO &DPSXVHV 0LGGOH 6F 6FKRRO &DPSXVHV

Figure 4.5: 3HUFHQW RI 6WXGHQWV $FKLHYLQJ WKH 0DVWHUV *UDGH /H WKH ± 67$$5 5HDGLQJ DQG 67$$5 0DWKHPDWLFV ([DPV I SBOE-Authorized and ISD-Authorized Charter School Campuses and 0DWFKHG 7UDGLWLRQDO 3XEOLF 6FKRRO &DPSXVHV (OHPH &DPSXVHV

Figure 4.6: 3HUFHQW RI 6WXGHQWV $FKLHYLQJ WKH 0DVWHUV *UDGH /H WKH ± 67$$5 5HDGLQJ DQG 67$$5 0DWKHPDWLFV ([DPV I SBOE-Authorized and ISD-Authorized Charter School Campuses and 0DWFKHG 7UDGLWLRQDO 3XEOLF 6FKRRO &DPSXVHV 0LGGO

Figure 4.7: 3HUFHQW RI 6WXGHQWV $FKLHYLQJ 0DVWHUV *UDGH /HYHO ± 67$$5 (QJOLVK , (QJOLVK ,, DQG $OJHEUD , (QG RI & for SBOE-Authorized and ISD-Authorized Charter School Campuses and 0DWFKHG 7UDGLWLRQDO 3XEOLF 6FKRRO &DPSXVHV 0LGGOH 6F 6FKRRO &DPSXVHV

Figure 4.8: TEA Accountability Domain Scores for SBOE-Authorized and ,6' $XWKRUL]HG &KDUWHU 6FKRRO &DPSXVHV DQG 0DWFKHG 3XEOLF 6FKRRO &DPSXVHV ± (OHPHQWDU\ 6FKRRO &D

Figure 4.9: TEA Accountability Domain Scores for SBOE-Authorized and ,6' $XWKRUL]HG &KDUWHU 6FKRRO &DPSXVHV DQG 0DWFKHG 3XEOLF 6FKRRO &DPSXVHV ± 0LGGOH 6FKRRO &DPSXV

Figure 4.10: TEA Accountability Domain Scores for SBOE-Authorized and ,6' $XWKRUL]HG &KDUWHU 6FKRRO &DPSXVHV DQG 0DWFKHG 3XEOLF 6FKRRO &DPSXVHV ± +LJK 6FKRRO &DPSXVHV

Figure 4.11: TEA Overall Accountability Rating for SBOE-Authorized and ,6' $XWKRUL]HG &KDUWHU 6FKRRO &DPSXVHV DQG 0DWFKHG 3XEOLF 6FKRRO &DPSXVHV E\ 6FKRRO /HYHO ±

Figure 5.1: 6WXGHQW $WWULWLRQ 5DWHV %HWZHHQ ± DQG ± I &2($XWKRUL]HG &KDUWHU 6FKRRO &DPSXVHV DQG 0DWFKH 3XEOLF 6FKRRO &DPSXVHV

Figure 5.2: 3HUFHQW RI 6WXGHQWV :KR $FKLHYHG WKH $SSURDFKHV *U 6WDQGDUG RQ WKH 67$$5 5HDGLQJ DQG 67$$5 0DWKHPDWLF &2($XWKRUL]HG &KDUWHU 6FKRRO &DPSXVHV DQG 0DWFKH 3XEOLF 6FKRRO &DPSXVHV ±

List of Acronyms Used in This Report

Advanced Placement (AP)

Alternative Education Accountability (AEA)

Career and Technical Education (CTE)

Commissioner of Education (COE)

College, Career, and Military Readiness (CCMR)

Disciplinary Alternative Education Program (DAEP)

Distinguished Achievement Plan (DAP)

Education Service Centers (ESCs)

End-of-Course (EOC)

English Language Arts (ELA)

Every Student Succeeds Act (ESSA)

Foundation High School Program with a Distinguished Level of Achievement (FHSP-DLA)

Foundation High School Program with an Endorsement (FHSP-E)

Independent School District (ISD)

International Baccalaureate (IB)

Juvenile Justice Alternative Education Program (JJAEP)

Public Education Information Management System (PEIMS)

Recommended High School Plan (RHSP)

Residential Treatment Facilities (RTF)

Senate Bill (SB)

State Board of Education (SBOE)

State of Texas Assessments of Academic Readiness (STAAR®)

Texas Administrative Code (TAC)

Texas Education Agency (TEA)

Texas Education Code (TEC)

Texas Essential Knowledge and Skills (TEKS)

Texas Juvenile Justice Department (TJJD)

Texas Student Data System (TSDS)

Texas Success Initiative (TSI)

University of Houston’s Education Research Center (UH ERC)

,Q WKH WK 7H[DV /HJLVODWXUH UHJXODU VHVVLRQ SDVVHG 6
districts to partner with open-enrollment charter schools and certain eligible entities to improve
student outcomes in low-performing schools across Texas. The bill provided two incentives to
SURPRWH SDUWQHUVKLSV EHWZHHQ VFKRRO GLVWULFWV DQG RSHQ
was a two-year relief from campus sanctions imposed at schools with low academic perfor-
PDQFH WKH VHFRQG ZDV DFFHVV WR SRWHQWLDOO\ LQFUHDVHG VW
incentivized districts to enter into partnerships with outside entities to turn around low-performing
VFKRROV RU SURJUDPV $OVR LQ WKH 7H[DV /HJLVODWXUH SDVV
FKDUWHU VFKRROV IRU WKH ¿UVW WLPH LQ 7H[DV WR UHFHLYH XS
IRU IDFLOLWLHV 7(& † G

Overview of Texas Charter School Campuses

,Q WKH ± DFDGHPLF \HDU 7H[DV SXEOLF VFKRRO FDPSXVHV Z
PDWHO\ RI WKRVH FDPSXVHV ZHUH FKDUWHU VFKRRO FDPSXVHV
ITPSXVHV LQ W ± CWPVH FKDUWHU

I ZHUH LYRPR 0V`HW 0 0€Ð•À`@@Pp€P0``° ð` 0-

STAAR Results

Analyzed in this report are the percentages of students achieving the Approaches Grade Level standard and Masters Grade Level standard on STAAR-English I end-of-course (EOC) exam taken by middle and high school students, and STAAR-English I and English II exams taken by high school students.

SBOE-authorized charter school campuses and matched traditional public school campuses demonstrated comparable performance in most subject areas and grade levels examined by STAAR performance. Notably, a lower percentage of SBOE-authorized charter school students in grades 4 and 5 achieved the Masters Grade Level standard on STAAR-English I than those in matched traditional public school campuses. Conversely, a higher percentage of students in SBOE-authorized charter schools achieved the Approaches Grade Level standard on English I and English II EOC exams than those in matched traditional public school campuses.

When STAAR performance among SBOE-authorized charter school campuses is disaggregated at the school level, more differences in performance surface. SBOE-authorized charter elementary school campuses had lower percentages of students achieving the Approaches Grade Level for STAAR Mathematics. Conversely, SBOE-authorized charter middle school campuses had higher percentages of students achieving the Approaches Grade Level standard on STAAR Reading.

College, Career, and Military Readiness Outcomes

8QGHU 7(& † F KLJK VFKRRO JUDGXDWHV FDQ GHPRQVWUD reer, or the military for accountability purposes through a number of achievements outlined in detail in $SSHQGL[$:KHQ FRPSDUHG WR PDWFKHG WUDGLWLRQDO SXEOLF VI school campuses had lower percentages of graduates demonstrating college, career and military

TEA Accountability Domain Scores
The average COE-authorized charter school campus domain score was lower than the average matched traditional public school campus domain score across all three domains: Student $FKLHYHPHQW YV 6FKRRO 3URJUHVV 3DUW $ YV DQG 3
WKH *DSV YV 7KH DYHUDJH 7($ RYHUDOO $FFRXQWDELOLW\ 5
school campuses was lower than the average matched traditional public school campus score
YV

Study Limitations

This report provides a detailed description of charter school campuses and matched tradition-
DO SXEOLF VFKRRO FDPSXVHV LQWHQGHG IRU FRPSDULVRQ RI VFKRR
matching was used to identify demographically similar traditional public school campuses as the matched set for comparison, inferences regarding the performance of charter schools relative to traditional public schools cannot be made using this report. In order to suggest the performance of one type of school is consistently better or worse than another, statistical tools controlling for
REVHUYHG DQG XQREVHUYHG FKDUDFWHULVWLFV LQÀXHQFLQJ SHUIR
and inferential statistical analysis employed. Additionally, careful interpretation of the comparisons for COE-authorized and ISD-authorized charter school campuses provided in this re-
SRUW²HVSHFLDOO\ LQ 6HFWLRQ ZKHUH LQIRUPDWLRQ LV IXUWKHU
because of the small numbers of campuses in each category.

Because of the differences in STAAR performance standards, the Texas Accountability Rating System, the award of new charters, and the expansion of existing charters, this report should be carefully compared with previously published Charter Authorizer Accountability reports. Since
WKH VWDWH RI 7H[DV KDV SKDVHG LQ D QHZ VWDQGDUGL]HG WH
standards and a new accountability rating system. The gradual phase in of the new test and the current accountability system should be taken into consideration when comparing the results of this report to previous reports. Additionally, each year, new charter schools are authorized and new charter school campuses are opened and closed. Thus, Charter Authorizer Accountability reports from two different years contain different subsets of charter schools, and results should
EH FRPSDUHG ZLWK FDXWLRQ $V D ¿QDO QRWH RI FDXWLRQ DOWKR
resulted in the policy process change in charter school authorization, the reader is cautioned against interpreting differences presented in this report solely to this change. Rather, differences may be attributable to other changes occurring over time, such as differences in the charter
VFKRRO DSSOLFDQW PDNHXS RWKHU SURFHVV FKDQJHV DQG RU FK
could be accounted for within the scope of this report.

schools can establish their own class sizes. Open-enrollment charter schools can enroll students

Table 2.3 summarizes the demographic characteristics of students enrolled in charter school
FDPSXVHV DQG WUDGLWLRQDO VFKRRO FDPSXVHV LQ ± 1RWDEO
public school campuses, SBOE-authorized charter school campuses enrolled higher percent-
DJHV RI $IULFDQ $PHULFDQ VWXGHQWV YV +LVSDQLF VWXGH
LGHQWL¿HG DV HFRQRPLFDOO\ GLVDGYDQWDJHG YV DQG (QJ
6%2(DXWKRUL]HG FKDUWHU VFKRRO FDPSXVHV HQUROOHG ORZHU SI
YV VWXGHQWV UHFHLYLQJ VSHFLDO HGXFDWLRQ VHUYLFHV Y
DQG WHFKQLFDO HGXFDWLRQ &7(SURJUDPV YV - 7DEOH I
UL]HG FKDUWHU VFKRRO FDPSXVHV HQUROOHG KLJKHU SHUFHQWDJH
VWXGHQWV DW ULVN RI GURSSLQJ RXW YV VWXGHQWV LGHQ
WDJHG YV DQG (QJOLVK /HDUQHUV YV - WKDQ WUDGL
puses. ISD-authorized charter school campuses enrolled lower percentages of white students
YV VWXGHQWV LQ &7(SURJUDPV YV DQG VWXGHQW
WLRQ VHUYLFHV YV
DJHV RI $IULFDQ $PHULFDQ VWXGHQWV YV À°@ YV 0WV €D@@ `L

TABLE 2.3

Demographic Characteristics of Students Enrolled in Texas Public School Campuses, 2018–19

	Traditional Public School Campuses	Traditional Public School DAEP Campuses	Traditional Public School JJAEP Campuses	Traditional Public School Residential Treatment Facilities	SBOE-Authorized Charter School Campuses	SBOE-Authorized Charter School Campuses – Residential Treatment Facilities	COE-Authorized Charter School Campuses	COE-Authorized Charter School Campuses – Residential Treatment Facilities	ISD-Authorized Charter School Campuses
Number of Students									

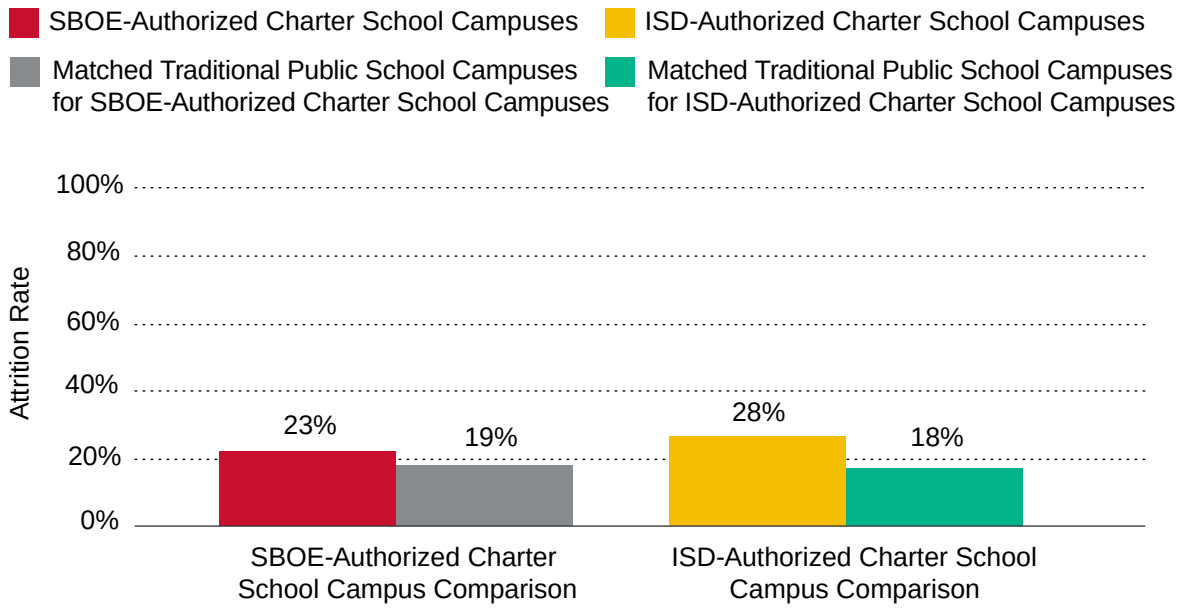
YV VWXGHQWV LGHQWL¿HG DV HFRQRPLFDOO\ GLVDGYDQWD
/HDUQHUV YV ,6' DXWKRUL]HG FKDUWHU VFKRROV
$PHULFDQ VWXGHQWV YV ZKLWH VWXGHQWV YV VW
YV DQG VWXGHQWV UHFHLYLQJ VSHFLDO HGXFDWLRQ VHUYL

Attrition Rates

)RU WKH SXUSRVHV RI WKLV UHSRUW WKH DWWULWLRQ UDWH LV GH
UROOHG LQ WKH IDOO RI ± ZKR GLG QRW UHWXUQ WR WKH VDPH
DWWULWLRQ UDWHV EHWZHHQ ± DQG ± DUH GLVSOD\HG IRU
thorized charter school campuses and matched traditional public school campuses in Figure 3.1.
SBOE-authorized charter school campuses had a higher attrition rate than matched traditional
SXEOLF VFKRRO FDPSXVHV YV ,6' DXWKRUL]HG FKDUWHU VF
VWUDWHG D KLJKHU DWWULWLRQ UDWH WKDQ PDWFKHG WUDGLWLRQ

FIGURE 3.1

Student Attrition Rates Between 2018–19 and 2019–20 for SBOE-Authorized and ISD-Authorized Charter School Campuses and Matched Traditional Public School Campuses



Sources. Texas Academic Performance Reports and Texas Accountability Rating System, Texas Education Agency, 2018–19; Public Education Information Management System, Texas Education Agency, 2018–19 and 2019–20.

Note. Included in this attrition analysis were 635 State Board of Education (SBOE)-authorized charter school campuses, 1,063 traditional public school campuses matched to SBOE-authorized campuses, 44 Independent School District (ISD)-authorized charter school campuses, and 366 traditional public school campuses matched to ISD-authorized campuses.

)LJXUH VXPPDUL]HV WKH SHUFHQWDJH RI VWXGHQWV DFKLHYLQJ
on the STAAR-English I and English II EOC exams by charter authorizer type and matched
WUDGLWLRQDO SXEOLF VFKRRO FDPSXVHV 7KH ¿JXUH VKRZV WKDW
6%2(DXWKRUL]HG FKDUWHU VFKRRO FDPSXVHV WKDQ PDWFKHG V
HV DFKLHYHG WKH 0DVWHUV *UDGH /HYHO VWDQGDUG RQ WKH 67
exams. Also, a higher percentage of students in ISD-authorized charter school campuses than
PDWFKHG WUDGLWLRQDO SXEOLF VFKRRO FDPSXVHV YV DFKL
standard on the STAAR-English I and English II EOC exams.

FIGURE 3.7

Percent of Students Achieving the Masters Grade Level Standard on the STAAR-English I and English II End-of-Course Exams by Charter Authorizer Type and Matched Traditional Public School Campuses, 2018–19

Sources. Texas Academic Performance Reports and Tef [(T)50 (ex)1nnt of Sexas Academic Performance R43a643mance

)LJXUH GLVSOD\V WKH SHUFHQWDJH RI VWXGHQWV L-Q *UDGHV ±

Figure 3.11 shows the four-year longitudinal graduation rates across charter authorizer types and matched traditional public school campuses evaluated under AEA provisions. For schools evaluated under AEA provisions, the graduation rate calculation includes graduates, continuing VWXGHQWV DQG 7H[DV &HUWL¿FDWH RI +LJK 6FKRRO (TXLYDOHQF\ U the four-year longitudinal graduation rate of AEA SBOE-authorized charter school campuses ZDV OHVV WKDQ PDWFKHG WUDGLWLRQDO SXEOLF VFKRRO FDPSXVHV gitudinal graduation rate of ISD-authorized charter school campuses was the same as matched WUDGLWLRQDO SXEOLF VFKRRO FDPSXVHV

Grade 9 Four-Year Longitudinal Graduation Rates by Charter Authorizer Type and Matched Traditional >cg3f.451er schter

VFKRRO FDPSXVHV WKDQ WKHLU PDWFKHG WUDGLWLRQDO SXEOLF VF

The percentage of graduates completing and earning credit for an ELA college prep course was lower for SBOE-authorized charter school campuses than matched traditional public school FDPSXVHV YV DQG RQH SRLQW KLJKHU IRU ,6' DXWKRUL]HG FK PDWFKHG WUDGLWLRQDO SXEOLF VFKRRO FDPSXVHV -YV 7KH S ing and earning credit for a mathematics college prep course was lower for SBOE-authorized FKDUWHU VFKRRO FDPSXVHV WKDQ PDWFKHG WUDGLWLRQDO SXEOLF er for ISD-authorized charter school campuses than matched traditional public school campuses YV

Lower percentages of graduates in SBOE-authorized charter school campuses and matched traditional public school campuses completed an OnRamps dual enrollment course and quali- ¿HG IRU DW OHDVW WKUHH KRXUV RI XQLYHUVLW\ RU FROOHJH FUHG opposite was true for ISD-authorized charter school campuses and matched traditional public VFKRRO FDPSXVHV YV $OVR WKH SHUFHQWDJHV RI JUDGXDW school campuses and their matched traditional public school campuses earned an Associate's 'HJUHH ZKLOH LQ KLJK VFKRRO GLIIHUHG E\ RQH SRLQW YV Z graduates of ISD-authorized charter school campuses earned an Associate's Degree while in KLJK VFKRRO FRPSDUHG WR WKHLU PDWFKHG WUDGLWLRQDO SXEOLF

Figure 3.13 shows the TEA overall Accountability Rating by charter authorizer type and matched traditional public school campuses. SBOE-authorized charter school campuses and their PDWFKHG WUDGLWLRQDO SXEOLF VFKRRO FDPSXVHV ERWK KDG DQ R ,6' DXWKRUL]HG FKDUWHU VFKRRO FDPSXVHV KDG D 7(\$ RYHUDOO \$F SDUHG WR DW PDWFKHG WUDGLWLRQDO VFKRRO FDPSXVHV

FIGURE 3.13

TEA Overall Accountability Rating by Charter Authorizer Type and Matched Traditional Public School Campuses, 2018–19

Sources.

Section 4: Aggregate Performance of Charter School Campuses by School Level and Authorizer Type Compared to Matched Traditional Public School Campuses

Presented in this section of the report is a comparison of the aggregate academic outcomes of SBOE-authorized and ISD-authorized charter school campuses with matched traditional public school campuses by school level.

0DLQWDLQLQJ DFFRUGDQFH ZLWK WKH SULRU &KDUWHU $XWKRUL]HU VFKRROV ZHUH FODVVL¿HG DV HOHPHQWDU\ PLGGOH RU KLJK proportion of students served in each grade level. Schools serving equal proportions of two JUDGH OHYHO W\SHV ZHUH FODVVL¿HG LQ VRPH W[KDP SXOJHK HDU VJFUKDRGRHO OH VHUYLQJ RI VWXGHQWV LQ NLQGHUJDUWHQ WKURXJK ¿IWK JUDGH HLJKWK JUDGHV ZDV FODVVL¿HG DV D PLGGOH VFKRRO

Attrition Rates Disaggregated by School Level

STAAR Results Disaggregated by School Level

This subsection of the report provides a comparison of STAAR exam performance among SBOE-authorized and ISD-authorized charter school campuses and matched traditional public school campuses by school level. Figures in this section detail the percentage of students DFKLHYLQJ WKH $SSURDFKHV *UDGH /HYHO VWDQGDUG DQG WKH 0DV 67$$5 5HDGLQJ DQG 67$$5 0DWKHPDWLFV H[DPV WDNHQ E\ VWXGHQW STAAR-English I and English II and STAAR-Algebra I EOC exams.[2] STAAR-Reading and 67$$5 0DWKHPDWLFV H[DP UHVXOWV DUH UHSRUWHG IRU HOHPHQWDU STAAR-Algebra I EOC exam results are reported for middle schools and high schools. STAAR-English I and English II results are reported for high schools because English I and English II are typically taken in high school and are therefore only shown for the campuses categorized into the high school level. Algebra I is typically taken in high school, but advanced PDWKHPDWLFV VWXGHQWV PD\ WDNH WKH FRXUVH LQ -*UDGH 7KHUH rated by middle and high school levels. As an additional note to readers, Section 3 results were aggregated across all campuses with EOC testers, including campuses that may have been FODVVL¿HG LQWR HOHPHQWDU\ RU PLGGOH VFKRRO OHYHOV GXH WR lower grades.

[2] SeeSTAAR Performance Labels and Policy De nitions for more information about STAAR Performance Standards.

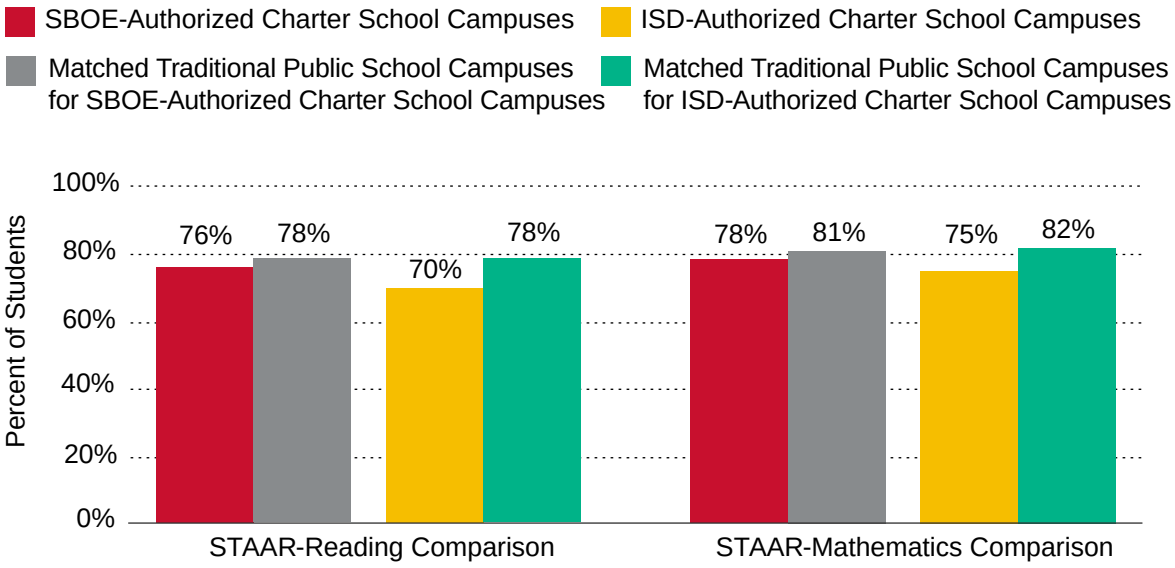
Approaches Grade Level Standard Performance

Figure 4.2 illustrates that a lower percentage of students at SBOE-authorized charter elementary school campuses achieved the Approaches Grade Level standard on the STAAR-Reading exam DV VWXGHQWV DW PDWFKHG WUDGLWLRQDO $SSURDFKHV *UDGH /HYHO VWDQGDUG RQ WKH 67$$5 5HDGLQJ H[DP of students at ISD-authorized charter elementary school campuses achieved the Approaches Grade Level standard on the STAAR-Reading exam than those in matched traditional public VFKRRO FDPSXVHV YV

2Q WKH 67$$5 0DWKHPDWLFV H[DP D ORZHU SHUFHQWDJH RI VWXGHQW charter elementary school campuses achieved the Approaches Grade Level standard than those LQ PDWFKHG WUDGLWLRQDO SXEOLF VFKRRO FDPSXVHV YV 6L students attending ISD-authorized charter elementary school campuses achieved the Approaches *UDGH /HYHO VWDQGDUG WKDQ WKRVH LQ PDWFKHG WUDGLWLRQDO SX

FIGURE 4.2

Percent of Students Achieving the Approaches Grade Level Standard on the 2018–19 STAAR-Reading and STAAR-Mathematics Exams for SBOE-Authorized and ISD-Authorized Charter School Campuses and Matched Traditional Public School Campuses (Elementary School Campuses)



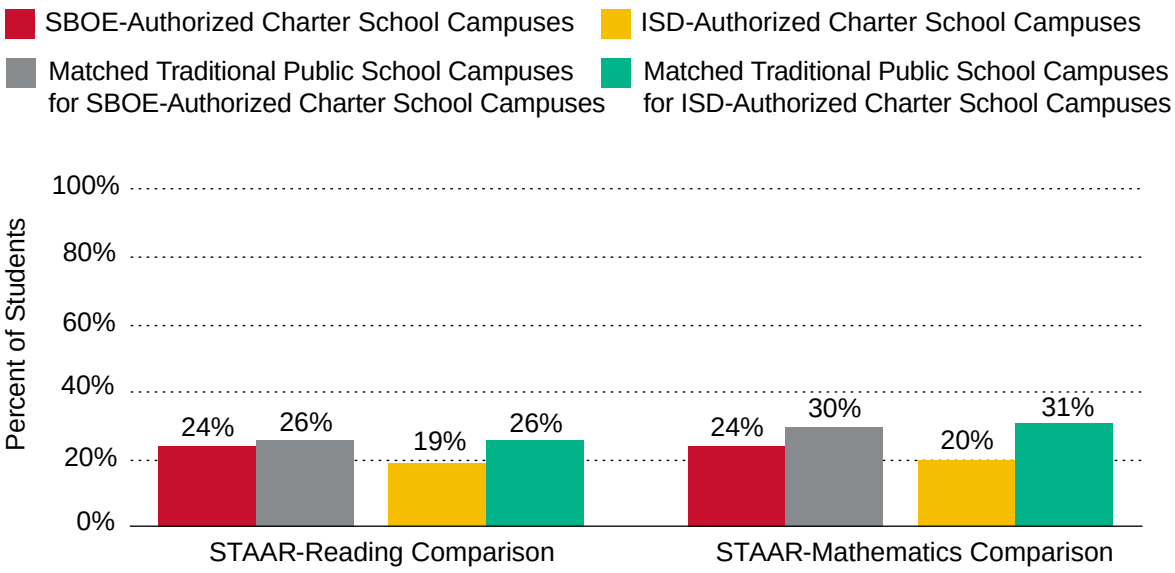
Sources. Texas Academic Performance Reports and Texas Accountability Rating System, Texas Education Agency, 2018–19.

Note. A total of 330 State Board of Education (SBOE)-authorized charter school campuses, 627 traditional public school campuses matched to SBOE-authorized charter school campuses, 18 Independent School District (ISD)-authorized charter school campuses, and 153 traditional public school campuses matched to ISD-authorized charter school campuses were included in these State of Texas Assessments of Academic Readiness (STAAR®) analyses.

Masters Grade Level Standard Performance
)LJXUH GLVSOD\V WKH SHUFHQWDJH RI HOHPHQWDU\ VFKRRO VWX
/HYHO VWDQGDUG RQ WKH ± 67$$5 5HDGLQJ DQG 67$$5 0DWKHPD
type. A lower percentage of students at SBOE-authorized charter elementary school campuses
WKDQ PDWFKHG WUDGLWLRQDO SXEOLF VFKRRO FDPSXVHV YV
Level standard on the STAAR-Reading exam. However, a lower percentage of students at
,6' DXWKRUL]HG FKDUWHU HOHPHQWDU\ VFKRRO FDPSXVHV DFKLHYH
dard on the STAAR-Reading exam than those at matched traditional public school campuses
YV $ ORZHU SHUFHQWDJH RI VWXGHQWV DW 6%2(DXWKRUL]
FDPSXVHV DFKLHYHG WKH 0DVWHUV *UDGH /HYHO VWDQGDUG RQ WK
WKRVH DW PDWFKHG WUDGLWLRQDO SXEOLF VFKRRO FDPSXVHV
percentage of students at ISD-authorized charter elementary school campuses achieved the
0DVWHUV *UDGH /HYHO VWDQGDUG RQ WKH 67$$5 0DWKHPDWLFV H[D
WLRQDO SXEOLF VFKRRO FDPSXVHV YV

FIGURE 4.5

Percent of Students Achieving the Masters Grade Level Standard on the 2018–19 STAAR-Reading and STAAR-Mathematics Exams for SBOE-Authorized and ISD-Authorized Charter School Campuses and Matched Traditional Public School Campuses (Elementary School Campuses)



Sources. Texas Academic Performance Reports and Texas Accountability Rating System, Texas Education Agency, 2018–19.

Note. A total of 330 State Board of Education (SBOE)-authorized charter school campuses, 627 traditional public school campuses matched to SBOE-authorized charter school campuses, 18 Independent School District (ISD)-authorized charter school campuses, and 153 traditional public school campuses matched to ISD-authorized charter school campuses were included in these State of Texas Assessments of Academic Readiness (STAAR®) analyses.

)LJXUH GHPRQVWUDWHV WKDW D KLJKHU SHUFHQWDJH RI VWXGHQ
GOH VFKRRO FDPSXVHV DFKLHYHG WKH 0DVWHU 5HDGLQJ LQ
WKDQ WKRVH DW PDWFKHG WUDGLWLRQDO SXEOLF VFKRRO FDPSX
VWXGHQWV DW ,6' DXWKRUL]HG FKDUWHU PLGGOH VFKRRO FDPSXVHV
standard on the STAAR-Reading exam than those at matched traditional public school campus-
HV YV 7KH SHUFHQWDJH RI VWXGHQWV DFKLHYLQJ WKH 0DV
WKH$$5 0DWKHPDWLFV H[DP ZDV KLJKHU IRU 6%2(DXWKRUL]HG FKDU
SXVHV WKDQ IRU PDWFKHG WUDGLWLRQDO SXEOLF VFKRRO FDPSXV

)LJXUH LOOXVWUDWHV WKH SHUFHQWDJH RI VWXGHQWV DFKLHYLQ
WKH ± 67$$5 (QJOLVK , DQG (QJOLVK ,, E\ DXWKRUL]HU IRU KLJK
I EOC exams by authorizer type for middle school and high school campuses. A lower percent-
age of students at SBOE-authorized charter high school campuses than matched traditional
SXEOLF VFKRRO FDPSXVHV DFKLHYHG WKH 0DVWHUV *UDGH /HYHO VW
(QJOLVK ,, (2& H[DPV YV (TXDO SHUFHQWDJHV RI VWXGHQWV D
€À`°0À0€ `0€°p°€0° €0 •0`p€p€ p`0@ 0°€%À0À`p @€p° PÀÐ€p0`°@P p`da

TEA Accountability Domain Scores Disaggregated by School Level

This subsection of the report outlines school-level campus performance according to the overall $FFRXQWDELOLW\ 5DWLQJ DQG LQGLYLGXDO GRPDLQ VFRUHV RI WKH 7KH 7($ RYHUDOO $FFRXQWDELOLW\ 5DWLQJ LV UHSRUWHG WR IXO¿O IRUPDQFH RI FDPSXVHV XQGHU 7(& † G

TEA Accountability Domain Scores: $FFRUGLQJ WR WKH $FFRXQWDELOLW\ 0 Texas Accountability Rating System evaluates performance across three domains:[2]

Student Achievement Domain evaluates performance across all subjects for all VWXGHQWV XVLQJ JHQHUDO DQG DOWHUQDWH DVVHVVPHQWV tion rates.

School Progress Domain measures district and campus outcomes in two areas: the number of students who grew at least one year academically (or are on track) as measured by STAAR results, and the achievement of all students relative to districts or campuses with similar economically disadvantaged percentages.

Closing the Gaps Domain uses disaggregated data to demonstrate differentials DPRQJ UDFLDO HWKQLF JURXSV VRFLRHFRQ7KH EDFNJURXQ indicators included in this domain, as well as the domain's construction, align the state accountability system with ESSA.

TEA Overall Accountability Rating: ,Q DGGLWLRQ WR LQGLYLGXDO GRPDLQ VF $FFRXQWDELOLW\ 0DQXDO H[SODLQV KRZ VFKRROV-UHFHLYH DQ ed combination of the better of the Student Achievement Domain or the School Progress 'RPDLQ ZHLJKWHG DQG WKH &ORVLQJ W3KH *DSV 'RPDLQ ZHL

7KH GRPDLQ VFRUHV DQG RYHUDOO $FFRXQWDELOLW\ 5DWLQJV GLVS campus scores per type and per school level.

[2] Domain scores are described in Chapters 2–4 of the TEA 2019 Accountability Manual.
[2] TEA overall Accountability Ratings are described in Chapter 5 of the TEA 2019 Accountability Manual.

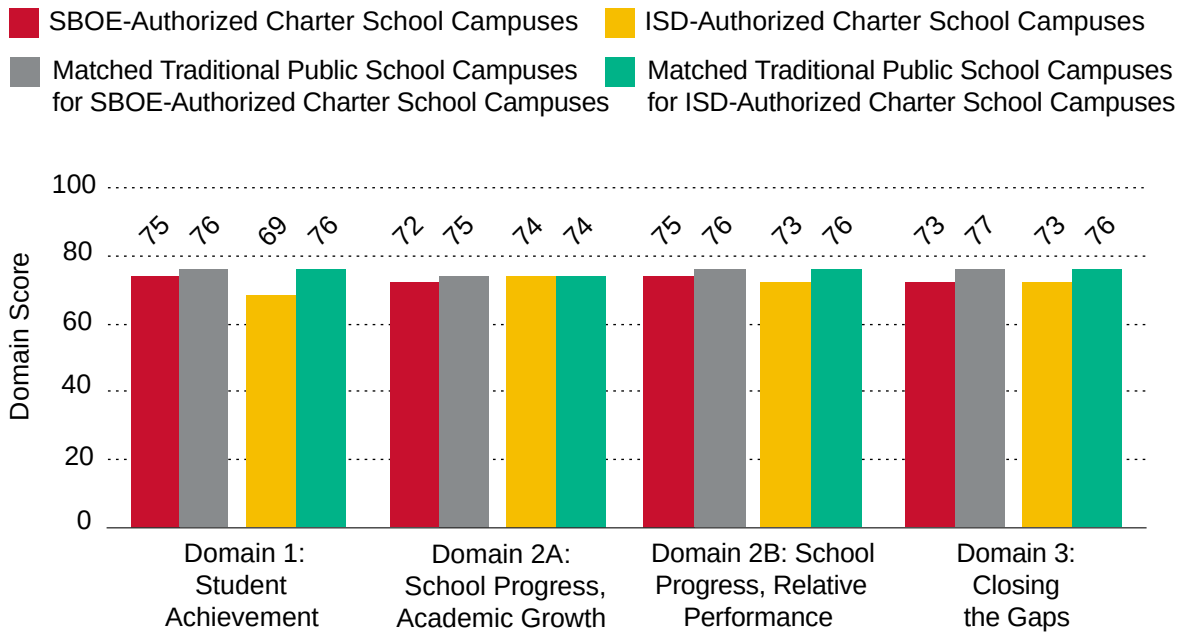
$V LOOXVWUDWHG E\ )LJXUH 6%2(DXWKRUL]HG FKDUWHU HOHPH
age Student Achievement Domain score that was one point lower than that of matched tradition-
DO SXEOLF HOHPHQWDU\ VFKRRO FDPSXVHV YV 7KH DYHUDJH
score for ISD-authorized charter elementary school campuses was lower than that of matched
WUDGLWLRQDO SXEOLF HOHPHQWDU\ VFKRRO FDPSXVHV YV

The average School Progress Domain Part A score for SBOE-authorized charter elementary school
FDPSXVHV ZDV ORZHU WKDQ WKDW RI PDWFKHG WUDGLWLRQDO SXEOL
,6' DXWKRUL]HG FKDUWHU HOHPHQWDU\ VFKRRO FDP-SXVHV DQG PD
WDU\ VFKRRO FDPSXVHV KDG HTXDO 6FKRRO 3URJUHVV 'RPDLQ 3DUW $
Progress Domain Part B, the average SBOE-authorized charter elementary school campus score
ZDV RQH SRLQW ORZHU WKDQ WKDW RI PDWFKHG WUDGLWLRQDO SXEO
7KH DYHUDJH ,6' DXWKRUL]HG FKDUWHU HOHPHQWDU\ VFKRRO FDP
% VFRUH ZDV ORZHU WKDQ WKDW RI PDWFKHG WUDGLWLRQDO SXEOLF

The average Closing the Gaps Domain score for SBOE-authorized charter elementary school cam-
SXVHV ZDV ORZHU WKDQ WKDW RI PDWFKHG WUDGLWLRQDO SXEOLF HOH
The average Closing the Gaps Domain score for ISD-authorized charter elementary school campus-
HV ZDV DOVR ORZHU WKDQ WKDW RI PDWFKHG WUDGLWLRQDO SXEOLF H

FIGURE 4.8

TEA Accountability Domain Scores for SBOE-Authorized and ISD-Authorized Charter School Campuses and Matched Traditional Public School Campuses, 2018–19 (Elementary School Campuses)



Sources. Texas Academic Performance Reports and Texas Accountability Rating System, Texas Education Agency, 2018–19.

Note. Three hundred thirty State Board of Education (SBOE)-authorized charter school campuses were included in this analysis for Domain 1, 323 for Domain 2A, 328 for Domain 2B, and 323 for Domain 3. Eighteen Independent School District (ISD)-authorized charter school campuses were included in this analysis for all domains. Six hundred twenty-seven traditional public school-campuses matched to SBOE-authorized charter school campuses were included in this analysis for Domain 1, 615 for Domain 2A, 627 for Domain 2B, and 625 for Domain 3. One hundred fty-three traditional public school campuses matched to ISD-authorized charter school campuses were included in this analysis for Domain 1, 152 for Domain 2A, 153 for Domain 2B, and 153 for Domain 3.

)LJXUH SURYLGHV 7($ $FFRXQWDELOLW\ GRPDLQ VFRUHV IRU 6%2(
charter middle school campuses and their matched traditional public middle school campuses
IRU ± 7KH DYHUDJH 6%2(DXWKRUL]HG FKDUWHU PLGGOH VFKRR
$FKLHYHPHQW 'RPDLQ VFRUH WKDQ WKDW RI PDWFKHG WUDGLWLRQD
YV 7KH DYHUDJH 6WXGHQW $FKLHYHPHQW 'RPDLQ VFRUHV IRU ,6
VFKRRO FDPSXVHV DQG PDWFKHG WUDGLWLRQDO SXEOLF PLGGOH VF

The average School Progress Domain Part A score for SBOE-authorized charter middle school
FDPSXVHV ZDV KLJKHU WKDQ WKDW RI PDWFKHG WUDGLWLRQDO SXEO

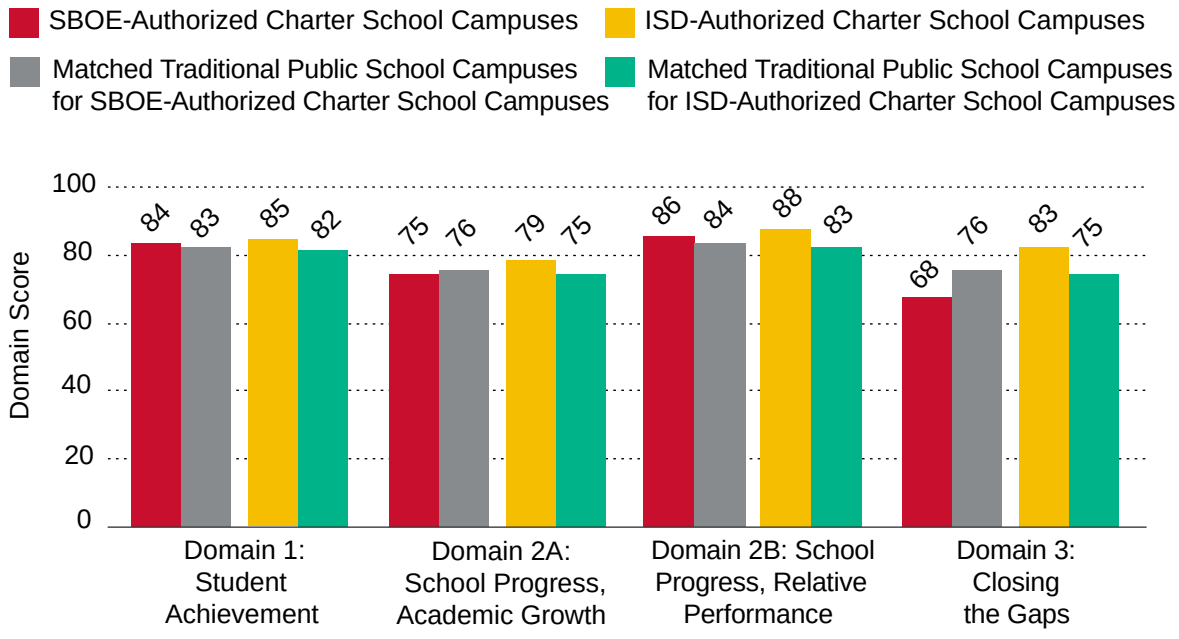
)LJXUH LOOXVWUDWHV 7(($FFRXQWDELOLW\ GRPDLQ VFRUHV IRU 6
FKDUWHU KLJK VFKRRO FDPSXVHV DQG PDWFKHG WUDGLWLRQDO SXEO
The average Student Achievement Domain score for SBOE-authorized charter high school
FDPSXVHV ZDV RQH SRLQW KLJKHU WKDQ WKDW RI PDWFKHG WUDGLWL
YV 7KH DYHUDJH 6WXGHQW $FKLHYHPHQW 'RPDLQ VFRUH IRU ,6' D
FDPSXVHV ZDV KLJKHU WKDQ WKDW RI PDWFKHG WUDGLWLRQDO SXEO

The average School Progress Domain Part A scores for SBOE-authorized charter high school
FDPSXVHV ZDV RQH SRLQW ORZHU WKDQ PDWFKHG WUDGLWLRQDO SXE
7KH DYHUDJH 6FKRRO 3URJUHVV 'RPDLQ 3DUW $ VFRUH IRU ,6' DXW
FDPSXVHV ZDV KLJKHU WKDQ WKDW RI PDWFKHG WUDGLWLRQDO SXEO
For School Progress Domain Part B, the average score for SBOE-authorized charter high school
FDPSXVHV ZDV KLJKHU WKDQ WKDW RI PDWFKHG WUDGLWLRQDO SXEO
and the average score for ISD-authorized charter high school campuses was higher than that of
PDWFKHG WUDGLWLRQDO SXEOLF KLJK VFKRRO FDPSXVHV YV

The average Closing the Gaps Domain score for SBOE-authorized charter high school cam-
SXVHV ZDV ORZHU WKDQ WKDW RI PDWFKHG WUDGLWLRQDO SXEOLF
average Closing the Gaps Domain score for ISD-authorized charter high school campuses was
KLJKHU WKDQ WKDW RI PDWFKHG WUDGLWLRQDO SXEOLF KLJK VFKRO

FIGURE 4.10

TEA Accountability Domain Scores for SBOE-Authorized and ISD-Authorized Charter School Campuses and Matched Traditional Public School Campuses, 2018–19 (High School Campuses)



Sources. Texas Academic Performance Reports and Texas Accountability Rating System, Texas Education Agency, 2018–19.

Note. One hundred eighty-two State Board of Education (SBOE)-authorized charter school campuses were included in this analysis for Domain 1, 163 for Domain 2A, 86 for Domain 2B, and 145 for Domain 3. Twelve Independent School District (ISD)-authorized charter school campuses were included for Domain 1, 10 for Domain 2A, 9 for Domain 2B, and 10 for Domain 3. Three hundred four teen traditional public school campuses matched to SBOE-authorized charter school campuses were included for Domain 1, 280 for Domain 2A, 240 for Domain 2B, and 272 for Domain 3. One hundred eight traditional public school campuses matched to ISD-autho rized charter school campuses were included for Domain 1, 88 for Domain 2A, 78 for Domain 2B, and 89 for Domain 3.

Figure 4.11 provides the average TEA overall Accountability Ratings for SBOE-authorized and ISD-authorized charter school campuses and their matched traditional public school campuses, FDWHJRUL]HG E\ VFKRRO OHYHO LQ ± 6%2(DXWKRUL]HG FKDUW school campuses both had overall average Accountability Ratings within two points of scores of WKHLU PDWFKHG WUDGLWLRQDO SXEOLF VFKRRO FDPSXVHV YV DW WKH KLJK VFKRRO OHYHO $W WKH PLGGOH VFK-RRO OHYHO 6 puses had a higher average overall Accountability Ratings than that of their matched traditional SXEOLF VFKRRO FDPSXVHV YV ,6' DXWKRUL]HG FKDUWHU HOH

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

Presented in this section of the report is a comparison of the aggregate academic outcomes of COE-authorized charter school campuses with matched traditional public school campuses.

This section provides results for aggregate outcome measures related to attrition, STAAR exams, and TEA Accountability domains. Because of the small number of campuses, aggregate RXWFRPH PHDVXUHV UHODWHG WR &&05 DQG JUDGXDWLRQ UDWHV DU not disaggregated by school type.

Campuses Included in the Aggregate Performance Analysis

7DEOH VKRZV WKH GHPRJUDSKLF FKDUDFWHULVWLFV RI VWXGHQW FKDUWHU VFKRRO FDPSXVHV DQG WKH PDWFKHG WUĐGLWLRQDO S UL]HG FKDUWHU VFKRRO FDPSXVHV HQUROOHG D KLJKHU SHUFHQWD DQG VWXGHQWV SDUWLFLSDWLQJ LQ &7(SURJUDPV YV WKDQ campuses. And when compared to matched traditional public school campuses, COE-authorized FKDUWHU VFKRRO FDPSXVHV HQUROOHG ORZHU SHUFHQWDJHV RI $IU +LVSDQLF VWXGHQWV YV VWXGHQWV DW UISN DàD Q UJ¬0 Î R O FDPSXVHV F@ 0 ` € @ FA ` Âà ¾ J2 (P 0 € P EÀ DV•` p † DPSTXGHpQ W

TABLE 5.1

Demographic Characteristics of COE-Authorized Charter School Campuses and Matched Traditional Public School Campuses That Were Included in Aggregate Performance Analyses, 2018–19

	COE-Authorized Charter School Campuses	Traditional Public School Campuses Matched to COE-Authorized Charter School Campuses
Number of Schools	25	93
Race/Ethnicity		
African American	18%	19%
American Indian or Alaska Native	<1%	<1%
Asian	4%	6%
Hispanic	38%	55%
Native Hawaiian or Paci c Islander	<1%	<1%
Two or more races	4%	2%
White	35%	17%
Other Student Characteristics		
At-Risk	32%	53%
Economically Disadvantaged	42%	64%
English Learner	10%	29%
Program Participation		
Career and Technical Education	10%	7%
Special Education	7%	7%
Total Students	7,716	43,684

Sources. Texas Academic Performance Reports and Texas Accountability Rating System, Texas Education Agency, 2018–19.

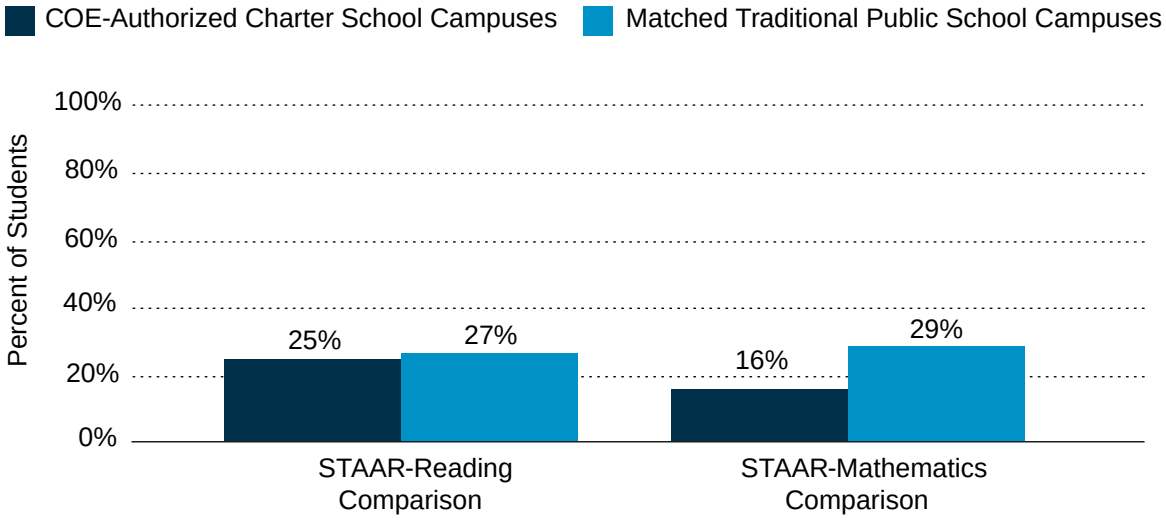
Note.

)LJXUH VKRZV WKH SHUFHQWDJHV RI VWXGHQWV DW FKDUWHU ± ZK
*UDGH /HYHO VWDQGDUG RQ WKH 67$$5 5HDGLQJ DQG 67$$5 0DWKHP
UL]HG FKDUWHU VFKRRO FDPSXVHV DQG PDWFKHG WUDGLWLRQDO SX
A higher percentage of students in COE-authorized charter school campuses achieved the Approaches Grade Level standard on the STAAR-Reading exam than students in matched WUDGLWLRQDO SXEOLF VFKRRO FDPSXVHV YV -$ ORZHU SHUF

)LJXUH VKRZV WKDW D ORZHU SHUFHQWDJH RI VWXGHQWV LQ *UD
VFKRRO FDPSXVHV DFKLHYHG WKH 0DVWHU$$ *5DGH/HYHO VWDQGDU
WKDQ WKRVH LQ PDWFKHG WUDGLWLRQDO SXEOLF VFKRRO FDPSXV
DJH RI VWXGHQWV LQ *UDGHV ± LQ &2(DXWKRUL]HG FKDUWHU VFKS
WHUV *UDGH /HYHO VWDQGDUG RQ WKH 67$$5 0DWKHPDWLFV H[DP W
SXEOLF VFKRRO FDPSXVHV YV

FIGURE 5.4

Percent of Students Who Achieved the Masters Grade Level Standard on the STAAR-Reading and STAAR-Mathematics Exams by COE-Authorized Charter School Campuses and Matched Traditional Public School Campuses, 2018–19



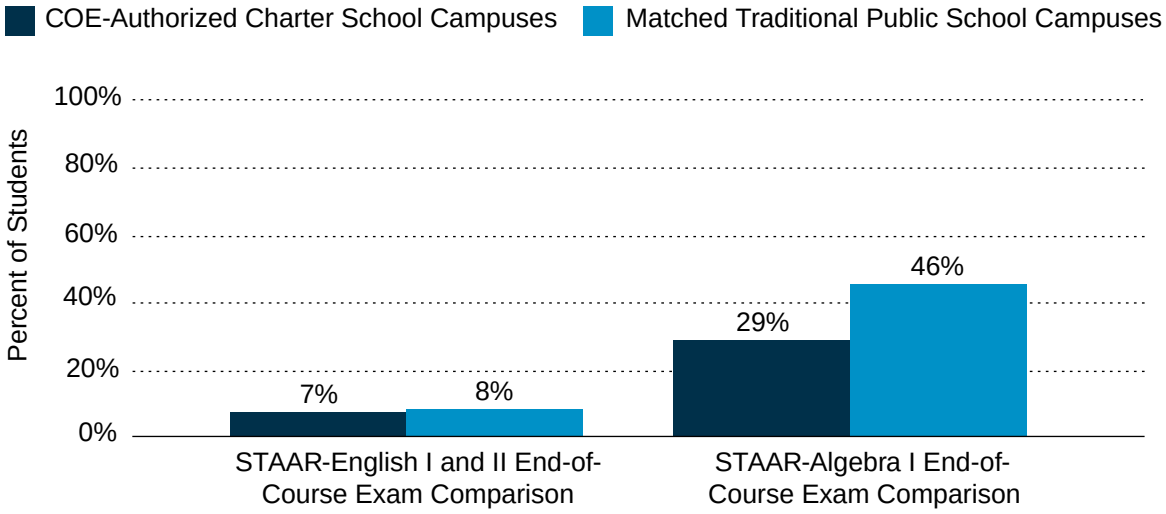
Sources. Texas Academic Performance Reports and Texas Accountability Rating System, Texas Education Agency, 2018–19.

Note. A total of 23 commissioner of education (COE)-authorized charter school campuses and 81 traditional public school cam-

)LJXUH VKRZV WKDW D ORZHU SHUFHQWDJH RI VWXGHQWV LQ &2(HV DQG PDWFKHG WUDGLWLRQDO SXEOLF VFKRRO FDPSXVHV DFKLHY RQ WKH 67$$5 (QJOLVK , DQG (QJOLVK ,, (2& H[DPV YV $ ORZH LQ &2(DXWKRUL]HG FKDUWHU VFKRRO FDPSXVHV DFKLHYHG WKH 0DV 67$$5 $OJHEUD , (2& H[DP WKDQ VWXGHQWV LQ PDWFKHG WUDGLWLR YV

FIGURE 5.5

Percent of Students Who Achieved the Masters Grade Level Standard on the STAAR-English I, English II, and Algebra I End-of-Course Exams by COE-Authorized Charter School Campuses and Matched Traditional Public School Campuses, 2018–19



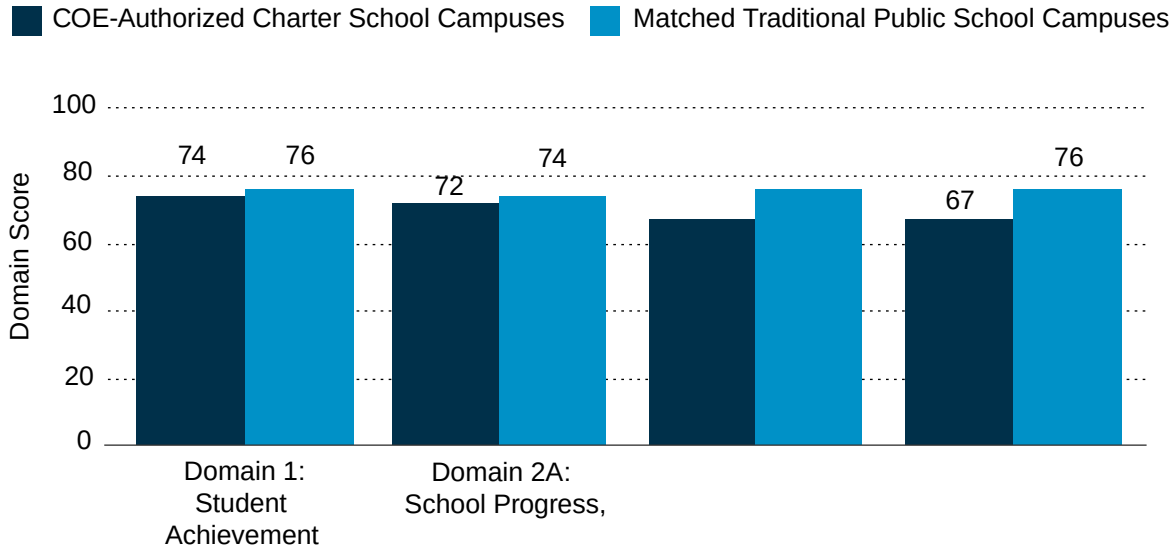
Sources. Texas Academic Performance Reports and Texas Accountability Rating System, Texas Education Agency, 2018–19.

Note. A total of 8 commissioner of education (COE)-authorized charter school campuses and 15 traditional public school campuses matched to COE-authorized charter school campuses were included in the State of Texas Assessments of Academic Readiness (STAAR®)-English I and II end-of-course analysis. A total of 12 COE-authorized charter school campuses and 22 traditional public school campuses matched to COE-authorized charter school campuses were included in the STAAR-Algebra I end-of-course analysis.

$V LQGLFDWHG E\ )LJXUH WKH DYHUDJH &2(DXWKRUL]HG FKDUWH
was lower than the average matched traditional public school campus domain score across all
WKUHH GRPDLQV 6WXGHQW $FKLHYHPHQW 'RPDLQ YV 6FKRRO
YV 6FKRRO 3URJUHVV 'RPDLQ 3DUW % YV DQG &ORVLQJ W

FIGURE 5.6

TEA Accountability Domain Scores by COE-Authorized Charter School Campuses and Matched Traditional Public School Campuses, 2018–19



Sources. Texas Academic Performance Reports and Texas Accountability Rating System, Texas Education Agency, 2018–19.

Note. Twenty-three commissioner of education (COE)-authorized charter school campuses were included in the analysis for Domain 1, and 22 were included for Domain 2A, Domain 2B, and Domain 3. Ninety-two traditional public school campuses matched to COE-authorized charter school campuses were included in this analysis for Domain 1, 89 for Domain 2A, 84 for Domain 2B, and 86 for Domain 3.

WUDGLWLRQDO SXEOLF VFKRRO FDPSXVHV 6LPLODU SHUFHQWDJ
UL]HG DQG ,6' DXWKRUL]HG FKDUWHU VFKRRO FDPSXVHV DFKLHYHG
on the STAAR-Reading and STAAR-English I and English II exams compared to matched tra-
ditional public school campuses. However, a lower percentage of students at SBOE-authorized
FKDUWHU VFKRRO FDPSXVHV YV DQG ,6' DXWKRUL]HG FKDUW
DFKLHYHG WKH 0DVWHUV *UDGH /HYHO VWDQGDUG RQ WKH 67$$5
to matched traditional public school campuses. A lower percentage of students at ISD-authorized
FKDUWHU VFKRRO FDPSXVHV DFKLHYHG WKH 0DVWHUV *UDGH /HYHO
H[DP FRPSDUHG WR PDWFKHG WUDGLWLRQDO SXEOLF VFKRRO FDPSX
FHQWDJH RI VWXGHQWV LQ 6%2(DXWKRUL]HG FKDUWHU VFKRRO FDP
Grade Level standard in the STAAR-Algebra I exam compared to students in matched traditional
SXEOLF VFKRRO FDPSXVHV