

Children languish in poor-performing charter schools, while the outstanding charters have waiting lists into the hundreds if not thousands. When all charters schools are analyzed together, the performance of each group is clouded. To bring clarity to the issues, CHILDREN AT RISK presents a report on the status of charter schools in Texas. This report highlights the charter schools that should be expanded and the charter schools that should be considered for closure, as well as details trends in charter performance.

The Status of Charter Schools in Texas

Dispelling the Myths and
Analyzing the Realities

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children at Risk
Speaking Out + Driving Change for Children

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Executive Summary

The creation of public charter schools in Texas was driven by the belief that by freeing educators from select provisions of Texas Education Code and having a mission-aligned board of trustees, public charter schools would be free to innovate and serve as a great source of best practices to be adopted and scaled by traditional school districts. High performing charter networks would be allowed to quickly replicate (subject to their ability to find financing) under their existing charter, while underperforming charters would be closed.

The State of Texas funds charters, but these unique public schools are different in several important ways. Unlike schools governed by a publically elected board, charters are managed by a group of privately appointed individuals. There are policies that allow charters to experiment with what is prescribed to traditional public schools by state legislation such as when school begins and how employee's approach grievance rights. However, even with these policy exceptions, the state expects charters to perform the same as traditional public schools and subjects charters to the same state accountability tests.

Across Texas, charters have ballooned in popularity amongst parents and reform advocates but little research regarding their academic performance has been performed. We hope this report informs stakeholders throughout the Texas on the performance of public charter schools. Based on our analysis, below is a list of key findings:

Key Findings:

- The charter school experiment has proved extremely successful in some cases. Some charters, including YES Prep, KIPP, Idea Public Schools, Texas Preparatory Network, and Uplift Education are taking disadvantaged students to new heights of academic success, achieving what nobody thought possible. These high-performing charters excel in the education of Texas children, and do so in spite of serving a greater percentage of economically-disadvantaged children than the state average.
- There are a few charters schools that are significantly outperforming the state but serve a low proportion of economically disadvantaged students. Schools like Basis San Antonio and Leadership Prep School perform extremely well but do so with less than 10% of their total student population being economically disadvantaged. This accomplishment is less impressive, given that they do so while serving such a small percentage of economically disadvantaged students. We should be careful to assign praise to these schools as their population unfairly advantages them.
- And still, some charters simply perform terribly academically and are a disservice to their students. Schools like C O R E Academy, Joshua's Learning

Land, and Southwest Preparatory School perform dismally and they should not be allowed to continue educating students.

Below are some key facts regarding charter school performance and demographics as a whole:

Key Facts

- Charters represent approximately 4% of all publicly educated students in K-12 throughout Texas
- Charters serve more economically disadvantaged students (69% vs. 60%)
- Charters serve a collective student body that is more racially diverse (57% vs. 52% for Hispanics and 20% vs. 13% for African Americans)
- Charters underperform traditional schools in STAAR performance¹ overall for all students (35% vs. 40%)
- When we examined how economically-disadvantaged students performed, charter schools performed slightly better (29% vs. 28%)
- When we examined how students of color performed, the results were mixed– African American charter school students performed slightly worse (26% vs. 27%) and Hispanic charter school students performed slightly better (32% vs. 31%)

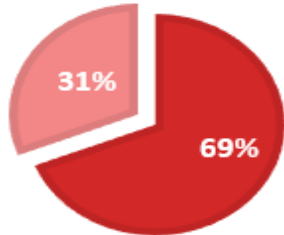
Below are visuals that further highlight this information.

¹ As measured by whether or not students reached a STAAR score of “Final Level 2”, a level most aligned with college readiness by graduation.

Texas Charter Schools Serve a More Economically Disadvantaged Population...

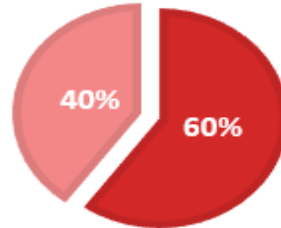
**PUBLIC CHARTERS
(189,857 STUDENTS, 4%
OF STATE)**

■ Eco Disadvantaged ■ Non Eco Disadvantaged



**TRADITIONAL PUBLIC
SCHOOLS (5.1 MILLION
STUDENTS)**

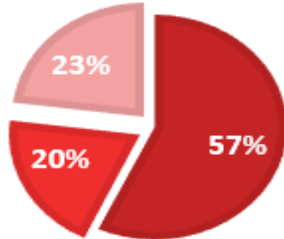
■ Eco. Disadvantaged ■ Non Eco. Disadvantaged



... And Are More Diverse than the State Overall.

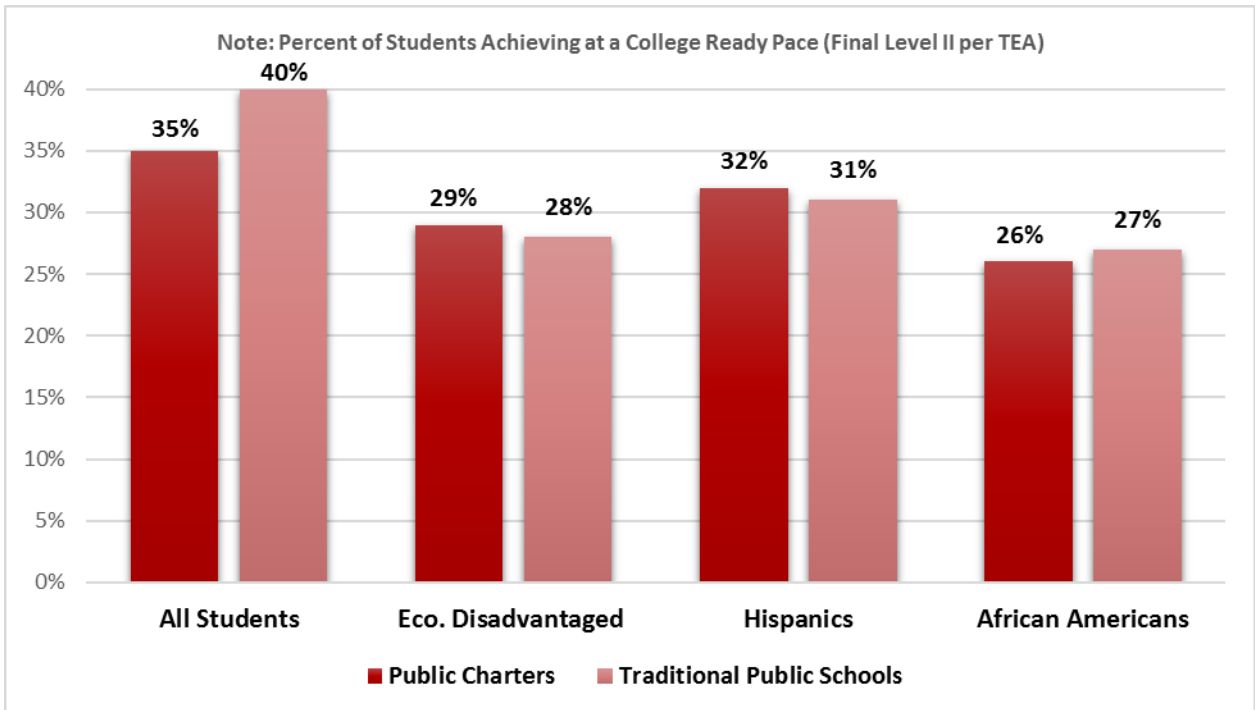
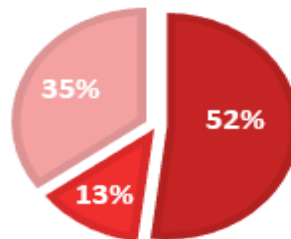
**PUBLIC CHARTER
SCHOOLS**

■ Hispanic ■ African American ■ Anglo/Other



**TRADITIONAL PUBLIC
SCHOOLS**

■ Hispanic ■ African American ■ Anglo/Other



While the data above reveals relatively similar performance between traditional public schools and charters, one should note the tremendously wide range of performance across charter school networks: STAAR performance for economically disadvantaged students ranges from as high as 87% to below 10%. This wide range highlights that is important to not consistently lump charters together for analysis as employing this method alone when examining charter performance masks high as well as low performance. Additionally, this wide range in performance should remind stakeholders of the purpose of charter schools: to experiment with educational strategies and create new models to better educate children. High performing schools should be scaled and replicated, while consistently poor performing schools should be closed and their charter made available to new networks to try a different approach.

Unfortunately, too many charters that perform poorly remain open across Texas. It is hoped that the State, as provided for in the passage of Senate Bill 2 during the 83rd Legislative Session in 2013, continues to accelerate the closure of charters that consistently fail. Just as important, additional ways to accelerate the growth of the highest performing networks—those networks achieving substantial results in closing achievement gaps—must be examined.

Charters Beating the Odds: Demographics and Performance Summary

We define the state’s high performing charters as schools beating the state in STAAR testing for all subjects and grades across the following three populations: economically disadvantaged students, African American students, and Hispanic students. Within this category of high performing charters, there is a group that is “beating the odds”. These are charters with more economically disadvantaged students than the state and yet, they are performing above the state.

- 55,011 students are served by charters that are beating the odds (29% of all charter students)
- 21 campuses/networks
- 84% of enrolled students are economically disadvantaged (versus 60% for the state)
- 18% of enrolled students are African American (versus 13% for the state)
- 76% of enrolled students are Hispanic (versus 52% for the state)
- 42% of all students achieve Final Level II in all STAAR subjects (versus 40% for the state)
- 39% of economically disadvantaged students achieve Final Level II in all STAAR subjects (versus 28% for the state)

- 35% of African American students achieve Final Level II in all STAAR subjects (versus 27% for the state)
- 41% of Hispanic students achieve Final Level II in all STAAR subjects (versus 31% for the state)

These charters are fulfilling the intended mission of charters by taking students that, by traditional measures, should have less success and instead are giving them the tools necessary for success in academia.

Non-High Performing Charters: Demographics and Performance Summary²

A charter with at least one of the three previously discussed subpopulations (economically disadvantaged, African American, or Hispanic) performing at or below state level was considered a non- “High Performing” charter. There are many charters that are not outperforming the state. Their performance is detailed below.

- Total student enrollment of 68,959 across the state (36% of charter school students)
- 86 campuses/networks
- 66% of enrolled students are economically disadvantaged (versus 60% for the state)
- 23% of enrolled students are African American (versus 13% for the state)
- 51% of enrolled students are Hispanic (versus 52% for the state)
- 27% of all student achieve Final Level II in all STAAR subjects (versus 40% for the state)
- 21% of economically disadvantaged students achieve Final Level II in all STAAR subjects (versus 28% for the state)
- 19% of African American students achieve Final Level II in all STAAR subjects (versus 27% for the state)
- 23% of Hispanic students achieve Final Level II in all STAAR subjects (versus 31% for the state)

It is important to note how different this performance is as compared to high performing charters. This continues to affirm that all charters do not perform equally. In fact, some perform quite poorly and should not be allowed to continue educating students.

² To compare high performing charter performance, we aggregated the performance of other charters that were not “alternative” accountability schools.

Poor Performing Charters

Along this vein, we believe charter schools with less than 10% of their economically disadvantaged students meeting Final Level II should be considered for closure. There are currently seven charter schools educating 1,939 students this category: Brazos School for Inquiry and Creativity Network, Fallbrook College Preparatory Academy, Victory Preparatory Network, Excellence in Leadership Academy, Joshua's Learning Land, C O R E Academy, and Southwest Preparatory Northwest Elementary.

Key Terms:

To provide context for readers, below is a list of key terms used throughout this report with concise definitions.

Charter School: Privately managed but publically funded institutions of education exempt from some traditional school standards but expected to maintain the same educational quality as traditional public schools.

Economically Disadvantaged Students (Eco Dis): Students eligible for free and reduced lunch or other federal assistance.

State of Texas Assessments of Academic Readiness (STAAR) Exams: Annual exams designed and mandated by TEA as measures of academic progress for all students. Ten exams are administered throughout a child's academic career: Reading performance on STAAR exams: Level I, indicating unsatisfactory performance, Level II indicating satisfactory performance, and Level III indicating advanced performance. The specific, Mathematics, Science, Social Studies, Writing, English I, English II, Algebra I, Biology, and U.S. History. These tests are measure a school's academic performance by TEA.

Final Level II: Throughout this report, we refer to Final Level II and above as our measure of adequate academic performance. TEA establishes three levels of cut off scores for every level of each exam. Interested parties may visit the following website for more information: <http://tea.texas.gov/student.assessment/staar/convtables/>.

Texas Charter School Landscape

The Texas Legislature first authorized charters in 1995. Soon after, during the 1997-1998 school year, 19 charters operated their first full year, serving approximately 4,200 students or 0.1% of the total Texas student population.³ The state allowed these charters to opt out of select rules established through the Texas Administration Code (TAC).⁴ However, all public charters were, and still are, held accountable to Texas' educational standards and tests.

While the legislature made several exceptions for charters, stakeholders should note that charters may not refuse children "on the basis of race, income, or academic ability."⁵ Moreover, charters, like typical ISD schools, may define a "zone of service", accepting only students that live within the zone. Finally, if student demand exceeds a charter school's capacity, the school administers a public lottery that determines which students attend.

Student attendance has ballooned since the legislature first allowed charters to form; charters now serve 188,578 students, or 4% of all Texas students. Students served in the 2013-2014 academic year were spread across 530 charter schools.⁶ Of these 530 charters, 130 or 25% are alternative education campuses.⁷

For this report, charters with the same district name were collapsed into networks: we found 83 networks and 88 independent campuses totaling 171 charter "entities".

Dispelling the Myth: Special Education

Before a complete analysis is presented comparing charter school performance to the state performance, it is important to address a commonly raised concern surrounding charters. A key problem that is often raised with charters is that charters serve an insignificant proportion of special education students. However, the data below demonstrates that is not the case.

³ University of Texas at Austin Education Research (2014) "Charter Authorizer Accountability Report", *Texas Education Agency*.

⁴ According to the guidelines established by Title 19, Part II, Chapter 100 of the Texas Administrative Code (TAC), charters are not held to the same standards and curriculum requirements as traditional public schools(19 Tex. Admin. Code §100.1.- §100.1217)

⁵ Weiher, Gregory R., Kent L. Tedin (2002). "Does Choice Lead to Racially Distinctive Schools? Charter Schools and Householder Preferences", *Journal of Policy Analysis and Management*, pp.79-92

⁶This number does not include charters that have shut down or are being considered for revocation by TEA. Additionally, the number excludes charters that do not have performance data associated with them.

⁷ Alternative education campuses intentionally serve a high proportion of at risk students. To be considered an alternative education campus, according to the Texas Education Agency, at least 75% of your student body should be categorized as at-risk and at least 50% of the student body should be enrolled in grades 6-12(c.f. Texas Education Agency (2014), "2014 AEA Registration"). These charters are analyzed in Appendix IV.

Table 1: All Texas Public School Special Education Enrollment versus Texas Charter School Special Education Enrollment

	All Texas Public Schools	Texas Charters
Total Student Enrollment	5,151,545	189,157
Special Education Enrollment	434,825	12,495
Percent of Total Student Enrollment in Special Education	8.4%	6.6%

While charter schools serve a slightly lower proportion of special education students, the marginal difference suggests that charters likely do not systematically weed out or deny acceptance to special education students to boost performance.

Statewide vs. Charter Performance

School performance is relative: to understand charter school performance, we must first understand average state performance. Table 2 displays summarized state performance data. The table highlights key demographic information along with the percentage of students within these categories that passed the STAAR test (Level 2 passing rate). This performance data is the standard against which charter school performance is compared for the entirety of this analysis.

Table 2: State of Texas Performance Summary

State of Texas	Total Count of Students	Percent Eco Dis	Percent African American	Percent Hispanic	Percent Achieving Final Level II - All Students	Percent Achieving Final Level II - Eco Dis	Percent Achieving Final Level II - African American	Percent Achieving Final Level II - Hispanic
	5,151,545	60%	13%	52%	40%	28%	27%	31%

Key Findings: State of Texas Performance Summary

- Texas public schools, serve a population where 60% of students are considered economically disadvantaged. Slightly over half their collective enrollment are Hispanic, while 13% are African American
- Barely over a quarter of economically disadvantaged students across the state pass any STAAR exams (Final Level II)

Table 3 below summarizes performance for all charters highlighting the same demographics.

Table 3: Texas Charter Schools Performance Summary

All Charters	Total Count of Students	Percent Eco Dis	Percent African American	Percent Hispanic	Percent Achieving Final Level II - All	Percent Achieving Final Level II - Eco Dis	Percent Achieving Final Level II- African American	Percent Achieving Final Level II - Hispanic
	188,578	69%	20%	57%	35%	29%	26%	32%

Key Findings: Texas Charter School Performance Summary

- Charter schools serve a small but growing portion of the state’s students (188,578 of 5,151,545 or 4%)
- Most charter students are economically disadvantaged (69%)
- Nearly 60% of the student population is Hispanic while 26% are African American
- On average, 35% of charter school students pass (Final Level II) any STARR exam subject

Table 4 delineates differences between these charter school and statewide performance statistics; a green bottom line means charter schools have a greater measure while a red bottom line means the state has a greater measure.

Table 4: All Texas Public Schools versus Texas Charter Schools

	Total Count of Students	Percent Eco Dis	Percent African American	Percent Hispanic	Percent Achieving Final Level II- All	Percent Achieving Final Level II- Eco Dis	Percent Achieving Final Level II- African American	Percent Achieving Final Level II- Hispanic
State	5,151,545	60%	13%	52%	40%	28%	27%	31%
Charter	189,857	69%	20%	57%	35%	29%	26%	32%
Compared to Overall State	4%	9%	7%	5%	5%	1%	1%	1%

Texas charters serve a greater proportion of economically disadvantaged students (69% vs. 60%). Furthermore charters also serve larger proportions of African American and Hispanic students. When we aggregate charters, they appear to perform at the same or

lower level than statewide on STAAR tests. With this in mind, in order to provide a clear picture of charter performance, the following section disaggregates the performance of charters given the broad variation in academic performance in order to remove the cloud when all are lumped together. The following section will discuss high performing charters.

High Performing Charters

For this study, high performing charters are defined as any charter that “beats” the state in three targeted subpopulations: economically disadvantaged students, African American students, and Hispanic students. CHILDREN AT RISK found 42 charter entities (campuses/networks) that meet this criterion. When analyzed separately, high performing charters outperform the state by large margins. However, we found that when all charters are analyzed together as was done in the previous section, highest performing charters’ performance is pulled down substantially by the lowest performing charters.

Before discussing all high performing charters, CHILDREN AT RISK would like to highlight the five largest, high performing charter school networks in Texas. These networks have grown quickly due to their academic success, which facilitated strong enrollments, long waiting lists, and increased philanthropic and investment grade bond funding for facilities. The following networks are considered high performing: Harmony Network, Idea Public School Network, KIPP Network, Uplift Education Network, and Yes Prep Public School Network. These networks provide services a substantial 71,397 students (38% of all charter students). Figure 1 below is a visual depiction showing the proportion of the student population served by each of these large high performing charter networks.

Figure 1: Population of Largest High Performing Charters

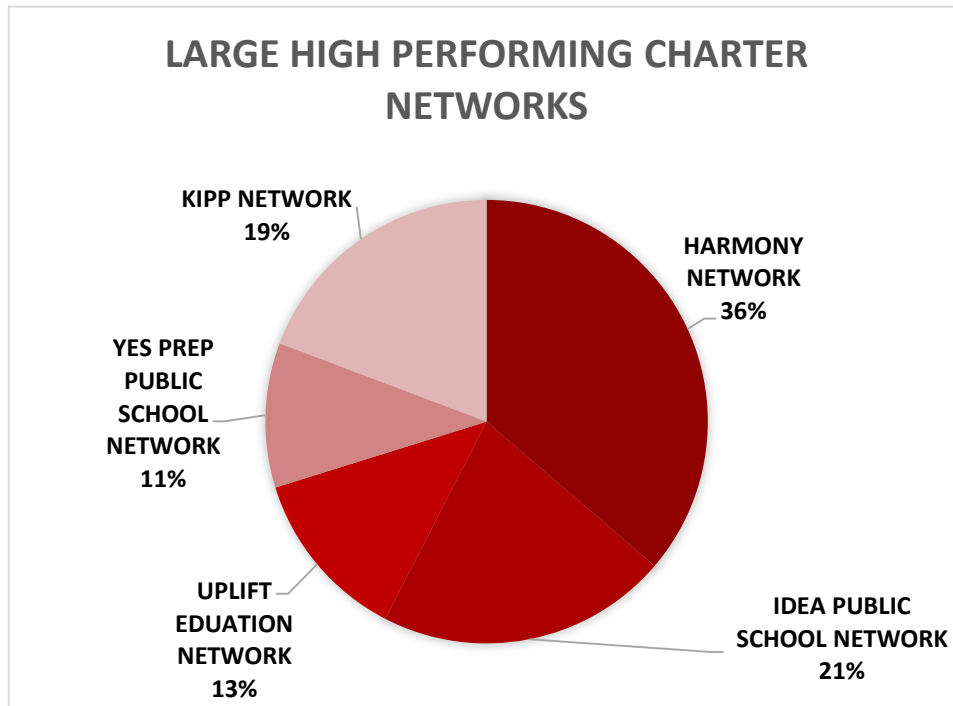
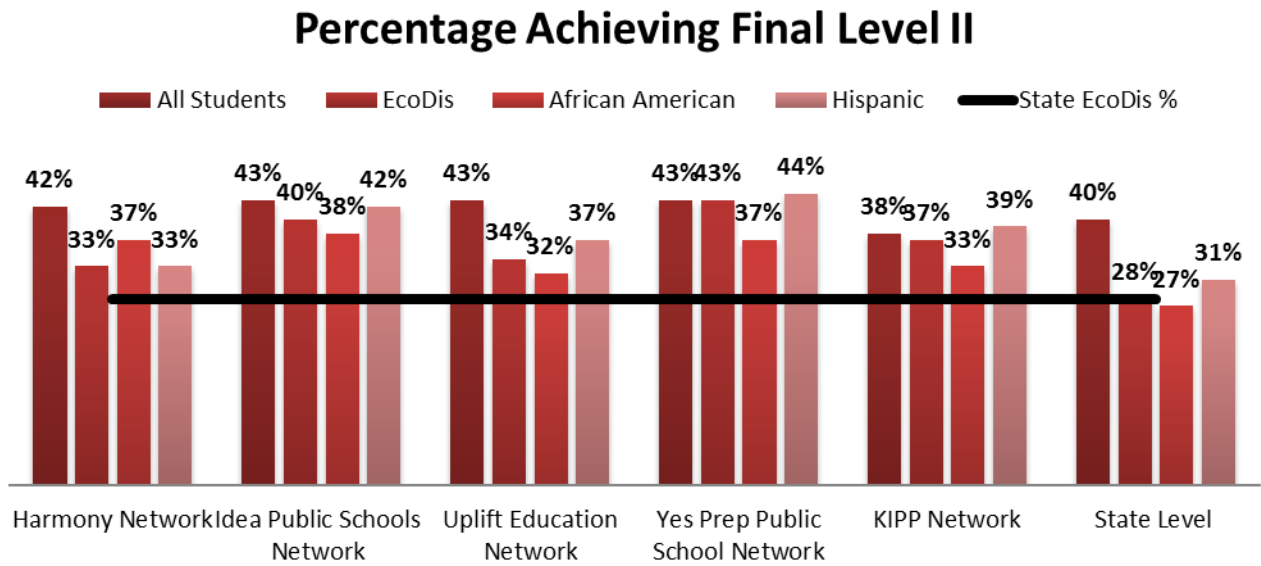


Figure 2: Percentage of Students Achieving Final Level II by Subpopulation



The black line in figure 2 demarcates the average percentage of economically disadvantaged students that pass the STAAR (Final Level II) statewide, highlighting the significant outperformance of high performing charters.

With respect to high performing charters, it is important to take their demographics into account in any analysis. Some serve an alarmingly low proportion of economically disadvantaged students, which unfairly advantages them towards success. The following section delineates charters that are beating the odds in academic performance to demonstrate how certain charters are able take disadvantaged students to new heights.

Charters that are Beating the Odds

CHILDREN AT RISK discovered a significant number of charters that are beating the odds. These schools have more economically disadvantaged students than the state average and yet are outperforming the state in their academic performance. These schools are doing outstanding things with their student population and should be recognized.⁸ The following tables summarize their performance as well as compares it to the state.

Table 5: Charters that are Beating the Odds Performance Summary

Charters Beating the Odds	Total Count of Students	Percent Eco Dis	Percent African American	Percent Hispanic	Percent Achieving Final Level II - All	Percent Achieving Final Level II - Eco Dis	Percent Achieving Final Level II- African American	Percent Achieving Final Level II - Hispanic
	55,011	84%	18%	76%	42%	39%	35%	41%

Table 6: All Texas Public Schools versus Charters that are Beating the Odds

	Total Count of Students	Percent Eco Dis	Percent African American	Percent Hispanic	Percent Achieving Final Level II- All	Percent Achieving Final Level II- Eco Dis	Percent Achieving Final Level II- African American	Percent Achieving Final Level II- Hispanic
State Performance	5,151,545	60%	13%	52%	40%	28%	27%	31%
Charters Beating the Odds	55,011	84%	18%	76%	42%	39%	35%	41%
Compared to Overall State	1.1% of all students	24%	5%	24%	2%	11%	8%	10%

Key Findings: Charter that are Beating the Odds

- 11% more Economically Disadvantaged Students perform at Final Level II on the STAAR exam compared to the state

⁸ A full list of these charters and their performance can be found in Appendix I

- 8% more African American Students perform at Final Level II on the STAAR exam compared to the state
- 10% more Hispanic Students perform at Final Level II on the STAAR exam compared to the state

The performance of these charters proves the charter school experiment can be a significant success. The following section delineates other high performing charters that do not have more economically disadvantaged students than the state.

Other High Performing Charters

The following table represents the performance of other high performing charters. While they perform at high levels, they serve a lower proportion of economically disadvantaged students compared to the state, causing their overall success to be skewed. The following tables clearly delineate their performance and the differences between their performance and the state.⁹

Table 7: Other High Performing Charter Performance Summary

Other High Performing Charters	Total Count of Students	Percent Eco Dis	Percent African American	Percent Hispanic	Percent Achieving Final Level II - All	Percent Achieving Final Level II - Eco Dis	Percent Achieving Final Level II - African American	Percent Achieving Final Level II - Hispanic
	42,583	49%	19%	41%	44%	34%	35%	35%

Table 8: All Texas Public Schools versus Other High Performing Charters

	Total Count of Students	Percent Eco Dis	Percent African American	Percent Hispanic	Percent Achieving Final Level II - All	Percent Achieving Final Level II - Eco Dis	Percent Achieving Final Level II - African American	Percent Achieving Final Level II - Hispanic
State Performance	5,151,545	60%	13%	52%	40%	28%	27%	31%
Other High Performing Charter Performance	42,583	49%	19%	41%	44%	34%	35%	35%
Compared to Overall State	1.8% of all students	11%	6%	11%	4%	6%	8%	4%

Key Findings: Other High Performing Charters

- 6% more Economically Disadvantaged Students perform at Final Level II on the STAAR exam compared to the state

⁹ A full list of these charters and their performance can be found in Appendix II

- 8% more African American Students perform at Final Level II on the STAAR exam compared to the state
- 4% more Hispanic Students perform at Final Level II on the STAAR exam compared to the state

These charters are outperforming the state in all categories. However, they have 11% less economically disadvantaged students, on average, than the state. While these charters perform noticeably high, we must be careful when assigning praise to these charters as their student population is drastically different than that state as well as other charters.

High Performing Individual Charter Schools

Drilling down deeper into the landscape of high performing charters, below we provide a snapshot of the top 10 individual charter schools from CHILDREN AT RISK’s 2014 High School Rankings. This list is included in order to highlight individual high performing charter schools.

Universal Academy – Flower Mound (Dallas County)
Nyos Charter School (Travis County)
Harmony Science Academy (Harris County)
KIPP Houston H S (Harris County)
Fort Worth Academy of Fine Arts (Tarrant County)
Uplift Education – Peak Prep H S (Dallas County)
Idea College Prep (Hidalgo County)
Chaparral Star Academy (Travis County)
Yes Prep – Southeast Campus (Harris County)
Westlake Academy (Tarrant County)

Similar to our high performing network list, KIPP, Harmony, Idea, Uplift Education, and Yes Prep all have top ranking charter high schools. It is important to examine charters both as individual schools as well as networks. Interested parties should search CHILDREN AT RISK’s Annual School Rankings for a more detailed analysis of individual charter schools.

Non- High Performing Charters

A charter with at least one of the subpopulations performing at or below state level was considered a Non-High Performing charter. A total of 86 charter entities (schools/ networks) fell in this category.¹⁰ Summary statistics of their performance falls below.

¹⁰ A full list of these charters and their performance rates can be found in Appendix II

Table 9: Non- High Performing Charter Performance Summary

Non-High Performing Charters	Total Count of Students	Percent Eco Dis	Percent African American	Percent Hispanic	Percent Achieving Final Level II - All	Percent Achieving Final Level II - Eco Dis	Percent Achieving Final Level II- African American	Percent Achieving Final Level II - Hispanic
	68,959	66%	23%	51%	27%	21%	19%	23%

After aggregating these charters and comparing them to the state, these “non-High Performing” charters perform below the state in every category. The exact differences in performance are highlighted in Table 10 below.

Table 10: All Texas Public Schools versus Non-High Performing Charters

	Total Count of Students	Percent Eco Dis	Percent African American	Percent Hispanic	Percent Achieving Final Level II- All	Percent Achieving Final Level II- Eco Dis	Percent Achieving Final Level II- African American	Percent Achieving Final Level II- Hispanic
State Performance	5,151,545	60%	13%	52%	40%	28%	27%	31%
Non-High Performing Charter Performance	68,959	66%	23%	51%	27%	21%	19%	23%
Compared to Overall State	1.3% of all students	6%	10%	1%	13%	7%	8%	8%

Key Findings: Non-High Performing Charter Performance

- 7% less Economically Disadvantaged Students perform at Final Level II on the STAAR exam compared to the state
- 8% less African American Students perform at Final Level II on the STAAR exam compared to the state
- 8% less Hispanic Students perform at Final Level II on the STAAR exam compared to the state

Charters that Should Be Considered for Revocation

Below is a list charters in Texas that should be examined closely for closure due to consistent and dramatic academic underperformance. Their poor performance is particularly pronounced among economically disadvantaged students. In fact, fewer than 10% of economically disadvantaged students perform at Final Level II within this group, roughly one third of the statewide performance level for this subpopulation. This

performance is unacceptable and we believe their charters should be considered for revocation.¹¹

Table 11: List of Charter that Should Be Consider for Revocation

Brazos School for Inquiry and Creativity Network (Brazos County)
Fallbrook College Preparatory Academy (Harris County)
Victory Preparatory Network (Harris County)
Excellence in Leadership Academy (Hidalgo)
C O R E Academy (Harris County)
Joshua’s Learning Land (Harris County)
Southwest Preparatory Northwest El (Bexar County)

High Performing Charters

Just as there are underperforming charters, there are also high performing charters. It is important to highlight their success as well. The following table represents high performing charters with 50% or more of their economically disadvantaged students performing at Final Level II or above.

Table 12: List of High Performing Charters

Texas Preparatory Network (Hays County)
Leadership Prep School (Denton County)
Fort Worth Academy of Fine Arts Network (Tarrant County)
Basis San Antonio (Bexar County)
Richland Collegiate High School (Dallas County)
Vista del Futuro Charter School (El Paso County)
Arlington Classics Academy Network (Tarrant County)
Accelerated Interdisciplinary Academy (Harris County)

These schools serve a wide range of economically disadvantaged students. For example, 65% of the student body at Texas Preparatory Network is economically disadvantaged

¹¹ It is important to note that Corpus Christi Montessori School (Nueces County) and Lindsley Park Community School (Dallas County) also fall into this category in our data. However, upon cross checking received data with Texas Academic Performance Report on TEA’s website, the data received appeared inconsistent with the report. Thus, the research team omitted them from the list.

compared to only 6% and 4% at Basis San Antonio and Leadership Prep School respectively.

Looking Forward

Charters represent the best and worst of Texas public education. Some charters fight daily to raise disadvantaged students to new intellectual heights, while others hold students back, failing to prepare them for their futures.

The information in this report is intended to dispel charter myths by providing a current, high level snapshot of charter performance across the state. We recognize, of course, that this report does not address all the myths surrounding charter school performance. CHILDREN AT RISK looks to address other myths, including attrition and transportation, in future work.

Above all, we hope this report evokes parents, educators, school personnel, legislators, and other stakeholders to continue taking action to ensure all students in Texas receive the quality education they deserve.

CHILDREN AT RISK would like to thank key partners and supports of this work. First, we would like to thank Kellie O'Quinn, a CHILDREN AT RISK intern, who aided in this important work. Second, we would like to thank the representatives from Yes Prep Public Schools, KIPP, Uplift, and Harmony for taking the time to speak with us. And, finally, Perry Weirich of the Texas Education Agency for his diligent efforts to get us the data needed to complete the analysis.

Appendix I: Charters Beating the Odds

Campus or Network	County	Total Students	% EcoDis	% African American	% Hispanic	% Final Rec All Subjects African American	% Final Rec All Subjects Hispanic	%Final Rec All Subjects All Students	% Final Rec All Subjects EcoDis
TEXAS PREPARATORY NETWORK	Hays	199	65%	26%	53%	92%	87%	90%	87%
ACCELERATED INTERMEDIATE ACADEMY	Harris	233	95%	45%	54%	52%	49%	51%	50%
HOUSTON GATEWAY NETWORK	Harris	1621	94%	1%	98%	N/A	48%	49%	48%
RISE ACADEMY	Lubbock	261	84%	66%	31%	48%	67%	54%	48%
ALIEF MONTESSORI COMMUNITY SCHOOL	Harris	283	65%	15%	46%	50%	39%	49%	46%
VANGUARD ACADEMY NETWORK	Hidalgo	2112	83%	0%	96%	N/A	45%	46%	45%
YES PREP PUBLIC SCHOOL NETWORK	Harris	7534	87%	12%	85%	37%	44%	43%	43%
HOUSTON HEIGHTS LEARNING ACADEMY	Harris	150	99%	41%	51%	44%	38%	42%	42%
BEATRICE MAYES INSTITUTE CHARTER SCHOOL	Harris	424	75%	98%	1%	42%	N/A	43%	41%
TEKOA ACADEMY OF ACCELERATED STUDIES NETWORK	Jefferson	405	86%	86%	7%	40%	35%	42%	41%
IDEA PUBLIC SCHOOL NETWORK	Hidalgo	15202	87%	1%	95%	38%	42%	43%	40%
BOB HOPE SCHOOL	Jefferson	246	93%	4%	93%	N/A	39%	38%	39%

KIPP NETWORK	Harris	13745	91%	28%	69%	33%	39%	38%	37%
STEPPING STONES CHARTER ELEMENTARY	Harris	307	85%	31%	57%	38%	32%	35%	36%
TWO DIMENSIONS NETWORK	Harris	458	93%	91%	8%	34%	60%	36%	36%
ST MARY'S ACADEMY CHARTER SCHOOL	Bee	434	77%	1%	81%	N/A	37%	41%	35%
AW BROWN-FELLOWSHIP NORTH CAMPUS	Dallas	823	76%	98%	2%	36%	53%	36%	34%
UPLIFT EDUCATION NETWORK	Dallas	9018	68%	17%	62%	32%	37%	43%	34%
AMIGOS POR VIDA - FRIENDS FOR LIFE PUBLIC CHARTER SCHOOL	Harris	522	98%	0%	100%	N/A	33%	33%	34%
RAPOPORT ACADEMY NETWORK	McLennan	723	63%	43%	26%	29%	36%	41%	33%
ST ANTHONY SCHOOL NETWORK	Dallas	311	68%	99%	N/A	34%	N/A	34%	28%
STATE OF TEXAS	N/A	5,151,545	60%	13%	52%	27%	31%	40%	28%

Appendix II: Other High-Performing Charter List

Campus or Network	County	Total Students	% EcoDis	% African American	% Hispanic	% Final Rec All Subjects African American	% Final Rec All Subjects Hispanic	%Final Rec All Subjects All Students	% Final Rec All Subjects EcoDis
LEADERSHIP PREP SCHOOL	Denton	425	4%	7%	10%	58%	44%	75%	63%
BASIS SAN ANTONIO	Bexar	508	6%	3%	40%	48%	56%	64%	59%
FORT WORTH ACADEMY OF FINE ARTS NETWORK	Tarrant	523	14%	11%	17%	43%	64%	63%	58%
RICHLAND COLLEGIATE HIGH SCHOOL	Dallas	460	18%	18%	23%	69%	55%	66%	56%
VISTA DEL FUTURO CHARTER SCHOOL	El Paso	255	56%	2%	88%	80%	55%	55%	52%
ARLINGTON CLASSICS ACADEMY NETWORK	Tarrant	757	23%	25%	18%	47%	53%	58%	50%
AUSTIN DISCOVERY SCHOOL	Travis	374	21%	3%	23%	27%	35%	47%	48%
MERIDIAN WORLD SCHOOL LLC	Williamson	975	8%	4%	19%	32%	44%	59%	46%
IMAGINE INTERNATIONAL ACADEMY OF NORTH TEXAS	Collin	1022	7%	9%	15%	50%	51%	65%	46%
UME PREPARATORY ACADEMY	Dallas	392	17%	6%	19%	32%	36%	53%	45%
NYOS CHARTER SCHOOL NETWORK	Travis	872	42%	14%	34%	31%	42%	53%	43%
TREETOPS SCHOOL INTERNATIONAL	Tarrant	343	14%	17%	10%	40%	48%	49%	43%

TEXAS SCHOOL OF THE ARTS	Tarrant	329	12%	13%	19%	28%	41%	42%	42%
SEASHORE CHARTER SCHOOL NETWORK	Nueces	461	1%	N/A	19%	N/A	42%	55%	42%
PANOLA CHARTER NETWORK	Panola	114	33%	7%	11%	N/A	N/A	43%	41%
BURNHAM WOOD CHARTER SCHOOL NETWORK	El Paso	914	46%	3%	81%	36%	44%	46%	38%
MANARA ACADEMY	Dallas	495	50%	23%	3%	34%	32%	47%	38%
HARMONY NETWORK	N/A	25898	59%	19%	46%	37%	33%	42%	33%
ORENDA CHARTER NETWORK - REGULAR ACCOUNTABILITY	Bell	1066	20%	5%	20%	40%	42%	47%	33%
SCHOOL OF SCIENCE AND TECHNOLOGY NETWORK	Bexar	1869	57%	10%	63%	35%	34%	39%	32%
LIFE SCHOOL NETWORK	Dallas	4531	55%	49%	29%	28%	31%	34%	28%

Appendix III: Other Regular Accountability Charters

Campus or Network	County	Total Students	% EcoDis	% African American	% Hispanic	% Final Rec All Subjects African American	% Final Rec All Subjects Hispanic	%Final Rec All Subjects All Students	% Final Rec All Subjects EcoDis
STEPHEN F AUSTIN STATE UNIVERSITY	Naogdoches	246	7%	7%	6%	24%	73%	64%	N/A
WESTLAKE ACADEMY CHARTER SCHOOL	Travis	696	0%	4%	11%	75%	55%	66%	N/A
CHAPARRAL STAR ACADEMY	Tarrant	360	N/A	5%	25%	71%	63%	66%	N/A
KATHERINE ANNE PORTER SCHOOL	Hays	153	53%	N/A	16%	N/A	30%	50%	41%
POR VIDA ACADEMY CHARTER HS	Bexar	48	54%	0%	79%	N/A	29%	29%	32%
AMBASSADORS PREPARATORY ACADEMY	Galveston	329	88%	61%	27%	30%	29%	34%	31%
ARISTOI CLASSICAL ACADEMY	Harris	430	25%	10%	27%	27%	21%	37%	31%
CUMBERLAND ACADEMY NETWORK	Smith	852	35%	15%	19%	33%	27%	36%	31%
NOVA ACADEMY NETWORK	Dallas	880	93%	40%	58%	21%	35%	30%	30%
EAST FORT WORTH MONTESSORI ACADEMY NETWORK	Tarrant	532	82%	45%	33%	36%	24%	31%	29%
SOUTH TEXAS EDUCATIONAL TECHNOLOGIES INC. NETWORK	Hidalgo	1065	82%	N/A	92%	N/A	29%	31%	28%
MAINLAND PREPARATORY ACADEMY	Galveston	412	84%	76%	16%	31%	21%	28%	27%
TEXAS EMPOWERMENT ACADEMY NETWORK	Travis	237	79%	90%	3%	31%	N/A	32%	27%
INTERNATIONAL LEADERSHIP OF TEXAS NETWORK	Dallas	2499	55%	19%	56%	28%	27%	31%	26%
THE RHODES SCHOOL	Harris	683	73%	80%	16%	29%	34%	30%	26%
WACO CHARTER SCHOOL	McLennan	216	99%	22%	76%	33%	26%	27%	26%
GEORGE GERVIN ACADEMY NETWORK	Bexar	1331	97%	30%	63%	26%	26%	27%	26%

PINEYWOODS COMMUNITY ACADEMY NETWORK	Angelina	701	49%	17%	15%	18%	17%	36%	26%
INSPIRED VISION NETWORK	Dallas	1081	91%	11%	88%	27%	25%	25%	26%
UNIVERSAL ACADEMY NETWORK	Dallas	1520	43%	17%	33%	32%	26%	46%	25%
CEDARS INTERNATIONAL ACADEMY	Travis	353	93%	29%	63%	23%	24%	26%	25%
NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON	Tarrant	719	47%	33%	23%	17%	27%	28%	25%
CHAPEL HILL ACADEMY	Tarrant	502	62%	56%	22%	22%	43%	33%	24%
BROOKS ACADEMY OF SCIENCE AND ENGINEERING	Bexar	1511	58%	2%	88%	45%	27%	28%	24%
ACADEMY OF ACCELERATED LEARNING	Harris	702	98%	40%	54%	17%	27%	24%	24%
JUBILEE ACADEMIC CENTER NETWORK	Bexar	2780	74%	6%	83%	25%	26%	28%	24%
TEXAS COLLEGE PREPATORY ACADEMIES NETWORK	Taylor	12478	42%	13%	28%	20%	27%	34%	23%
RAUL YZAGUIRRE NETWORK	Harris	1344	97%	0%	100%	N/A	23%	23%	23%
VILLAGE TECH SCHOOLS	Dallas	636	28%	31%	30%	22%	26%	29%	23%
LA ACADEMIA DE ESTRELLAS	Dallas	1059	95%	1%	97%	N/A	23%	23%	23%
A+ ACADEMY	Dallas	995	93%	4%	90%	25%	23%	23%	22%
GOLDEN RULE CHARTER NETWORK	Dallas	1263	98%	9%	89%	18%	22%	22%	22%
WAYSIDE SCHOOLS NETWORK	Travis	1111	54%	5%	63%	20%	21%	31%	22%
TEXAS LEADERSHIP ACADEMY NETWORK	Tom Green	1165	43%	3%	49%	11%	21%	28%	22%
THE VARNETT PUBLIC SCHOOL NETWORK	Harris	1790	99%	50%	48%	16%	27%	22%	22%
DRAW ACADEMY EARLY LEARNING CENTER	Harris	309	100%	N/A	98%	N/A	22%	22%	22%
SCHOOL OF EXCELLENCE IN EDUCATION	Bexar	1384	93%	32%	63%	19%	22%	22%	21%
ADVANTAGE ACADEMY	Dallas	1630	74%	21%	57%	24%	22%	25%	21%

TEXAS SERENITY ACADEMY	Montgomery	416	94%	39%	59%	20%	23%	22%	21%
MEYERPARK ELEMENTARY	Harris	199	91%	75%	22%	21%	29%	22%	21%
CALVIN NELMS MIDDLE	Harris	133	36%	11%	54%	27%	21%	27%	21%
PRIORITY CHARTER NETWORK	Bell	885	52%	16%	25%	10%	16%	24%	21%
EDUCATION CENTER INTERNATIONAL ACADEMY NETWORK	Dallas	362	41%	25%	24%	23%	21%	24%	21%
SHEKINAH RADIANCE ACADEMY NETWORK - REGULAR ACCOUNTABILITY	Bexar	548	77%	39%	26%	13%	22%	25%	21%
ODYSSEY ACADEMY INC.	Galveston	708	85%	11%	68%	25%	21%	23%	20%
LA FE PREPARATORY SCHOOL	El Paso	275	94%	0%	99%	N/A	21%	22%	20%
UT TYLER INNOVATION ACADEMY NETWORK	Smith	467	22%	6%	9%	15%	15%	27%	20%
HONORS ACADEMY NETWORK	Dallas	581	75%	22%	54%	15%	21%	20%	19%
SOUTHWEST SCHOOL NETWORK - REGULAR ACCOUNTABILITY	Harris	1059	96%	9%	90%	23%	18%	20%	19%
PROMISE COMMUNITY NETWORK	Harris	895	95%	15%	77%	21%	18%	19%	19%
ZOE LEARNING ACADEMY NETWORK	Harris	457	98%	93%	7%	19%	0%	18%	19%
PEGASUS CHARTER HIGH SCHOOL	Dallas	726	81%	22%	74%	12%	19%	18%	19%
EHRHART SCHOOL	Jefferson	274	88%	43%	42%	22%	16%	20%	19%
COMPASS ACADEMY CHARTER SCHOOL	Ector	465	29%	2%	29%	N/A	15%	23%	19%
UNIVERSITY OF TEXAS CHARTER NETWORK - REGULAR ACCOUNTABILITY	Travis	466	54%	12%	64%	39%	26%	34%	19%
TRINITY BASIN PREPARATORY	Dallas	1732	90%	4%	95%	10%	19%	19%	18%
MIDLAND ACADEMY CHARTER SCHOOL	Midland	469	53%	8%	60%	11%	24%	25%	18%
THE EAST AUSTIN COLLEGE PREP ACADEMY NETWORK	Travis	854	94%	14%	84%	16%	18%	18%	18%
WAXAHACHIE FAITH FAMILY ACADEMY NETWORK	Dallas	414	43%	19%	36%	9%	11%	18%	18%

NEW FRONTIERS CHARTER SCHOOL NETWORK	Bexar	615	89%	N/A	96%	N/A	19%	18%	17%
AUSTIN ACHIEVE PUBLIC SCHOOLS	Travis	278	30%	8%	89%	23%	18%	20%	17%
LIGHTHOUSE CHARTER SCHOOL	Bexar	247	90%	5%	89%	21%	14%	16%	17%
GATEWAY CHARTER NETWORK	Dallas	779	86%	97%	1%	16%	N/A	16%	17%
TEXAS EDUCATION CENTERS NETWORK	Denton	664	51%	13%	33%	18%	11%	22%	17%
PREMIER LEARNING ACADEMY	Galveston	418	77%	53%	27%	13%	18%	17%	17%
WALIPP-TSU PREPARATORY ACADEMY	Harris	201	73%	91%	8%	15%	30%	16%	15%
LEGACY PREPARTORY NETWORK	Dallas	980	74%	24%	55%	10%	16%	20%	15%
DR M L GARZA-GONZALES CHARTER SCHOOL	Nueces	81	94%	6%	94%	N/A	15%	15%	13%
ACADEMY OF DALLAS	Dallas	603	55%	82%	17%	13%	12%	13%	13%
FOCUS LEARNING ACADEMY	Dallas	888	82%	92%	8%	14%	17%	15%	13%
JEAN MASSIEU ACADEMY	Dallas	197	93%	27%	62%	17%	15%	17%	13%
RECONCILIATION ACADEMY	Dallas	203	98%	16%	80%	6%	14%	13%	13%
UNIVERSITY OF HOUSTON CHARTER SCHOOL - TECH	Harris	138	35%	25%	45%	22%	27%	38%	13%
ARROW ACADEMY NETWORK	Brazos	927	84%	66%	32%	11%	14%	12%	11%
ELEANOR KOLITZ HEBREW LANGUAGE ACADEMY	Bexar	197	11%	N/A	47%	N/A	27%	33%	11%
RADIANCE ACADEMY OF LEARNING NETWORK - REGULAR ACCOUNTABILITY	Bexar	286	87%	18%	55%	15%	8%	11%	10%
BEXAR COUNTY ACADEMY	Bexar	505	35%	4%	91%	8%	15%	16%	10%
BRAZOS SCHOOL FOR INQUIRY AND CREATIVITY NETWORK	Brazos	314	91%	49%	42%	9%	15%	13%	9%
FALLBROOK COLLEGE PREPARATORY ACADEMY	Harris	642	57%	93%	4%	9%	5%	9%	9%
VICTORY PREPARTORY	Harris	565	80%	77%	22%	8%	8%	8%	8%

NETWORK									
EXCELLENCE IN LEADERSHIP ACADEMY	Hidalgo	133	84%	N/A	98%	N/A	8%	8%	6%
C O R E ACADEMY	Harris	74	95%	99%	N/A	5%	N/A	5%	5%
JOSHUA'S LEARNING LAND	Harris	78	82%	83%	N/A	6%	N/A	6%	5%
CORPUS CHRISTI MONTESSORI SCHOOL	Nueces	153	12%	N/A	61%	N/A	22%	31%	4%
SOUTHWEST PREPARATORY SCHOOL	Bexar	133	92%	N/A	95%	N/A	3%	3%	1%
LINDSLEY PARK COMMUNITY SCHOOL	Dallas	273	58%	2%	69%	N/A	28%	31%	0%

Appendix IV: Alternative Accountability Charters

Alternative accountability charters were analyzed separately because they serve such a significantly different group of students than traditional public schools and even most charter schools. Also, they are included in the appendix so as to not dilute the key points of this analysis.

The purpose of alternative accountability ratings is to account for schools that intentionally serve a high proportion of at risk students. The criteria for being an alternative education campus, according to the Texas Education Agency, are:¹²

- At least 75% at-risk student enrollment
- At least 50% of students enrolled in grades 6-12

These campuses are held to different standards and are not eligible to receive TEA academic distinctions. For more information and to see the complete list of AEC campuses visit:

[http://tea.texas.gov/About TEA/News and Multimedia/Correspondence/TAA Letters/2014 AEA Registration/](http://tea.texas.gov/About%20TEA/News%20and%20Multimedia/Correspondence/TAA%20Letters/2014%20AEA%20Registration/).

Forty-three charter campuses/networks that meet this criterion. A full list of these charters and their individual performance rates can be found in Appendix III. A summary of their performance is below.

Table 1: Alternative Accountability Charter Performance Summary

Alternative Accountability Charters	Total Count of Students	Percent Eco Dis	Percent African American	Percent Hispanic	Percent Achieving Final Level II - All Students	Percent Achieving Final Level II - Eco Dis	Percent Achieving Final Level II - African American	Percent Achieving Final Level II - Hispanic
	22,025	79%	16%	62%	12%	10%	5%	11%

Although comparing these schools to the state is not entirely fair, as they specifically serve our most at-risk students, it is important to see how they perform. Despite serving a high proportion of at risk students, they remain responsible for their students’ performance. Unfortunately, alternative accountability charters are performing at alarmingly low levels when compared to the state. Table 9 below provides a comparison of their performance to that of the state.

¹² Texas Education Agency (2014), “2014 AEA Registration”

Table 2: All Texas Public Schools versus Alternative Accountability Charters

	Total Count of Students	Percent Eco Dis	Percent African American	Percent Hispanic	Percent Achieving Final Level II- All	Percent Achieving Final Level II- Eco Dis	Percent Achieving Final Level II- African American	Percent Achieving Final Level II- Hispanic
State Performance	5,151,545	60%	13%	52%	40%	28%	27%	31%
Alternative Accountability Charters	22,025	79%	16%	62%	12%	10%	5%	11%
Compared to Overall State	.4% of all students	19%	3%	10%	28%	18%	22%	20%

Forty percent of all students statewide are achieving Final Level II compared to a dismal 12% of all students enrolled at AEA campuses. That is a difference of 28%. Unfortunately, performance is not any better in any of the subpopulations. This is alarming especially since these schools are designed to serve at-risk population and help them achieve their best possible academic performance. As the table delineates, 79% of the students enrolled in AEA charters are economically disadvantaged yet a mere 10% of them are meeting Final Level II. Efforts should be directed towards these AEA charter campuses to maximize the services provided to at-risk students to ensure they receive the skills needed to be successful.

Campus or Network	County	Total Students	% EcoDis	% African American	% Hispanic	%Final Rec All Subjects All Students	% Final Rec All Subjects EcoDis	% Final Rec All Subjects African American	% Final Rec All Subjects Hispanic
SER-NINOS CHARTER NETWORK	Harris	1013	97%	N/A	99%	32%	33%	N/A	32%
DAN CHADWICK CAMPUS	Gregg	173	29%	6%	16%	26%	32%	0%	23%
CALVIN NELMS HIGH SCHOOL	Harris	151	25%	7%	52%	38%	31%	N/A	39%
SAN ANTONIO SCHOOL FOR INQUIRY AND CREATIVITY	Bexar	332	90%	3%	84%	30%	29%	25%	29%
THE BRAZOS SCHOOL FOR INQUIRY AND CREATIVITY	Brazos	164	99%	51%	45%	25%	24%	17%	27%
PANOLA CS	Panola	32	44%	N/A	N/A	21%	21%	N/A	N/A
PREMIER HIGH SCHOOL NETWORK - ALTERNATIVE ACCOUNTABILITY	Erath	3426	66%	6%	61%	24%	19%	13%	18%
SOUTHWEST SCHOOL NETWORK - ALTERNATIVE ACCOUNTABILITY	Harris	526	72%	8%	63%	22%	19%	9%	21%
RADIANCE ACADEMY OF LEARNING NETWORK - ALTERNATIVE ACCOUNTABILITY	Bexar	270	63%	N/A	86%	23%	18%	N/A	20%
RANCH ACADEMY NETWORK	Van Zandt	95	61%	17%	N/A	26%	17%	N/A	N/A
BRAZOS RIVER CHARTER SCHOOL	Somervell	206	60%	10%	16%	23%	17%	0%	9%
SHEKINAH RADIANCE ACADEMY NETWORK - ALTERNATIVE ACCOUNTABILITY	Bexar	250	54%	20%	29%	19%	16%	8%	13%
HOUSTON HEIGHTS	Harris	212	84%	10%	81%	15%	15%	5%	16%

CHARTER SCHOOL									
PASO DEL NORTE NETWORK	El Paso	321	93%	0%	96%	15%	14%	N/A	15%
LANDMARK SCHOOL	Dallas	77	84%	13%	16%	14%	14%	0%	17%
WINFREE ACADEMY NETWORK	Dallas	1406	54%	16%	39%	20%	13%	12%	11%
BIGS SPRINGS CHARTER NETWORK	Real	186	92%	5%	52%	13%	12%	N/A	6%
COMQUEST ACADEMY	Harris	79	48%	8%	39%	23%	11%	N/A	10%
ERATH EXCELS ACADEMY NETWORK - ALTERNATIVE ACCOUNTABILITY	Erath	212	86%	N/A	58%	13%	11%	N/A	11%
GEORGE I SANCHEZ HIGH SCHOOL	Harris	655	93%	1%	98%	10%	10%	0%	10%
EL PASO ACADEMY NETWORK	El Paso	436	68%	N/A	94%	10%	10%	N/A	10%
TRINITY CHARTER NETWORK	Comal	315	99%	20%	37%	9%	9%	4%	6%
RICHARD MILBURN NETWORK	N/A	1677	66%	13%	57%	11%	9%	3%	9%
UNIVERSITY OF TEXAS CHARTER NETWORK - ALTERNATIVE ACCOUNTABILITY	Travis	477	61%	14%	20%	12%	9%	6%	8%
CROSSTIMBERS ACADEMY	Parker	117	49%	N/A	20%	18%	9%	N/A	17%
ORENDA CHARTER NETWORK - ALTERNATIVE ACCOUNTABILITY	Bell	140	69%	8%	21%	17%	9%	0%	8%
SOUTH PLAINS ACADEMY CHARTER HIGH SCHOOL	Lubbock	225	83%	11%	79%	10%	9%	11%	7%
ALPHA CHARTER SCHOOL	Dallas	116	60%	27%	53%	9%	8%	N/A	4%
SOUTHWEST PREPARATORY ACADEMY NETWORK-	Bexar	494	73%	13%	78%	9%	8%	8%	10%

ALTERNATIVE ACCOUNTABILITY									
POSITIVE SOLUTIONS CHARTER SCHOOL	Bexar	183	90%	N/A	96%	9%	8%	N/A	9%
MIDVALLEY ACADEMY NETWORK	Hidalgo	411	91%	0%	99%	7%	7%	N/A	7%
AZLEWAY CHARTER	Smith	42	100%	26%	17%	7%	6%	N/A	N/A
JOHN H WOOD JR. PUBLIC CHARTER DISTRICT NETWORK	Bexar	489	100%	24%	36%	6%	6%	5%	3%
TEXANS CAN ACADAMIES NETWORK - ALTERNATIVE ACCOUNTABILITY	Dallas	4285	94%	29%	68%	6%	6%	5%	6%
EVOLUTION ACADEMY NETWORK - ALTERNATIVE ACCOUNTABILITY	Dallas	546	69%	46%	41%	7%	6%	4%	5%
GATEWAY ACADEMY NETWORK	Webb	413	94%	N/A	99%	5%	5%	N/A	5%
MEADOWLAND CHARTER SCHOOL	Kendall	97	89%	9%	41%	6%	5%	0%	5%
THE PRO-VISION ACADEMY NETWORK	Harris	263	96%	92%	7%	5%	5%	5%	3%
RAVEN SCHOOL	Walker	79	100%	24%	39%	3%	3%	0%	0%
ACADEMY FOR ACADEMIC EXCELLENCE NETWORK - ALTERNATIVE ACCOUNTABILITY	Dallas	535	100%	49%	40%	3%	3%	3%	4%
EXCEL ACADEMY NETWORK	Harris	429	100%	49%	41%	3%	3%	3%	2%
POR VIDA ACADEMY NETWORK - ALTERNATIVE ACCOUNTABILITY	Bexar	259	72%	2%	91%	2%	3%	N/A	2%
JUBILEE ACADEMY	Bexar	211	100%	0%	100%	0%	0%	N/A	0%

Appendix IV: Methodology

CHILDREN AT RISK began this project by submitting a comprehensive data request to the Texas Education Agency regarding charter school demographics and performance on STARR exams for the 2013-2014 academic year. For every charter campus in Texas, CHILDREN AT RISK requested the following: campus number, campus name, AEA procedure rating, grade span, total student count, percent and count economically disadvantaged, percent and count African American, percent and count Hispanic, percent and count White, percent and count Asian, STAAR percent and count at Final Level II or above in all subjects for all students, economically disadvantaged students, African American students, Hispanic students, White students, and Asian students. At the state level CHILDREN AT RISK requested total student count, percent and count economically disadvantaged, percent and count African American, percent and count Hispanic, percent and count White, percent and count Asian, STAAR percent and count at Final Level II or above in all subjects for all students, economically disadvantaged students, African American students, Hispanic students, White students, and Asian students. Upon receiving this comprehensive data set, the data was appropriately cleaned and scanned for accuracy. As far as dealing with missing STAAR testing data, we removed the number of tested students when the number of students that passed was missing and/or masked. This was to ensure the most accurate calculations as we have no way of knowing which of these students passed or failed. Then, charter schools were collapsed into networks. These networks were determined via matching district names as, unfortunately, charter networks do not always operate under the same district number. CHILDREN AT RISK recognizes this as a limitation to the study but did cross check as much as possible to ensure that charters were collapsed appropriately.

Once charters were collapsed into networks and merged back with independent charters, the percent of all students performing at Final Level II on all subjects was calculated. Then it was calculated for the various sub populations we were interested in including, economically disadvantaged students, African American students, and Hispanic students. From this point, the data was categorized into different groups to highlight different information including: a list of the largest, highest performing charters, a list of charters that are beating the odds, a list of other high performing charters, a list of non-high performing charters sorted in rank order by the percentage of economically disadvantaged students that perform at Final Level II or above on STAAR tests, and a list of all alternative accountability charters in rank order by the percentage of economically disadvantaged students that perform at Final Level II or above on STAAR tests.

There were a few schools that were excluded from our analysis. Thirty-two charters were removed due to the fact that they are being considered for revocation of their charters by

the Texas Education Agency. They are as follows: La Amistad Love and Learning Academy (Campus ID: 101833101) , Academy of Career and Technologies Charter School (Campus ID: 15816001), Bay Area Charter School (Campus ID's: 101809001, 101809041, 101809101), Bright Ideas Charter School (Campus ID: 243801001), City Center Health Careers (Campus ID: 15832001), Faith Family Academy of Oak Cliff (Campus ID's: 57815001,57815041,57815101), Girls & Boys Preparatory Academy (Campus ID's: 101805001,101805041,101805101), Henry Ford Academy Alameda School for Art + Design (Campus ID: 15833001), Higgs, Carter, King Gifted & Talented Charter Academy (Campus ID: 15803101) , Ignite Public Schools and Community Service Centers (Campus ID's: 108801001, 108801002, 108801003, 108801004, 108801005, 108801006),Medical Center Charter School (Campus ID: 101801102), Northwest Preparatory Academy (Campus ID's: 101848101, 101848102), Phoenix Charter School (Campus ID: 116801001), San Antonio Technology Academy(Campus ID: 15823001), Transformative Charter Academy(Campus ID: 14802001), American Youthworks (Campus ID: 227801002), Azleway Charter School (Campus ID:212803001), Honors Academy (Campus ID: 57825006), Jamie's House Charter School (Campus ID:101822001), and Koinonia Community Learning Academy (Campus ID: 101863001) . Additionally, Prime Prep Academy (Campus ID: 220818001, 220818002) was removed from analysis as they closed down in January 2015. Four schools were removed for significant missing data that prevents any sort of analysis. They are as follows: Premier High School of Amarillo (Campus ID: 072801142), Fort Worth Can Academy (Campus ID: 220804001), Dallas Can Academy (Campus ID: 57804005), and Evolution Academy (Campus ID: 57834004). It is also worth mentioning that with these four campuses in which our data from the Texas Education Agency was incomplete, we attempted to look them up through the Texas Academic Performance Report (TAPR) system and pull the data that way, but were unsuccessful in doing so. Either the school did not have a report or the data was missing in their TAPR report as well. One last point with regards to exclusions, Global Learning Village Charter School, Somerset Charter School, and Richard Milburn Academy (Suburban Houston Campus) were also included in the Texas Education Agency's list of charters that are being considered for revocations but were not included in the original data we received thus they are not included in our analysis.