Evaluation of New Texas Charter Schools (2007–10)

Final Report
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TCER
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EVALUATION OF NEW TEXAS CHARTER SCHOOLS

FINAL REPORT

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ACRONYMS

ADA	Americans with Disabilities Act
AEA	Alternative Education Accountability
AEC	Alternative Education Campus
AEIS	Academic Excellence Indicator System
AP	Advanced Placement
AskTED	Texas Education Directory
ATT	Average Treatment Effect
ATTK	Average Treatment Effect – Kernel Matching
ATTND	Average Treatment Effect – Nearest Neighbor Random Draw
ATTNW	Average Treatment Effect – Nearest Neighbor with Replacement
ATTS	Average Treatment Effect – Stratification Matching
BRS	Border Research Solutions
BSU[a]	Bluebonnet State University
CCS[a]	Columbus Charter School
CLT	Campus Leadership Team
CMO	Charter Management Organization
CREDO	Center for Research on Education Outcomes
CSP	Charter School Program
CTC[a]	Cedar Treatment Center
ECHS	Early College High School
ELA	English/Language Arts
ELL	English Language Learner
ESC	Education Service Center
ESL	English as a Second Language
FASRG	Financial Accountability System Resource Guide
FTE	Full-Time Equivalent
GAO	Government Accountability Office
HGLM	Hierarchical Generalized Linear Modeling
HISD	Houston Independent School District
HLM	Hierarchical Linear Modeling
HSS[a]	Horizon School System
HVLG[a]	Hidden Valley Learning Group
IB	International Baccalaureate
ITBS	Iowa Test of Basic Skills
K	Kindergarten
LEP	Limited English Proficient
MYFS[a]	Mesa Youth and Family Services
NCLB	No Child Left Behind
PDAS	Professional Development and Appraisal System
PEIMS	Public Education Information Management System
PEP	Personal Education Plan
PK	Pre-Kindergarten
PSM	Propensity Score Matching
PTA	Parent Teacher Association
SBOE	State Board of Education
SE	Standard Error
SEA	Standard Education Accountability

[a]Acronym represents a pseudonym. All case study charter schools and their related entities are referenced using pseudonyms throughout the report.

SEC	Standard Education Campus
SPCHS[a]	Self-Paced Charter High School
TAKS	Texas Assessment of Knowledge and Skills
TAKS-Alt	Texas Assessment of Knowledge and Skills-Alternate
TCER	Texas Center for Educational Research
TEA	Texas Education Agency
TEC	Texas Education Code
TEKS	Texas Essential Knowledge and Skills
TPRI	Texas Primary Reading Inventory
UIL	University Interscholastic League
UPS	United Parcel Service
USDE	U.S. Department of Education
VCR	Virtual Control Record

[a]Acronym represents a pseudonym. All case study charter schools and their related entities are referenced using pseudonyms throughout the report.

EXECUTIVE SUMMARY

Since 1994, the U.S. Department of Education (USDE) has provided funding to new charter schools through Charter School Program (CSP) grants designed to provide support for the planning and implementation of effective new charter programs. CSP funding is available for a period of 3 years, of which no more than 18 months may be used for charter school planning and program design and up to 2 years may be used to implement the educational program. Grants are awarded to state education agencies, which then provide funding to approved charter schools through a system of subgrants. As a condition of CSP funding, state education agencies are required to evaluate new charter schools using objective criteria and quantitative and qualitative data (Federal Register, 2007).

The Texas Education Agency (TEA) was awarded CSP funding in 2007, and specified that the required evaluation would focus on the experiences and outcomes of new charter schools authorized to begin serving students across 4 school years: 2006-07, 2007-08, 2008-09, and 2009-10. TEA categorizes charter schools in terms of "generations" that roughly align with the years in which schools are first authorized to serve students as charter schools, which frames the evaluation in terms of Generation 11 (2006-07), Generation 12 (2007-08), Generation 13 (2008-09), and Generation 14 (2009-10) charter schools. The evaluation examines how new charter school operators plan and implement their programs and considers the following research questions:

1. How are federal CSP funds used to implement new charter school programs?
2. What processes and practices guide the planning of new charter schools?
3. What processes and practices guide the implementation of new charter school programs?
4. How effective are new charter schools at designing and implementing successful educational programs?
5. What is the effect of charter school maturity on students' academic outcomes?
6. How do students at new charter schools perform academically relative to comparable students at traditional district schools?

The evaluation has produced two interim reports (June 2009 and February 2011) as well as this final report. Results from the interim reports indicated that charter schools used the largest proportion of CSP funding to support instruction, but that new charter schools' start-up experiences differed, depending on the level of support they received from founding entities. In particular, new charter schools that operated as part of a traditional district (i.e., campus charters) tended to have an easier time getting started because most districts provided support for campus charter school management and facilities, as well as the recruitment of staff and students. In contrast, many charter schools that operated outside of traditional district structures (i.e., open-enrollment charters) struggled to locate and furnish adequate facilities, and to recruit and retain qualified staff.

Overall, results from the interim reports suggested that parents and students were satisfied with new charter schools. Interim survey results indicated that most parents and students chose new charter schools because they were small schools that offered specialized educational programs (e.g., dual language program) that were not available in other schools. Surveyed students indicated they liked attending small schools in which their teachers cared about them as individuals and their classmates had similar academic goals. Results presented in the second interim report in response to Research Question 5 indicated that charter schools' outcomes did not change as schools matured. That is, new charter schools performed no better or no worse than charter schools that had been in operation longer.

The final report builds on interim findings and presents results for Research Question 1 and Research Questions 3 through 6 drawn from data collected from Generation 11, 12, 13, and 14 charter schools. Complete results for Research Question 2 were included in the evaluation's second interim report (February 2011) and are summarized here.[1] Analyses included in this report are based on TEA's Public Education Information Management System (PEIMS), Academic Excellence Indicator System (AEIS), and Texas Assessment of Knowledge and Skills (TAKS) data. The report also includes the results of surveys of principals, teachers, and students in Generation 11, 12, 13, and 14 charter schools, and the parents of students attending such schools, as well as information collected during site visits to a set of seven Generation 13 charter schools. Throughout the report chapters, results are disaggregated by charter school generation and charter school type where appropriate.[2]

THE CHARACTERISTICS OF NEW TEXAS CHARTER SCHOOLS

The sections that follow provide information about the characteristics of new Texas charter schools (i.e., Generations 11 through 14) and present comparisons to more established charter schools in Generations 1 through 10 and statewide averages where appropriate. Data about student enrollment are drawn from AEIS for the 2009-10 school year, and information about staffing in new charter schools is from 2008-09, which was the most current data available at the time of the report's writing.

Relative to charter schools authorized in Generations 1 through 10, Texas' new charter schools included proportionately more campus charters (42% vs. 9%) and proportionately fewer open-enrollment charters (56% vs. 87%).[3] Comparisons of new open-enrollment and campus charter school enrollments find that new campus charters tended to enroll larger proportions of low-income (84% vs. 54%), Hispanic (81% vs. 48%), limited English proficient (LEP) (16% vs. 8%) students, while new open-enrollment charters tended to enroll larger proportions of White (25% vs. 5%), African American (15% vs. 12%), and Asian students (11% vs. 1%).

Differences in the characteristics of new open-enrollment charter schools and their more established counterparts in Generations 1 through 10 reflected differences in authorization trends across years. Soon after Texas implemented its charter school legislation in 1995, policy makers introduced provisions that encouraged the growth of open-enrollment charters enrolling large proportions of students at risk of failure or dropping out, and the state granted many charters to alternative educational programs designed to meet the needs of at-risk high school students. Legislators eliminated the provisions favoring the authorization of alternative programs in 2001, and the effects of this change were evident in the types of charter schools authorized in subsequent years, as well as the characteristics of the students who attend them.

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[1]The final report contains a summary of the second interim report's findings with respect to Research Question 2 in chapter 9. For a full discussion of results for Research Question 2, please see chapter 4 of the second interim report, which may be found on TEA's website at: http://www.tea.state.tx.us/index2.aspx?id=2147485609&menu_id=949

[2]Three types, or classes, of charter schools currently operate in Texas: open-enrollment, campus, and university charter schools. Open-enrollment charter schools are authorized by the State Board of Education (SBOE) and may be operated by independent nonprofit entities or governmental entities. Campus charter schools are authorized by traditional districts and may be converted district programs or programs operated under contract with an external provider of educational services. University charters are authorized by the SBOE and are operated by universities. Because only one university charter is included in Generations 11 through 14, survey and quantitative data for this school are combined with those of open-enrollment charters so that the school's results are not identifiable.

[3]University charters comprised 2% of new charter schools and 4% of more established charter schools. University charter schools are considered open-enrollment charter schools.

Relative to more established charter schools, proportionately fewer new open-enrollment charter schools were characterized as alternative education campuses (AECs) designed to serve students at risk of academic failure (11% vs. 43%). AECs typically target their programs to at-risk high school students, who are more likely to be from low-income and minority backgrounds (see TCER, 2008), and this pattern was also reflected in the enrollment characteristics of new and more established open-enrollment charter schools. Relative to more established charter schools, new open-enrollment charters enrolled smaller proportions of students in Grades 9 through 12 (17% vs. 29%), and smaller proportions of African American (15% vs. 25%), Hispanic (48% vs. 52%), economically disadvantaged (54% vs. 72%), and LEP students (8% vs. 17%). In contrast, new open-enrollment charter schools enrolled larger proportions of White (25% vs. 18%) and gifted and talented students (7% vs. 1%) than their more established peers.

Shifts in the characteristics of campus charter schools also reflected the influence of legislation addressing the need to serve at-risk student populations. In 2005, Texas introduced legislation providing for Early College High School (ECHS) programs[4] targeted to students "at risk of dropping out of school or who wish to accelerate completion of the high school program" (Texas Education Code [TEC] § 29.908[a]), and about 29% of the new campus charter schools operating in 2009-10 were ECHS programs.[5]

Compared to more established campus charter schools, new campus charters were more likely to be high schools (46% vs. 27%) and enrolled larger proportions of students in Grades 9 through 12 (24% vs. 18%). Of the 13 new charter school programs serving students in Grades 9 through 12 during the 2009-10 school year, 62% (eight campuses) were ECHS programs.

New campus charter schools served larger proportions of low-income (84% vs. 76%) and Hispanic (81% vs. 58%) students than more established campus charters in Generations 1 through 10. In contrast, new campus charter schools enrolled smaller proportions of White (5% vs. 12%), African American (12% vs. 26%), gifted and talented (9% vs. 11%) and LEP (16% vs. 23%) students than more established campus charter schools.

New open-enrollment charter schools tended to have less experienced teachers and higher teacher turnover rates than either new campus charters or traditional district schools statewide. Teachers working in new open-enrollment charter schools during the 2008-09 school year had about 4 years of average experience compared with 8 years of average experience for teachers in new campus charter schools, and 7 years of average experience for teachers in traditional district schools statewide. A third of new open-enrollment charter school teachers were beginning teachers (i.e., no years of experience). In contrast, beginning teachers made up about 7% of teachers in both new campus charters and traditional district schools statewide. Teachers working in new open-enrollment charter schools were also more likely to leave their jobs than teachers in campus charters and traditional district schools, and teacher turnover rates were higher in more established open-enrollment charter schools. The teacher turnover rate in new open-enrollment charter schools averaged about 38%, while the teacher turnover rate was 41% in more established open-enrollment charter schools (i.e., charters operating for 4 or more years). The teacher turnover rate was about 14% in new and more established campus charters and about 15% for traditional district schools statewide.

[4]ECHSs combine high school and college curricula and allow students to attend college classes and earn college credit while completing high school. ECHS programs are targeted to students who are typically underrepresented in higher education (e.g., low-income and minority students), low-performing students, and first generation college goers.

[5]Note none of the ECHS campus charter schools was registered as an AEC in 2009-10.

USE OF CSP FUNDING BY NEW CHARTER SCHOOLS

The evaluation examines trends in open-enrollment and campus charter schools' use of CSP funding across 9 school years (2000-01 through 2008-09[6]). The sections that follow summarize key findings.

Open-enrollment charter schools spent a total of almost $53 million in CSP funding from 2000-01 through 2008-09. Campus charter schools spent a total of more than $20 million in CSP funding across the same period. Average expenditure for open-enrollment charter schools per year ranged from a low of $47,746 in 2000-01 to a high of $188,025 in 2001-02. In 2008-09, the average expenditure of open-enrollment charter schools was $102,826. In contrast, over the 9-year period considered by the evaluation, the average campus charter school CSP spending was at its lowest in 2008-09 ($63,618) and at its highest in 2003-04 ($244,913).

Across years (2000-01 through 2008-09), both campus and open-enrollment charter schools tended to spend the largest share of CSP revenue on areas related to instruction. However, campus charters were able to spend a larger proportion of their CSP funding on instruction in large part because parent districts provide for many operational needs, such as facilities maintenance. Relative to campus charters, open-enrollment charters spent proportionately more CSP resources for facilities maintenance and operations, which reduced the funding available for instruction.

In 2008-09, campus charter schools' use of CSP revenue continued to reflect an increase in average funding to accelerated education programs[7] for students at risk of academic failure over previous years (from 24% in 2000-01 through 2007-08 to 48% in 2008-09). This shift likely reflects an increase in the number of programs focused on dropout recovery and at-risk students in new campus charters.

Comparisons of new charter schools' use of funding for the planning and implementation periods of CSP grants indicate that proportionately more planning funds were spent on payroll costs while proportionately more implementation funds were spent on supplies and materials and capital outlay. Open-enrollment charters used proportionately more implementation funding for professional and contracted services than did campus charters, which may reflect open-enrollment charter schools' need to contract for some services (e.g., facilities maintenance) that campus charter schools receive from their parent districts.

THE IMPLEMENTATION OF NEW CHARTER SCHOOL PROGRAMS

Findings that address how new charter schools implement their programs are drawn from spring 2010 surveys of new charter school principals, teachers, and students, as well as a survey of parents of students who attended new charter schools during the 2009-10 school year. Results also include information gathered from site visits to seven Generation 13 charter schools across their first 2 years of operation (2008-09 and 2009-10). Researchers visited these charter schools three times during their first year in operation (i.e., in summer 2008, fall 2008, and spring 2009), and again at the conclusion of their second year serving students (spring 2010). Site visits included interviews with school administrators; focus group discussions with board members, teachers, and students; as well as observations in core content area classrooms.

[6]The most current data available at the time of the report's writing.
[7]Accelerated programs enable students at risk of failure or dropping out to accrue credits rapidly and recover credit for missing coursework.

Planning New Schools

The founders of Generation 13 charter schools who participated in site visits experienced a range of challenges in starting their schools. All founders of open-enrollment and university charter schools who participated in site visits experienced challenges completing TEA's application process. Founders reported difficulties obtaining the necessary information about application requirements and timelines. Some founders did not have experience working in education, and their lack of expertise created additional challenges as schools began operations. The founders' lack of experience with legal, regulatory, and reporting requirements for public schools in Texas produced confusion and tension, which may have resulted in turnover in several schools' leadership in the early months of operation.

All site visit charters involved community members in their charter school planning processes, but community involvement in some schools diminished across schools' first year of operation. New charter schools that included community members on governing boards and actively promoted opportunities for community involvement in fundraising or volunteering experienced stronger community support than schools that provided fewer opportunities for community engagement.

Facilities

Across evaluation years, most new open-enrollment charter school operators leased their facilities, while most new campus charters were located in district-provided facilities. Open-enrollment charters also tended to be located in a wider range of facilities types than their campus charter counterparts. For example, principals responding to the spring 2010 survey indicated that their open-enrollment charter schools were located in custom built facilities (20%), warehouses (16%) college or university buildings (12%), or church space (12%), while most campus charter school principals indicated that their schools were located in former traditional district facilities (56%).

Both new open-enrollment and new campus charter schools confronted facilities challenges caused by lack of sufficient space. For many open-enrollment charters, space issues were related to plans for schools to expand to serve additional grade levels as students progressed and facilities that did not accommodate growth. For campus charters, space issues arose when schools became more crowded because of increased enrollment in existing grades.

Recruiting Staff and Students

Low teacher salaries, particularly in open-enrollment charter schools, limited new charter schools' ability to recruit qualified and experienced staff. Although few surveyed teachers reported dissatisfaction with their salaries, principals of open-enrollment charters noted that low salaries were a primary barrier to recruiting effective staff.

Teachers chose to work in new charter schools because they were attracted to charters' missions and educational goals, felt schools had high academic standards, and wanted to work with like-minded educators. Surveyed teachers in both campus and open-enrollment charters reported similar reasons for working in charter schools. Teachers also appreciated working in small school environments that offered greater autonomy than traditional district schools.

Lack of extracurricular activities created challenges for some new charter schools in attracting students. Principals at both open-enrollment and campus charters reported that it was difficult to compete with traditional district schools that offered a broader range of extracurricular activities that appealed to students (e.g., sports programs, band). Principals in both types of charter schools reported that most students learned about their programs through word of mouth.

Parents and students chose new charter schools because they preferred small schools in which students felt safe and recognized. Most students attended traditional district schools prior to attending a new charter school, but few surveyed parents expressed dissatisfaction with their children's previous schools. Instead, parents reported choosing new charter schools because they were small schools that offered special programs that were not available in their previous schools (e.g., dual language). Across both open-enrollment and campus charter schools, parents and students reported feeling more comfortable in smaller school environments in which students felt safe and nurtured.

The most notable differences between the experiences reported by teachers and students in new open-enrollment and campus charters result from the degree to which school enrollment is based on choice. As entirely new schools, open-enrollment charters serve as an alternative to traditional district schools, and parents and students must choose to enroll in new open-enrollment charter programs. In contrast, many campus charters are traditional district schools that have converted to charter status, and by law, must continue to give preference in enrollment to neighborhood students. According to teachers and students who participated in evaluation surveys, many students attending campus charters were not there because they or their parents selected the schools for their educational programs—they enrolled in the schools because they were nearby or because they attended the schools prior to their conversion.

Implementing New Charter School Instructional Programs

Most of the new open-enrollment and campus charter schools that participated in surveys across evaluation years offered college preparatory programs, particularly at the high school level. At the elementary and middle school levels, new charter schools also offered programs for gifted and talented students or programs targeted to particular academic interests (e.g., science and technology, liberal arts). Eight campus charter high schools included in Generations 11 and 12 were ECHS programs in which students may receive up to 60 hours of college credit while completing the requirements for high school graduation. The campus charter ECHS programs were located in college or university facilities, where charter students attended courses taught by college or university faculty.

Across both types of new charter schools, surveyed parents reported lower levels of involvement in many school activities than at their children's previous schools. This finding suggests that new charter school operators were not able to prioritize parent engagement as schools began. Parents of students attending new open-enrollment charters had higher levels of involvement in school activities relative to campus charter parents. This finding may indicate greater buy-in on the part of parents who have actively chosen an open-enrollment charter school in comparison to parents who may have enrolled their children in a campus charter school simply because it is their neighborhood school.

Surveyed students attending some new open-enrollment charter schools experienced educational benefits in terms of peer groups with similar educational interests. Unlike students attending conversion campus charters which continue to serve as the district-assigned schools for neighborhood students, all students attending open-enrollment charters and ECHS campus charters have enrolled in the schools because either they or their parents actively chose the schools. Note that in choosing schools, parents and students also selected student peer groups who had similar educational goals. In surveys and site visit interviews conducted across evaluation years, students attending such schools commented that it was easier to learn in school environments with peers who were like themselves. Students reported that they felt more confident and supported when their classmates were focused on learning. In contrast, some students attending some conversion campus charter schools experienced difficulty focusing on instruction because of disruptive classmates and students involved with gangs and drugs.

NEW OPEN-ENROLLMENT CHARTER SCHOOLS' EFFECTS ON ACADEMIC OUTCOMES[8]

The evaluation considers the effect of new open-enrollment charter schools on students' academic outcomes and whether charter schools' effects on student outcomes improve as schools mature. Analyses measure the effects of new charter schools on four indicators of academic achievement: (1) 2009 reading/English language arts (ELA) TAKS scores, (2) 2009 mathematics TAKS scores, (3) 2008-09 attendance rates, and (4) the likelihood of being retained at grade level during the 2008-09 school year. Analyses are limited to students attending open-enrollment charters because of statistical limitations created by the processes by which campus charters are founded and by policies governing campus charter enrollments.[9]

New open-enrollment charter school students in Grades 4 through 8 experienced reduced 2009 TAKS mathematics outcomes relative to similar (or matched) students who remained in traditional district schools, and new open-enrollment charter school students in Grade 4 also had reduced 2009 TAKS reading/ELA outcomes. Grade 5 students attending open-enrollment charters also were more likely to be retained than their counterparts in traditional district schools. Although the source of the negative effect of new open-enrollment charter schools on mathematics outcomes is unclear, poor performance on the TAKS mathematics test is likely the source of increased grade level retention for Grade 5 charter school students, as Texas requires that students in Grade 5 pass both the TAKS reading and mathematics exams in order to be promoted to Grade 6.

In contrast, new open-enrollment charter school students in Grades 9 and 10 experienced improved mathematics outcomes relative to matched students who remained in traditional district schools. In addition, Grade 9 and 10 charter students also had better attendance, a behavior associated with improved testing outcomes, than matched traditional district students. Other researchers have identified similar outcomes for charter students in Grade 9 (e.g., Zimmer, Gill, Booker, Lavertu, Sass, & Witte, 2009). Although more research is needed to identify the source of the effect, Zimmer et al. suggest that charter school grade configurations (e.g., Grades 6 through 12) that eliminate the often difficult transition from middle school to high school may contribute to improved academic outcomes for charter school students in Grade 9.

The number of years an open-enrollment charter school has been in operation was not related to student academic outcomes. School maturity, or years of operation, was not related to open-enrollment charter school students' 2009 reading/ELA or mathematics TAKS scores, 2008-09 attendance rates, or to the likelihood of being retained at grade level during the 2008-09 school year. These findings suggest that open-enrollment charter schools' effects on student outcomes do not change as schools gain more experience.

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[8]Readers are cautioned that the students included in the analyses of new open-enrollment charter schools' effects on academic outcomes may not be representative of all students attending new open-enrollment charter schools. More information on the students included in analyses and the generalizability of findings is included in Appendix B and Appendix C.

[9]As discussed in chapters 7 and 8, campus charter students are excluded from statistical analyses of academic outcomes because the models used to estimate results require that charter schools have (1) a discrete starting date and (2) that students change schools when they enroll in a charter school. Conversion campus charters do not meet these requirements because (1) they existed as a traditional district school prior to converting to charter status and do not have a discrete starting date in the way that open-enrollment charter do; and (2) many students enrolled in conversion campus charters have not changed schools. Texas requires that campus charters provide priority in enrollment to students in schools' established attendance zones, and many such students attended the school when it was traditional district school as well as when it converted to a campus charter school. For these students, no change enrollment has taken place.

DISCUSSION

The comments of survey respondents and participants in site visit interviews and focus groups indicated that new charter schools offer smaller learning environments that enable students to get to know their classmates and teachers, and that the increased familiarity in small school settings facilitates student learning. Students in many new charter schools also commented that the selection of peers with common educational goals and interests into smaller charter schools reduced the discipline problems that disrupted their learning in traditional district classrooms.

Despite site visit and survey respondents' perceptions that new charters schools, as small schools, provide improved learning environments, this evaluation provides little evidence that new open-enrollment charter schools are improving students' academic outcomes. Analyses comparing open-enrollment charter students' academic outcomes to those of similar students who remained in the traditional district schools indicate that open-enrollment charter schools had negative and statistically significant effect on students' mathematics outcomes in Grades 4 through 8. In addition, analyses comparing the performance of new open-enrollment charter schools with their more established peers find that charter school student outcomes do not improve as schools gain more experience.

Although further study is needed to identify the reasons for these outcomes, findings from this evaluation suggest that poor academic outcomes may be attributable to the characteristics of teachers who work in open-enrollment charters. Increasingly, research is noting the importance of teacher quality to student achievement, and many studies have identified teacher experience as a key factor in improving student outcomes (Clotfelter, Ladd, & Vigdor, 2006, 2007; Hanushek, Kain, & Rivkin, 2004). As discussed earlier in this summary, about a third of new open-enrollment charter school teachers were in their first year of teaching in 2008-09 compared with less than 10% of teachers working in campus charters or in traditional district schools statewide. Overall levels of teacher experience (i.e., average years of experience) in open-enrollment charters tended to be about half of that of campus charters and traditional district schools statewide. In addition, new open-enrollment charter schools tended to have high rates of teacher turnover (38% vs. 15% for the statewide average), which creates challenges for schools in creating coherent educational programs. The rate of teacher turnover tended to increase in more established charters (41%), which may help to explain why academic outcomes do not improve as schools gain more experience. Correspondingly, current research on charter schools nationally has highlighted high rates of teacher attrition as "one of the greatest obstacles that will need to be overcome if the charter school reform is to deliver as promised" (Miron & Applegate, 2007, p.27).

CHAPTER 1
INTRODUCTION

The Evaluation of New Texas Charter Schools examines how new charter schools plan and implement their educational programs with the goal of understanding how schools' start-up processes may affect their effectiveness. In particular, the evaluation seeks to understand how new charter schools use federal Charter School Program (CSP) grants to support their planning and implementation processes. CSP grants are provided to new charter schools so that they may "achieve excellence early in their operations" (U. S. Department of Education [USDE], 2008, p. 3).

The evaluation has spanned 3 years, beginning in the spring of 2008 and concluding in the summer of 2010, and has produced two interim reports (June 2009 and February 2011) as well as this final report. Across years, the evaluation has been guided by the following research questions:

1. How are federal CSP funds used to implement new charter school programs?
2. What processes and practices guide the planning of new charter schools?
3. What processes and practices guide the implementation of new charter school programs?
4. How effective are new charter schools at designing and implementing successful educational programs?
5. What is the effect of charter school maturity on students' academic outcomes?
6. How do students at new charter schools perform academically relative to comparable students at traditional district schools?

In answering research questions, the evaluation has examined new Texas charter schools authorized to begin serving students during the 2006-07, 2007-08, 2008-09, and 2009-10 school years. It has considered the experiences of new open-enrollment and university charter schools,[10] as well as district-sponsored campus charter schools, which may be converted district schools, educational programs operated separately within a campus (i.e., a school within a school), or start-up programs operated under contract between districts and education management organizations. A more detailed discussion of the types, or classes, of Texas charter schools is provided in a later section of this chapter.

THE EVALUATION'S FINAL REPORT

This report addresses Research Question 1 and Research Questions 3 through 6. The evaluation's second interim report (February 2011) provided a response to Research Question 2, and a summary of those findings is included in chapter 9 of this report. Most analyses included in the final report focus on new charter schools authorized to begin serving students during the 2006-07, 2007-08, 2008-09, and 2009-10 school years[11] and build on findings presented in the evaluation's interim reports. The sections that follow summarize findings from the evaluation's interim reports.

First Interim Report

The evaluation's first interim report (June 2009) provided preliminary responses to Research Questions 1 through 4 using data drawn from new charter schools that began operating during the 2007-08 and 2008-09 school years. Results indicated that new open-enrollment and campus charter schools used the largest

[10]The small number of new university charter schools precludes separate analysis of university charter school data because doing so may make schools identifiable. Throughout the report, data for university charter schools are combined with data for open-enrollment charter schools.

[11]Some analyses include a broader range of schools as a means to facilitate comparisons between new charter schools and those that have been in operation for a longer period of time.

share of their CSP funding to support instruction; however, open-enrollment charters spent more CSP funding on administration and facilities maintenance than campus charters that received district support for these functions.

The first interim report also presented information about new charter schools' planning and implementation processes drawn from spring 2008 surveys of new open-enrollment charter school students and staff, as well as parents of students attending new open-enrollment charter schools. Campus charter schools were not included in spring 2008 surveys because they were the focus of similar surveys administered in fall 2007 as part of a statewide evaluation of all Texas charter schools.[12] Results from the spring 2008 surveys indicated that the experiences of new open-enrollment charter schools were not substantially different from the experiences of open-enrollment charter schools included in statewide evaluations that were not limited to charter schools in their early years of operations (TCER, 2006, 2007, 2008). Like open-enrollment charter schools included in statewide evaluations, new open-enrollment charters had little difficulty recruiting students, but experienced some challenges in recruiting qualified staff because of competition from traditional districts that offered higher salaries. Similar to parents surveyed as part of statewide evaluations, results from the first interim report's surveys indicated that parents primarily chose new open-enrollment charter schools because they were small schools that offered programs that were not available in local district schools (e.g., dual language programs). New charter school students also reported liking smaller schools where they felt teachers provided support and cared about them as individuals, but some students were disappointed by the lack of extracurricular activities in open-enrollment charter schools.

Second Interim Report

The evaluation's second interim report (February 2011) expanded on findings presented in the first interim report to include survey results for both open-enrollment and campus charter schools that began serving students during the 2006-07, 2007-08, 2008-09 school years and to include qualitative information gathered from site visits to seven new charter schools that were in their first year of operation during the 2008-09 school year. Results from the surveys and site visits indicated that new charter schools were founded by individuals and entities from a range of backgrounds, and that charter school founders generally engaged the community in school planning processes, although community involvement often diminished once schools began serving students. Similar to results presented in the first interim report, both open-enrollment and campus charter operators reported that parents and students chose their schools because they offered educational programs that were not available in traditional district schools, and some students in both types of charters indicated that it was easier to learn in schools where students had similar academic goals and were focused on learning.

The second interim report identified many similarities between the start-up experiences of open-enrollment and campus charters. Both types of charters focused on offering academic programs that differed from those generally found in traditional district schools (e.g., fine arts and dual language programs), received strong community support, and provided similar training opportunities for teachers. When differences occurred, they tended to reflect differences in the supports available for new schools. As part of traditional districts, campus charter operators were able to rely on their parent districts for assistance with facilities, student and staff recruitment, and management. This difference was reflected in survey results, as well as in analyses of CSP data that found campus charters were able to spend more on instruction than open-enrollment charters because their districts provided support for some aspects of school operations, such as school facilities and administration. In the absence of district support, open-enrollment charters used CSP funding to address facilities and administrative costs, which left less revenue for instructional purposes.

[12]See Texas Charter School Evaluation: 2006-07 (TCER, May 2008).

The second interim report also included a preliminary response to Research Question 5, which asks whether new open-enrollment charters become more effective as schools gain more experience serving students. The analysis compared 2008 outcomes on the reading/ELA and mathematics Texas Assessment of Knowledge and Skills, or TAKS, for charter schools that had been serving students from 2 to 7 years and were in operation during the 2007-08 school year. In addition, analyses considered the effect of charter schools on students' attendance rates and the likelihood of a student being retained at grade level. Results indicated that the number of years a school had been in operation showed no relationship to any of the identified outcomes. That is, new open-enrollment charter schools performed as least as well as more mature charter schools for each outcome considered.

BACKGROUND ON TEXAS CHARTER SCHOOLS

Texas passed its initial charter school legislation in 1995 and the state's first charter schools opened in the fall of 1996. The legislature initially provided for three types, or classes, of charter schools: home-rule charter school districts, campus and campus program charter schools, and open-enrollment charter schools. In 2001, the legislature amended the Texas Education Code (TEC) to allow for a fourth class—university charter schools. Texas caps the number of open-enrollment charter schools at 215 schools, but places no caps on the number of university[13] and campus or campus program charter schools that may operate in the state. Each class of charter school is discussed in a section that follows.

Classes of Texas Charter Schools

Home-rule school district charter. Texas' charter school law includes provisions that permit an entire school district to convert to charter school status and create a home-rule school district charter. Home-rule proposals may be adopted if approved by a majority vote in an election in which at least 25% of the district's registered voters participate (TEC §§ 12.021-12.022). The voter participation requirement of the home-rule district charter is a substantial hurdle, and, as of this writing, no Texas district has sought home-rule conversion. Because no home-rule district charters exist in Texas, this class of charter school is necessarily omitted from the report's analyses.

Campus and campus program charter schools. In addition to enabling an entire traditional school district to convert to charter status, Texas permits traditional districts to operate individual charter schools through a process of conversion, or by creating entirely new schools. In order for a traditional district school to convert to *campus charter school* status, a majority of the school's teachers and the parents of a majority of students attending the school must sign a petition requesting conversion. Notably, the petition does not require the principal's signature, nor does conversion require the principal's approval. The petition is presented to the district's governing board, which may not arbitrarily deny the request. Conversion campus charter schools remain the legal responsibility of the district school board and receive state and local funding (TEC §§ 12.051-12.065).

Districts may also open entirely new campus charter schools within the district's boundaries. Such schools may be operated by district staff or under contract with external entities that provide educational services. This type of campus charter—sometimes referred to as "external" campus charters—may be housed in district facilities or at another facility located within the district, and teachers and students must expressly agree to assignments at the school (TEC § 12.0521). Like conversion charters, external campus charters receive state and local funding and remain the responsibility of the local school board.

Traditional districts may also operate *campus program charters*. Such charters are configured as independent educational programs that operate within a larger district school (i.e., a school within a

[13]Although university charter schools are characterized as open-enrollment charters, they are "not considered for purposes of the limit on the number of open-enrollment charter schools" (TEC § 12.156[b]).

school). The state does not play a role in the authorization of campus or campus program charter schools—local school districts create their own application requirements and oversee authorization processes. However, campus and campus program charters are required to meet state and federal statutory requirements, and such schools may be closed if students perform unsatisfactorily on state tests and other academic indicators (TEC § 12.054).

In 2009-10, 72 campus charter schools operated in Texas. While 14 districts operated such schools, more than half (57%) of campus charters were located in the Houston Independent School District (HISD).

Open-enrollment charter schools. Texas open-enrollment charters are entirely new public schools created by "eligible entities," such as nonprofit organizations, universities, or local government groups (TEC §12.101). Open-enrollment charters are sponsored by the State Board of Education (SBOE) and are authorized for a period of 5 years. Charter schools receive state funding and are eligible for federal categorical programs, such as special education and Title 1 funding for disadvantaged students. Because open-enrollment charters have no taxable property, they do not receive local property tax revenues and are more reliant on state funding sources than traditional district schools. The charter school's governing board retains legal responsibility for the management, operation, and accountability of the school (TEC §12.121) and is permitted to contract school management and instructional services from for-profit educational vendors (TEC §12.125). Although Texas limits the number of *charters* granted for the operation of open-enrollment charter schools to 215, entities that receive charters to operate open-enrollment charter schools may operate multiple campuses under a single charter. This means that the number of open-enrollment charter campuses may exceed the 215 cap. For example, 446 open-enrollment charter campuses operated under 203 active charters during the 2009-10 school year.

Some nonprofit entities that operate multiple charter schools create centralized administrative structures and management teams to oversee their schools' educational programs, provide operational support, and supervise school leaders across campuses. These charter management organizations, or CMOs, are somewhat analogous to district structures in traditional public schools and provide a means by which charter school operators may expand their programs and utilize economies of scale. A recent national study identified about 82 CMOs that operated in 2007, 13 of which operated open-enrollment charter schools in Texas (Lake, Dusseault, Bowen, Demeritt, & Hill, 2010).

College or university charter schools. In 2001, the legislature amended Texas' charter school law to allow for "an open-enrollment charter school to operate on the campus of a public senior college or university or in the same county in which the campus of the public senior college or university is located" (TEC §12.152). Then, in 2009, the legislature added provisions enabling community colleges to operate charter schools. College or university charters are subject to largely the same regulatory provisions as open-enrollment charters, but must be supervised by faculty members with expertise in educational matters and the schools' financial operations must be overseen by the college or university business offices (TEC §12.154). Similar to open-enrollment charters, college and university charter schools are able to operate multiple campuses; three universities operated 18 charter school campuses during the 2009-10 school year.

Generations of Texas Charter Schools

TEA categorizes open-enrollment and university charters, in terms of "generations" defined by SBOE application and selection cycles for authorizing charter schools (TCER, 2006). While campus and campus program charter schools are authorized by the governing boards of traditional school districts, TEA includes these charters in the generations that define open-enrollment charters as a means to identify the grant cycles in which they are eligible for federal CSP funding and other grants. Although there are some exceptions, the SBOE charter school application and selection process generally spans more than a full school year. New charter school applications are due to TEA in the winter and are reviewed by SBOE the

following fall. If approved, new charter schools are authorized to begin serving students, generally in the fall of the school year subsequent to their approval. Campus and campus program charters are identified for generations in alignment with the dates in which they begin serving students as charter schools.

As described earlier, the Evaluation of New Texas Charter Schools considers the experiences and outcomes of Texas charter schools authorized to begin serving students as a charter school in 2006-07, 2007-08, 2008-09, and 2009-10. To this end, the evaluation focuses on Generation 11, 12, 13, and 14 charter schools. Although there are some variations with respect to when charter schools first begin serving students, most Generation 11 charter schools began enrolling students in 2006-07, most Generation 12 schools began enrolling students in 2007-08, most Generation 13 schools began enrolling students in 2008-09, and most Generation 14 schools began serving students in 2009-10. Table 1.1 provides an overview of the type and number of charter schools included in each generation.

Table 1.1. New Charter Schools Operating During the 2009-10 School Year, by Type and Generation

Generation	First Year Eligible to Serve Students as a Charter School	Type and Number of Charter Schools			
		Open-Enrollment	University	Campus or Campus Program	Total
11	2006-07	11	0	8	19
12	2007-08	10	0	5	15
13	2008-09	13[a]	1	10	24
14	2009-10	7[b]	0	5	12

Sources: Texas Education Agency (TEA) 2008 Academic Excellence Indicator System data files, 2008 AskTED (Texas Education Directory) data, and applications of Generation 13 charter schools.

Note. The following notes are provided to clarify differences in charter school counts between the evaluation's interim reports (2009, 2011) and those included in this report, and between the number of charter schools included in each generation and those included in analyses.

[a]Two Generation 13 open-enrollment charter schools deferred opening until fall 2009. These schools were in their first year of operation in 2009-10. Two Generation 13 open-enrollment charter schools were under construction and did not enroll students during the 2009-10 school year. These schools are included in Table 1.1, but are not included in the report's analyses.

[b]One Generation 14 open-enrollment charter school's authorization was pending during the 2009-10 school year; this school is not included in Table 1.1 or the report's analyses. Two Generation 14 open-enrollment charter schools were under construction and did not enroll students during the 2009-10 school year. These schools are included in Table 1.1, but are not included in most of the report's analyses. One of the Generation 14 charter schools that did not enroll students in 2009-10 employed a principal who participated in the spring 2010 principal survey.

Although generations define the cycles by which charter schools receive authorization and may begin serving students, school operators who receive authorization to begin serving students within a given generation may opt, if granted approval by the commissioner of education, to delay opening in order to develop their educational programs and attend to operational matters. For example, two of the seven open-enrollment charter schools authorized in Generation 14 used the 2009-10 school year to plan their programs and construct school buildings, and began serving students during the 2010-11 school year.

COMMON CHALLENGES FOR NEW CHARTER SCHOOLS

As independent public schools, charter schools present opportunities for individuals and groups interested in operating a school. In most states, parents, educators, community groups, non-profit organizations, universities, and public school districts may apply to a operate charter school. Once authorized, states generally exempt charter schools from many of the regulations that apply to district schools as a means to

foster innovative programs focused on improving student achievement. Although exemptions differ from state to state, charter schools are generally exempted from regulations affecting teacher employment, the length of the school day and year, and curriculum requirements (Government Accountability Office [GAO], 2003). In spite of the autonomy granted to charter schools, research has found that charters tend to vary in terms of their effects on student outcomes relative to traditional district schools. Some charter schools achieve better academic outcomes than traditional district schools, some charters have achievement outcomes that are similar to those of traditional district schools, and others do much worse (Center for Research on Education Outcomes [CREDO], 2009a). Research seeking to understand the variations in charter school performance suggests that differences are attributable to the "structural and operational features" of charter schools, but that there are no "specific and consistent patterns" that explain why some schools do better than others (Zimmer & Buddin, 2005, p. 29).

Other researchers have suggested that charter school performance is shaped, in part, by the fact that most charters are entirely new schools, and as such, confront a range of challenges that are not shared by traditional district schools (Ascher, Cole, Harris, & Echazarreta, 2004; Batdorff, Maloney, & May, 2010; GAO, 2003; Hanushek, Kain, Rivkin, & Branch, 2007; Lozier & Rotherham, 2011; Miron & Urschel, 2010). For example, most charter school operators must locate and furnish school facilities, hire qualified staff, and recruit student enrollment prior to opening their schools. The level of support new charter schools receive in getting started tends to vary by state, depending on the political climate and the strength of charter advocacy and support groups, but most new charter schools confront similar challenges in identifying and financing adequate facilities, securing start-up funding, and obtaining the necessary expertise to manage the legal, budgetary, and operational challenges of starting a new school (GAO, 2003).

Facilities Issues

Locating and funding school facilities. Perhaps the most daunting challenge for new charter schools is locating and funding adequate facilities. New charter school operators must locate available facilities that are appropriate to the needs of a school and include adequate space for classrooms, cafeterias, libraries, computer labs, and physical education requirements. Vacant school space is a rare find, and many charter operators must renovate commercial facilities or custom build facilities, both of which are expensive and time consuming ventures. In their early years of operation, when enrollment and revenue are low, many new charter schools choose to lease facilities. Some new charter schools arrange to share space with a church. Such space may be reasonably priced because the church may continue to use the facility when school is not in session in the evenings or on weekends (Ascher et al., 2004). A statewide survey of all Texas charter schools conducted in 2007 indicated that most open-enrollment charter schools leased their facilities from private or commercial sources, while nearly all campus charter schools remained in district-provided facilities (TCER, 2008).

The absence of equitable facilities funding remains one of the central barriers to expanding charter schools nationwide (Batdorff, Maloney, & May, 2010; Mead & Rotherham, 2007). Currently, 27 states and the District of Columbia provide some form of facilities assistance for charter schools. Such provisions include guaranteed loan programs, state reimbursements for facilities costs, per-pupil facilities allotments, the rent-free provision of vacant public school buildings, as well as the inclusion of charter school facility needs in traditional district bond referendums (Education Commission of the States, 2009). In spite of these efforts, many charter school operators report diverting instructional funds to pay for facilities, which may negatively affect instruction (Ascher et al., 2004).

Although Texas operates one of the nation's largest charter school programs, it does not provide facilities funding or facilities assistance to its open-enrollment or university charter schools.[14] However, the state does allow for an approved bonding authority to issue bonds to finance or refinance an authorized charter school.

Accommodating growth. Beyond the challenges associated with locating and funding an initial facility, many charter schools experience continued facilities challenges when their enrollment grows. Most new charters start small and expand their programs as enrollment increases. Further, many charter schools plan to grow their programs by adding grades as students progress, which requires that facilities include space for additional classrooms that may not be needed as the schools begin. To accommodate such growth, charter schools must either (1) locate a facility large enough to accommodate students at full enrollment or (2) obtain a smaller facility for early enrollments and plan to move when enrollment grows. Both approaches pose challenges. Securing a large facility may prove financially untenable for new schools with low enrollments and per-pupil revenue, and moving to a larger facility when enrollment grows presents challenges in terms of locating and financing a larger facility, as well as disrupting currently enrolled students.

Start-Up Funding Beyond Facilities Needs

In addition to facilities, new charter schools must purchase instructional materials and supplies, furniture, computers, and curricula; pay the salaries of administrators and staff; and pay insurance and legal fees (GAO, 2003). And because most states, including Texas, fund charter schools on a per-student basis, revenue for such requirements may not become available until a school is enrolling students. New charter schools that are part of a charter school network or that have the support of a parent entity, such as a nonprofit organization or a university, may receive support for such expenses, but for entirely new or independent charter schools, obtaining seed money to get a program started may prove challenging.

While start-up funding is available through federal sources such as the CSP grant funds (discussed in chapter 3) and through a variety of nonprofit organizations and public-private partnerships designed to support charter schools with financing,[15] many charter schools must apply for loans to cover start-up costs, and many lenders are reticent to finance charter schools because of perceived risks (Ascher et al., 2004). Even before the current credit crisis, many charter operators experienced difficulty obtaining loans because the investment community has been hesitant to grant funding to untested charter programs with small enrollments. Further, media reports of charter school failures have heightened concerns about the credit risks associated with financing new charter schools (Ascher et al.).

Missing Expertise

Unlike traditional district schools that may rely on central office administrators, most charter schools are small-scale operations, in which campus-level administrators and teachers must wear many hats and absorb many of the responsibilities and job functions of central office personnel. In Texas, open-enrollment and university charter schools most often exist both as school districts and as individual campuses, and therefore, must address the operational and managerial tasks managed by both district- and campus-level administrators. In traditional school districts, central office administration generally either handles or provides substantial support for issues related to student transportation, food service delivery, the completion of federal- and state-level reporting requirements, the management of budgetary and legal matters, as well as recruiting staff and managing personnel issues. Texas' campus charter schools may

[14]Campus charter schools are typically housed in district-provided facilities or facilities operated in conjunction with partner organizations (e.g., a local community college).

[15]For a list of charter school financing providers, see the Local Initiatives Support Corporation website at: www.lisc.org/resources.

continue to rely on their authorizing district's central administration for support, but for most new open-enrollment and university charter schools, these responsibilities must be handled by school operators.

The broad range of management tasks associated with operating a new charter school has the potential to overwhelm even the most experienced school administrators. However, because many operators of new charter schools are educational entrepreneurs who have other backgrounds, such expertise is often lacking (Hess, 2008). Even when new charter school operators have strong backgrounds in education, they often lack expertise in the legal and business side of school operations. While programs exist to assist school operators in obtaining the necessary skills and expertise to manage a new charter school, the availability and quality of such resources tend to vary by state (GAO, 2003).

Each spring, TEA hosts a multi-day orientation for administrators and staff involved in starting new charter schools in Texas. This training covers state and federal legal and regulatory provisions that affect charter schools; curriculum and instruction; student assessment; state reporting requirements; as well as issues related to special education, the child nutrition program, and school leadership. However, once charter schools get started, they tend to rely more heavily on regional Education Service Centers (ESCs) for assistance (TCER, 2006, 2007, 2008).

METHODOLOGY OF THE FINAL EVALUATION REPORT

The sections that follow introduce the evaluation's data sources and approach to analyses. Appendices provide more detailed information about the methodologies used to collect and analyze evaluation data.

Case Studies: Qualitative Data and Analyses

The report incorporates qualitative data collected through site visits to seven Generation 13 charter schools. Site visits were conducted prior to schools' opening (summer 2008), at the end of schools' first semester (fall 2009), at the conclusion of schools' first school year (spring 2009), and second year (spring 2010) of operation. Site visit activities included interviews with school administrators; focus group discussions with board members, teachers and students; and observations in core content area classrooms. The qualitative data collected during site visits provide in-depth understandings of new charter schools' implementation processes and challenges, staff experiences, as well as classroom activities and interactions. Information from case study site visits are used to describe the processes that guide the planning of new charter schools (Research Question 2), and to supplement survey findings addressing the implementation and effectiveness of new charter school programs (Research Questions 3 and 4) in chapters 4, 5, and 6. Complete findings for Research Question 2 were presented in the evaluation's second interim report (February 2011) and are not repeated here. While findings in response to Research Question 2 are referenced in this report, readers interested in more detailed information about new charter schools' planning processes are directed to chapter 4 of the second interim report, which may be found on both TEA's and TCER's websites.[16]

Following the methodology of Wells, Lopez, Scott, and Holme (1999), the charter schools selected for case studies differed in locations, grade levels served, and educational missions. Further, case study schools were selected such that they represented each class of charter school that currently operates in Texas. Detailed descriptions of the case study charter schools and the methodology used to analyze site visit data are included in Appendix A. Note that throughout the report, case study charter schools and their associated entities are identified by pseudonyms.

[16]TEA's Charter School Evaluation Report web page: http://www.tea.state.tx.us/index4.aspx?id=2147485609&menu_id=949 and TCER's http://www.tcer.org/research/charter_schools/new_charters/index.aspx.

Quantitative Data Sources

Quantitative analyses rely on data drawn from Texas' archival sources, including the Public Education Information Management System (PEIMS) and the Academic Excellence Indicator System (AEIS). PEIMS contains data collected from Texas public schools by TEA, including student demographic data, as well as information about school staffing, finance, and organization. AEIS is an archival database that contains information about the academic performance and accountability ratings of each public school district and campus in the state. In addition, some analyses used data contained in TEA's public school directory, known as AskTED (Texas Education Directory).

Quantitative Analyses

Descriptive statistics. Chapter 2 presents descriptive statistics of new Texas charter schools, including the characteristics of students and teachers, disaggregated by generation (Generations 11, 12, 13, and 14) and charter school type (i.e., open-enrollment[17] or campus charter school). Data are drawn from the PEIMS and AEIS databases and results for Generation 1 through 10 charter schools and statewide averages for all public schools are presented for purposes of comparison. In previous evaluations of Texas charter schools, quantitative results have been disaggregated by charter schools evaluated under the state's standard and alternative education accountability (AEA) procedures. Standard accountability procedures guide the assignment of accountability ratings to the state's standard campuses (including non-registered alternative education campuses [AECs]), while AEA procedures govern the assignment of ratings to campuses designed to serve the needs of at-risk students and registered as alternative education programs. As discussed in chapter 2, across generations, only four new open-enrollment charter schools and only four new campus charter schools were characterized as AEA campuses during the 2009-10 school year. The small number of new AEA charter schools and the disaggregation of results by generation preclude the disaggregation of results by accountability program throughout the report because doing so risks making results identifiable.

Trend analysis: CSP data. The analysis of CSP grant funds for Texas charter schools presented in chapter 3 examines charter schools' use of CSP funds across school years (Research Question 1). Given lags in the availability of financial data provided through PEIMS, the analysis of CSP data examines trends in the use of CSP data over time and relies on data collected across the 2000-01 to 2008-09 school years.[18] Analyses compare open-enrollment and campus charter schools' use of CSP funds to their use of all funding sources, and examine CSP expenditure patterns across categories designated by the state's system of financial reporting (i.e., function, object, and program codes).

Regression analyses. Analyses addressing the effect of new open-enrollment charter schools on students' academic outcomes are conducted using two separate statistical approaches. The results of the analyses presented in chapter 7 rely on hierarchical linear modeling (HLM) regression techniques to analyze the effect of open-enrollment charter school maturity on students' TAKS outcomes, attendance rates and grade level retentions (Research Question 5). HLM allows researchers to control for student- and campus-level characteristics, including the number of years a charter school has been in operation, which may influence school performance and student outcomes. A more detailed discussion of the effect of school maturity on student outcomes and HLM regression methods are included in chapter 7 and Appendix B.

[17]Throughout the report, most data for the one Generation 13 university charter school that operated in 2009-10 are combined with those of Generation 13 open-enrollment charter schools so that individual school results are not identifiable.

[18]At the time of this report's writing, the most current financial data available in PEIMS were for the 2008-09 school year. Data for the 2009-10 school year became available in March 2011.

In addition, chapter 8 reports on the use of propensity score matching (PSM) methodologies to match new open-enrollment charter school students with similar traditional district students who attended the same traditional district school previously attended by charter school students. The outcomes of students attending new charter schools are then compared with the outcomes of matched students (Research Question 6). PSM provides a method to control for students' non-random selection into charter schools (i.e., parents and students choose charter schools) through the use of matched sampling. That is, PSM matches students attending charter schools to students who are identical, or nearly so, on a set of measurable characteristics (e.g., prior TAKS scores, ethnicity, grade level) in traditional district schools and compares differences in students' academic outcomes, including test scores, attendance rates, and grade level retentions. More information on PSM methodologies is included in chapter 8 and Appendix C.

Surveys

Across years, the evaluation has included spring surveys of the following groups of stakeholders:

1. New charter school principals,
2. New charter school teachers,
3. New charter school students, and
4. Parents of students attending new charter schools.

As noted earlier in this chapter, the spring 2008 surveys were limited to respondents in Generation 11 and 12 open-enrollment charters because no university charters were authorized in Generations 11 and 12 and because campus charter schools participated in a similar set of surveys administered as part of a separate statewide evaluation of charter schools in fall 2007. Findings for the spring 2008 surveys were reported in the evaluation's first interim report (June 2009). The spring 2009 surveys included respondents in Generation 11, 12, and 13 open-enrollment, university, and campus charter schools, and findings were reported in the evaluation's second interim report (February 2011).

Findings presented in this report focus on surveys administered to respondents in Generation 11, 12, 13, and 14 open-enrollment, university, and campus charter schools in the spring 2010. Survey data provide information about how charter school operators plan and implement their programs, as well as the effectiveness of new charter schools in meeting the needs of students and parents (Research Questions 2, 3, and 4). Across the teacher, student, and parent surveys, results are disaggregated by charter school generation and type of charter school (i.e., open-enrollment[19] or campus charter school). However, the small number of respondents to the spring 2010 principal survey precluded the disaggregation of responses by charter school generation. As presented in Appendix D (see Table D.1), the small number of principals responding by charter school generations risked making some responses identifiable. In order to ensure respondent confidentiality, principal responses are aggregated by generation in tabular presentations of survey data and notable differences by generation are addressed in the accompanying discussions of findings. The sections that follow provide more information on each of the evaluation's surveys as well as information about the scales used to elicit responses from survey participants and report survey findings in later chapters.

Online survey of new charter school principals. In spring 2010, the principals of all operational charter schools in Generations 11 through 14 were invited to participate in a voluntary, online survey that probed principals' experiences in starting new charter schools. The survey asked principals about their backgrounds, and for information about school facilities, teacher and student recruitment, and the challenges and successes they experienced in starting new charter schools. As noted earlier, principals' survey responses are aggregated across generations in order to ensure respondent confidentiality. The

[19]Responses for the Generation 13 university charter school are combined with Generation 13 open-enrollment charter schools in order that university charter responses are not identifiable.

principals' survey and information on survey administration processes, response rates, the characteristics of survey respondents, and supplementary tables referenced in report chapters are included in Appendix D.

Online survey of new charter school teachers. Similar to principals, teachers in all operational Generation 11 through 14 charter schools were invited to participate in a voluntary, online survey in spring 2010. The survey asked teachers about their backgrounds and previous teaching experiences, the challenges and benefits of working in new charter schools, their participation in professional development activities, as well the instructional methods and types of assessments they used to support student learning. More detailed information about survey administration processes, response rates, and respondent characteristics are included in Appendix E. In addition, the appendix includes a copy of the combined teachers' and principals' survey and supplementary tables referenced in report chapters.

Paper and pencil survey of students attending new charter schools. The evaluation includes findings from paper and pencil surveys of students in Grades 4 through 12 who attended new charter schools (Generations 11 through 14) during the 2009-10 school year. Separate surveys were developed and administered to students in Grades 4 and 5 and to students in Grades 6 through 12 to accommodate differences in students' reading levels. Surveys asked students about their reasons for choosing new charter schools, their experiences in new charter schools, and their satisfaction with their choices of schooling. Copies of both student surveys are included in Appendix F. The appendix also includes information on survey administration processes, response rates, respondent characteristics, and supplemental tables referenced in report chapters.

Telephone survey of parents of students attending new charter schools. The parent survey was administered to a random sample of about 500 parents whose students attended an operational Generation 11 through 14 charter school during 2009-10 school year. The survey was administered by Border Research Solutions (BRS), a firm with expertise in conducting telephone surveys, and the survey was administered in English and in Spanish for Spanish-speaking parents. The survey asked parents about their background characteristics, their reasons for choosing charter schools, their participation in school activities, and their satisfaction with their current charter schools as well as their previous schools. Detailed information about survey administration processes and respondent characteristics is included in Appendix G, which also includes a copy of the survey questionnaire and supplemental tables referenced in report chapters.

Survey scales. In some instances, survey results are presented as the percentage of respondents who responded to a particular item in a specific way (e.g., 34% of the respondents indicated that they were *satisfied* or *very satisfied* with the charter schools their students attend), and in other instances, results are presented as the average of the responses on a 4-point scale that is used to measure the degree to which a response or behavior meets a particular criteria (e.g., students indicated a high level of agreement (average of 3.5 scale points) that they feel safe at their schools). The following sections describe the scales used in reporting survey findings. Throughout the report, the particular scale used in presenting tabular information is also defined in the table's notes.

Agreement. The surveys of new charter school principals, teachers, parents, and students in Grades 6 through 12 included questions that asked respondents to rate their levels of agreement with a set of statements about new charter schools using the scale: (1) *strongly disagree*, (2) *disagree*, (3) *agree*, and (4) *strongly agree*. For example, students were asked to rate their levels of agreement with a series of statements, such as "I feel safe at this school," and "This school is a good choice for me." Responses are reported as averages with values ranging from 1 to 4, where values closer to 1 indicate higher levels of disagreement and values closer to 4 indicate higher levels of agreement.

Importance. The surveys of teachers, parents, and students in Grades 6 through 12 also included items that asked respondents to rate the importance of a set of factors that may have influenced their decisions to work in, enroll their students in, or to attend charter schools. For example, such factors may have included "small school size," or "convenient location." Respondents weighted the importance of factors using the scale: (1) *not important,* (2) *somewhat important,* (3) *important,* and (4) *very important*. Responses are reported as averages in which values closer to 1 indicate factors were less important and values closer to 4 indicate factors were more important to respondents' decisions.

Extent of Problem. The survey of principals asked respondents to rate the degree to which some common operational issues may have created challenges to operating new charter schools using the scale: (1) *not a problem*, (2) *minor problem*, (3) *moderate problem*, and (4) *serious problem*. For example, principals used this scale to rate the degree to which facilities issues, such as lack of classroom space and computer labs, may have created challenges for their schools. Responses are reported as averages where values closer to 1 indicate issues were less of a problem, and responses closer to 4 indicate more serious problems.

Extent of Use. The teacher survey asked respondents how often they used particular instructional methods (e.g., one-on-one instruction) or approaches to assessment (e.g., student portfolios) using the scale: (1) *not at all*, (2) *small extent*, (3) *moderate extent*, and (4) *large extent*. Again, responses are reported as averages ranging from 1 to 4, where responses closer to 1 indicate less use and responses closer to 4 indicate greater use.

Limitations of Data Sources

Although the evaluation is strengthened by its inclusion of qualitative and quantitative data and appropriate analyses, there are some limitations that arise from its data sources. Limitations that affect results presented in a particular chapter are discussed in context in the chapter's presentation of analyses. However, limitations that arise from survey data affect analyses presented in several chapters (i.e., chapters 5, 6, and 7). As a means to avoid repeated discussions of the limitations of survey data, these limitations are discussed in the sections that follow.

Lack of survey data for respondents in traditional district schools. Because the evaluation does not survey comparable individuals in traditional district schools, it is not possible to know how the experiences of charter school respondents may differ from individuals in traditional district schools.

Bias in survey results. The small number of charter schools operating by generation combined with uneven response rates across charter school generations [20] means that for some generations, only a few charter schools are represented in survey results. This raises concerns that survey findings may be biased by the responses of individuals at a few campuses, and is particularly noteworthy in the case of Generation 13 campus charters. Ten Generation 13 campus charters served students during the 2009-10 school year, but only six of these schools had principals, teachers, and parents who responded to the survey, and only four had students in Grades 6 through 10 who responded to the student survey. Of these campus charters, two were very large schools that encountered substantial challenges in terms of student discipline and behavior during the 2009-10 school year. Readers are cautioned that survey results for Generation 13 campus charters are influenced by the large number of respondents at these two campuses and it is possible that survey results are not representative of all Generation 13 campus charters.

[20]For more information about response rates by generation, please see the discussion of response rates included in Appendix D (principal survey), Appendix E (teacher survey), Appendix F (student surveys), and Appendix G (parent survey).

Presentation of survey findings. Throughout the report, survey findings are presented separately for open-enrollment and campus charter schools and results are disaggregated by charter school generation. This format allows readers to identify differences that may occur between types of charter schools and by charter schools operating in each generation; however, it may mask differences that occur between respondents at charter schools with different educational missions (e.g., college preparatory vs. at-risk programs), charter schools serving students in different grade levels (e.g., elementary vs. high school), charter schools with different employment requirements for teachers (e.g., credentialed vs. non-credentialed), and so on. Recognizing that it is not feasible to report disaggregated findings for every possible difference that may exist between charter schools, readers are encouraged to consider potential differences when interpreting survey results.

Structure of the Final Report

The final evaluation report is organized as follows:

- This chapter (chapter 1) provided background on Texas charter schools and introduced the evaluation's research questions, the data sources and analyses included, as well as some limitations of the evaluation.
- Chapter 2 presents information on the characteristics of new Generation 11 though 14 charter schools.
- Chapter 3 discusses new charter schools' use of CSP funds across years and across funding categories established by Texas' system of financial reporting for public schools.
- Chapter 4 examines how new charter schools obtain facilities and their processes for recruiting staff and students.
- Chapter 5 focuses on how new charter schools seek to communicate their missions, create safe and orderly environments, and provide opportunities for parent involvement.
- Chapter 6 describes how new charter schools implement classroom instruction and support professional growth for teachers.
- Chapter 7 examines the effect of charter school maturity on students' academic outcomes.
- Chapter 8 examines new charter schools' effects on student achievement outcomes, including standardized test scores, attendance and grade level retention rates, relative to those of similar students attending traditional district schools.
- Chapter 9 summarizes report findings and provides responses to each of the evaluation's research questions.
- Appendix A includes background information about the set of Generation 13 charter schools that serve as case study sites for the evaluation. The appendix includes a detailed discussion of site visit activities, the methodology for analyzing site visit data, and an overview of each case study school's educational program.
- Appendices B (HLM) and C (PSM) include technical information about the analyses of charter school academic outcomes included in chapters 7 and 8, respectively.
- Appendix D (principal survey), E (teacher survey), F (student surveys), and G (parent survey) present information about survey administration processes, response rates, and the characteristics of survey respondents. In addition, each appendix contains supplemental tables referenced in report chapters and copies of the respective surveys.
- Appendix H presents supplemental tables referenced in chapter 2.

CHAPTER 2
CHARACTERISTICS OF NEW CHARTER SCHOOLS IN TEXAS

Although charter school characteristics tend to vary by state due to differences in policies and demographic trends, national statistics indicate that charters tend to be small schools that serve larger proportions of minority and low-income students than the nation's traditional district schools (Snyder & Dillow, 2010). Charter schools nationwide also tend to employ larger proportions of new or inexperienced teachers than their traditional district counterparts. For the 2007-08 school year, 29% of teachers working in charter schools across the country had less than 3 years of full-time teaching experience compared with 13% for the nation's traditional district schools (Snyder & Dillow, p. 161).

Texas charter schools partially reflect these trends. Both open-enrollment and campus charters tend to be smaller than the state's traditional district schools and tend to enroll larger proportions of low-income and minority students (TCER, 2008). Texas open-enrollment charters also employ larger proportions of new and inexperienced teachers than traditional district schools statewide. Campus charters, however, have employment patterns that largely mirror state averages, which likely reflect the close relationship that many campus charters have with their parent districts.

Analyses included in the evaluation's interim reports found that new charter schools reflected these trends. The evaluation's first interim report (June 2009) included data on new charter schools authorized in Generations 11 and 12, and the second interim report (February 2011) included analyses of new charter schools in Generations 11, 12, and 13. This chapter builds on findings presented in interim reports to include new charter schools in Generations 11 through 14. The chapter describes the characteristics of new open-enrollment and new campus charter schools, and provides comparisons to more established charter schools that were authorized to begin serving students prior to the 2006-07 school year (Generations 1 through 10) and to state averages for traditional district schools, where appropriate.

DATA SOURCES

This chapter relies on archival data provided through TEA's PEIMS and AEIS databases as well as information included in the agency's school directory—AskTED. Information on the number and types of charter schools operating in the 2009-10 school year was obtained from PEIMS and AskTED data. Information on school enrollments and the characteristics of students attending charter schools and the state's traditional district schools was obtained from PEIMS 2009-10 data. Information on the characteristics of teachers and staff working in charter schools, as well as the state's traditional district schools was obtained from the AEIS database for the 2008-09 school year, which was the most current data available at the time of the report's writing. Given this limitation, results for teacher and staff characteristics address only Generations 11, 12, and 13 charter schools because Generation 14 charters were not yet serving students in 2008-09. In addition, the chapter includes qualitative information collected from charter schools that served as case study sites for the evaluation.

As discussed in chapter 1, not all charter schools authorized to begin serving students in a particular generation begin enrolling students at the same time. Some schools postpone opening in order to plan their educational programs, while other schools may experience delays caused by challenges in locating appropriate facilities or the construction of new facilities. Results presented in this chapter are limited to those charter schools that enrolled students in a given school year, and the number of new charter schools enrolling students by generation may differ from the total number of schools authorized in a particular generation (see Table 1.1).

NEW CHARTER SCHOOL CHARACTERISTICS BY GENERATION

Table 2.1 presents the number and percentage of schools by charter type enrolling students by generation. Results indicate that with the exception of Generation 14, open-enrollment charters comprised over half of the new charter schools in each of the generations. As noted in the previous section, analyses are limited to only those charters that enrolled students during the 2009-10 school year, and two Generation 14 open-enrollment charters were constructing facilities and did not serve students in 2009-10. Results presented in Table 2.1 also indicate that the number of campus charters has been increasing in recent years. While campus charters were only 9% of all charters in Generations 1 through 10, they were 42% of the new charter schools considered by this evaluation.

Table 2.1. Charter Schools Enrolling Students in 2009-10, by Charter Type and Generation

	Open-Enrollment Charter		University Charter		Campus Charter	
Generation	N	%	N	%	N	%
Generation 11 (2006-07)	11	57.9%	0	0.0%	8	42.1%
Generation 12 (2007-08)	10	66.7%	0	0.0%	5	33.3%
Generation 13[a] (2008-09)	11	52.4%	1	4.8%	9	42.9%
Generation 14[a] (2009-10)	5	45.5%	0	0.0%	6	54.5%
Generations 11-14 (2006-07 to 2009-10)	37	56.1%	1	1.5%	28	42.4%
Generations 1-10 (1996-97 to 2005-06	409	87.0%	17	3.6%	44	9.4%

Sources: Texas Education Agency 2010 Public Education Information Management System (PEIMS) individual student demographic data file and 2010 Texas Education Directory (AskTED) data.

[a]Two Generation 13 and two Generation 14 open-enrollment charter schools were excluded, as they did not enroll students in fall 2009.

The increasing number of campus charters is largely the result of efforts by two large, urban districts to use campus charters as a strategy to offset decreasing enrollments. One of these districts operated 22% and the other operated 57% of all campus charters in the state during the 2009-10 school year. The first district has encouraged existing schools to convert to campus charter status in order to facilitate the development of innovative programs and to allow schools to draw students from beyond their geographically-defined attendance zones. One evaluation case study charter, the Columbus Charter School (CCS), is an example of this type of program.

While the second district has also used conversion charters to foster innovative programs, many of its campus charters are entirely new schools operated under contracts with external education providers. The district began contracting with external education providers to operate campus charters designed to serve high school students in danger of dropping out and in an effort to reduce the number of students exiting district schools to enroll in accelerated and credit recovery programs offered by open-enrollment charters. One of the evaluation's case study sites—Self-Paced Charter High School (SPCHS)—is a contract campus charter school of this type.

CAMPUS CHARTER SCHOOLS OPERATED UNDER CONTRACT WITH EXTERNAL ENTITIES

One urban Texas district has used provisions for contract campus charter to provide services for at-risk middle and high school students. During the 2008-09 school year, the district operated 17 campus charters, including SPCHS, under contracts with several different external vendors. Responsibility for contract charter schools is placed with the central administrative office that oversees alternative education programs in the district. In interviews conducted in spring 2009, central office administrators explained the district's approach to the authorization and management of campus charters operated by external vendors. District administrators explained that the district faced decreasing enrollment and used contract charters to compete with open-enrollment charters offering programs for at-risk students. The administrator said that contract campus charters provide:

> …a choice for parents that choose to have a non-traditional setting for their child. Most of our contract charters are on the high school and middle school level [and] are much smaller settings, around 250 [students] per campus or even smaller than that. Parents are looking for smaller, more personalized environments, where everyone will know the students' name.

In order to operate a contract charter, for-profit or non-profit vendors must approach the district with a plan to serve the needs of urban students and complete an application. The administrator's office reviews applications to ensure that proposed schools are a good "fit" for the district. Once reviewed by the district staff, applications are submitted to the district's governing board for approval. Approved contracts are awarded for a period of 2 years. If a contract campus charter is not meeting its goals within 2 years, the district may revoke its contract and close the school. There is no limit to the number of contract charters that may operate in the district.

The district does not provide facilities for its contract charters, although contractors may lease or purchase facilities from the district, if available. Because contractors do not receive facilities funding, many secure donations or engage in fundraising to cover facilities costs. Teachers who work in contract charters are not employees of the district and do not receive district benefits. The terms of teachers' employment are set by contracting entities (e.g., pay scale, qualifications, benefits), and the district does not provide support for teacher recruitment. Contract charters may purchase many school services from the district (e.g., technical support, professional development, law enforcement services), or they may secure services from other entities.

CHALLENGES OF OPERATING CONTRACT CAMPUS CHARTERS

District administrators explained that facilities tend to be the biggest challenge for the contract charters and that many struggled with inexperienced leadership as they began. A district-level administrator explained:

> The first 3 years are a big learning curve because a lot of our chartering entities and ... charter principals—those are the ones that really run the school—a lot of those have had no education background. They've not had any experience in education, so they're operating a school from the experience they had when they were going to school. It's kind of like a back seat driver. It looks real easy from the outside, but when you get on the inside and see everything that is involved…it can become a nightmare for a principal.

Administrators said that the district provided additional support to school leaders who lacked educational backgrounds, including referring retiring traditional school administrators to serve as consultants, but that lack of experienced leaders did not mean that schools would not be successful.

BENEFITS OF CONTRACT CAMPUS CHARTERS

District administrators explained that the key benefit to the district in operating contract campus charters was retaining students who might otherwise leave large traditional district middle schools and high schools to enroll in smaller open-enrollment charter programs. "Keeping student enrollment [is the central benefit of operating contract charters]…We want to keep those students," explained a district administrator. "We'll provide and manage those [contract campus charter] schools and parents can feel that these schools are safe for their children. … They can have smaller schools and that's what parents are wanting."

Standard Accountability vs. Alternative Education Accountability

Like many states, Texas implements an accountability system designed to gauge the effectiveness of its public schools. Texas' accountability system was mandated by the state legislature in 1993 and integrates indicators defined by the state's curriculum and assessments, as well as other measures of school performance as a means to "rate school districts and evaluate campuses" (TEA, 2010, p. 7). In 1994, Texas developed a set of separate, alternative accountability performance measures for schools that serve large proportions of "at-risk" students (TEA, 2010, p. 77). The state's standard accountability procedures apply to most public schools in Texas and alternative accountability procedures apply to public schools that have registered as AECs because they serve large proportions of at-risk students.[21]

In 1997, the Texas legislature introduced changes to the state's charter school law that encouraged open-enrollment charter schools to serve at-risk students. The changes allowed for an unlimited number of open-enrollment charter schools that had enrollments made up of 75% or more of students who were at risk of failure or dropping out. This provision—known as the "75 Percent Rule"—greatly increased the number of open-enrollment charters registered as AECs. However, some 75 Percent Rule charter schools failed due to financial mismanagement and other problems. In response to failures, the Texas legislature eliminated the 75 Percent Rule designation and introduced more stringent financial reporting and accounting requirements for charter schools in 2001.

The sections that follow present the number of Texas charter schools rated under standard and alternative accountability processes by generation. Table 2.2a presents findings for open-enrollment charter schools and Table 2.2b presents findings for campus charter schools. Table H.1 in Appendix H includes findings aggregated across both types of schools.

Open-enrollment charter schools. Table 2.2a shows that relative to previous generations, proportionately fewer new open-enrollment charter schools were evaluated under alternative education accountability procedures. Only 11% of charter schools authorized in Generations 11 through 14 were evaluated under alternative procedures, while 43% of more established charter schools (Generations 1 through 10) were evaluated under alternative procedures. This difference is likely the result the 75 Percent Rule legislation discussed in the previous section. Although some 75 Percent Rule charter schools have closed, many continue to operate and are included in the alternative education data for charter schools in Generations 1 through 10. Despite the reduced focus on serving at-risk students in more recent generations of open-enrollment charters, the fact that some new charters continue to register as AECs and register to be evaluated under alternative educational accountability procedures suggests an ongoing need for educational programs to serve at-risk students.

[21]Note that schools that serve large proportions of at-risk students and qualify as AEC campuses may choose to be evaluated under the higher standards of the standard accountability system. For more information on Texas' accountability standards, see TEA's 2010 Accountability Manual, available at http://ritter.tea.state.tx.us/perfreport/account/2010/manual/index.html.

Table 2.2a. Open-Enrollment Charter School Campuses by Generation and Accountability System, 2009-10

	Standard Accountability Procedures		Alternative Education Accountability Procedures	
Generation	N	%	N	%
Generation 11	9	81.8%	2	18.2%
Generation 12	10	100.0%	0	0.0%
Generation 13[a,b]	10	83.3%	2	16.7%
Generation 14[a]	5	100.0%	0	0.0%
Generations 11-14	34	89.5%	4	10.5%
Generations 1-10[c]	242	56.9%	183	43.1%

Sources: Texas Education Agency 2010 Public Education Information Management System individual student demographic data file and 2010 Texas Education Directory (AskTED) data.
[a]Two Generation 13 and two Generation 14 open-enrollment charter schools are excluded, as they did not enroll students in fall 2009.
[b]Results for Generation 13 open-enrollment charter schools include one university charter school.
[c]Results for Generations 1-10 include 18 university charter schools.

Campus charter schools. While Table 2.2b shows that the percentage of campus charters evaluated under alternative education accountability procedures is slightly larger for more established schools (16% vs. 14% for newer schools), this difference is not as pronounced as the difference between new and more established open-enrollment AECs (11% vs. 43%) (see Table 2.2a). In addition, the large proportion of Generation 14 campus charters registered to be evaluated under alternative education accountability procedures (33%) suggests that some Texas districts are beginning to use campus charter schools to address the needs of at-risk students.

Table 2.2b. Campus Charter School Campuses by Generation and Accountability System, 2009-10

	Standard Accountability Procedures		Alternative Education Accountability Procedures	
Generation	N	%	N	%
Generation 11	7	87.5%	1	12.5%
Generation 12	5	100.0%	0	0.0%
Generation 13	8	88.9%	1	11.1%
Generation 14	4	66.7%	2	33.3%
Generations 11-14	24	85.7%	4	14.3%
Generations 1-10	37	84.1%	7	15.9%

Sources: Texas Education Agency 2010 Public Education Information Management System individual student demographic data file and 2010 Texas Education Directory (AskTED) data.

Campus Type: Open-Enrollment and Campus Charter Schools

TEA categorizes schools into one of four classifications based on the lowest and highest grades served by the school. These classifications are *elementary, middle* (including junior high school), *secondary,* and *all grades* or both *elementary/secondary* (Kindergarten [K] through 12). Typically, elementary schools include Grades Pre-Kindergarten (PK) through 5 or Grades PK through 6, middle schools include Grades 6 through 8, and secondary schools include Grades 9 through 12. Schools with different grade spans are grouped with the school type most similar to their grade span (TEA, 2010). Table 2.3a shows the school type classifications of open-enrollment charter schools, and Table 2.3b shows the school type classifications of campus charter schools. Table H.2 in Appendix H presents school type classifications aggregated across both open-enrollment and campus charter schools.

Open-enrollment charter schools. Table 2.3a shows that relative to more established charter schools, proportionately more new open-enrollment charters are elementary schools (42% vs. 35%, respectively) and serve all grades (34% vs. 31%). Conversely, new open-enrollment charters are less likely than their more established counterparts to be secondary (21% vs. 25%) and middle schools (3% vs. 9%).

Table 2.3a. Open-Enrollment Charter School Campuses by Generation and School Type, 2009-10

	Elementary School		Middle School		Secondary School		All[a]	
Generation	N	%	N	%	N	%	N	%
Generation 11	4	36.4%	0	0.0%	2	18.2%	5	45.5%
Generation 12	5	50.0%	1	10.0%	0	0.0%	4	40.0%
Generation 13[b,c]	6	50.0%	0	0.0%	4	33.3%	2	16.7%
Generation 14[b]	1	20.0%	0	0.0%	2	40.0%	2	40.0%
Generations 11-14	16	42.1%	1	2.6%	8	21.1%	13	34.2%
Generations 1-10[d]	150	35.2%	38	8.9%	108	25.4%	130	30.5%

Sources: Texas Education Agency 2010 Public Education Information Management System individual student demographic data file and 2010 Texas Education Directory (AskTED) data.
Note: School type was taken from the 2008-09 Academic Excellence Indicator System campus reference file, or, if missing, from 2010 AskTED.
[a]Spans elementary to senior high school grades.
[b]Two Generation 13 and two Generation 14 open-enrollment charter schools are excluded, as they did not enroll students in fall 2009.
[c]Results for Generation 13 open-enrollment charter schools include one university charter school.
[d]Results for Generations 1-10 include 18 university charter schools.

Campus charter schools. Table 2.3b shows that compared to more established campus charter schools, there are proportionately more new campus charter secondary schools (46% vs. 27%, respectively) and proportionately fewer elementary schools (29% vs. 41%) and all grades (0% vs. 9%). The percentage of middle schools is similar for the two groups (25% and 23%). The shift toward serving secondary schools among new campus charters reflects the impact of legislation enacted in 2005 enabling districts to operate Early College High Schools (ECHSs). ECHS programs combine high school and college coursework, providing students with the opportunity to earn college credit while completing high school. Of the 13 campus charter secondary schools operating in 2009-10, eight schools (62%) were ECHS programs. A more detailed discussion of ECHS campus charters is included in chapter 5.

Table 2.3b. Campus Charter School Campuses by Generation and School Type, 2009-10

	Elementary School		Middle School		Secondary School		All[a]	
Generation	N	%	N	%	N	%	N	%
Generation 11	4	50.0%	0	0.0%	4	50.0%	0	0.0%
Generation 12	1	20.0%	0	0.0%	4	80.0%	0	0.0%
Generation 13	3	33.3%	4	44.4%	2	22.2%	0	0.0%
Generation 14	0	0.0%	3	50.0%	3	50.0%	0	0.0%
Generations 11-14	8	28.6%	7	25.0%	13	46.4%	0	0.0%
Generations 1-10	18	40.9%	10	22.7%	12	27.3%	4	9.1%

Sources: Texas Education Agency 2010 Public Education Information Management System individual student demographic data file and 2010 Texas Education Directory (AskTED) data.
Note: School type was taken from the 2008-09 Academic Excellence Indicator System campus reference file, or, if missing, from 2010 AskTED.
[a]Spans elementary to through high school grade levels.

Size Characteristics: Open-Enrollment and Campus Charter Schools

Table 2.4 shows that the average student enrollment was larger for new campus charter schools than for new open-enrollment charter schools (373 students vs. 320 students, respectively). Average student enrollment was also larger for more established campus charter schools than for more established open-enrollment charter schools (416 students vs. 252 students). While new open-enrollment charter schools were larger, on average, than more established open-enrollment charter schools (320 students vs. 252 students), the reverse was true for new campus charter schools. New campus charter schools tended to be somewhat smaller than more established campus charter schools (373 students vs. 416 students).

Average enrollment was largest for Generation 11 open-enrollment charter schools (470 students) and smallest for the Generation 14 open-enrollment charter schools (222 students). The trend in school size across Generations 11 through 14 suggests that new open-enrollment charter schools grow over time. Chapter 4 discusses charter school growth and finds that many new open-enrollment charters expand to serve additional grade levels as students advance in grade, and thus grow their enrollments over time. This finding may explain increases in school size across new open-enrollment charter generations. In contrast, no clear pattern in school size emerges across campus charter generations. As noted in chapter 4, few campus charters expand to serve additional grade levels over time. Enrollment increases in campus charters generally occur when more students enroll in existing grade levels. For campus charters, enrollment size is more likely a function of classroom capacity than expansion over time.

Table 2.4. Charter School Size Characteristics by Charter Type and Generation, 2009-10

Charter Type	Generation	Number of Campuses	Average Enrollment	Median Enrollment	Total Students
Open-Enrollment or University	Generation 11	11	470	526	5,175
	Generation 12	10	268	229	2,675
	Generation 13[a]	12	266	245	3,194
	Generation 14[a]	5	222	88	1,111
	Generations 11-14	38	320	271	12,155
	Generations 1-10	426	252	180	107,380
Campus Charter	Generation 11	8	411	399	3,284
	Generation 12	5	264	274	1,321
	Generation 13	9	534	521	4,807
	Generation 14	6	174	190	1,042
	Generations 11-14	28	373	351	10,454
	Generations 1-10	44[c]	416	319	18,287
All Charters	Generation 11	19	445	416	8,459
	Generation 12	15	266	274	3,996
	Generation 13 [a]	21	381	345	8,001
	Generation 14 [a]	11	196	187	2,153
	Generations 11-14	66	343	306	22,609
	Generations 1-10	470[c]	267	188	125,667

Sources: Texas Education Agency 2010 Public Education Information Management System individual student demographic data file and 2010 Texas Education Directory (AskTED) data.

[a]Two Generation 13 and two Generation 14 open-enrollment charter schools are excluded, as they did not enroll students in fall 2009.

GRADE LEVEL ENROLLMENTS: OPEN-ENROLLMENT AND CAMPUS CHARTER SCHOOLS

Table 2.5a reports the distribution of students across grade levels for Generations 11 through 14 and more established open-enrollment charter schools, and Table 2.5b reports the same information for campus charter schools. Table H.3 in Appendix H presents similar information aggregated across open-enrollment and campus charter schools.

Open-Enrollment Charter Schools

Compared to more established open-enrollment charter schools, new open-enrollment charter schools serve proportionately more students at Grades K through 8 and proportionately fewer students at the early childhood and PK levels[22] and Grades 9 through 12. The emphasis on high school grades in more established charter schools may reflect the impact of 75 Percent Rule legislation's emphasis on at-risk students that was discussed earlier in this chapter. Given their focus on serving large proportions of students at-risk of dropping out, many 75 Percent Rule charter schools targeted their programs to high school students.

[22]PEIMS early childhood (EC) coding is used to identify students who are enrolled in early childhood programs other than state-approved PK and K programs.

Campus Charter Schools

Compared to more established campus charter schools, new campus charter schools served proportionately more students at Grades 6 through 12 and proportionately fewer at PK through Grade 5. The tendency of new campus charter schools to serve proportionately more students in Grades 6 through 12 is likely due to the expansion of ECHS programs.

Table 2.5a. Grade Level Distributions for Open-Enrollment Charter Schools by Charter School Generation, 2009-10

Grade	Generation 11		Generation 12		Generation 13[a]		Generation 14		Generations 11-14		Generations 1-10[b]	
Level	N	%	N	%	N	%	N	%	N	%	N	%
EC	NS	NS	NS	NS	NS	NS	NS	NS	NS	NS	187	0.2%
PK	NS	NS	276	10.3%	32	1.0%	NS	NS	308	2.5%	9,549	8.9%
K	315	6.1%	318	11.9%	324	10.1%	160	14.4%	1,117	9.2%	8,211	7.6%
1	301	5.8%	300	11.2%	267	8.4%	116	10.4%	984	8.1%	7,738	7.2%
2	309	6.0%	287	10.7%	287	9.0%	100	9.0%	983	8.1%	6,924	6.4%
3	346	6.7%	262	9.8%	277	8.7%	76	6.8%	961	7.9%	6,771	6.3%
4	421	8.1%	213	8.0%	289	9.0%	83	7.5%	1,006	8.3%	6,449	6.0%
5	506	9.8%	285	10.7%	309	9.7%	86	7.7%	1,186	9.8%	7,029	6.5%
6	673	13.0%	253	9.5%	365	11.4%	181	16.3%	1,472	12.1%	8,881	8.3%
7	575	11.1%	184	6.9%	310	9.7%	50	4.5%	1,119	9.2%	7,711	7.2%
8	479	9.3%	161	6.0%	203	6.4%	67	6.0%	910	7.5%	6,908	6.4%
9	364	7.0%	71	2.7%	289	9.0%	129	11.6%	853	7.0%	9,583	8.9%
10	238	4.6%	58	2.2%	143	4.5%	29	2.6%	468	3.9%	7,141	6.7%
11	416	8.0%	7	0.3%	95	3.0%	22	2.0%	540	4.4%	8,072	7.5%
12	232	4.5%	NS	NS	4	0.1%	12	1.1%	248	2.0%	6,226	5.8%
Total	**5,175**	**100.0%**	**2,675**	**100.0%**	**3,194**	**100.0%**	**1,111**	**100.0%**	**12,155**	**100.0%**	**107,380**	**100.0%**

Source: Texas Education Agency 2010 Public Education Information Management System individual student demographic data file.

Notes. NS =no students.

[a]Results for Generation 13 open-enrollment charter schools include one university charter school.

[b]Results for Generations 1-10 include 18 university charter schools.

Table 2.5b. Grade Level Distributions for Campus Charter Schools by Charter School Generation, 2009-10

Grade Level	Generation 11		Generation 12		Generation 13		Generation 14		Generations 11-14		Generations 1-10	
	N	%	N	%	N	%	N	%	N	%	N	%
EC	1	0.0%	NS	NS	5	0.1%	NS	NS	6	0.1%	17	0.1%
PK	232	7.1%	75	5.7%	172	3.6%	NS	NS	479	4.6%	3391	18.5%
K	267	8.1%	11	0.8%	209	4.3%	NS	NS	487	4.7%	1363	7.5%
1	258	7.9%	20	1.5%	249	5.2%	NS	NS	527	5.0%	1331	7.3%
2	265	8.1%	12	0.9%	221	4.6%	NS	NS	498	4.8%	1072	5.9%
3	211	6.4%	NS	NS	202	4.2%	NS	NS	413	4.0%	1204	6.6%
4	234	7.1%	NS	NS	184	3.8%	NS	NS	418	4.0%	1063	5.8%
5	259	7.9%	NS	NS	214	4.5%	57	5.5%	530	5.1%	1016	5.6%
6	84	2.6%	NS	NS	959	20.0%	122	11.7%	1165	11.1%	1669	9.1%
7	59	1.8%	NS	NS	1,064	22.1%	122	11.7%	1245	11.9%	1459	8.0%
8	47	1.4%	NS	NS	1,004	20.9%	123	11.8%	1174	11.2%	1399	7.7%
9	324	9.9%	337	25.5%	102	2.1%	256	24.6%	1019	9.7%	1076	5.9%
10	311	9.5%	329	24.9%	118	2.5%	277	26.6%	1035	9.9%	839	4.6%
11	259	7.9%	347	26.3%	68	1.4%	48	4.6%	722	6.9%	851	4.7%
12	473	14.4%	190	14.4%	36	0.7%	37	3.6%	736	7.0%	537	2.9%
Total	**3,284**	**100.0%**	**1,321**	**100.0%**	**4,807**	**100.0%**	**1,042**	**100.0%**	**10,454**	**100.0%**	**18,287**	**100.0%**

Source: Texas Education Agency 2010 Public Education Information Management System (PEIMS) individual student demographic data file.
Notes. NS = no students.

STUDENT DEMOGRAPHICS: OPEN-ENROLLMENT AND CAMPUS CHARTER SCHOOLS

Table 2.6a presents the demographic characteristics of students attending Generation 11 through 14 open-enrollment charter schools and more established Generation 1 through 10 schools, and Table 2.6b presents the same information for campus charters. Demographic information aggregated across both types of charter schools is reported in Table H.4 in Appendix H.

Open-Enrollment Charter Schools

As presented in Table 2.6a, there were differences in the characteristics of students attending new and more established open-enrollment charter schools during the 2009-10 school year. Relative to more established charters, new open-enrollment charter schools enrolled higher percentages of Asian and White students (11% vs. 3% and 25% vs. 18%, respectively), and a larger percentage of gifted and talented students (7% vs. 1%). In contrast, new open-enrollment charters enrolled smaller percentages of African American students (15% vs. 25%) and Hispanic students (48% vs. 52%), as well as economically disadvantaged (54% vs. 72%), special education (4% vs. 8%), and limited English proficient (LEP) (8% vs. 17%) students.

Table 2.6a. Open-Enrollment Charter School Student Demographic Information by Generation, 2009-10

Student Group	Generation 11 (n=5,175)	Generation 12 (n=2,675)	Generation 13[a] (n=3,194)	Generation 14[a] (n=1,111)	Generations 11-14[a] (N=12,155)	Generations 1-10[b] (N=107,380)
Native American	0.4%	0.5%	0.4%	0.1%	0.4%	0.8%
Native Hawaiian, Pac. Islander	0.1%	0.0%	0.0%	0.1%	0.0%	0.6%
Asian	13.9%	3.1%	14.0%	9.1%	11.1%	3.0%
African American	10.4%	25.2%	15.0%	10.4%	14.9%	25.4%
Hispanic	51.7%	36.5%	54.1%	39.6%	47.9%	51.5%
White	23.1%	34.1%	16.2%	38.1%	25.1%	17.8%
Two or more races	0.3%	0.5%	0.3%	2.7%	0.6%	0.9%
Economically disadvantaged	47.0%	62.5%	58.7%	48.8%	53.6%	72.4%
Special education	4.1%	4.9%	4.4%	5.3%	4.4%	8.1%
Limited English proficient	8.8%	8.7%	4.6%	14.4%	8.2%	16.5%
Gifted and talented	8.8%	10.2%	4.8%	0.4%	7.3%	1.2%

Source: Texas Education Agency 2010 Public Education Information Management System individual student demographic data file.

[a]Results for Generation 13 open-enrollment charter schools include one university charter school.

[b]Results for Generations 1-10 include 18 university charter schools.

Campus Charter Schools

Similar to open-enrollment charter schools, the characteristics of students attending new campus charter schools differed somewhat from the characteristics of students attending more established campus charters during the 2009-10 school year. As presented in Table 2.6b, new campus charters enrolled proportionately more Hispanic (81% vs. 58%), economically disadvantaged students (84% vs. 76%) and special education students (8% vs. 5%) than their more established counterparts in Generations 1 through 10. In contrast, more established campus charters tended to enroll larger proportions of African American (26% vs. 12%), White (12% vs. 5%), LEP (23% vs. 16%), and gifted and talented students (11% vs. 9%).

Table 2.6b. Campus Charter School Student Demographic Information by Generation, 2009-10

Student Group	Generation 11 (n=3,284)	Generation 12 (n=1,321)	Generation 13 (n=4,807)	Generation 14 (n=1,042)	Generations 11-14[a] (N=10,454)	Generations 1-10 (N=18,287)
Native American	0.2%	0.2%	0.0%	0.2%	0.1%	0.5%
Native Hawaiian, Pac. Islander	0.2%	0.1%	0.0%	0.0%	0.1%	0.1%
Asian	0.6%	6.1%	0.1%	1.6%	1.2%	2.1%
African American	17.8%	13.6%	4.4%	26.4%	12.0%	26.3%
Hispanic	78.8%	57.8%	93.7%	63.0%	81.4%	57.8%
White	1.8%	21.8%	1.5%	5.6%	4.6%	12.3%
Two or more races	0.7%	0.5%	0.1%	3.3%	0.7%	0.9%
Economically disadvantaged	91.2%	59.3%	89.8%	63.8%	83.8%	75.5%
Special education	6.0%	1.0%	11.8%	3.1%	7.8%	4.9%
Limited English proficient	19.8%	0.8%	19.5%	9.6%	16.2%	22.8%
Gifted and talented	13.1%	7.8%	6.3%	9.8%	8.9%	11.0%

Source: Texas Education Agency 2010 Public Education Information Management System individual student demographic data file.

Open-Enrollment and Campus Charter School Comparisons

Figure 2.1 shows the ethnic breakdowns of new open-enrollment and new campus charter schools along with state averages. New open-enrollment charter schools had higher percentages of White (25% vs. 5%), African American (15% vs. 12%), and Asian (11% vs. 1%) students than new campus charter schools. However, new campus charter schools had a considerably higher percentage of Hispanic students (81% vs. 48%). Ethnically, new open-enrollment charter schools more closely resembled state averages than new campus charter schools. Compared to the state, the new open-enrollment charter schools had an identical percentage of Hispanic students (48%), a similar percentage of African-American students (15% vs. 14%), a lower percentage of white students (25% vs. 34%), and a higher percentage of Asian students (11% vs. 4%).

Figure 2.2 compares the enrollments of special student populations in new open-enrollment and campus charter schools, as well as state averages. Relative to new open-enrollment charters, new campus charters had a much higher percentage of economically disadvantaged students (84% vs. 54%), higher percentages of LEP students (16% vs. 8%) and special education students (8% vs. 4%), and a somewhat higher percentage of gifted and talented students (9% vs. 7%). The percentage of economically disadvantaged students in new open-enrollment charter schools (54%) was similar to the state average (57%). While new campus charters served a higher percentage of economically disadvantaged students (84%) relative to the state average, the percentages of special education (8%), LEP (16%), and gifted and talented (9%) students served by new campus charters were similar to state averages (9%, 17%, and 8%, respectively).

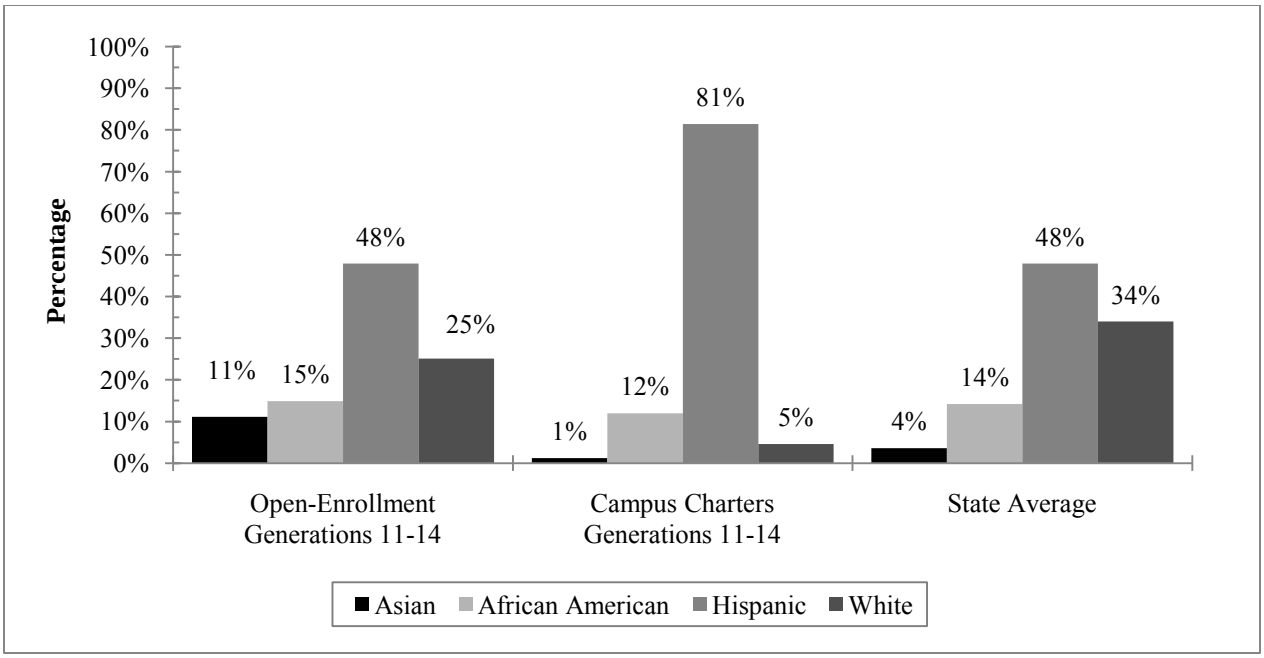

Figure 2.1. Ethnic distribution of Generations 11 through 14 open-enrollment and campus charter schools, 2009-10.

Sources: Texas Education Agency 2010 Public Education Information Management System individual student demographic data file. State averages from 2009 State Academic Excellence Indicator System report.
Note. N=12,155 for open-enrollment charter school students and N=10,454 for campus charter school students.

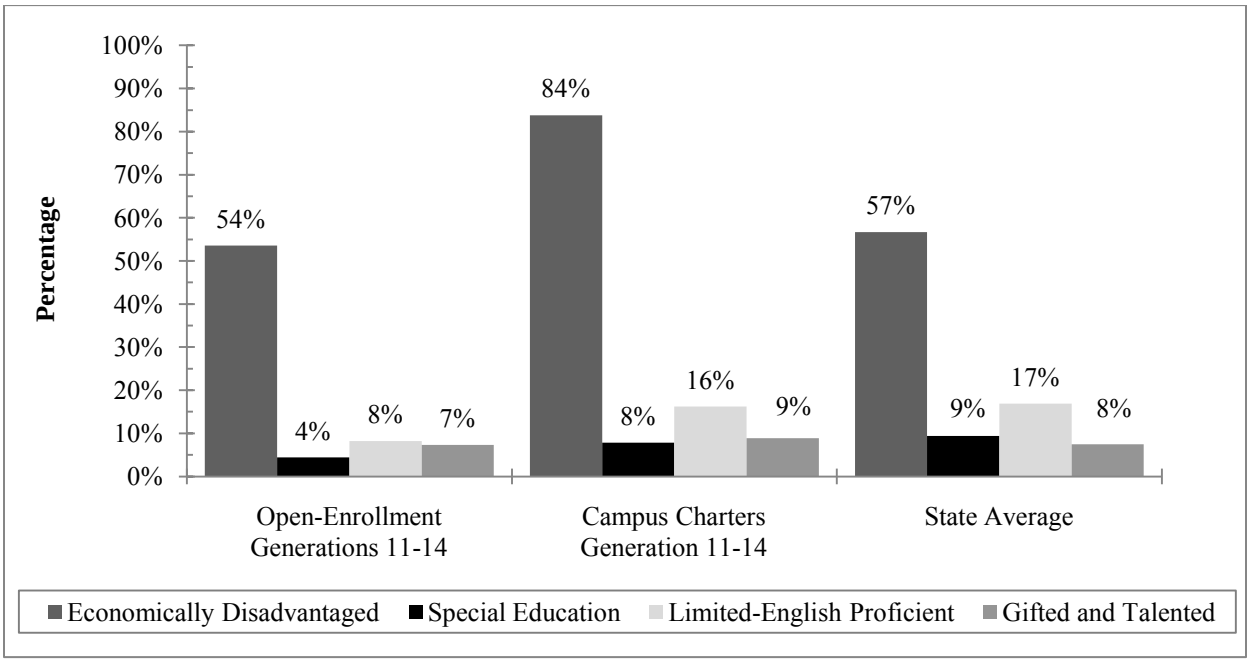

Figure 2.2. Special population percentages of Generations 11 through 14 open-enrollment and campus charter schools, 2009-10.

Sources: Texas Education Agency 2010 Public Education Information Management System individual student demographic data file. State averages from 2009 State Academic Excellence Indicator System report.
Note. N=12,155 for open-enrollment charter school students and N=10,454 for campus charter school students.

STAFF CHARACTERISTICS: OPEN-ENROLLMENT AND CAMPUS CHARTER SCHOOLS

The sections that follow examine the staffing characteristics of new charter schools. Table 2.7a presents findings for open-enrollment charter schools and Table 2.7b presents comparable results for campus charters. Results aggregated across both types of charter schools are presented in Table H.5 in Appendix H. At the time of this report's writing the most current staff data available were for the 2008-09 school year, which limits findings to Generations 11, 12, and 13, as well as more established charter schools.

Open-Enrollment Charter Schools

Results presented in Table 2.7a indicate that, with some exceptions for Generation 11, new open-enrollment charter schools reflect more established charter schools in terms of staffing. And, with some exceptions for Generation 11, open-enrollment charter schools across generations tended to employ smaller staffs made up of larger percentages of administrators and teachers, and provided lower salaries than the state's traditional district schools. For the most part, these results are expected. As smaller schools, it is not surprising that open-enrollment charters employ smaller staffs, and low salaries among teachers working in open-enrollment charters are a well established feature of charter school employment both nationally (Cannata, 2010; Miron & Applegate, 2007), and in Texas (TCER, 2008, 2007). For the most part, salary differences reflect variations in teacher experience between the open-enrollment charter and traditional district sectors (see Table 2.8a). Differences in terms of staffing levels for Generation 11 charter schools are a reflection of the larger size of these schools (see Table 2.4), and the notably high level of administrative pay in Generation 11 is largely attributable to one open-enrollment charter that paid its central office administrators an average of $126,000 during the 2008-09 school year. Omitting this school from the Generation 11 average, central office administrators in the remaining Generation 11 schools earned an average of $86,952 in 2008-09.

Table 2.7a. Open-Enrollment Charter School Staff Characteristics by Generation, 2008-09

	Generation 11		Generation 12		Generation 13[a]		Generations 11, 12, and 13[a]		Generations 1-10		State
Staff Characteristic	N	Value	N	Value	N	Value	N	Value	N	Value	Average
Central administration[b]	11	0.9%	11	3.1%	10	4.0%	32	2.5%	405	2.2%	1.0%
Campus administration[b]	11	6.6%	11	9.4%	10	6.3%	32	7.2%	405	6.8%	2.8%
Average central administrator salary[b]	5	$94,762	5	$51,712	6	$31,695	16	$57,659	358	$86,516	$85,305
Average campus administrator salary[c]	10	$69,526	11	$58,886	9	$53,660	30	$60,865	344	$56,764	$68,891
Average teacher salary[c]	10	$41,198	11	$36,092	10	$41,792	31	$39,578	386	$39,357	$47,159
Average staff FTE[c,d]	11	27.3	11	18.7	10	15.2	32	20.6	404	20.2	54.7
Average teacher FTE[c,e]	11	24.3	11	14.5	10	12.1	32	17.1	404	14.9	40.3
Teachers[c,f]	11	89.1%	11	77.6%	10	79.3%	32	83.2%	404	73.7%	72.9%
Students per teacher[c]	10	15.2	11	14.8	10	13.7	31	14.5	296	15.6	14.4

Sources: Texas Education Agency (TEA) 2009 Academic Excellence Indicator System (AEIS) district staff statistics file and 2009 AEIS campus staff statistics file. State averages from the 2009 state AEIS report and from 2009 AEIS campus staff data file.

Notes. Charter school personnel percentages were based on full time equivalent counts in the 2009 AEIS district staff statistics file and the 2009 AEIS campus staff statistics file. This follows procedures used in the 2009 State AEIS report.

[a]Results for Generation 13 open-enrollment charter schools include one university charter school.

[b]2009 TEA AEIS district staff statistics file.

[c]2009 TEA AEIS campus staff statistics file.

[d]Average staff full time equivalent (FTE) count.

[e]Average teacher FTE count.

[f]Percentage of a school's staff (teachers, support personnel, administrators, and aides) that are FTE teachers.

Campus Charter Schools

Results presented in Table 2.7b indicate that both new and more established campus charters, as part of traditional districts, do not differ much from district schools statewide in terms of staffing. Campus charters employed roughly similar percentages of administrators and teachers and offered teacher salaries that are similar to statewide averages during the 2008-09 school year. Higher average administrator salaries in campus charters may be a reflection of school location. More than 80% of campus charters are located in large, urban districts that offer higher salaries than many of the suburban and small, rural districts included in statewide averages. Differences in teacher staffing levels by generation reflect differences in school size (see Table 2.4).

Table 2.7b. Campus Charter School Staff Characteristics by Generation, 2008-09

	Generation 11		Generation 12		Generation 13		Generations 11, 12, and 13		Generations 1-10		State
Staff Characteristic	N	Value	N	Value	N	Value	N	Value	N	Value	Average
Central administration[a]	8	0.7%	5	0.9%	10	0.7%	23	0.7%	48	0.6%	1.0%
Campus administration[a]	8	2.5%	5	2.6%	10	2.5%	23	2.5%	48	2.6%	2.8%
Average central administrator salary[a]	8	$87,182	5	$86,365	10	$88,036	23	$87,376	48	$91,678	$85,305
Average campus administrator salary[b]	8	$74,316	4	$85,418	7	$74,356	19	$76,668	25	$77,746	$68,891
Average teacher salary[b]	8	$49,048	4	$47,332	7	$47,461	19	$48,102	27	$48,818	$47,159
Average staff FTE[b,c]	8	32.0	4	16.2	7	53.6	19	26.5	27	31.8	54.7
Average teacher FTE[b,d]	8	22.3	4	13.7	7	37.4	19	20.4	27	23.9	40.3
Teachers[b,e]	8	69.6%	4	84.5%	7	69.8%	19	77.0%	27	75.1%	72.9%
Students per teacher[b]	8	17.0	4	17.3	7	17.2	19	17.2	27	17.4	14.4

Sources: Texas Education Agency (TEA) 2009 Academic Excellence Indicator System (AEIS) district staff statistics file and 2009 AEIS campus staff statistics file. State averages from the 2009 state AEIS report and from 2009 AEIS campus staff data file.

Notes. Charter school personnel percentages were based on full time equivalent counts in the 2009 AEIS district staff statistics file and the 2009 AEIS campus staff statistics file. This follows procedures used in the 2009 State AEIS report.

[a]2009 TEA AEIS district staff statistics file.

[b]2009 TEA AEIS campus staff statistics file.

[c]Average staff full time equivalent (FTE) count.

[d]Average teacher FTE count.

[e]Percentage of a school's staff (teachers, support personnel, administrators, and aides) that are FTE teachers.

TEACHER CHARACTERISTICS: OPEN-ENROLLMENT AND CAMPUS CHARTER SCHOOLS

Considerable recent research has focused on the characteristics of teachers who choose to work in charter schools, finding that charter schools tend to employ higher percentages of inexperienced teachers and have higher teacher turnover rates than traditional district schools (Cannata, 2010; Miron & Applegate, 2007; Stuit & Smith, 2010, TCER, February 2011, June 2009)). The following sections consider the characteristics of teachers working in: (1) new and more established open-enrollment charter schools, (2) new and more established campus charter schools, and (3) new open-enrollment charter schools, new campus charter schools, and traditional district schools statewide (i.e., the state average). Table 2.8a presents results for open-enrollment charters and includes state averages, Table 2.8b presents findings for campus charter schools and includes state averages, and Figure 2.4 presents information on key teacher characteristics for new open-enrollment charters, new campus charters, and statewide averages. Table H.6 in Appendix H presents similar information aggregated across both types of charter schools. As with results presented in the previous section, findings for new charter schools are limited to Generations 11, 12, and 13 because of limitations in the available data.

New vs. More Established Open-Enrollment Charter Schools

Table 2.8a shows new open-enrollment charter schools employed a lower percentage of minority teachers than more established open-enrollment charter schools (32% vs. 51%). New open-enrollment charter schools also employed a higher percentage of teachers having 5 or fewer years of experience (85% vs. 71%). Similarly, teachers working in new open-enrollment charter schools had fewer average years of teaching experience (4 years vs. 6 years) and tenure, a measure of how long the teacher has been employed in the district (1 year vs. 2 years). The percentage of teachers having advanced degrees was similar for new (17%) and more established (16%) open-enrollment charter schools. The teacher turnover percentage[23] was lower in new than more established open-enrollment charter schools (38% vs. 41%).

[23]The total full-time equivalent (FTE) count of teachers from the fall of 2007-08 who were subsequently not employed in the district in the fall of 2008-09, divided by the total teacher FTE count for the fall of 2007-08. Staff who remained employed in the district but not as teachers were also counted toward teacher turnover. (http://ritter.tea.state.tx.us/perfreport/aeis/2009/glossary.html)

Table 2.8a. Open-Enrollment Charter School Teacher Characteristics by Generation, 2008-09

Teacher Characteristic	Generation 11		Generation 12		Generation 13[a]		Generations 11, 12, and 13[a]		Generations 1-10		State Average
	N	Value	N	Value	N	Value	N	Value	N	Value	
Minority teachers[b]	11	35.4%	11	22.2%	10	38.5%	32	32.3%	404	50.6%	31.8%
African-American	11	8.4%	11	9.9%	10	8.2%	32	8.8%	404	28.4%	9.7%
Hispanic	11	27.0%	11	12.3%	10	30.3%	32	23.5%	404	22.2%	22.1%
White	11	60.4%	11	73.5%	10	59.2%	32	64.0%	404	45.7%	66.7%
Teacher average years of experience[b]	10	3.0	11	3.3	10	5.2	31	3.8	386	5.5	11.2
Teacher tenure in years[b]	10	1.0	11	0.6	10	0.3	31	0.6	386	1.7	7.4
Beginning teachers	11	27.1%	11	34.8%	10	41.9%	32	32.6%	404	25.4%	7.3%
1-5 years experience	11	61.2%	11	50.2%	10	37.4%	32	52.7%	404	45.5%	30.5%
6-10 years experience	11	6.0%	11	8.3%	10	10.5%	32	7.7%	404	14.8%	20.0%
11-20 years experience	11	3.7%	11	4.8%	10	4.9%	32	4.3%	404	9.8%	23.7%
More than 20 years experience	11	2.0%	11	1.9%	10	5.2%	32	2.7%	404	4.6%	18.6%
Teachers with no degree[c]	11	1.6%	11	0.6%	10	0.7%	32	1.1%	405	3.4%	0.8%
Teachers with advanced degrees[c]	11	13.4%	11	17.3%	10	21.1%	32	16.5%	405	16.2%	21.4%
Teacher annual turnover rate[d]	10	34.1%	10	40.9%	ND	ND	20	37.5%	398	40.5%	14.7%

Sources: Texas Education Agency (TEA) 2009 Academic Excellence Indicator System (AEIS) district staff statistics file and 2009 AEIS campus staff statistics file. State averages from the 2009 state AEIS report and from 2009 AEIS campus staff data file.

Notes. ND = No data. Charter school personnel percentages were based on full time equivalent (FTE) counts in the 2009 AEIS campus staff statistics file.

[a]Results for Generation 13 open-enrollment charter schools include one university charter school.

[b]2009 TEA AEIS campus staff statistics file.

[c]2009 TEA AEIS district staff statistics file.

[d]Teacher turnover rate for 2008-09 was based on the total FTE count of teachers from 2007-08. Because Generation 13 open-enrollment charter schools were not in operation in 2007-08, there is no data from the Generation 13 districts.

New vs. More Established Campus Charter Schools

Table 2.8b shows that new campus charter schools employed a higher percentage of minority teachers than more established campus charter schools (64% vs. 50%). More established campus charter schools employed a slightly higher percentage of teachers having 5 or fewer years of experience (39% vs. 36%). Similarly, average years of teaching experience was greater in new campus charter schools (12 years vs. 10 years), as was teacher tenure (8 years vs. 7 years). The percentage of teachers having advanced degrees was similar for new (31%) and more established (29%) campus charter schools. The teacher turnover percentage was the same in new and more established campus charter schools (14%).

Table 2.8b. Campus Charter School Teacher Characteristics by Generation, 2008-09

Teacher Characteristic	Generation 11		Generation 12		Generation 13		Generations 11, 12, and 13		Generations 1-10		State Average
	N	Value	N	Value	N	Value	N	Value	N	Value	
Minority teachers[a]	8	71.2%	4	20.4%	7	68.5%	19	63.6%	27	50.0%	31.8%
African-American	8	28.6%	4	2.4%	7	6.5%	19	14.0%	27	25.6%	9.7%
Hispanic	8	42.6%	4	18.0%	7	63.0%	19	50.6%	27	24.4%	22.1%
White	8	24.2%	4	76.0%	7	29.4%	19	32.7%	27	47.0%	66.7%
Teacher average years of experience[b]	8	11.8	4	9.5	7	12.2	19	11.5	27	10.1	11.2
Teacher tenure in years[b]	8	9.0	4	4.4	7	9.4	19	8.2	27	7.3	7.4
Beginning teachers	8	6.4%	4	8.2%	7	7.6%	19	7.2%	27	6.1%	7.3%
1-5 years experience	8	33.0%	4	25.2%	7	27.3%	19	29.1%	27	33.1%	30.5%
6-10 years experience	8	16.1%	4	32.3%	7	19.1%	19	19.5%	27	21.1%	20.0%
11-20 years experience	8	17.9%	4	20.4%	7	22.4%	19	20.5%	27	21.1%	23.7%
More than 20 years experience	8	26.6%	4	13.8%	7	23.6%	19	23.6%	27	18.6%	18.6%
Teachers with no degree[b]	8	0.5%	5	0.9%	10	0.4%	23	0.5%	48	0.5%	0.8%
Teachers with advanced degrees[b]	8	30.4%	5	28.7%	10	31.7%	23	30.7%	48	29.1%	21.4%
Teacher annual turnover rate[b]	8	13.4%	5	14.0%	10	13.7%	23	13.6%	48	13.5%	14.7%

Sources: Texas Education Agency (TEA) 2009 Academic Excellence Indicator System (AEIS) district staff statistics file and 2009 AEIS campus staff statistics file. State averages from the 2009 state AEIS report and from 2009 AEIS campus staff data file.

Note. Charter school personnel percentages were based on full time equivalent (FTE) counts in the 2009 AEIS campus staff statistics file.

[a]2009 TEA AEIS campus staff statistics file.

[b]2009 TEA AEIS district staff statistics file.

Comparisons by School Type: New Open-Enrollment Charter School, New Campus Charter School, and Traditional District Schools Statewide

Figure 2.3 compares the characteristics of teachers working in new open-enrollment charters, new campus charters, and traditional district schools statewide. Results indicate that new open-enrollment charter schools had teacher turnover rates (38%) that were more than double that of new campus charters (14%) and traditional district schools statewide (15%). New campus charter schools employed a percentage of minority teachers (64%) that was more than double that of new open-enrollment charters (32%) and traditional district schools statewide (32%). As indicated in Table 2.8b, Hispanic teachers made up more than half (51%) of the teaching staff in new campus charters. This trend likely reflects the emphasis on campus charters in several large urban districts that serve large proportions of Hispanic families. The proportion of beginning teachers working in new open-enrollment charter schools (33%) was more than four times that of new campus charters (7%) and traditional district schools statewide (7%). In addition, new open-enrollment charters employed a smaller proportion of teachers with advanced degrees (17%) than both new campus charters (31%) and traditional district schools statewide (21%).

To a large extent, differences in the characteristics of staff working in open-enrollment and campus charter schools are attributable to routes by which charter schools are founded and the types of support for new schools. As entirely new schools, the operators of open-enrollment charter schools must coordinate teacher salaries in alignment with a wide range of start-up costs, which often means they are not able to offer competitive salaries and benefits (Miron & Applegate, 2007). In contrast, teachers who remain in traditional district schools that convert to campus charter status may remain district employees and receive the same salary schedule, benefits, and tenure provisions as other teachers working in the district. Some recent research on staffing in charter schools nationally indicates that these differences affect teacher turnover, finding that entirely new charter schools tend to experience higher rates of attrition than converted public schools (Stuit & Smith, 2010).

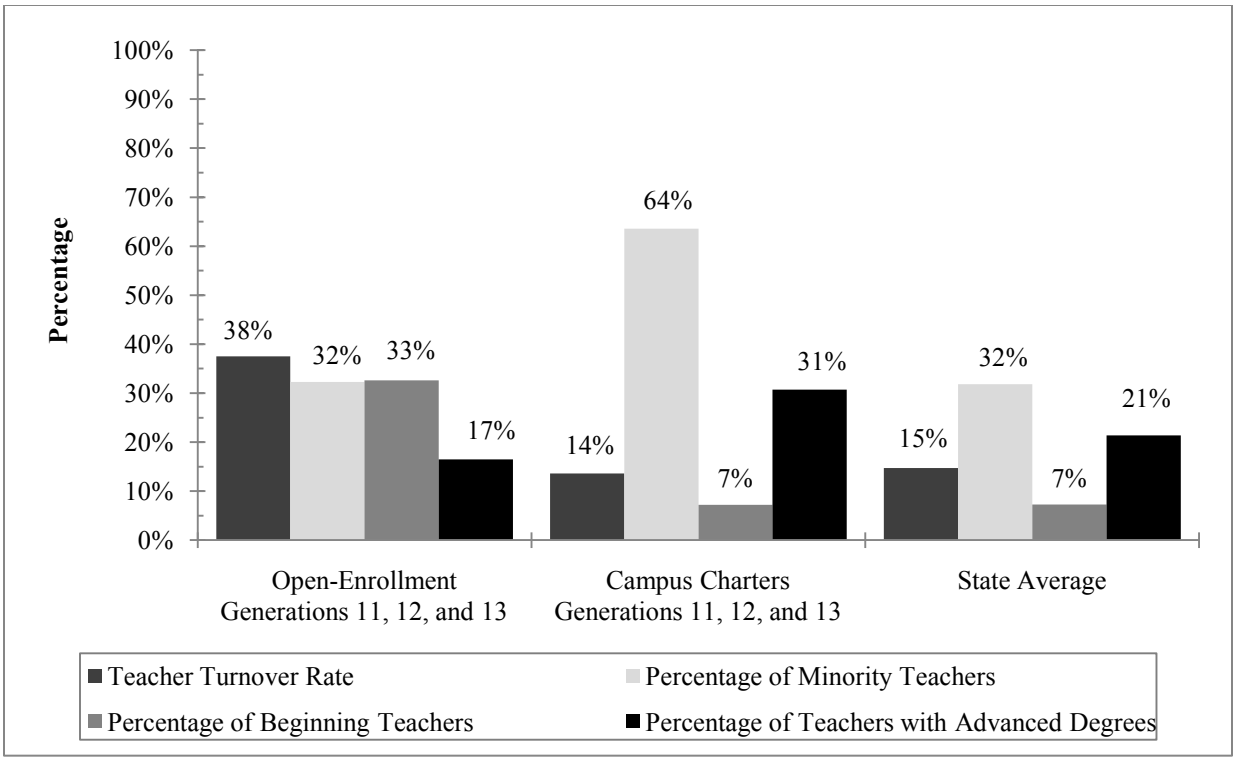

Figure 2.3. Selected teacher characteristics of Generations 11, 12, and 13 open-enrollment and campus charter schools, 2008-09.
Sources: Texas Education Agency 2009 Academic Excellence Indicator System district staff statistics file and 2009 AEIS campus staff statistics file.
Note. (N=32) for open-enrollment charter schools and (N=19) for campus charter schools.

SUMMARY

Results from this chapter indicate that the characteristics of Texas' charter schools have been shaped by policy changes focused on improving charter school quality, as well as by more general initiatives designed to improve the college readiness of Texas students (i.e., ECHS). With the elimination of the 75 Percent Rule in 2001, fewer open-enrollment charter schools have established programs designed to serve at-risk high school students. Notably, about 43% of open-enrollment charter schools in Generations 1 through 10 were evaluated under alternative education accountability procedures, while only 11% of new open-enrollment charters were so evaluated. Not surprisingly, open-enrollment charters authorized in Generations 1 through 10 enrolled larger proportions of students in Grades 9 through 12 (29% vs. 17%); low-income (72% vs. 54%), Hispanic (52% vs. 48%), and African American (25% vs. 15%) students; as well as students eligible for special education services (8% vs. 4%), the characteristics of students of typically served by AECs (see TCER, 2008).

In response to legislation introduced in 2005 encouraging the formation of ECHS programs, districts have begun using campus charter provisions to structure ECHSs in partnership with local institutions of higher education. Of the 28 Generation 11 through 14 campus charters that enrolled students during the 2009-10 school year, 29% (eight schools) were ECHS programs, and the proportion of new campus charters characterized as secondary school programs increased over previous generations (46% for new charters vs. 27% for charters in Generations 1 through 10), and new campus charters served proportionately more students in Grades 9 through 12 than campus charter authorized in previous generations (34% vs. 18%).

The characteristics of campus and open-enrollment charters also reflect differences in the ways in which each type of school is founded. Most notably, as entirely new schools, open-enrollment charters tend to recruit and employ larger proportions of new and inexperienced teachers than campus charters or traditional district schools statewide. In contrast, many campus charters are converted district schools that retain their existing staff and largely reflective of district staffing patterns.

CHAPTER 3
NEW CHARTER SCHOOLS USE OF CHARTER SCHOOL PROGRAM (CSP) GRANT FUNDS

A central purpose of the Evaluation of New Texas Charter Schools is to understand how new charter schools use federal CSP grant funds to implement and support their programs (Research Question 1). The CSP system of grants has been in place since 1994,[24] providing funding in support of the "planning, program design, and initial implementation of charter schools" (USDE, 2004, p. 2). CSP grants are administered through state education agencies and are provided to new charter schools for a period of up to 3 years. Up to 18 months of CSP funding may be used for the planning and design of new charter schools, and no more than 2 years of funding may be used for initial implementation of the school's program. CSP funding has been limited to 2-year implementation grants for pre-existing traditional district schools that have converted to charter status. CSP funds may be used for post-award planning and design of the educational program, as well as for initial implementation of a charter school. However, CSP funds may not be used for the purchase or renovation of facilities. Beyond limitations on the use of CSP funding for construction expenses, charter schools have substantial flexibility in their use of CSP funds to support program goals. For example, CSP funds may be used to purchase equipment and educational materials, support payroll, and implement instructional programs.

Previous comparisons of the expenditure patterns of Texas' campus and open-enrollment charter schools that were not limited to new schools have indicated that campus charter schools allocate their expenditures differently, and tend to spend their resources in a manner that is more consistent with traditional districts (TCER, 2008). Campus charter schools' accounting structures tend to look like those of traditional districts, and because campus charters may receive district support for facilities maintenance and operation, they are able to devote more resources to instruction than open-enrollment charters. Comparisons of the CSP expenditures of campus and open-enrollment charter schools also reveal differences in the spending patterns, which, for the most part, reflect the differences in the start-up resources available to each type of school.

The evaluation's second interim report (February 2011) analyzed spending data from the PEIMS database for the 2000-01 through 2007-08 school years and found that both new open-enrollment and new campus charter schools used the largest share of CSP funds to support instruction, though campus charters were able to devote more funds to instruction than their open-enrollment charter counterparts. Results indicated that open-enrollment charter schools spent proportionately more of their CSP funding on issues related to the maintenance and operation of facilities, as well as school leadership, which is likely a reflection of district support for campus charters.

This chapter builds on prior findings and examines trends in open-enrollment and campus charter schools' use of CSP funding across 9 school years (2000-01 through 2008-09). For most of this time, TEA's application requirements for CSP funding did not require that applicants budget in terms of planning and program design costs and implementation costs, and PEIMS financial reporting does not identify CSP funds expended for program planning or for program implementation. However, beginning with the 2008-09 cycle of CSP grant awards, TEA required that grant applicants budget CSP funding in terms of (1) planning and program design and (2) program implementation. Charter schools report planning and implementation expenditures to TEA through the agency's grant expenditure reporting system, which operates separately from the system of PEIMS financial reporting. The chapter uses planning and

[24]The CSP system of grants was first authorized in 1994 under Title X, Part C of the Elementary and Secondary Education Act of 1965. The CSP was amended by Charter School Expansion Act of 1998 and by the No Child Left Behind Act of 2001.

implementation expenditure data to compare new charter schools' use of CSP funds across the planning and implementation grant periods.

METHODOLOGY

This chapter examines Texas charter schools' use of CSP grant funds and relies on PEIMS financial data from the 2000-01 through the 2008-09 school years, and incorporates planning and expenditure data reported through TEA's grant expenditure reporting system. Analyses are averages across the charter school campuses expending CSP revenue, and most analyses compare averages for funds expended in 2008-09 with averages of expenditures across the 2000-01 through 2007-08 school years. Analyses consider the overall use of CSP funds by open-enrollment and campus charter schools, as well as charter schools' use of funds across expenditure categories established by Texas' system of public school financial reporting. Given the relatively small number of charter schools reporting CSP expenditures each school year, it is important to note that a single charter school may substantially affect the overall average. All charter schools that used CSP funds within a given year are included in most analyses, which means that results are not limited to new charters in Generations 11 through 14. The inclusion of all charter schools expending funds in a given year enables a broader examination of trends in all charter schools' use of CSP funding in their early years of operation.

OVERVIEW OF THE USE OF CSP FUNDS BY TEXAS CHARTER SCHOOLS

The sections that follow provide an overview of open-enrollment and campus charter schools CSP expenditures over the time period spanning the 2000-01 to 2008-09 school years. Results include the number of schools reporting CSP expenditures, total expenditures, and average expenditures by school year.

Open-Enrollment Charter Schools

As presented in Table 3.1, open-enrollment charter schools have spent a total of almost $53 million over the 9-year time period between 2000-01 and 2008-09. Average expenditures per open-enrollment charter per year ranged from a low of $47,746 in 2000-01 to a high of $188,025 in 2001-02. In 2008-09, average expenditures per open-enrollment charter school were $102,826, and charters reported total CSP expenditures of about $2 million.

Table 3.1. Number of Open-Enrollment Charter Schools Reporting CSP Grant Expenditures, Total CSP Expenditures, and Average CSP Expenditures per Charter School by School Year

School Year	Number of Open-Enrollment Charter Schools Reporting CSP Expenditures	Total CSP Expenditures	Average CSP Expenditures per Charter School
2000-01	74	$3,533,212	$47,746
2001-02	105	$19,742,615	$188,025
2002-03	48	$6,874,935	$143,228
2003-04	48	$6,760,288	$140,839
2004-05[a]	30	$4,016,954	$133,898
2005-06[a]	31	$3,296,545	$106,340
2006-07	27	$3,961,457	$146,721
2007-08	28	$2,538,571	$90,663
2008-09	21	$2,159,344	$102,826

Source: Public Education Information Management System Actual Financial Database, 2000-01 through 2008-09.
[a]Results include one university charter school.

Campus Charter Schools

The analysis of campus charter school CSP data is complicated by the fact that not all school expenditures are allocated at the campus level. Certain costs, such as central administration services and plant maintenance and operations, are allocated at the district level, and campus charter schools draw upon funds as needed. Other expenditures, such as staff salaries, are more clearly attributable to an individual campus. According to the Financial Accountability System Resource Guide (FASRG) (TEA, 2008), "school districts are mandated to record payroll costs by campus level for educational personnel including professional and paraprofessional personnel where the cost is clearly attributable to a specific organization" (pp. 455-456). FASRG further specifies that individuals clearly attributable to a campus include those that are "dedicated to the day-to-day operations of the campus (partially or fully) and… under the direct or indirect supervision of the campus principal." (pp. 455-456). FASRG provides examples of the kinds of individuals that are likely to fall into that category, including classroom teachers, teacher aides, classroom assistants, librarians, principals, counselors, and social workers.

As is indicated in Table 3.2, 20 campus charter schools reported CSP expenditures in 2008-09. The average amount spent per campus was $63,618 in 2008-09, a drop from prior years. In 2008-09, campus charter school data continue to reflect a trend observed in the second interim report's analysis of 2007-08 data, where all CSP expenditures are allocated to the campus level with none spent on district-level activities. This is a departure from prior years and suggests that CSP dollars are increasingly being used for the direct support of campus charters. That is, no CSP funds were spent on district-level activities in 2007-08 or 2008-09.

Table 3.2. Number of Campus Charter Schools Reporting CSP Grant Expenditures, Total CSP Expenditures, and Average CSP Expenditures per Charter School by School Year

School Year	Number of Campus Charters Reporting CSP Expenditures	Total CSP Expenditures (includes unallocated funds)	Total CSP Expenditures Reported by Campuses (allocated funds)	Average CSP Expenditures per Charter Campus
2000-01	0	0	0	0
2001-02	3	$534,486	$351,801	$178,162
2002-03	9	$735,967	$650,503	$81,774
2003-04	18	$4,408,437	$3,797,205	$244,913
2004-05	19	$4,721,269	$4,306,678	$248,488
2005-06	27	$2,392,209	$2,359,223	$88,600
2006-07	23	$4,231,299	$4,227,319	$183,970
2007-08	26	$2,309,063	$2,309,063	$88,810
2008-09	20	$1,272,352	$1,272,352	$63,618

Source: Public Education Information Management System Actual Financial Database, 2000-01 through 2008-09.

ANALYSIS OF CSP GRANT SPENDING BY FUNCTION, OBJECT, AND PROGRAM CODES

Texas' financial reporting system organizes district expenditures in terms of function, object, and program codes. Generally speaking, function codes designate the general operational area in which funds are spent (e.g., instruction, transportation, central administration), object codes identify broad categories of items purchased by school districts (e.g., salaries, benefits, supplies and materials), and program codes delineate the specific program areas for which funds are used (e.g., special education or compensatory education). Readers seeking detailed information about the types of expenditures included in each

function, object, and program code category may consult TEA's FASRG available on the agency's website.[25]

The following sections examine open-enrollment and campus charter expenditure patterns in terms of the three financial reporting codes. For each funding category, results present the proportion of CSP funds spent during the 2008-09 school year relative to the proportion of aggregated funding spent across the 2000-01 to 2007-08 school years.

Analysis of CSP Grant Spending by Function Code

FASRG function codes enable the analysis of expenditures by general purpose, including instruction, central administration, and instructional materials. Because some campus charter expenditures are addressed at the district level, spending patterns by function vary between open-enrollment and campus charters. The sections that follow provide information about open-enrollment and campus charter schools' use of CSP funding by function code.

Open-enrollment charter schools. Table 3.3 indicates that open-enrollment charter schools continue to spend a large proportion of CSP dollars on instruction (47% in 2008-09 vs. 42% for prior years). Facilities maintenance and operations (19%), school leadership (15%), and general administration (14%) continue to take up the next largest shares of spending. In terms of how 2008-09 expenditures differed from prior years, the shift from general administration to school leadership that was noted in the second interim report's analysis of 2007-08 data continued in 2008-09, with a higher proportion of expenditures going to the direct support of campus, rather than general administration.

[25]TEA's *Financial Accountability System Resource Guide* is available at http://www.tea.state.tx.us/index2.aspx?id=1222&menu_id=645.

Table 3.3. Average Percentage of Open-Enrollment Charter School Total CSP Expenditures by Function Code: Prior Years (2000-01 Through 2007-08) vs. 2008-09

Function	Prior CSP Spending (2000-01 – 2007-08) (N=391)[a,b]	2008-09 CSP Spending (N=21)
Community Services	2.27%	--
Curriculum and Staff Development	2.42%	1.55%
Data Processing Services	3.03%	2.15%
Debt Service	0.13%	--
Extracurricular Activities	0.30%	--
Facility Maintenance / Operations	19.89%	19.15%
Food Service	0.50%	0.85%
Fund Raising	0.05%	--
General Administration	17.95%	13.49%
Guidance Counseling and Evaluation Services	0.96%	0.12%
Health Services	0.42%	0.06%
Instructional Resources and Media Services	0.96%	0.51%
Instruction	42.40%	46.67%
Instructional Leadership	0.68%	0.37%
Other Intergovernmental Charges	--	--
School Leadership	6.99%	14.84%
Security and Monitoring	0.26%	--
Social Work Services	0.07%	--
Student Transportation	0.71%	0.22%

Source: Public Education Information Management System Actual Financial Database, 2000-01 through 2008-09.
Notes. Totals may not equal 100%. Percentages are the proportion of funds spent in a particular category averaged across campuses.
[a]The number of respondents (N) represents the sum of the number of schools reporting data each year totaled across 2000-01 to 2007-08 school years. If campuses reported CSP expenditures more than 1 year, they are counted in the number of respondents (N) more than one time.
[b]Results include one university charter school reporting data across 2 school years.

Campus charter schools. Campus charter school data presented in Table 3.4 show that the largest share of CSP funding continues to be spent in the area of instruction, although 2008-09 data further reflect a slight shift away from spending on instruction that was noted in the evaluation's second interim report. In 2008-09, 79% of CSP dollars were spent in the area of instruction compared to 84% for all prior years. Also consistent with the second interim report's analysis of 2007-08 data, spending in 2008-09 shows an increase in the area of curriculum and staff development (15% for 2008-09 vs. 8% for prior years). Campus charters continue to spend more than open-enrollment charters on instruction (79% vs. 47% see Table 3.3). In contrast, campus charters spend less than 1% of funding on facilities maintenance and operation, while their open-enrollment counterparts spend 19% of funds in this area. It is likely that these differences reflect variations in the types of support available to charter schools. That is, campus charters are able to rely on parent districts for facilities support and are, therefore, able to devote a larger share of their CSP funding to instruction.

Table 3.4. Average Percentage of Campus Charter School Total CSP Expenditures by Function Code: Prior Years (2000-01 Through 2007-08) vs. 2008-09

Function	Prior CSP Spending (2000-01 – 2007-08) (N=125)[a]	2008-09 CSP Spending (N=20)
Community Services	1.62%	0.08%
Curriculum and Staff Development	8.49%	14.94%
Data Processing	0.14%	--
Extra Curricular Activities	0.01%	--
Facility Acquisition and Construction	0.25%	--
Facility Maintenance / Operations	0.37%	--
General Administration	1.06%	--
Guidance Counseling and Evaluation Services	0.65%	--
Health Services	--	--
Instruction	84.40%	78.74%
Instructional Leadership	0.49%	2.09%
Instructional Resources and Media Services	0.71%	2.98%
School Leadership	1.55%	1.15%
Security and Monitoring	0.26%	0.02%
Social Work Services	--	--

Source: Public Education Information Management System Actual Financial Database, 2000-01 through 2008-09.
Notes. Totals may not equal 100%. Percentages are the proportion of funds spent in a particular category averaged across campuses.
[a]The number of respondents (N) represents the sum of the number of schools reporting data each year totaled across 2000-01 to 2007-08 school years. If campuses reported CSP expenditures more than 1 year, they are counted in the number of respondents (N) more than one time.

Analysis of CSP Grant Spending by Object Code

Object codes enable the analysis of expenditure patterns across categories such as payroll, professional and contracted services, supplies and materials, other operating costs, debt service, and capital outlay. The sections that follow provide information about open-enrollment and campus charter schools' CSP expenditure patterns by object code.

Open-enrollment charter schools. In 2008-09, open-enrollment charter schools shifted CSP dollars away from professional and contracted services and payroll to supplies and materials. Results presented in Table 3.5 show that the percentage of CSP funds going to professional and contracted services decreased by 10 percentage points (35% to 25%) and payroll is 10 percentage points lower in 2008-09 than in the prior combined years (31% to 21%). In contrast, average spending on supplies and materials increased by 12 percentage points (31% to 43%).

Table 3.5. Average Percentage of Open-Enrollment Charter School Total CSP Expenditures by Object Code: Prior Years (2000-01 Through 2007-08) vs. 2008-09

Object Group	Prior CSP Spending (2000-01 – 2007-08) (N=391)[a,b]	2008-09 CSP Spending (N=21)
Payroll	30.76%	21.36%
Professional & Contracted Services	34.49%	25.42%
Supplies and Materials	30.82%	43.38%
Other Operating Costs	3.47%	7.58%
Debt Service	0.02%	--
Capital Outlay	0.44%	2.26%

Source: Public Education Information Management System Actual Financial Database, 2000-01 through 2008-09.

Notes. Totals may not equal 100%. Percentages are the proportion of funds spent in a particular category averaged across campuses.

[a]The number of respondents (N) represents the sum of the number of schools reporting data each year totaled across 2000-01 to 2007-08 school years. If campuses reported CSP expenditures more than 1 year, they are counted in the number of respondents (N) more than one time.

[b]Results include one university charter school reporting data across 2 school years.

Campus charter schools. The 2008-09 data for campus charters continue to reflect the trend noted in the evaluation's second interim report that showed a shift away from professional and contracted services toward supplies and materials. Table 3.6 shows that professional and contracted services dropped to 31% for 2008-09 from 45% for all other years (a decrease of 14 percentage points). Supplies and materials rose to 47% in 2008-09 compared to 24% for all other years (an increase of 23 percentage points).

Table 3.6. Average Percentage of Campus Charter School Total CSP Expenditures by Object Code: Prior Years (2000-01 Through 2007-08) vs. 2008-09

Object Group	Prior CSP Spending (2000-01 – 2007-08) (N=125)[a]	2008-09 CSP Spending (N=20)
Payroll	15.74%	13.48%
Professional & Contracted Services	45.09%	30.54%
Supplies and Materials	24.24%	46.89%
Other Operating Costs	4.06%	9.09%
Debt Service	--	--
Capital Outlay	10.87%	--

Source: Public Education Information Management System Actual Financial Database, 2000-01 through 2008-09.

Notes. Totals may not equal 100%. Percentages are the proportion of funds spent in a particular category averaged across campuses.

[a]The number of respondents (N) represents the sum of the number of schools reporting data each year totaled across 2000-01 to 2007-08 school years. If campuses reported CSP expenditures more than 1 year, they are counted in the number of respondents (N) more than one time.

Analysis of CSP Grant Spending by Program Code

Program codes allow the examination of expenditure data within specific educational programs, such as accelerated and bilingual education. The sections that follow present information on open-enrollment and campus charter schools' use of CSP funding by program code.

Open-enrollment charter schools. As presented in Table 3.7, the largest share of open-enrollment charter school CSP expenditures in 2008-09 were undistributed to a specific program (this means that funds were spent across a variety of educational programs rather than being allocated to a specific program). In 2008-09, 52% of CSP dollars were undistributed compared to 58% for prior years. The next largest share of expenditures went to basic educational services (which is the name given to the general education program in Texas). This area saw an increase to 42% for 2008-09 compared to 38% for prior years. The large percentage of dollars going to these two programs has been consistent across evaluation years and suggests that CSP dollars are going to the support of the general education program in the open-enrollment charter schools, as well as to the overall operation of the schools.

Table 3.7. Average Percentage of Open-Enrollment Charter School Total CSP Expenditures by Program Code: Prior Years (2000-01 Through 2007-08) vs. 2008-09

Program	Prior CSP Spending (2000-01 – 2007-08) (N=391)[a,b]	2008-09 CSP Spending (N=21)
Basic Educational Services	37.94%	42.19%
Gifted and Talented	0.06%	--
Career and Technology	0.38%	--
Services to Students with Disabilities	2.24%	--
Accelerated Education	1.37%	5.21%
Bilingual and Special Language Education	0.13%	0.26%
Non Disciplinary Alternative Education	--	--
Disciplinary Alternative Education Basic	--	--
Disciplinary Alternative Education Supplemental	--	--
Title I School-wide	0.11%	--
Athletics and Related Activities	0.16%	--
Undistributed / No Program	57.61%	52.34%

Source: Public Education Information Management System Actual Financial Database, 2000-01 through 2008-09.

Notes. Totals may not equal 100%. Some program codes have been omitted because of small allocations. Percentages are the proportion of funds spent in a particular category averaged across campuses.

[a]The number of respondents (N) represents the sum of the number of schools reporting data each year totaled across 2000-01 to 2007-08 school years. If campuses reported CSP expenditures more than 1 year, they are counted in the number of respondents (N) more than one time.

[b]Results include one university charter school reporting data across 2 school years.

Campus charter schools. Campus charter schools spend their CSP dollars differently than their open-enrollment counterparts. A smaller percentage of funds are undistributed to a specific program (7%). This leaves a larger share of resources available for accelerated instruction (i.e., services for students deemed educationally at risk). This program area received 48% of CSP dollars in 2008-09—an increase of 24 percentage points from prior years (24%). This trend was also noted in the evaluation's second interim report. In 2008-09, 45% of campus charter school CSP dollars were spent on basic educational services (down from 64% in prior years).

Table 3.8. Average Percentage of Campus Charter School Total CSP Expenditures by Program Code: Prior Years (2000-01 Through 2007-08) vs. 2008-09

Program	Prior CSP Spending (2000-01 – 2007-08) (N=125)[a]	2008-09 CSP Spending (N=20)
Basic Educational Services	64.10%	45.26%
Accelerated Education	23.74%	47.51%
Bilingual / Special Language	2.57%	--
Non-disciplinary Alternative Education	2.55%	--
Undistributed	7.04%	7.23%

Source: Public Education Information Management System Actual Financial Database, 2000-01 through 2008-09.
Notes. Totals may not equal 100%. Some program codes have been omitted because of small allocations. Percentages are the proportion of funds spent in a particular category averaged across campuses.
[a]The number of respondents (N) represents the sum of the number of schools reporting data each year totaled across 2000-01 to 2007-08 school years. If campuses reported CSP expenditures more than 1 year, they are counted in the number of respondents (N) more than one time.

NEW CHARTER SCHOOLS' USE OF PLANNING AND IMPLEMENTATION GRANT FUNDS

Beginning with the 2008-09 school year, TEA began collecting expenditure data by grant planning and implementation periods. The collection of these data permits comparisons of new charter schools' use of planning and implementation funds, but a number of issues limit the data's use. First, campus charter schools did not receive planning grants during the period considered by the evaluation data, so comparisons of campus and open-enrollment charter school expenditures are limited to implementation grants. Second, the data are reported only for object code expenditures and do not include information by function or program code. Finally, unlike other expenditure data reported in this chapter, planning and expenditure information was reported by charter school generation, not school year. These limitations create challenges in terms of identifying trends in the data and in drawing conclusions about new charter schools' use of planning and implementation funds.

Table 3.9 presents planning and implementation grant expenditures across object codes for Generation 12, 13, and 14 open-enrollment and campus charters schools included in TEA financial data. Results show that new charter schools across generations spent proportionately more planning funds on payroll costs and proportionately more implementation funds on supplies and materials and capital outlay, although the difference in supplies and materials spending was small for Generation 14 charters.

Table 3.9. Average Percentage of New Charter Schools' CSP Expenditures by Planning and Implementation Period, Charter School Generation, and Object Code

	Generation 12		Generation 13		Generation 14	
	Planning (N=10)	Implementation (N=11)	Planning (N=10)	Implementation (N=15)	Planning (N=6)	Implementation (N=11)
Payroll	52.36%	10.21%	41.20%	12.30%	20.52%	5.68%
Professional & Contracted Service	15.31%	12.93%	12.06%	12.15%	16.97%	10.97%
Supplies and Materials	23.28%	59.94%	35.24%	48.59%	31.33%	32.72%
Other Operating	1.59%	6.23%	9.96%	5.48%	5.45%	2.93%
Debt Service	--	--	--	--	--	--
Capital Outlay	7.21%	10.35%	1.54%	21.48%	25.73%	47.16%

Source: Planning and implementation expenditure data provided by the Texas Education Agency for Generation 12, 13, and 14 charter schools.
Notes. Data are reported by charter school generation, not school year. Totals may not equal 100%. Percentages are the proportion of funds spent in a particular category averaged across campuses.

Table 3.10 presents comparisons of new open-enrollment and campus charter schools' use of implementation funds across Generation 12, 13, and 14 charters. Although findings suggest expenditure patterns vary substantially across generations, readers are cautioned that the small number of campus charter schools means that expenditure patterns for a single school may have a strong effect on average outcomes. Across generations, campus charter schools devoted progressively larger proportions of their implementation funds to capital outlay; however, a similar pattern does not emerge in open-enrollment charter schools' spending on capital outlay. Both open-enrollment and campus charter schools in Generation 12 spent a substantial proportion of their implementation funds on supplies and materials. In general, new open-enrollment charter schools spent more funds on professional and contracted services than did their campus charter counterparts. This may represent open-enrollment charter schools' need to contract for services that campus charters receive from their parent districts (e.g., facilities maintenance). Campus charters, on the other hand, spent a slightly larger proportion of their grant funds for payroll costs.

Table 3.10. Average Percentage of New Charter Schools' CSP Implementation Period Expenditures by Charter School Generation and Object Code: Campus vs. Open-Enrollment Charters by Generation

	Generation 12		Generation 13		Generation 14	
	Campus Charters (N=4)	Open-Enrollment Charters (N=7)	Campus Charters (N=2)	Open-Enrollment Charters (N=12)	Campus Charters (N=4)	Open-Enrollment Charters (N=7)
Payroll	18.91%	5.46%	12.48%	12.18%	6.90%	3.07%
Professional & Contracted Services	4.90%	17.31%	3.47%	17.61%	7.50%	11.75%
Supplies & Materials	47.29%	66.84%	29.37%	60.70%	31.00%	26.42%
Other Operating	9.69%	4.35%	5.80%	5.28%	0.77%	4.37%
Debt Service	--	--	--	--	--	--
Capital Outlay	18.24%	6.04%	48.87%	4.23%	52.88%	29.90%

Source: Implementation expenditure data provided by the Texas Education Agency for Generation 12, 13, and 14 charter schools.

Notes. Data are reported by charter school generation, not school year. Totals may not equal 100%. Percentages are the proportion of funds spent in a particular category averaged across campuses.

SUMMARY

Across evaluation years, analyses of charter schools' use of CSP funding have identified trends in which campus charter schools were able to devote a larger proportion of CSP resources than open-enrollment charters to instruction and to specific educational programs such as accelerated instruction. The analyses of 2008-09 data continue to reflect this pattern and suggest that the open-enrollment charter schools need more assistance in general operations than their campus charter counterparts. In addition, results presented in this chapter build on results presented in the second interim report that show that campus charter schools are spending increasing amounts of CSP funding on programs that address the needs of at-risk students.

Although limitations of new charter school expenditure data reported in terms of planning and implementation grant periods make it difficult to identify clear patterns in grant expenditures, the analyses presented in this chapter suggest that proportionately more planning funds were spent on payroll costs while proportionately more implementation funds were spent on supplies and materials and capital outlay. New open-enrollment charters used proportionately more implementation funding for professional and contracted services than did campus charters, which likely reflects differences in the levels of support across types of new charter schools. That is, open-enrollment charters may need to contract for some services that campus charters receive from their parent districts.

CHAPTER 4
PUTTING THE PIECES IN PLACE: NEW CHARTER SCHOOL FACILITIES AND RECRUITMENT OF STAFF AND STUDENTS

As discussed in chapter 1, many charter school founders struggle to obtain the resources needed to start their educational programs. In particular, it may be difficult to locate and fund facilities that meet the needs of schooling and that will accommodate growth in terms of increased enrollment and additional grade levels as new schools grow their programs. CSP grants help to offset many start-up costs, but as discussed in chapter 3, CSP funds may not be used to purchase facilities or for construction costs. Further, school operators must recruit qualified staff prior to opening and they must market their programs to attract students and parents. This chapter addresses the processes and practices that guide the implementation of new charter school programs (Research Question 3), and considers how new charter schools obtain the resources needed to begin operations, including facilities and staff; how schools recruit students; and the reasons teachers and parents choose new charter schools.

Results for Research Question 3 presented in the evaluation's second interim report (February 2011) indicated that new charter schools encountered challenges in getting started, but that challenges tended to differ across open-enrollment and campus charters. In particular, traditional district schools that converted to campus charters tended to have fewer problems putting their programs in place because most remained in district-provided facilities and retained staff and students through the conversion process. In contrast, most open-enrollment charters either leased or purchased facilities, which were often located in spaces shared with colleges or universities, retail entities (i.e., strip malls), or churches. The operators of some open-enrollment charter schools reported challenges in terms of recruiting qualified staff, noting that it was difficult to compete with traditional districts because charters typically offered lower salaries than neighboring districts.

DATA SOURCES

The chapter incorporates information collected through spring 2010 surveys of new charter school principals, teachers, and parents of students in Generation 11, 12, 13, and 14 charter schools. Findings are reported separately for open-enrollment and campus charter schools, and with the exception of results for the principal's survey, are disaggregated by generation. Recall that the small number of respondents by generation precluded the disaggregation of results for the principal survey because doing so might render principals' responses identifiable. The small number of principal survey respondents (N=25) also suggests that responses may not be representative of all principals working in new charter schools. The discussion of survey findings highlights differences in principals' response patterns that occurred by generation. (See Table D.1 in Appendix D for the number of principal survey respondents by generation.)

In addition, the chapter includes information gathered during site visits to the seven Generation 13 charter schools that serve as case study sites for the evaluation. Site visits were conducted at four points across the 2008-09 and 2009-10 school years and included interviews with school leaders and board members, focus group discussions with teachers and students, and observations in core content area classrooms. Appendix A provides more information about the case study schools and site visit activities. Additional information about the surveys, including administration procedures, response rates, respondent characteristics, supplemental data tables aggregated across both types of charter school, and copies of respective surveys are included in Appendix D (principal survey), Appendix E (teacher survey), Appendix F (student survey), and Appendix G (parent survey).

NEW CHARTER SCHOOL FACILITIES

Locating and financing new charter school facilities is a central challenge faced by new charter school operators nationwide (Batdorff, Maloney, & May, 2010; Mead & Rotherham, 2007). Although traditional district schools that convert to campus charters typically remain in the same facility, operators of new open-enrollment charter schools must locate and secure appropriate facilities; and in the early years of operation, many new charters must contend with facilities that require substantial renovations or locate a temporary facility and plan to move when a more satisfactory space is identified (Sullins & Miron, 2005). The sections that follow examine how new charter school operators pay for facilities; the types of facilities that house new charter schools, including their size and ability to accommodate growth; and the facilities challenges school operators face during schools' early years of operation.

Paying for Facilities

The principal survey asked respondents about the methods used to finance facilities (e.g., lease, rent or mortgage[26]). The survey also contained an open-ended item where principals could enter written responses describing financing methods not cited on the survey. The following sections present information about the financing methods used by open-enrollment and campus charter schools. Findings aggregated across both types of charter schools are included in Table D.12 in Appendix D.

Open-enrollment charter schools. As presented in Table 4.1a, a majority of new open-enrollment charter schools across generations (52%) leased their facilities during the 2009-10 school year. Smaller proportions of schools purchased (24%), rented (8%), or made "other" arrangements (4%) to finance facilities.[27] Interestingly, 4% of open-enrollment charter principals (one individual) indicated that his or her campus was located in a "district-provided facility." Comparisons by generation indicate a majority of Generation 11, 13, and 14 charter schools (67%) leased their facilities, while most Generation 12 charters (71%) purchased facilities.

Table 4.1a. Methods of Financing New Open-Enrollment Charter School Facilities, as a Percentage of Respondents, 2009-10[a]

Financing Method	All Respondents (N=25)
Lease	52.0%
Purchase (mortgage/loan)	24.0%
Month-to-month rent	8.0%
Not applicable: School is located in district-provided facilities	4.0%
Other	12.0%

Source: New Charter School Principal Survey (includes principals of Generation 11 through 14 charter schools), spring 2010.
Note. "Other" financing methods include not being charged for the space being used (sharing space, etc).
[a]Results for open-enrollment charter schools include the response of a principal at a Generation 13 university charter school.

Campus charter schools. Findings presented in Table 4.1b indicate that a majority of campus charter principals (69%) who responded to the spring 2010 survey worked in schools located in district-provided facilities. In comparison to the 84% of open-enrollment charter schools that financed facilities (see Table 4.1a), less than a third of campus charters (31%) leased or rented their facilities in 2009-10.

[26]Lease agreements are generally established for extended periods of time (e.g., a year or more), while rental agreements are specified for shorter terms (e.g., month-to-month).
[27] "Other" financial arrangements included using donated or shared facilities.

Table 4.1b Methods of Financing New Campus Charter School Facilities, as a Percentage of Respondents, 2009-10

Financing Method	All Respondents (N=16)
Not applicable: School is located in district-provided facilities	68.8%
Lease	25.0%
Month-to-month rent	6.3%
Purchase (mortgage/loan)	0.0%
Other	0.0%

Source: New Charter School Principal Survey (includes principals of Generation 11 through 14 charter schools), spring 2010.

Types of Facilities Occupied by New Charter Schools

The survey of new charter school principals asked respondents to identify the type of facility that housed their school from a list of common types of facilities and provided space for open-ended responses for respondents to enter facilities not included on the list. The following sections present findings for principals of new open-enrollment charters and campus charters. In each table, results are aggregated across generations due to the small number of respondents by generation. Table D.9 in Appendix D includes findings aggregated across both types of schools.

Open-enrollment charter schools. Findings presented in Table 4.2a indicate that open-enrollment charter schools tend to be located in a wide variety of facility types. The largest proportion of open-enrollment principals (20%) reported having custom built facilities. Schools were also located in renovated warehouses (16%), college or university buildings (12%), and churches (12%). Smaller proportions of principals reported using former traditional public school buildings (8%), former private school buildings (8%), retail spaces (4%), and other public buildings (4%) to serve as school facilities. Four principals (16%) identified "other" facility types, including portable buildings, a former government building, a former daycare facility, and a combination of facility types.

Table 4.2a. Open-Enrollment Charter Facility Type, as a Percentage of Respondents, 2009-10[a]

Facility Type	All Respondents (N=25)
Custom built	20.0%
Warehouse	16.0%
College or university building	12.0%
Church	12.0%
Former traditional district school	8.0%
Former private school	8.0%
Retail space/strip mall	4.0%
Other public building	4.0%
Other	16.0%

Source: New Charter School Principal Survey (includes principals of Generation 11 through 14 charter schools), spring 2010.
Note. "Other" facility types include: portable buildings (two schools), a former government building (one school), a former daycare facility (one school), and a combination of facilities (shared space with a church and portable buildings) (one school).
[a]Results for open-enrollment charter schools include the response of a principal at a Generation 13 university charter school.

Campus charter schools. A majority of campus charter principals (56%) indicated their campuses were located in former traditional public schools. This finding is consistent with the large proportion of principals reporting they did not finance facilities because they remained in facilities provided by their traditional school districts (see Table 4.1b). Campus charter principals also indicated their schools were located in college or university buildings, custom buildings, churches, community buildings, and former retail spaces (about 6% for each facility type). Principals reporting "other" facilities (13%) entered written responses indicating that they shared space with other programs in traditional public school buildings or were located on college campuses.

Table 4.2b. Campus Charter Facility Type, as a Percentage of Respondents, 2009-10

Facility Type	All Respondents (N=16)
Former traditional district school	56.3%
College or university building	6.3%
Custom built	6.3%
Church	6.3%
Community building	6.3%
Retail space/strip mall	6.3%
Former private school	0.0%
Other public building	0.0%
Warehouse	0.0%
Other	12.5%

Source: New Charter School Principal Survey (includes principals of Generation 11 through 14 charter schools), spring 2010.
Note. "Other" facility types include: portables (one school) and shared space in a current/ functioning traditional public school (two schools).

Facility Size and Accommodating Growth

The survey asked principals a series of questions about their current facilities and their abilities to accommodate growth in terms of additional students in existing grade levels and expanding to include additional grade levels. The next sections present results for principals of open-enrollment charter schools and campus charter schools, aggregated across charter school generation. Results aggregated across both types of charter schools are presented in Table D.10 in Appendix D.

Open-enrollment charter schools. Findings presented in Table 4.3a indicate that a substantial proportion of open-enrollment principals (72%) plan to expand their programs to serve additional grade levels. While 72% of principals indicated their facilities were large enough to accommodate the increased enrollment, only 48% felt their facilities, in their current configurations, could accommodate additional grade levels in terms of adequately sized classrooms, furniture, and school space.

Table 4.3a. Accommodating Growth and Use of Shared Space in Open-Enrollment Charter Schools, as a Percentage of Respondents, 2009-10[a]

Statement	All Respondents (N=25)
Facility is large enough to accommodate increased enrollment	72.0%
School plans to expand to serve additional grade levels	72.0%
Facility is large enough to accommodate additional grade levels	48.0%
School shares space with another organization	44.0%

Source: New Charter School Principal (includes principals of Generation 11 through 14 charter schools), spring 2010.
[a]Results for open-enrollment charter schools include the response of a principal at a Generation 13 university charter school.

Campus charter schools. As presented in Table 4.3b, a substantially smaller proportion of surveyed campus charter school principals (25%) intend to expand their programs to serve additional grade levels than open-enrollment principals. As entirely new schools, many open-enrollment charter schools begin serving students in a few grades and expand their programs to serve additional grade levels as students matriculate. In contrast, many campus charters are converted traditional district schools with established facilities, grade levels, and student enrollments. This finding is consistent with results presented in chapter 2 that indicate that new open-enrollment charters are more likely to have atypical grade configurations that span elementary and senior high school grades than campus charter schools (34% vs. 0% [see Tables 2.3a and 2.3b in chapter 2]).

Table 4.3b. Accommodating Growth and Use of Shared Space in Campus Charter Schools, as a Percentage of Respondents, 2009-10

Statement	All Respondents (N=14)
Facility is large enough to accommodate increased enrollment	37.5%
School plans to expand to serve additional grade levels	25.0%
Facility is large enough to accommodate additional grade levels	18.8%
School shares space with another organization	25.0%

Source: New Charter School Principal Survey (includes principals of Generation 11 through 14 charter schools), spring 2010.

Facilities Issues

The survey also asked principals to respond to a list of common facility issues and rate the degree to which each issue created challenges to operating schools using the *Extent of Problem* scale discussed in chapter 1. Responses are reported as averages in which values closer to 1 indicate issues were less of a problem and values closer to 4 indicate issues were greater problems. The survey included an option for principals to enter written descriptions of issues not included on the list. The following sections present the mean, or average, results for principals of open-enrollment charters and campus charters across generations. Table D.11 in Appendix D presents findings aggregated across both types of schools

Open-enrollment charter schools. On average, open-enrollment charter school principals reported *minor* issues with their facilities. Principals identified library space (2.2) and resources (2.0), classroom space (2.0), and cafeteria space (1.9) and equipment (1.9) as the most serious facilities issues. Three principals responded that "other" issues, including the lack of gyms and auditorium spaces, created moderate problems for their campuses.

Table 4.4a. Facilities Issues for New Open-Enrollment Charter Schools, as a Mean of Respondents, 2009-10[a]

Facilities Issue	All Respondents (N=25)
Library space	2.2
Library resources	2.0
Classroom space	2.0
Cafeteria space	1.9
Cafeteria equipment	1.9
Grounds/Outdoor maintenance	1.8
Office space	1.8
General maintenance	1.6
Adequate restrooms	1.6
Classroom computers	1.5
Computer labs	1.4
Other	2.8

Source: New Charter School Principal Survey (includes principals of Generation 11 through 14 charter schools), spring 2010.
Notes. Mean ratings based on a 4-point scale: (1) *not a problem,* (2) *minor problem,* (3) *moderate problem,* and (4) *serious problem.* Two open-enrollment schools entered "other" issues, including the lack of gym space (two schools) and the lack of auditorium space (one school).
[a]Results for open-enrollment charter schools include the response of a principal at a Generation 13 university charter school.

Campus charter schools. Results presented in Table 4.4b indicate that campus charter school principals rated the facilities issues presented on the survey as relatively *minor* challenges. Interestingly, campus principals identified classroom space (2.4) and office space (2.2) as greater challenges than open-enrollment principals, despite the larger proportion of campus charter facilities designed to serve as schools. This finding may indicate that new campus charters encounter space limitations when they are able to enroll students outside of their geographically defined attendance zones and enrollment increases. Similar to open-enrollment charter schools, campus charter school principals indicated minor problems with library resources (2.2) and library space (2.1).

Table 4.4b. Facilities Issues for New Campus Charter Schools, as a Mean of Respondents, 2009-10

Facilities Issue	All Respondents (N=16)
Classroom space	2.4
Office space	2.2
Library resources	2.2
Library space	2.1
Classroom computers	2.0
Computer labs	1.9
Cafeteria space	1.9
General maintenance	1.8
Adequate restrooms	1.7
Grounds/Outdoor maintenance	1.6
Cafeteria equipment	1.5
Other	2.5

Source: New Charter School Principal Survey (includes principals of Generation 11 through 14 charter schools), spring 2010.
Note. Mean ratings based on a 4-point scale: (1) *not a problem,* (2) *minor problem,* (3) *moderate problem,* and (4) *serious problem.* One campus charter entered "other" issues, including a "parent room."

CASE STUDY FINDINGS: STUDENTS' VIEWS OF NEW CHARTER SCHOOL FACILITIES

In written comments provided in response to an open-ended survey item asking what students did not like about their schools, students attending 12 open-enrollment and eight campus charters across generations described facilities challenges. Students' comments are discussed next.

OPEN-ENROLLMENT CHARTER SCHOOLS

Students attending new open-enrollment charters described challenges that resulted from facilities that were too small or still under construction, as well as schools that lacked libraries, cafeterias, gyms, windows, playgrounds, athletic facilities, adequate restrooms, and science labs. One Generation 11 student wrote, "I wish the high school building would get done because [the current facility] is crowded." A Generation 13 student explained that crowded hallways can make it "difficult to get to class." Two students attending a Generation 13 school housed in a repurposed grocery store disliked that their school did not have a playground and students had to play in the parking lot during recess. One of the students wrote, "Our playground is a freaking parking lot…!" Another student indicated that students "constantly" got hurt playing on the parking lot asphalt, suggesting, "I think there should be more protective areas [on the playground]."

CAMPUS CHARTER SCHOOLS

Similar to open-enrollment students, students attending campus charters noted that their schools were crowded, and student comments indicated that some campus charters were in outdated facilities. One Generation 14 student wrote, "The school is growing and there is not enough space." A student attending a Generation 11 school expressed frustration that the school had not yet moved to a new campus as promised. The student wrote, "It's been 4 years!" Another student attending the same school described the learning environment, writing, "I dislike our learning facility. [We have] uncomfortable desks and old furniture. [It is an] old campus which requires so much maintenance. We need our new facility." Other campus charter student responses indicate that some facilities did not provide lockers, gymnasiums, or cafeterias.

STAFFING NEW CHARTER SCHOOLS

Given the strong link between teacher quality and student achievement (Hanushek, 1971), new charter schools are necessarily concerned with recruiting and retaining effective teachers (Burian-Fitzgerald, 2005). Although charter schools tend to have greater flexibility in their hiring practices (Bomotti, Ginsberg, & Cobb, 1999; Wohlstetter, Wenning, & Briggs, 1995), many charter schools struggle to attract qualified teachers because they offer lower average salaries than traditional district schools (Cannata, 2010; TCER, 2008) and serve larger proportions of at-risk students (Lankford, Loeb, & Wyckoff, 2002; TCER, 2008), and some research has indicated that many prospective teachers actively avoid positions in charters (Cannata, 2010). Teachers who do work in charter schools are considerably more likely to leave than traditional district teachers (Cannata, 2010), and high rates of teacher attrition in charters may undermine schools' abilities to build cohesive instructional programs (Miron & Applegate, 2007; Stuit & Smith, 2010).

The following sections examine the methods used by new charter schools to recruit teachers, the reasons teachers chose to work in new charters, and the staffing challenges experienced by new charter school administrators. Although results suggest that salary is not the primary reason surveyed teachers chose to work in new charter schools, responses from surveyed principals indicate that low levels of pay are a primary barrier to recruiting qualified staff in both open-enrollment and campus charters.

Recruiting Charter School Teachers

The sections that follow present the percentage of surveyed new open-enrollment and campus charter principals across generations who reported using identified strategies to recruit teaching staff. Table D.13 in Appendix D presents results aggregated across both types of charter school.

Open-enrollment charter schools. As presented in Table 4.5a, a majority of open-enrollment charter school principals advertised in newspapers or trade journals (68%), attended teacher and university recruitment events (64% and 60% respectively), and used word of mouth (56%) to recruit teachers. Smaller proportions of principals coordinated with independent organizations, such as Teach for America (36%); teachers' colleges (28%); or districts (8%) to recruit staff. Interestingly, 20% of all open-enrollment principals and a third of Generation 13 and 14 principals reported that their districts handled staffing concerns. It is likely that these principals work in charter schools operated by CMOs in which many administrative functions, including staffing, are centralized with the CMO, which, as noted in chapter 1, is largely analogous to a district.

Table 4.5a. New Open-Enrollment Charter Schools' Methods of Teacher Recruitment, as a Percentage of Respondents, 2009-10[a]

Teacher Recruitment Method	All Respondents (N=25)
Advertisements in newspapers or trade journals	68.0%
Regional teacher recruitment fairs	64.0%
University recruitment event	60.0%
Word of mouth	56.0%
Coordination with an independent teacher organization (e.g., Teach for America)	36.0%
Coordination with a teachers' college	28.0%
Not applicable: Staff provided by the district	20.0%
Referrals from traditional districts	8.0%
Other	4.0%

Source: New Charter School Principal Survey (includes principals of Generation 11 through 14 charter schools), spring 2010.
Note. Percentages will not total to 100%. Respondents could provide more than one response. "Other" recruitment methods include coordination with traditional district job fairs.
[a]Results for open-enrollment charter schools include the response of a principal at a Generation 13 university charter school.

Campus charter schools. Unlike open-enrollment charter schools, campus charter principals relied more heavily on word of mouth (63%) and referrals from districts (56%), as shown in Table 4.5b. This is not surprising given that many campus charters are traditional district schools that have converted to charter status but continue to receive administrative and operational support from their parent districts. Campus charters also recruited teachers at university and regional recruitment fairs (38% and 31%, respectively), and through coordination with teachers' colleges (25%). Campus charter principals reporting "other" methods of teacher recruitment entered written responses describing online recruitment strategies, as well as referrals from ESCs and alternative teacher certification programs.

Table 4.5b. New Campus Charter Schools' Methods of Teacher Recruitment, as a Percentage of Respondents, 2009-10

Teacher Recruitment Method	All Respondents (N=16)
Word of mouth	62.5%
Referrals from traditional districts	56.3%
University recruitment event	37.5%
Regional teacher recruitment fairs	31.3%
Coordination with a teachers' college	25.0%
Coordination with an independent teacher organization (e.g., Teach for America)	12.5%
Advertisements in newspapers or trade journals	12.5%
Not applicable: Staff provided by the district	6.3%
Other	31.3%

Source: New Charter School Principal Survey (includes principals of Generation 11 through 14 charter schools), spring 2010.
Notes. Percentages will not total to 100%. Respondents could provide more than one response. "Other" recruitment methods include: websites or online applications (three principals), referrals from ESCs (two principals), and alternative certification program placements (one principal).

Factors Affecting Teachers' Decisions to Work in New Charter Schools

In order to gain an understanding of the factors that influence teachers' decisions to work in new charter schools and how factors may differ across charter school types, the teacher survey asked respondents to rate a series of statements about the reasons they chose to work in charter schools. Teachers' responses are reported using the *Importance* scale discussed in chapter 1. The sections that follow present mean, or average, responses for teachers in open-enrollment charter schools and campus charter schools sorted in terms of the "All Respondents" column. Recall that values closer to 4 indicate factors that teachers weighted more heavily in their employment decisions. Findings aggregated across both types of charter schools are presented in Table E.11 in Appendix E. In addition, the teacher survey included an open-ended item asking teachers to describe the benefits and challenges of working in new charter schools, and many teachers entered comments addressing factors that influenced their choices of workplaces. These comments are included in the discussion and provide more information about the reasons teachers choose to work in new charters.

Open-enrollment charter schools. As presented in Table 4.6a, teachers' decisions to work in open-enrollment charter schools were most influenced by the school's mission and goals (3.4 overall rating). Teachers also considered the academic reputation of the school (3.2) and the opportunity to work with like-minded educators (3.1) as *important* to *very important factors* in the decision to work in a charter school. On average, open-enrollment teachers rated most factors *important* in their decisions to work at their new charter schools. Open-enrollment teachers were less motivated by difficulty finding another position (2.1) or the ability to teach without certification (1.9).

Table 4.6a. Factors Influencing Open-Enrollment Charter School Teachers' Choices of Workplaces, as a Mean of Respondents by Generation, 2009-10

Factor	Generation 11 Teachers (n=103)	Generation 12 Teachers (n=58)	Generation 13 Teachers[a] (n=70)	Generation 14 Teachers (n=57)	All Respondents (N=288)
The school's mission and goals	3.3	3.1	3.4	3.5	3.4
Academic reputation/high standards of this school	3.2	3.1	3.3	3.1	3.2
Opportunity to work with like-minded educators	3.1	2.9	3.3	3.2	3.1
Small school size	3.2	3.1	2.9	2.9	3.0
Interested in being involved in an educational reform effort	3.0	2.8	3.0	3.2	3.0
The high level of parent involvement	3.0	2.9	3.1	3.0	3.0
Small class sizes at this school	3.1	3.0	2.8	2.9	3.0
More autonomy at this school	2.9	3.1	3.0	2.9	3.0
Competitive salary and benefits	2.9	2.4	2.8	2.7	2.7
Opportunity to teach and draw retirement pay	2.7	2.6	2.7	2.9	2.7
Convenient location	2.5	2.4	2.5	2.6	2.5
Opportunity to work with a specific student population	2.6	2.0	2.4	2.4	2.4
Less standardized testing pressure	2.2	1.9	2.2	2.0	2.1
Difficulty finding another position	2.3	2.2	2.0	1.9	2.1
Able to teach without certification	1.9	1.9	2.1	1.6	1.9
Other	2.3	1.8	2.6	1.9	2.1

Source: New Charter School Teacher Survey, spring 2010.

Note. Mean ratings based on a 4-point scale: (1) *not important,* (2) *somewhat important,* (3) *important,* and (4) *very important.* Twenty open-enrollment teachers entered "Other" factors, including: the school environment (25% of "other" responses), family members are enrolled at the school (8%), attractive positions available (4%), and factors listed as items in the question (e.g. salary, reputation, school mission) (75%).

[a]Results for open-enrollment teachers include the responses of teachers working in a Generation 13 university charter school.

In comments written in response to open-ended questions asking about the key benefits and challenges to working in new charter schools, some teachers in open-enrollment charter schools (227 open-enrollment teachers) provided more information about the factors that influenced their choices of employment. Across generations, common themes cited in teachers' responses included autonomy (24% of teachers), supportive staff members (22%), and small school and class size (21%) as primary factors influencing their decisions to work in new charter schools.

Autonomy. Many open-enrollment teachers responding to the open-ended survey item cited instructional "freedom" and "flexibility" as the primary benefit of working in new open-enrollment charter schools. One Generation 11 teacher wrote, "I like having the freedom to teach the TEKS (Texas Essential Knowledge and Skills) in a manner that I choose." A Generation 13 teacher felt that instructional autonomy allowed staff to grow professionally, noting, "I am allowed the flexibility to use my ongoing research to create innovative practices and implement them." A Generation 14 teacher indicated that instructional autonomy enabled open-enrollment teachers to develop more rigorous lessons than are available in traditional public schools. The teacher wrote, "I am able to create lessons that would not be possible in a traditional school. I get to challenge students to think out of the box." Another Generation 14 teacher suggested that instructional autonomy also benefited students because teachers could "personalize…and tailor [the curriculum] to a specific student population."

Supportive staff. Open-enrollment teachers also wrote about the experience of working with like-minded educators as a primary benefit of working in new charter schools. A Generation 11 teacher indicated that staffing a school with like-minded educators created a supportive learning environment. The teacher wrote, "I truly feel supported academically and professionally." A beginning Generation 14 teacher reported that school staff provided guidance and served as mentors. "It is my first year teaching, so this was a learning experience for me—a great one, I might add. I got to learn from the teachers around me and always had someone to talk to when I had a question. Everyone here cares."

Small school and class size. Open-enrollment charter teachers also cited small school and class size as a benefit to working in new charter schools. Most teachers indicated that smaller schools created positive learning environments. For example, one Generation 13 teacher wrote, "Everyone gets to know each other because it's not as big as a traditional school." Other teachers noted that smaller class sizes positively affected classroom instruction. One Generation 11 teacher wrote, "Small classes allow me to better re-teach and assist struggling students." A Generation 12 teacher agreed, commenting, "We have smaller classes, which allow us more time with students on a one-on-one basis." The teacher continued, describing the benefits of small schools, "Moreover, we are able to have more opportunities with the community and clubs to help encourage [student] growth and development."

Campus charter schools. Similar to open-enrollment teachers' responses, campus charter teachers identified the school's mission and goals (3.3 overall rating), academic reputation (3.2), and the opportunity to work with like-minded educators (3.1) as the most important factors in their decision to work in new charter schools (see Table 4.6b). However, campus charter teachers tended to rate other factors lower than open-enrollment teachers, with most items identified as *somewhat important*.

Table 4.6b. Factors Influencing Campus Charter School Teachers' Choices of Workplaces, as a Mean of Respondents by Generation, 2009-10

Factor	Generation 11 Teachers (n=83)	Generation 12 Teachers (n=16)	Generation 13 Teachers (n=139)	Generation 14 Teachers (n=24)	All Respondents (N=262)
The school's mission and goals	3.5	3.7	3.1	3.8	3.3
Academic reputation/high standards of this school	3.3	3.4	3.0	3.4	3.2
Opportunity to work with like-minded educators	3.2	3.5	2.9	3.5	3.1
Interested in being involved in an educational reform effort	3.1	3.1	2.8	3.5	3.0
More autonomy at this school	2.8	3.2	2.5	3.3	2.7
Opportunity to work with a specific student population	2.9	2.8	2.5	3.1	2.7
Competitive salary and benefits	2.6	2.3	2.7	2.5	2.6
Small class sizes at this school	2.8	3.2	2.4	2.8	2.6
Small school size	2.8	3.7	2.3	3.1	2.6
The high level of parent involvement	2.7	2.8	2.5	3.2	2.6
Opportunity to teach and draw retirement pay	2.6	2.7	2.6	2.3	2.6
Convenient location	2.4	2.9	2.3	2.4	2.4
Less standardized testing pressure	1.8	2.3	2.0	2.1	2.0
Difficulty finding another position	1.5	1.8	1.7	1.3	1.6
Able to teach without certification	1.4	1.4	1.6	1.5	1.5
Other	2.4	2.5	1.9	1.9	2.1

Source: New Charter School Teacher Survey, spring 2010.

Notes. Mean ratings based on a 4-point scale: (1) *not important,* (2) *somewhat important,* (3) *important,* and (4) *very important.* Twenty-five campus charter teachers entered "other" factors, citing: attractive positions available (10%), the school environment (7%), employment at this school for numerous years prior to its conversion to charter status (7%), resources available (7%), attractive school schedule (3%) and factors listed among question items (e.g., salary, reputation, school mission) (66%).

Campus charter teachers (214 respondents) also clarified some of the factors that influenced their decisions to work in campus charters in open-ended comments in response to survey questions asking about the key benefits and challenges of working in new charter schools. Common themes among campus charter teachers included specialized educational programs (23% of teachers), students served (21%), and instructional autonomy (19%) as primary factors influencing their decisions to work in new campus charter schools.

School programs. Many campus charter teachers (23%) cited school mission as the primary factor that influenced their decisions to work in new campus charter schools. Most teachers' comments indicated that charter schools were able to offer a greater variety of specialized courses and programs than traditional public schools. A Generation 13 teacher wrote, "The benefits of teaching at this charter school have been the different classes that we…offer to our students that most schools do not." A Generation 13 teacher reported her school offered classes in Mandarin language, fine arts, and the sciences. Another Generation 13 teacher at a school with a science focus wrote, "Students are…exposed to a higher level of science understanding that most students their age are not." Many teachers also cited school missions, such as challenging coursework and high academic expectations for all students, as attractive features of charter school employment.

Students served. Teachers also reported that they were attracted to campus charters because many such schools targeted specific student groups, including same-sex schools, programs for at-risk students, and schools with particular cultural or ethnic focuses. A teacher in a program for at-risk students wrote, "The kids are really a joy to work with and teach. They may come from difficult and challenging backgrounds, but they still need our patience and guidance." Other teachers wrote that students attending their charter schools had high educational aspirations. A Generation 11 teacher described students as "fabulous people who care deeply about their education and becoming productive citizens." A Generation 14 teacher wrote, "The student population is geared toward true success and has high expectations of themselves, peers…faculty, and administrators."

Autonomy. Similar to open-enrollment teachers' responses, teachers in campus charters considered instructional flexibility and creativity to be a primary benefit of their employment. One Generation 11 teacher described how autonomy benefited students, "[Charter schools allow] teachers to set high expectations—not only teaching what is in the curriculum guide but going above and beyond to better prepare [students] for their future."

Staffing Challenges in New Charter Schools

To gain a more complete understanding of the staffing challenges different types of charter schools may encounter, the principal survey asked respondents to rate the degree to which a list of staffing issues created challenges in their schools using the *Extent of Problem* scale discussed in chapter 1. The following sections present the mean, or average, results for principals in open-enrollment charter schools and in campus charters across generations. Recall that values closer to 4 indicate that issues were greater problems. Findings aggregated across both types of charter schools are presented in Table D.14 in Appendix D.

Open-enrollment charters. On average, open-enrollment charter principals considered staffing challenges *minor* problems. Across generations, survey respondents indentified "difficulty recruiting experienced staff" as a *moderate* challenge (2.6 overall rating). In terms of differences across generations,[28] Generation 12 (3.3 rating) and Generation 14 (2.2 rating) principals considered recruiting experienced teachers as their greatest challenge, while Generation 11 principals had greater difficulty

[28]Ratings disaggregated by charter school generation are not presented in tabular format due to the small number of principals responding by generation.

recruiting substitute teachers (2.7), and Generation 13 principals had difficulty securing teachers for specific subjects (2.3). Generation 12 principals experienced the greatest recruiting challenges, rating each of the six recruitment-related challenges higher than principals of other generations.

Table 4.7a. New Open-Enrollment Charter Schools' Staffing Challenges, as a Mean of Respondents, 2009-10[a]

Staffing Challenges	All Respondents (N=25)
Difficulty recruiting experienced staff	2.6
Level of pay makes it difficult to recruit and retain quality staff	2.3
Difficulty recruiting staff for a particular subject area (e.g., science and math)	2.3
Difficulty securing substitute teachers	2.2
Difficulty recruiting teachers	1.8
Training staff in the school's mission and goals	1.7
High rate of teacher turnover	1.7
Difficulty recruiting and retaining paraprofessionals	1.5
High rate of teacher absenteeism	1.4

Source: New Charter School Principal Survey (includes principals of Generation 11 through 14 charter schools), spring 2010.
Note. Mean ratings based on a 4-point scale: (1) *not a problem*, (2) *minor problem*, (3) *moderate problem*, and (4) *serious problem*.
[a]Results for open-enrollment charter schools include the response of a principal at a Generation 13 university charter school.

The survey also included an open-ended item that asked principals to describe their key challenges with respect to staffing, and 15 open-enrollment principals provided written responses. The sections that follow summarize these findings to provide more information on the recruiting challenges faced by new open-enrollment charter schools.

Salary issues. Six principals entered written comments identifying salary issues as the key challenge to staffing their schools. Four of the principals identified their inability to offer "competitive salaries" as the primary challenge to teacher recruitment. One principal wrote, "[The greatest challenge is not] being able to compete with the traditional districts as it relates to teacher pay."

Recruiting staff for a specific school mission. Four principals responding to the open-ended item described difficulty recruiting teachers with experience working with the schools' specific instructional programs and student populations. Two principals noted that they needed teachers who were not just experienced, but committed to the schools' missions. One principal wrote, "[I want to find] experienced teachers with the right heart," adding that many experienced teachers "often…bring a lot of baggage."

Recruiting qualified staff. Four principals described challenges recruiting teachers with multiple certifications or certifications in hard-to-staff subjects, such as math, science, or technology. One principal wanted more than a certification to identify a "qualified" teacher, writing "*Highly Qualified* does not mean highly capable."

CASE STUDY FINDINGS: AT-WILL EMPLOYMENT

Unlike most teachers in traditional district schools who work on multi-year contracts or have tenured positions, teachers in open-enrollment or university charter schools are more likely to work under employment provisions that apply to private companies and nonprofit entities. While federal laws governing employment protect such employees from firing decisions made without just cause, teachers working in open-enrollment and university charter schools do not enjoy the same level of job security as their counterparts in most campus charters and traditional district schools. In focus group discussions held in case study charter schools, some teachers expressed concerns about their employment statuses.

While Bluebonnet State University (BSU) Charter School began operation as a university charter school in the fall of 2008, the school had existed as a campus charter operated by the local school district since 1998, and its restructuring affected teachers' employment provisions. When the school operated as a campus charter, teachers had employment contracts, tenure opportunities, salary schedules, and merit pay; however, when the school became a university charter, teachers were employed in an arrangement that did not offer the same employment protections, salary schedule, or system of merit pay. While the change in employment provisions did not deter teachers from remaining with the school when it became a university charter, teachers described it as one aspect of their employment that left them feeling "uneasy."

Teachers at Viewpoint Academy were also uncomfortable with the employment provisions in the charter school, in part, because teacher firings were not uncommon at the CMO that managed Viewpoint called the Hidden Valley Learning Group (HVLG). Teachers said firings were announced in email "blasts," advising staff that "So and so is not with [HVLG] anymore." Viewpoint's teachers were feeling particularly insecure about their employment in spring 2010 due to the recent firing of a colleague. Focus group teachers explained:

> We don't have contracts. [Teachers describe an episode in which a colleague was abruptly fired over a classroom discipline incident.]… There was not enough help for that teacher…but instead the charter school is so quick to say "You're fired." ...It's at-will [employment.]… I think that needs to be changed. We could be fired in the next 5 minutes.

Teachers reported that the lack of job security in HVLG deterred traditional district teachers from applying to work with the CMO, noting that district teachers were "kind of scared to take the risk."

Campus charter schools. Results presented in Table 4.7b indicate that campus charter principals experienced fewer challenges recruiting teachers than open-enrollment principals. Campus charter principals identified "recruiting staff for a particular subject area" (2.1) and "securing substitutes" (2.0) as their greatest challenges, although both issues were *minor* problems. Principals rated the remaining challenges as *not a problem* to a *minor* problem, which likely reflects the strong district-level support for matters related to staffing campus charters.

Table 4.7b. New Campus Charter Schools' Staffing Challenges, as a Mean of Respondents, 2009-10

Staffing Challenges	All Respondents (N=16)
Difficulty recruiting staff for a particular subject area (e.g., science and math)	2.1
Difficulty securing substitute teachers	2.0
Level of pay makes it difficult to recruit and retain quality staff	1.9
High rate of teacher absenteeism	1.9
Difficulty recruiting experienced staff	1.7
High rate of teacher turnover	1.5
Difficulty recruiting teachers	1.4
Training staff in the school's mission and goals	1.4
Difficulty recruiting and retaining paraprofessionals	1.3

Source: New Charter School Principal Survey (includes principals of Generation 11 through 14 charter schools), spring 2010.
Notes. Mean ratings based on a 4-point scale: (1) *not a problem*, (2) *minor problem*, (3) *moderate problem*, and (4) *serious problem*.

Eleven campus charter principals responded to the open-ended survey item asking about principals' key challenges with respect to staffing. Even with district budgets to support salaries, three campus principals indicated that the salaries offered on their campuses could not compete with those in other local districts. One principal wrote, "Some of our best teachers are considering moving to another district for more pay." Two principals had difficulty hiring highly qualified teachers in specific subjects, two principals indicated they needed to increase the number of staff employed, and two principals reported their campuses did not experience any issues with respect to staffing.

CASE STUDY FINDINGS: CHANGES IN SCHOOL LEADERSHIP

Although changes in school leadership were not addressed on the evaluation's surveys, results from case studies suggest that new charter schools may also experience high rates of administrative turnover. With the exception of BSU Charter School, all charters that participated as case study sites for the evaluation experienced changes in school leadership in their second year of operation. The effects of leadership changes varied from school to school. In some cases, new leaders had more experience and higher expectations than their predecessors, which resulted in improvements in schools' educational programs. However, some schools experienced challenges caused by new leaders who lacked experience and leadership skills. The experiences in leadership changes of three case study charters are described in the following sections. (See also the section addressing leadership at Viewpoint Academy included in the discussion of CMOs presented earlier in this chapter.)

SELF-PACED CHARTER HIGH SCHOOL

During its first year of operation, SPCHS employed a school principal who lacked a background in education, which created challenges for teachers, many of whom quit at the end of the 2008-09 school year. Recognizing the need for change, the schools' founders recruited a retired traditional district administrator with considerable experience working with low-income, urban students to serve as principal for the school's second year. SPCHS teachers who participated in spring 2010 focus groups said that the new principal's educational background improved the operation of the school. One teacher explained:

> This year we have a principal who is actually from an educator's background, where as last year… the principal did not have that, you know, educator background. [The new principal] knows 100% of how to operate the school, where [the previous principal] may not have known as much as she does. It's a lot better this year.

SPCHS's new principal focused on improving the school's instructional program, stressing the importance of strong classroom teaching and providing ongoing support for teachers. "Last year you never got any feedback," said one focus group teacher. "You didn't know if you were doing a good job; you didn't know if you were doing a sorry job. There was just no feedback… [This year], you may not like the feedback you get, but [the new principal] definitely gives you feedback."

COLUMBUS CHARTER SCHOOL (CCS)

The principal at CCS retired at the end of the 2008-09 school year, and the school began 2009-10 with a new principal who focused on increasing the rigor of instruction and improving student discipline. Teachers said that it was stressful adjusting to the new principal's "higher expectations" and focus on teacher accountability. Each week, the new principal would conduct 25 walk-through classroom observations and record observation data using specialized software loaded on an iPod. Walkthrough observations gathered information about technology use, questioning and presentation strategies, differentiated instruction, lesson planning and organization, as well as student participation and engagement in classroom activities. The principal presented classroom observation results to the school's Campus Leadership Team (CLT), which included administrators, teachers, and parents. The CLT reviewed observation data, as well a student testing outcomes, in order to identify strengths and weaknesses in instruction. The principal reported that the CLT's focus on accountability had been "an eye opening experience to the teachers." Teachers said it took a while to get on "the same page" as the new principal, but appreciated that they were included on the CLT and had a voice in school planning and decision making.

The principal also established high expectations for student behavior. In fall 2009, the principal created a committee charged with implementing the Positive Behavioral Support model of discipline. The committee developed a set of rules and behavioral expectations, which were displayed throughout the school in a series of "Columbus Pride" posters. According to teachers, the increased focus on instruction and discipline paid off in terms of improved testing outcomes and notably reduced discipline referrals during the 2009-10 school year.

THE CEDAR SCHOOL

The Cedar School experienced several administrative changes in its first 2 years of operation. The school started operations in fall 2008 with a superintendent who had substantial experience working in residential treatment programs, but who lacked a background in educational administration. The superintendent's lack of knowledge about educational matters contributed to a number of management errors, which created frustration for school staff. Within a month of Cedar's opening, the superintendent abruptly resigned, which left both the charter school and the residential program stranded. In fall 2008, Cedar's board members said the departure taught them that the school's superintendent needed to have expertise in education:

> [The loss of the superintendent] was huge, but I think we've learned from it. I think I would be able to describe the person that needs to be in that job, not diminishing [the former superintendent] at all ...It comes into play that residential is so different from educational ...He had the residential background ...but educationally, he had nothing. He didn't know TEA, he didn't know PEIMS, he didn't know finance ... [but] I'm sure we'd be challenged on the other side if we brought someone that was educational and not residential.

The board opted not to hire a full-time superintendent as a replacement, and instead hired a consultant who was familiar with Cedar's program and had assisted board members in the charter application process to take on some of the superintendent's responsibilities on a part-time basis. However, the consultant-superintendent did not live locally and visited the school only once a month in order to attend board meetings.

The change in school leadership and reduced role of the superintendent required that other school staff take on responsibilities not overseen by the consultant-superintendent. The school's special education coordinator had administrative training and was able to take on the role of school principal for the remainder of the 2008-09 school year. The new principal addressed day-to-day administrative duties, including managing student discipline, payroll, and some reporting requirements; serving as liaison between the charter school and Cedar's residential program; and maintaining communication with the school's long-distance consultant-superintendent.

Shortly after school resumed in fall 2009, however, the principal resigned and a teacher with no administrative experience was tapped to serve as interim principal, which created additional challenges. In spring 2010, teachers explained:

> We started out [the school year] with a principal that was here last year. After two months, she left. She was very good—good structure, support, and understanding of what we're doing. Then we went to a more temporary way of running things instead of a full-time, chosen-for-the-job administrator.

As a means to support the interim principal, the Cedar School hired a retired district administrator to serve as a part-time consultant on school management issues. Focus group teachers noted the challenges faced by the interim administrative team. "The people who have moved into those positions [interim principal and management consultant] have done a very good job. But it's been learn on the run. And they're temporary. So essentially we have had interim leadership," explained one teacher. "Because of the uncertainties of learning their role…it's been very hard for them." Teachers said administrators had to take on too many roles to properly manage the school, noting they wore "every hat there was to wear at the administrative level. …secretary, attendance clerk, vice principal, disciplinary, special education coordinator, curriculum director, TAKS coordinator, special needs …" While teachers did not fault interim leaders for the school's challenges, they said that the school lacked the necessary leadership and administrative support to operate effectively.

ATTRACTING ENROLLMENT

A central argument for school choice holds that parents who select their children's schools, particularly low-income parents who are the target of most choice-based school reforms, will obtain the necessary information to make good educational choices for their children. However, research suggests that many parents may make poor choices because they lack complete information about their educational options or choose schools for reasons other than academic quality (Weiher & Tedin, 2002; Wells, 1996). For example, some studies have found that parents report choosing schools for educational quality, but do not rely on accountability ratings or other objective indicators of effectiveness (Howell, 2006; Smrekar, 2009). Instead, parents tend to rely on informal social networks for school information and may identify other characteristics, such as strong discipline policies, as proxies for academic quality (Smrekar, 2009; Smrekar & Goldring, 1999). The sections that follow examine how new charter schools provide information about their programs to parents, the types of schools students attended before enrolling in new charter schools, and the reasons that parents chose new charter schools. Similar to other research, results indicate that parents are most likely to get their information from other parents and that factors unrelated to academic quality (e.g., discipline policies, the teaching of moral values, school size) are important factors in parental decision making.

Student Recruitment Methods

As a means to understand how new charter schools provide information to parents and students about their programs, the spring 2010 principal survey asked respondents about the methods used to recruit school enrollment and the percentage of enrollment attracted by each method. The tables included in the following sections present the percentage of survey respondents who reported *using* each method ("Used" column) and the percentage of *enrollment* principals estimated were attracted by each method ("Enrollment" column) averaged across respondents. The following sections present findings regarding recruitment methods for open-enrollment charter schools and campus charter schools across generations. Results aggregated across both types of charter school are presented in Table D.15 in Appendix D.

Open-enrollment charter schools. Survey findings presented in Table 4.8a suggest that open-enrollment charter schools attract the largest proportion of their enrollment through parent and student word of mouth (35% on average). A substantial proportion of open-enrollment principals also relied on flyers, brochures, or posters (92%), print advertising (80%), and community outreach (80%) contributing to 24%, 20%, and 10% of student enrollment, respectively. These findings are largely consistent with previous surveys of all open-enrollment charter schools (TCER, 2008), which suggests that recruitment methods do not change much as schools mature.

Table 4.8a. New Open-Enrollment Charter Schools' Methods of Student Recruitment and Percent of Enrollment Attracted by Methods, as a Percentage of Respondents, 2009-10[a]

	All Respondents (N=25)	
Method Used and Percent of Enrollment Drawn (Average)	Used	Enrollment
Parent/student word of mouth	96.0%	35.1%
Flyers, brochures, posters	92.0%	23.8%
Print advertising (i.e., newspaper, magazines)	80.0%	20.1%
Community outreach	80.0%	9.5%
Broadcast advertising (i.e., TV, radio)	52.0%	5.9%
Traditional district referral	20.0%	2.1%
Coordination with military recruitment entities	12.0%	1.9%
Coordination with juvenile justice entities	4.0%	0.4%

Source: New Charter School Principal Survey (includes principals of Generation 11 through 14 charter schools), spring 2010.
Notes. Percentages will not total to 100%. Respondents could select more than one response.
[a]Results for open-enrollment charter schools include the response of a principal at a Generation 13 university charter school.

Campus charter schools. Similar to open-enrollment principals, findings presented in Table 4.8b indicate that most campus charter principals (88%) rely on parent and student word of mouth more than most other methods of student recruitment, contributing to 41% of student enrollment. In contrast to open-enrollment responses, a substantial proportion of campus charter principals (88%) also relied heavily on district referrals, which contribute to approximately 38% of enrollment.

Table 4.8b. New Campus Charter Schools' Methods of Student Recruitment and Percent of Enrollment Attracted by Methods, as a Percentage of Respondents, 2009-10

	All Respondents (N=16)	
Method Used and Percent of Enrollment Drawn (Average)	Used	Enrollment
Parent/student word of mouth	87.5%	41.1%
Traditional district referral	87.5%	38.3%
Community outreach	81.3%	16.9%
Flyers, brochures, posters	81.3%	15.4%
Print advertising (i.e., newspaper, magazines)	50.0%	13.9%
Broadcast advertising (i.e., TV, radio)	25.0%	5.7%
Coordination with juvenile justice entities	0.0%	1.0%
Coordination with military recruitment entities	0.0%	0.0%

Source: New Charter School Principal Survey (includes principals of Generation 11 through 14 charter schools), spring 2010.
Notes. Percentages will not total to 100%. Respondents could select more than one response.

Parents' Sources of Information About New Charter Schools

The parent survey asked respondents how they learned about new charter school opportunities, and provided a list of common sources of information about charter school programs. The following sections present the percentage of parents indicating they used each source of information to learn about new open-enrollment charter schools and to learn about campus charter schools. Results are sorted in terms of the "All Respondents" column. Results aggregated across both types of charter schools are presented in Table G.10 in Appendix G.

Open-enrollment charter schools. Consistent with interim findings (June 2009 and February 2001), results presented in Table 4.9a indicate that most open-enrollment parents (63%) learned about new charter schools from other parents with children attending the schools. Smaller proportions of parents relied on written materials, such as brochures (49%) and schools' websites (26%), or academic indicators, such as schools' accountability ratings (37%) and students' academic performance (35%).

Campus charter schools. Survey responses from parents of students attending new campus charters mirror those of open-enrollment parents. As presented in Table 4.9b, a majority of campus charter parents (62%) learned about new charter schools from other parents, while smaller proportions of parents received information from written materials or academic indicators.

Table 4.9a. Parents' Sources of Information About New Open-Enrollment Charter Schools, as a Percentage of Respondents by Generation, 2009-10

Information Source	Generation 11 Parents (n=91)	Generation 12 Parents (n=78)	Generation 13 Parents[a] (n=42)	Generation 14 Parents (n=60)	All Respondents (N=271)
Information from parents with children at the school	64.8%	60.3%	61.9%	65.0%	63.1%
Written brochures or descriptions of charter programs	50.5%	53.8%	42.9%	43.3%	48.7%
The school's accountability rating	40.7%	33.3%	35.7%	36.7%	36.9%
Academic performance of the school's students	42.9%	32.1%	33.3%	30.0%	35.4%
Information from the school's website	30.8%	26.9%	16.7%	25.0%	26.2%

Source: New Charter School Parent Survey, spring 2010.
[a]Results for Generation 13 open-enrollment charter schools include the responses of parents of students attending a university charter school.

Table 4.9b. Parents' Sources of Information About New Campus Charter Schools, as a Percentage of Respondents by Generation, 2009-10

Information Source	Generation 11 Parents (n=46)	Generation 12 Parents (n=34)	Generation 13 Parents (n=138)	Generation 14 Parents (n=20)	All Respondents (N=238)
Information from parents with children at the school	69.6%	58.8%	61.6%	55.0%	62.2%
Written brochures or descriptions of charter programs	50.0%	44.1%	46.4%	55.0%	47.5%
The school's accountability rating	41.3%	44.1%	34.1%	30.0%	36.6%
Academic performance of the school's students	43.5%	32.4%	34.8%	40.0%	36.6%
Information from the school's website	37.0%	17.6%	30.4%	25.0%	29.4%

Source: New Charter School Parent Survey, spring 2010.

Recruitment Challenges

The principal survey also included an open-ended item that asked respondents to describe their key challenges in recruiting students. Nineteen open-enrollment principals and 12 campus charter principals provided responses. The sections that follow summarize principals' written comments.

Open-enrollment charter schools. The comments of six open-enrollment principals indicated charter schools had difficulty competing with the academic programs, extracurricular activities, and transportation services offered by traditional district schools. Six other principals commented that they struggled to recruit students who were interested in their schools' missions or philosophy. One principal explained that general misunderstandings of charter schools deterred students from enrolling, noting "Even educated people with a Master's or PhD degree think that this is a private school and they need to pay tuition." One principal reported that local public schools viewed charter schools as "competition instead of teammates" and discouraged students from enrolling. The principal wrote, "We are not allowed into the public schools and public schools tend to 'bad mouth' charter schools instead of seeing them as an option for their students." Five principals reported they did not face any challenges to student recruitment. One principal wrote, "We have not had much difficulty recruiting students. Most of our students, at this point, come from referrals by other parents."

Campus charter schools. Three campus charter principals reported no challenges recruiting students. However, two principals struggled to recruit students from outside their districts, and one principal noted that lack of transportation created challenges to recruiting students living further away. One principal wrote that the large number of magnet schools in the local community made it difficult for the campus charter to compete for student enrollment.

The Schools Students Attended Before Enrolling in a New Charter School

The spring 2010 survey of parents of students enrolled in new charter schools during the 2009-10 school year asked parents what types of schools their children attended before enrolling in new charter schools. The tables in the following sections present the responses of parents of students attending open-enrollment and campus charter schools. In each table, results are sorted in terms of the "All Respondents" column. Results aggregated across both types of schools are included in Table G.14 in Appendix G. In addition, the spring 2010 surveys of students also included items asking students about the types of schools they attended before enrolling in charter schools. Student responses may be found in Appendix F. Table F.11 presents results for students in Grades 4 and 5 and Table F.14 presents results for students in Grades 6 through 12.

Open-enrollment charter schools. Most surveyed parents (71%) indicated their children attended traditional public schools before enrolling in open-enrollment charters (see Table 4.10a). Twenty-one percent of parents responding to the survey reported their children did not attend another school prior to enrolling in a charter school. Smaller proportions of parents indicated their children attended private schools (5%) or were home schooled (1%). Interestingly, no open-enrollment parents reported that their children had previously attended another charter school. According to parents' responses, children attending Generation 11 charter schools came from the most diverse educational settings, having attended traditional public schools (70%) and private schools (8%) as well as being home schooled (2%) or not attending a school prior to enrolling in their current new charter schools (20%).

Table 4.10a. Schools Students Attended Before Enrolling in an Open-Enrollment Charter School, as a Percentage of Respondents by Generation, 2009-10

Previous School Attended by Student	Generation 11 Parents (n=91)	Generation 12 Parents (n=78)	Generation 13 Parents[a] (n=42)	Generation 14 Parents (n=60)	All Respondents (N=271)
Traditional public school	70.3%	78.2%	69.0%	61.7%	70.5%
Did not attend school	19.8%	15.4%	21.4%	28.3%	20.7%
Private school	7.7%	3.8%	0.0%	6.7%	5.2%
Home schooled	2.2%	0.0%	0.0%	0.0%	0.7%
Another charter school	0.0%	0.0%	0.0%	0.0%	0.0%

Source: New Charter School Parent Survey, spring 2010.
Note. Results may not total to 100% due to rounding.
[a]Results for Generation 13 open-enrollment charter schools include the responses of parents of students attending a university charter school.

Campus charter schools. In comparison to the previous school enrollment patterns of open-enrollment charter students, findings presented in Table 4.10b indicate that a larger proportion of campus charter students attended traditional public schools and smaller proportions attended private schools prior to enrolling in their new charter schools. About 76% of parents responding to the survey reported their students attended traditional district schools, about 18% did not attend school, and less than 5% attended private schools (2%), another charter school (1%), or were home schooled (1%).

Table 4.10b. Schools Students Attended Before Enrolling in a Campus Charter School, as a Percentage of Respondents by Generation, 2009-10

Previous School Attended by Student	Generation 11 Parents (n=46)	Generation 12 Parents (n=34)	Generation 13 Parents (n=138)	Generation 14 Parents (n=20)	All Respondents (N=238)
Traditional public school	71.7%	73.5%	78.3%	75.0%	76.1%
Did not attend school	19.6%	26.5%	14.5%	25.0%	18.1%
Private school	4.3%	0.0%	2.2%	0.0%	2.1%
Another charter school	0.0%	0.0%	1.4%	0.0%	0.8%
Home schooled	0.0%	0.0%	1.4%	0.0%	0.8%

Source: New Charter School Parent Survey, spring 2010.
Note. Results may not total to 100% due to rounding.

Factors Influencing Parents' Choice of New Charter Schools

The parent survey also asked respondents to rate the importance of factors that may have influenced their decisions to enroll their students in new charter schools using the *Importance* scale discussed in chapter 1, where values closer to 4 indicate factors that were weighted more heavily in parents' decisions. Tables in the following sections present the mean, or average, results for parents of students attending open-enrollment charter schools and for parents of students attending campus charter schools. In each table, results are sorted in terms of the "All Respondents" column. Findings aggregated across both types of charter schools are presented in Table G.9 in Appendix G.

Open-enrollment charter schools. Consistent with previous years, parents of students attending open-enrollment charter schools considered the quality of a school's educational program and teacher quality (3.7 overall rating for both factors) as the most important factors in their decisions to enroll their children in new charter schools (see Table 4.11a). Parents also considered the reputations of the school and staff, the school's ability to serve the specific needs of their children, as well as the school's approach to discipline and the teaching of values and morals (overall rating of 3.5 for each factor). Parents considered factors relating to their child's previous school only *somewhat important* in their decisions to enroll in a new charter school, including dissatisfaction with the school or their children's prior academic performance (overall rating of 2.2 for each factor).

Table 4.11a. Factors Affecting Parents' Decisions to Enroll Students in New Open-Enrollment Charter Schools, as a Mean of Respondents by Generation, 2009-10

Factors Affecting Decisions	Generation 11 Parents (n=91)	Generation 12 Parents (n=78)	Generation 13 Parents[a] (n=42)	Generation 14 Parents (n=60)	All Respondents (N=271)
The educational program of this school	3.7	3.6	3.5	3.7	3.7
Good teachers	3.8	3.7	3.6	3.7	3.7
Academic reputation of the school	3.6	3.6	3.4	3.6	3.5
The school's approach to discipline	3.6	3.6	3.5	3.5	3.5
The teaching of moral values similar to mine	3.5	3.6	3.4	3.5	3.5
The school's ability to serve child's specific educational need (e.g., special education)	3.4	3.5	3.4	3.6	3.5
Reputation of school staff	3.5	3.5	3.5	3.4	3.5
Small school size	3.3	3.3	3.2	3.3	3.3
Convenient location	2.8	2.6	3.1	2.6	2.8
Neighborhood school	2.7	2.7	3.0	2.5	2.7
Recommendation from a family member or friend	2.5	2.4	2.4	2.4	2.4
Poor academic performance at previous school	2.3	2.1	2.1	2.1	2.2
Dissatisfaction with previous school	2.3	2.1	2.2	2.1	2.2
Recommendation from teachers at previous school	2.1	2.0	1.6	1.9	2.0

Source: New Charter School Parent Survey, spring 2010.

Note. Mean ratings based on a 4-point scale: (1) *not important*, (2) *somewhat important*, (3) *important*, and (4) *very important*.

[a]Results for Generation 13 open-enrollment charter schools include the responses of parents of students attending a university charter school.

Campus charter schools. As presented in Table 4.11b, campus charter school parents' responses largely mirror those of open-enrollment parents. Campus charter parents heavily weighted charter schools' educational programs and teacher quality (3.6 overall ratings for each factor) and the academic reputation of the school (3.5). A school's approach to discipline, ability to meet specific student needs, and the reputation of the school's staff also influenced parents' choices of new campus charter schools (3.4 for each factor). Similar to open-enrollment responses, campus charter school parents considered factors relating to their children's previous schools, including dissatisfaction with the school (2.1) and the child's performance at the school (2.2), less important in their decision to enroll their children in new campus charter schools.

Table 4.11b. Factors Affecting Parents' Decisions to Enroll Students in New Campus Charter Schools, as a Mean of Respondents by Generation, 2009-10

Factors Affecting Decisions	Generation 11 Parents (n=46)	Generation 12 Parents (n=34)	Generation 13 Parents (n=138)	Generation 14 Parents (n=20)	All Respondents (N=238)
The educational program of this school	3.5	3.7	3.6	3.6	3.6
Good teachers	3.5	3.7	3.6	3.6	3.6
Academic reputation of the school	3.4	3.5	3.5	3.5	3.5
The school's approach to discipline	3.3	3.4	3.5	3.5	3.4
The school's ability to serve child's specific educational need (e.g., special education)	3.5	3.6	3.4	3.5	3.4
Reputation of school staff	3.4	3.5	3.4	3.2	3.4
The teaching of moral values similar to mine	3.3	3.5	3.5	3.5	3.3
Small school size	3.1	3.3	3.2	3.2	3.2
Convenient location	2.6	2.9	2.6	2.6	2.6
Neighborhood school	2.5	3.0	2.5	2.4	2.5
Recommendation from a family member or friend	2.4	2.2	2.3	2.2	2.3
Poor academic performance at previous school	2.5	2.4	2.1	2.1	2.2
Dissatisfaction with previous school	2.3	2.4	2.0	1.8	2.1
Recommendation from teachers at previous school	2.2	1.9	1.9	1.7	1.9

Source: New Charter School Parent Survey, spring 2010.

Note. Mean ratings based on a 4-point scale: (1) *not important*, (2) *somewhat important*, (3) *important*, and (4) *very important*.

SUMMARY

The results presented in this chapter are largely consistent with prior findings from the evaluation of new Texas charter schools (see TCER, February 2011), and suggest that the challenges new charter schools confront in obtaining adequate facilities and recruiting staff and students do not change over time. Generally speaking, the operators of most new open-enrollment charter schools either lease or purchase their facilities, while most campus charters remain in district-provided facilities. Despite differences in their sources of facilities, both new campus and open-enrollment charter schools tend to experience challenges in terms of space. Results for open-enrollment charter schools indicate that space issues result from facilities that do not accommodate charter operators' plans to expand their programs to serve additional grade levels. However, few surveyed campus charter principals indicated intent to expand to serve additional grades. Instead, insufficient space in campus charters appears to result from enrollment increases.

Although few surveyed teachers reported salary as a primary reason for choosing to work in new charters, principals, particularly those in open-enrollment charters, reported low salaries as a key challenge to recruiting and retaining staff. This finding suggests that the teachers who remain in charter schools (i.e., surveyed teachers) may be teachers for whom salary is not a concern, who consider salary to be a lesser priority than other aspects of employment (e.g., new teachers seeking experience, commitment to school philosophy). Irrespective of teachers' reasons for choosing to work in new charter schools, the finding that principals consider salary constraints to be a central recruiting obstacle suggests that school administrators may struggle to recruit and retain teachers whom they consider to be of high quality.

In addition to challenges in recruiting and retaining teachers, results from the evaluation's case studies suggest that many new charter schools also experience challenges in terms of recruiting and retaining effective administrators as they get started. Six of the seven charters that participated as case study sites for the evaluation had changes in school leadership across their first and second years of operation. The effects of changes varied from school to school. In some cases, new leaders had more experience and higher expectations than their predecessors, which resulted in improvements in schools' educational programs. However, some schools struggled with ongoing challenges caused by new administrators who lacked experience in public education and the leadership skills needed to establish new schools.

CHAPTER 5
ESTABLISHING EFFECTIVE EDUCATIONAL PROGRAMS

Considerable research has indicated that schools that are effective in improving student outcomes share some common characteristics, or constructs, that define how they establish their educational programs and deliver classroom instruction. For example, research has established that effective schools define high standards for student success and communicate goals and expectations clearly to students, staff, and parents (Newman, 2002; Newman & Wehlage 1995). Such schools are safe places, where students feel nurtured and supported, and where parents feel comfortable participating in activities and are engaged partners in the educational process (Bliss, Firestone, & Richards, 1990; Levine & Lezotte 1990). Effective schools prioritize instruction by limiting classroom interruptions and enabling teachers to make efficient use of class time, to actively monitor student progress, and to participate in professional growth opportunities (Bliss et al., Desimone, Porter, Garet, Yoon, & Birman, 2002; Garet, Porter, Desimone, Birman, & Yoon, 2001).

The evaluation examines whether new charter schools are successful in designing and implementing effective educational programs (Research Question 4). This chapter focuses on the ways in which new charter schools establish their educational programs and considers whether schools are effective at communicating their missions and expectations for student success, creating safe and orderly environments, and providing opportunities for parent involvement. Chapter 6 addresses issues related to classroom instruction, including the design of instructional programs, teacher professional development, and the use of instructional time in new charter school classrooms.

The evaluation's second interim report (February 2011) found that administrators in both open-enrollment and campus charters clearly communicated goals and expectations to students, staff, and parents, and that schools had high expectations for student achievement. Results also indicated that new open-enrollment and campus charter schools generally provided safe learning environments and were effective in engaging parents in school activities. The results presented in this chapter build on interim findings and include information collected from Generation 14 charter schools.

DATA SOURCES

This chapter relies on data collected from spring 2010 surveys of principals, teachers, students, and parents of students attending new charter schools. Survey results are presented separately for open-enrollment charter schools and campus charter schools and, with the exception of results for the principals' survey, are disaggregated by generation. As discussed in chapter 1, the small number of respondents to the principal survey precludes the disaggregation of results by generation because to do so may render some responses identifiable. The chapter also incorporates information gathered during four site visits to a set of seven Generation 13 charter schools conducted across the 2008-09 and 2009-10 school years. Site visits included interviews with school administrators, as well as focus group discussions with teachers and students. Information about the identification of case study schools, site visit activities, and an overview of each charter school program is included in Appendix A. Additional information about the surveys, including administration procedures, response rates, respondent characteristics, supplemental data tables, and copies of respective surveys are included in Appendix D (principal survey), Appendix E (teacher survey), Appendix F (student survey), and Appendix G (parent survey).

ESTABLISHING THE SCHOOL MISSION AND HIGH EXPECTATIONS FOR STUDENTS

The research on effective schools finds that a clearly articulated educational mission that is understood by students and staff, as well as high expectations for student success are integral to designing high quality educational programs (Newman, 2002; Newman & Wehlage, 1995). In such programs, school leaders communicate educational goals and expectations to teachers, students, and parents, and student achievement is the shared responsibility of each group of stakeholders. In order to assess new charter schools' effectiveness in establishing their educational missions and expectations for student achievements, the principal survey asked respondents to describe their schools' educational missions and goals and the teacher survey asked whether missions and goals were clearly communicated. The following sections discuss survey findings and address the role of school leadership in establishing strong charter school programs.

Charter School Missions

The principal survey asked respondents to identify their schools' missions from a list of common charter school program types and included an open-ended item in which principals could enter missions not included on the list. Principals were permitted to enter multiple responses (e.g., gifted and talented program and a program focused on the liberal arts).The following sections present open-enrollment and campus charter school principals' responses aggregated across generations. Table D.8 in Appendix D presents results aggregated across both types of charter school.

Open-enrollment charter schools. Principals' survey responses presented in Table 5.1a indicate that a majority of elementary and middle (56%) and high school (60%) open-enrollment charter schools focused on college preparation. A large proportion of open-enrollment charters also offered science and technology programs (56% of elementary and middle schools and 36% of high schools).

Table 5.1a. Open-Enrollment Charter Schools' Missions and Goals, as a Percentage of Respondents, 2009-10[a]

Mission	All Respondents
Elementary and Middle Schools	***(N=25)***
College preparatory program	56.0%
Focus on science and technology	56.0%
Program for at-risk students	32.0%
Gifted and talented program	28.0%
Focus on liberal arts	12.0%
Focus on foreign languages	12.0%
Other	12.0%
High Schools	***(N=25)***
College preparatory program	60.0%
Focus on science and technology	36.0%
Focus on advanced coursework (AP or IB)[b]	20.0%
Technical or career preparation	12.0%
Dropout recovery	8.0%
Focus on liberal arts	8.0%
Focus on foreign languages	4.0%
Other	16.0%

Source: New Charter School Principal Survey (includes principals of Generation 11 through 14 charter schools), spring 2010.

Notes. The number of respondents (N) represents the number of principals working in a school that serves students in either elementary and middle school grades or high school grades. Some schools enroll students at multiple levels (middle school and high school grades), so the number of principals responding across levels (50) is larger than the total number of open-enrollment charter school principals responding to the survey (25). Percentages will not total to 100. Principals could select more than one program type to describe their schools' missions and goals. "Other" elementary and middle school programs include: community-based programs, inquiry-based learning, constructivist programs, and dual language instruction. "Other" high school programs include: TSTEM Academy, dual credit, at-risk, and design programs.

[a]Results for Generation 13 open-enrollment charter schools include a response from a principal at a university charter school.

[b]AP=Advanced Placement and IB=International Baccalaureate.

Campus charter schools. Results presented in Table 5.1b indicate that campus charter high schools primarily focused on college preparatory (44%) or credit recovery (19%) programs. Campus charter programs had greater variation across elementary and middle schools, with the largest proportion of schools emphasizing science and technology and support for at-risk students (25% for each).

Table 5.1b. Campus Charter Schools' Missions and Goals, as a Percentage of Respondents, 2009-10

Mission	All Respondents
Elementary and Middle School Programs	***(N=16)***
Focus on science and technology	25.0%
Program for at-risk students	25.0%
College preparatory program	18.8%
Gifted and talented program	18.8%
Focus on liberal arts	18.8%
Focus on foreign languages	12.5%
Other	12.5%
High School Programs	***(N=16)***
College preparatory	43.8%
Dropout recovery	18.8%
Focus on science and technology	12.5%
Focus on advanced coursework (AP or IB)	12.5%
Technical and/or career preparation	6.3%
Focus on liberal arts	6.3%
Other	6.3%

Source: New Charter School Principal Survey (includes principals of Generation 11 through 14 charter schools), spring 2010.
Note. Percentages will not total to 100. Principals could select more than one program type to describe their school's mission and goals. "Other" elementary and middle school programs include science programs and instruction focused on individual learning styles. "Other" high school programs include a health science program and a program designed to teach English to newly arrived immigrant students and help them recover credits quickly to graduate from high school on time.

Program Leadership and Communication of Goals

Charter school teachers responding to the survey reported their levels of agreement with a series of statements regarding their schools' missions and goals using the survey's *Agreement* scale discussed in chapter 1. The following sections present results for open-enrollment charter teachers and campus charter teachers. Recall that values closer to 4 indicate higher levels of agreement and values closer to 1 indicate higher levels of disagreement. Responses in both tables are sorted in terms of the "All Respondents" column. Table E.13 in Appendix E presents findings aggregated across both types of charter school.

Open-enrollment charter schools. As presented in Table 5.2a, open-enrollment teachers across generations *agreed* or *strongly agreed* with each statement addressing their schools' missions and goals. According to teachers, open-enrollment charter schools had high expectations and standards for students (3.3 overall rating), which administrators clearly communicated to students and staff (3.2). Teachers also *agreed* that administrators clearly communicated their schools' missions and goals to faculty (3.3), students (3.1), and parents (3.1). Generation 13 teachers rated each item higher than teachers in other generations, indicating Generation 13 administrators effectively established and communicated their schools' missions and goals. Although differences were generally small, Generation 14 teachers reported the lowest levels of agreement with each item.

Table 5.2a. Open-Enrollment Charter School Teachers' Perceptions of Their Schools' Missions and Goals, as a Mean of Respondents by Generation, 2009-10

Statement	Generation 11 Teachers (n=103)	Generation 12 Teachers (n=58)	Generation 13[a] Teachers (n=70)	Generation 14 Teachers (n=57)	All Respondents (N=288)
This school has high standards and expectations for students.	3.3	3.3	3.4	3.2	3.3
This school's mission and goals are clear to faculty.	3.2	3.4	3.4	3.2	3.3
School administrators set high expectations and communicate these expectations to students and staff.	3.2	3.2	3.4	3.1	3.2
This school's mission and goals are clear to students.	3.1	3.1	3.3	3.0	3.1
This school's mission and goals are clear to parents.	3.1	3.1	3.3	2.9	3.1
The community supports the school's mission and goals.	3.0	3.1	3.2	2.9	3.1
This school has effective leadership.	3.0	3.1	3.3	2.9	3.1

Source: New Charter School Teacher Survey, spring, 2010.
Note. Mean ratings based on a 4-point scale: (1) *strongly disagree*, (2) *disagree*, (3) *agree*, and (4) *strongly agree*.
[a]Results for Generation 13 open-enrollment charter schools include the responses of teachers at a university charter school.

In response to open-ended survey items, many open-enrollment teachers entered comments describing the primary benefits (227 teachers) and challenges (233 teachers) of working in an open-enrollment charter. Similar to previous evaluation reports (e.g., TCER June 2009, February 2011), responses suggest that school leadership plays a strong role in teachers' views of their employment and that teachers were evenly divided in their views of open-enrollment administrators' effectiveness. Across open-enrollment respondents, 18% of teachers indicated school administrators effectively implemented programs, communicated goals, and supported teachers' instruction. In contrast, 20% of teachers reported a lack of effective leadership, describing poor communication and lack of guidance from school administrators, as well as unclear and inconsistent policies. Notably, many teachers working at several schools operated by one CMO reported more serious administrative challenges, and described administrators as biased and discriminatory. These teachers reported unequal pay, inconsistent policies, and inequitable treatment based on gender and ethnicity.

Campus charter schools. As presented in Table 5.2b, campus charter teachers reported higher levels of agreement than open-enrollment teachers with statements addressing the establishment and communication of school missions and goals. Similar to responses for open-enrollment teachers, campus charter teachers *agreed* that school administrators established high expectations and communicated them to students and staff (3.4) and that the school mission was clear to faculty (3.3), students (3.2), and parents (3.2).

Table 5.2b. Campus Charter School Teachers' Perceptions of Their Schools' Missions and Goals, as a Mean of Respondents by Generation, 2009-10

Statement	Generation 11 Teachers (n=83)	Generation 12 Teachers (n=16)	Generation 13 Teachers (n=139)	Generation 14 Teachers (n=24)	All Respondents (N=262)
School administrators set high expectations and communicate these expectations to students and staff.	3.6	3.7	3.2	3.6	3.4
This school has high standards and expectations for students.	3.6	3.7	3.1	3.6	3.3
This school's mission and goals are clear to faculty.	3.5	3.8	3.2	3.4	3.3
This school's mission and goals are clear to students.	3.4	3.6	3.0	3.4	3.2
This school's mission and goals are clear to parents.	3.3	3.4	3.0	3.4	3.2
This school has effective leadership.	3.4	3.6	3.1	3.5	3.2
The community supports the school's mission and goals.	3.1	3.4	2.7	3.3	2.9

Source: New Charter School Teacher Survey, spring, 2010.
Note. Mean ratings based on a 4-point scale: (1) *strongly disagree*, (2) *disagree*, (3) *agree*, and (4) *strongly agree*.

Many campus charter teachers also responded to open-ended items asking about the primary benefits (214 respondents) and challenges (216 respondents) of working in new charter schools. Of the teachers writing about the benefits of their jobs, 12% described strong leaders. For example, one Generation 11 teacher noted the benefits of working with an administrator who had "experience dealing with our community and our students [and] ample experience as an educator." In contrast, only 4% of teachers describing employment challenges were troubled by ineffective leadership.

CREATING A SAFE AND ORDERLY SCHOOL ENVIRONMENT

In addition to establishing clear missions and high expectations for student success, effective schools offer safe, orderly educational environments that are free from physical threats. Students are better able to learn when there are clear expectations for behavior and when discipline policies are consistently enforced (Bliss, Firestone, & Richards, 1990; Levine & Lezotte 1990). In the evaluation's second interim report (February 2011), students responding to open-ended survey items indicated that school safety was a central concern in several large campus charters. In contrast, students attending smaller campus charters, as well as open-enrollment charter schools, reported that the small size of their schools enabled them to get to know their teachers and classmates, creating "family" environments in which students felt safe and nurtured.

The spring 2010 surveys of teachers and students in Grades 6 through 12 addressed the issue of school safety and asked respondents to indicate their levels of agreement with statements about the learning environments in their charter schools using the *Agreement* scale discussed in chapter 1. Teachers and students in Grades 6 through 12 responded to separate sets of statements but used the same scale to measure their levels of agreement. Students in Grades 4 and 5 responded to similar items as older students, but given differences in reading levels, were simply asked whether they *agreed* or *disagreed* with each statement or whether they were *not sure* how to respond. In addition, the survey of students in Grades 6 through 12 included open-ended items asking what students liked *most* and *least* about attending new charter schools, and many students entered written comments addressing the school environments, their feelings of safety, and the behavior of their schoolmates.

The following sections present the mean, or average, responses to survey statements addressing charter school environments for teachers and students (Grades 6 through 12) in open-enrollment charter schools and in campus charter schools. Values closer to 4.0 indicate stronger levels of agreement and values closer to 1.0 indicate stronger levels of disagreement. In each table, teacher and student responses are sorted in terms of the "All Respondents" column. (Table E.12 in Appendix E presents results for teachers aggregated across both types of charter school, Table F.18 in Appendix F presents results for students in Grades 6 through 12 aggregated across both types of charter school, and Table F.13 in Appendix F presents survey findings for students in Grades 4 and 5 disaggregated by school type and generation.) The sections following tabular presentations of survey results describe open-ended comments addressing school safety and student discipline issues.

Open-Enrollment Charter Schools

As presented in Table 5.3a, teachers *strongly agreed* or *agreed* that staff, students, and visitors felt safe in the school building during (3.5 overall rating) and outside of school hours (3.4). In contrast, students somewhat *disagreed* with the statement, "I feel safe at this school" (2.3). Across generations, teachers were divided as to whether student behavior disrupted learning (2.4), and students somewhat *disagreed* that students in their schools were well-behaved (2.3).

Table 5.3a. Open-Enrollment Charter School Teachers' and Students' (Grades 6-12) Agreement With Statements About Their School Environments, as a Mean of Respondents by Generation, 2009-10

Statement	Generation 11	Generation 12	Generation 13[a]	Generation 14	All Respondents
Teacher Survey	***(n=103)***	***(n=58)***	***(n=70)***	***(n=57)***	***(N=288)***
School staff, students, and visitors feel safe in the building during school.	3.4	3.4	3.6	3.5	3.5
School staff, students, and visitors feel safe in the building before and after school.	3.2	3.3	3.5	3.4	3.4
The school building is neat and clean.	3.3	3.3	3.4	3.1	3.3
The school is well managed; things work.	2.9	3.1	3.3	2.8	3.0
Student behavior problems do not disrupt instructional time.	2.5	2.4	2.6	2.2	2.4
Student Survey	***(n=1,129)***	***(n=334)***	***(n=411)***	***(n=273)***	***(N=2,147)***
Most teachers at this school know my name.	3.1	3.4	3.3	3.4	3.3
Students in this school are interested in learning.	2.4	2.2	2.5	2.5	2.4
Students in this school are well-behaved.	2.3	2.0	2.3	2.4	2.3
I feel safe at this school.	2.2	2.4	2.2	2.3	2.3

Source: New Charter School Teacher Survey, spring 2010; Survey of New Charter School Students (Grades 6-12), spring 2010.
Notes. Mean ratings based on a 4-point scale: (1) *strongly disagree*, (2) *disagree*, (3) *agree*, and (4) *strongly agree*.
[a]Results for Generation 13 open-enrollment charter schools include the responses of teachers working at a university charter school. The university charter school does not serve students in Grades 6 through 12, so no university charter school student responses are included in results.

Students in Grades 6 through 12 attending 16 new open-enrollment charter schools responded to open-ended items on the spring 2010 survey asking what they most liked and disliked about their schools. In order to ensure that the evaluation identified common student views rather than scattered perceptions held by only a few students across schools, the sections that follow discuss the school attributes described by at least 5% of students entering open-ended comments on a particular campus. Because students on the same campus have different school experiences, the comments of students on the same campus may be included in sections that describe school attributes that appear to be in conflict (e.g., disrespectful peers and motivated peers).

Small learning environments. Students attending 14 open-enrollment charter schools wrote that small school size contributed to a positive learning environment. Students described closer relationships with teachers and students than they had experienced in their previous traditional public schools as a result of small class sizes. A Generation 12 student reported that school size positively affected classroom instruction. The student wrote, "[I like] the ability to be close with your teachers and get one-on-one academic advice and help." A Generation 13 student indicated school size positively affected students' interactions, noting that, "It's easier to get along and socialize [with other students], unlike schools with a lot of students." Many students agreed with a Generation 14 student who wrote, "Because this school is smaller, I feel like a family."

Disrespectful peers and negative behaviors. In 14 open-enrollment charters, students described peers who were disrespectful or unmotivated and disruptive to the learning environment. A Generation 12 student reported, "Some students don't want to learn but their parents force them to come here." A Generation 11 student shared a similar view, writing, "Kids misbehave at times. It gets really annoying and keeps us from learning." More serious student behavior issues, such as bullying, fighting, and alcohol and drug use, troubled students at six schools. One Generation 11 student wrote that some students attended school "drunk or high." A Generation 13 student described bullying and unsafe hallways, writing, "I walk down the hall and see someone get hurt, called a name, or annoyed." On another Generation 11 campus, a student described "social unrest among the student body because of race, orientation, disabilities, and political views."

Enforcement of discipline policies. Students in 10 open-enrollment charters complained of discipline policies that were inconsistently or unfairly enforced. Students wrote that school administrators implemented "petty" discipline policies when addressing serious problems. A Generation 12 student wrote, "The administrators don't take care of the big problems but they make a big problem out of little things." For example, students complained that administrators enforced strict school dress codes to reduce gang representations. According to students, minor dress code violations resulted in many in-school suspensions, but gang activity did not decrease. Students on several campuses faulted zero tolerance discipline policies that punished many students for the misbehavior of a few. One Generation 11 student wrote, "I really don't like how the teachers make the class suffer when only one or two kids are messing up." Students wrote that they felt disrespected and unappreciated, noting that academic and behavioral *successes* often went unnoticed. Students were particularly frustrated when they were subjected to policies and punishments but did not experience a positive change in other students' behavior. One Generation 14 student reported, "Discipline is not how they said it was going to be."

Motivated peers. At eight open-enrollment charter schools, students indicated that their peers contributed to positive learning environments, noting that their classmates were similarly motivated and respectful of each other. A Generation 13 student suggested that attending an open-enrollment charter school allowed students to "connect with people who have the same likes and dislikes" because students actively chose to enroll in the charter school. A Generation 11 student indicated that, because of the active choice to enroll in a rigorous program, students in attendance were more "eager to learn." Other students agreed, noting that similar peers were less likely to bully or make fun of one another. Another Generation 11 student

explained, “Students…don’t judge me…They accept me for who I am. I feel welcomed and comfortable.” Another student agreed, writing “I can just…do my work and not deal with traditional high school drama.”

CASE STUDY FINDINGS: SMALL SCHOOL SIZE IN CHARTER SCHOOLS

In recent years, many efforts to reform public education have focused on reducing school size as a means to provide more personalized learning environments that better address individual student needs and increase academic outcomes for underperforming students. Advocates of smaller schools frequently point to charter schools as one template for expanding the small school movement (Toch, 2003). Nationally and in Texas, charter schools tend to be small schools. In 2009, the median enrollment in charter schools nationally was 242 students compared with 539 students in traditional district schools (US Charter Schools, 2010). During the 2008-09 school year, the median enrollment for all traditional district schools in Texas was 522 students, compared with 181 students for all Texas charter schools[2] and 278 students for new Texas charter schools.[1] A recent USDE analysis of student outcomes in charter middle schools highlighted the benefits of small charter school size, finding that charters with smaller enrollments experienced improved student achievement outcomes relative to their larger counterparts (Gleason, Clark, Tuttle, & Dwoyer, 2010). Although this evaluation does not attempt to measure the effect of school size on student achievement outcomes, results from its 2-year qualitative study of case study charter schools complement survey findings reported in this chapter and indicate that school size is an important component of new charter school programs. The sections that follow discuss case study findings with respect to school size.

PERSONALIZED LEARNING ENVIRONMENTS

Spring 2010 interview and focus group respondents across case study charter schools commented that small school size enabled school staff to get to know students and to create intimate learning environments. "[There is] a lot of teacher-student interaction, mainly because of how small [the school] is," noted focus group teachers at Viewpoint Academy. "We put a lot in our students. We are completely involved in students' lives here." The director of West Ridge Charter School shared a similar view, noting:

> [West Ridge] offers much of the things that happen in traditional school systems but also has a private school atmosphere [where] more familial connections are made, where the child is not going to be lost in the system…. We go above and beyond.

Focus group students at SPCHS commented that small size was one reason they liked their school. "I like it here because administrators actually get to know each of the students," said students in spring 2010. "It's a lot smaller so they get to know you by your name. In a bigger school some people don't even know who you are—they just see you walk by."

And teachers at Canyon Academy explained:

> We hear from a lot of parents that their kid, for whatever reason, at another school, wasn't doing well, and they come here and because it's smaller they are able to make friends. It fills the void for wherever they did not fit in at another school; they can kind of find their niche here.

MULTIPLE RESPONSIBILITIES FOR TEACHERS

While small size enabled case study charters to create more intimate learning environments, small size created challenges in terms of additional responsibilities for teachers in some case study charter schools. For example, teachers at several schools were responsible for teaching each course in their subject areas, and each course required separate preparation and planning. "They only hired one high school English teacher, so I had to do [all the lesson] preps," explained a focus group teacher at Viewpoint Academy. Teachers at the Cedar School were responsible for teaching each grade level (Grades 9 through 12) in their subject areas, as well as two elective courses. Teachers at Canyon Academy were responsible for teaching their subject area to three or more grade levels, sponsoring one to two afterschool clubs, and providing tutoring before or after school two to three times a week during the 2009-10 school year. "We are stretched pretty thin," reported Canyon Academy teachers in spring 2010, "It [multiple responsibilities] takes its toll."

SMALL SCHOOLS: LARGE CLASSES

In some case study charters, small school size did not translate to small class sizes, largely because schools did not employ enough teachers to cover multiple sections of the same class. Teachers at Viewpoint Academy reported class sizes of 30 or more students during the 2009-10 school year. "I want smaller class sizes," reported one focus group teacher, "This is the largest class size I've ever had." Teachers at West Ridge Charter School reported that their average class sizes rose from 16 to 20 students when enrollment increased across the school's first and second years of operation. According to teachers, the increase in class sizes raised concerns for some parents who had selected West Ridge because they sought small classes for children with special learning needs.

[1]Includes all campus, open-enrollment, and university charter schools operating during the 2008-09 school year.
[2]Includes all Generation 11, 12, and 13 campus, open-enrollment, and university charter schools operating during the 2008-09 school year. Most current AEIS data available at the time of the report's writing.

Campus Charter Schools

In comparison with open-enrollment responses reported in Table 5.3a, results presented in Table 5.3b show that campus charter teachers viewed their school environments as slightly less positive and campus charter students had somewhat more positive views of their schools. On average, campus charter teachers *agreed* that staff and students felt safe during (3.3) and outside (3.2) school hours. Teachers also indicated that their school buildings were clean (3.3) and well managed (3.1). Teachers generally had lower levels of agreement with the statement indicating that student behavior did not disrupt instruction (2.3). Campus charter students also indicated that that students in their schools were not well-behaved (2.4), suggesting that some student behavior disrupted learning. Comparison of responses by generation indicates that Generation 13 teachers faced greater challenges with student behavior (1.9) than other generations. Generation 13 students agreed with teachers, reporting lower levels of agreement with statements addressing safety (2.2) and student behavior (1.9) than students in other generations. In contrast, Generation 12 teachers and students reported much higher levels of agreement with statements regarding safety (3.6 and 3.1 respectively) and student behavior (3.3 and 2.9 respectively) than other generations. Some potential reasons for some of these differences are clarified in the next section's discussion of open-ended survey items.

Table 5.3b. Campus Charter School Teachers' and Students' (Grades 6-12) Agreement With Statements About Their School Environments, as a Mean of Respondents by Generation, 2009-10

Statement on	Generation 11	Generation 12	Generation 13	Generation 14	All Respondents
Teacher Survey	***(n=83)***	***(n=16)***	***(n=139)***	***(n=24)***	***(N=262)***
School staff, students, and visitors feel safe in the building during school.	3.4	3.6	3.2	3.8	3.3
The school building is neat and clean.	3.2	3.7	3.2	3.5	3.3
School staff, students, and visitors feel safe in the building before and after school.	3.3	3.6	3.1	3.7	3.2
The school is well managed; things work.	3.2	3.3	2.9	3.3	3.1
Student behavior problems do not disrupt instructional time.	2.6	3.3	1.9	2.9	2.3
Student Survey	***(n=558)***	***(n=762)***	***(n=1,459)***	***(n=665)***	***(N=3,444)***
Most teachers at this school know my name.	3.4	3.5	3.1	3.5	3.3
I feel safe at this school.	3.2	3.1	2.2	2.5	2.6
Students in this school are interested in learning.	3.1	3.0	2.2	2.7	2.6
Students in this school are well-behaved.	3.0	2.9	1.9	2.5	2.4

Source: New Charter School Teacher Survey, spring 2010; Survey of New Charter School Students (Grades 6-12), spring 2010.
Note. Mean ratings based on a 4-point scale: (1) *strongly disagree*, (2) *disagree*, (3) *agree*, and (4) *strongly agree*.

Students in Grades 6 through 12 attending 15 campus charters also entered written comments about their school environments in response to open-ended survey items probing what they liked most and least about their schools. As in the analysis of open-enrollment charters, the discussion of campus charters that follows considers the views shared by at least 5% of the students providing written responses to open-ended survey items on a particular campus. Similar to responses for open-enrollment charters discussed in the previous section, students attending the same campus charter sometimes reported very different impressions of their school, and comments from students in the same school may be included in sections that describe conflicting school characteristics.

Unmotivated peers. Students at nearly all campus charters (14 schools) described challenges that resulted from attending schools with unmotivated classmates. Results from the evaluation's second interim report (February 2011) indicated that many students attended campus charters because it is their neighborhood school and did not choose the school for its educational program. This created challenges for some campus charters because some neighborhood students who attended the school were involved in gangs, drugs, and vandalism.

This trend was also evident in the spring 2010 responses of students attending two large, urban Generation 13 campus charter schools. In each school, large proportions of students (27% and 19%) responding to the open-ended survey item asking what they disliked about their school described hostile environments characterized by graffiti, vandalism, theft, food fights, bullies, fights, discrimination, violence, drugs, and gangs. Students reported frustration with the lack of response from school staff. "There's no control here," wrote one such student. "They don't do nothing to bad kids," commented another. These findings provide some explanation for results presented in Table 5.3b, in which Generation 13 campus charter students were more likely to disagree with survey items asking whether other students were well-behaved and about their feelings of safety.

Small learning environments. Similar to students attending open-enrollment charters, students attending most campus charters (10 schools) appreciated the opportunity to learn in a smaller school environment. A Generation 11 high school student wrote that small schools fostered more positive student interactions, "People here know each other by name and try to help each other out. Here at [name of school], we are a person, not a number." A Generation 12 student agreed, noting that students were "never alone in a struggle" because school staff and students act as a "family." Students at several campuses across generations reported that the increased positive student interactions created safer learning environments. One student wrote, "[I like] the no-bully, friendly social atmosphere," and another student liked "feeling safe."

Motivated peers. In contrast to comments reported above, students at some campus charters (six schools) liked attending school with students who were focused on learning. One Generation 12 student wrote, "I love the people here because we all have similar goals and interests." Another student appreciated that their peers were "more focused on their studies." A Generation 12 student indicated that schools enrolling similarly motivated students created more respectful learning environments. "I like the people at this school," the student wrote, "Everyone (teachers and students) respects each other and it makes learning…easier."

CASE STUDY FINDINGS: CAMPUS CHARTER EARLY COLLEGE HIGH SCHOOLS

Across generations, seven campus charters characterized as ECHSs had students who responded to the spring 2010 survey.[1] ECHSs are distinguished from most other campus charters because they adhere to an educational model that combines high school and college curricula.[2] Schools that implement the ECHS model provide students with the opportunity to earn up to 60 hours of college credit while completing high school. ECHS programs are targeted to students who are typically underrepresented in higher education (e.g., low-income and minority students), low-performing students, and first generation college goers. Many ECHS programs are located on college campuses, and ECHS students attend some classes with college students. ECHSs limit enrollment to about 100 students per grade (approximately 400 students overall) and provide a rigorous, technology-integrated curricula, as well as services and supports designed to enable students to transition to postsecondary educational programs. In response to open-ended items asking what students liked and disliked about their schools, many students who attended ECHS campus charters commented on attributes of ECHS programs. The sections that follow summarize ECHS student comments.

COLLEGE CREDIT

Across generations, students attending ECHS campus charters noted that they valued the opportunity to earn college credits while in high school. For example, a Generation 12 student wrote, "[I like that the school] provides free college classes and an opportunity to get ahead in life." A Generation 11 student agreed, stating, "I get two years of college for free. In other words, I get a head start." Students also wrote that they appreciated the opportunity to attend classes with college students and that they were "treated like adults." However, poor communication within ECHS programs caused confusion for some students. One student wrote, "There is still not very much communication at this school because things just aren't explained, or they are forgotten, so the information gets stuck somewhere with the staff and the students never hear about it." In particular students were concerned that credits earned at ECHSs may not transfer to all colleges. "The mix-up between the college credits and what will count and what won't count is tremendous," the student wrote. "Sometimes I feel like I'm wasting my time and effort in classes that are not going to count towards my major and…will not transfer to my college of preference."

RIGOROUS COURSEWORK

Not surprisingly, students attending ECHSs were more likely to describe increased workloads and more rigorous coursework than students attending other campus charters. A student attending a Generation 11 ECHS wrote, "I like that it's more challenging and it helps us be better students. Teachers give us individual attention when we need help." A student in a Generation 12 ECHS agreed, noting "It's [the educational program] challenging and keeps me busy. I always feel accomplished at the end of the day." Students at several ECHSs commented that the increased rigor and pressure to perform academically was creating too much stress, as one Generation 11 student explained, "The thing I don't like about this school is the pressure that is put on us… [and] the stress it brings."

SIMILAR PEERS

Across ECHS campus charters, students wrote that they liked attending school with students who had similar academic interests. A Generation 11 student wrote, "What I like most is the learning environment it [the ECHS] provides. I like how all the students are focused and every teacher does their best to help you." "I love the people here because we all have similar goals and interests," commented a student in a Generation 12 ECHS. "The classes are small and the other students here are great," commented a student in another Generation 12 ECHS. "I feel like I fit in here!"

[1]Two Generation 11, four Generation 12, and two Generation 14 new campus charters are ECHS programs. One Generation 12 ECHS campus charter did not participate in the surveys.
[2]For more information on the ECHS model, please reference TEA's webpage at: http://www.tea.state.tx.us/index2.aspx?id=4464&menu_id=814

PARENT AND COMMUNITY SUPPORT

Effective schools also build strong relationships with local communities and engage parents as partners in educating students. School staff communicates with parents frequently in order to clarify expectations and educational goals (Levine & Lezotte, 1990). Some research on charter schools suggests that parents may become more involved in school activities when they actively choose a charter school rather than enrolling their children in district assigned schools (Becker, Nakagawa, & Corwin, 1997; Finn, Manno, & Vanourek, 2000); however, other research indicates that parents who choose their schools do not necessarily become more engaged in school activities, finding that parents may feel that the simple act of choosing is sufficient support for their students' education (Cooper, 1991). The following sections describe teachers' and parents' perceptions of parent and community involvement in new charter schools and compare parents' involvement in new charter schools with their involvement at their children's previous schools.

Teachers' Views of Parent and Community Support

In order to determine the level of parental involvement across new charter schools, the survey asked teachers to indicate their levels of agreement with a series of statements regarding parent and community support for their schools using the *Agreement* scale discussed in chapter 1.The following sections present open-enrollment charter school teachers' responses sorted in terms of the "All Respondents" column and the same information for campus charter school teachers. (Table E.12 in Appendix E presents results aggregated across both types of charter school.)

Open-enrollment charter schools. As presented in Table 5.4a, open-enrollment charter teachers indicated that parents and community members generally were involved in school activities. Teachers reported somewhat higher levels of agreement with statements addressing school staffs' efforts to increase involvement than statements addressing the actual levels of involvement. For example, teachers *agreed* that administrators communicated often with parents (3.3) and that teachers worked cooperatively with parents (3.2). However, teachers had lower levels of agreement with statements addressing parents' and community members' involvement in volunteer efforts (3.1), participation in school activities (3.0), and school decision making (2.7). Generation 14 teachers reported the lowest levels of agreement with statements, suggesting Generation 14 parents participated at lower levels than parents of students attending Generation 11, 12, or 13 schools, which may indicate that structures for parent involvement (i.e., PTAs) may not have been in place at brand new schools.

Table 5.4a. Open-Enrollment Charter School Teachers' Perceptions of Parent and Community Involvement, as a Mean of Respondents by Generation, 2009-10

Parent Activity	Generation 11 Teachers (n=103)	Generation 12 Teachers (n=58)	Generation 13[a] Teachers (n=70)	Generation 14 Teachers (n=57)	All Respondents (N=288)
School administrators communicate often with parents.	3.3	3.3	3.4	3.2	3.3
Teachers and parents work together to ensure student success.	3.1	3.2	3.3	3.0	3.2
Parents and community members volunteer time for school fundraising efforts.	3.1	3.1	3.3	2.9	3.1
Parents and community members volunteer time to work in the school.	3.1	3.2	3.2	2.9	3.1
Parents and community members attend school meetings and activities.	2.8	3.0	3.2	2.9	3.0
This school has a positive relationship with the local school district(s).	2.9	2.9	3.0	2.7	2.9
Parents participate in school decision making.	2.5	2.7	3.1	2.6	2.7

Source: New Charter School Teacher Survey, spring 2010.

Note. Mean ratings based on a 4-point scale: (1) *strongly disagree*, (2) *disagree*, (3) *agree*, and (4) *strongly agree.*

[a]Results for Generation 13 open-enrollment charter schools include the responses of teachers at a university charter school.

In written responses to open-ended survey items, open-enrollment teachers described the benefits (227 teachers) and the challenges (233 teachers) of working in new charter schools, and some teachers commented on parent involvement. Roughly similar proportions of teachers described the levels of parental involvement as a benefit (7%) and a challenge (6%) in their workplaces. One Generation 11 teacher noted that parental involvement continued to improve as the school became more established, writing, "This is the third year I've worked for this school, [and] the parent communication and involvement seem to improve each year." A Generation 14 teacher appreciated working in a choice-based school because "students are from homes where the parents are involved with their child's education."

In contrast, one Generation 12 teacher commented, "For some students and their families, school is not their number one priority. They haven't realized the importance of education [and] learning and the impact it will have on their future." A Generation 14 teacher indicated that families' active choice to enroll in open-enrollment charters was not always motivated by specific programming or opportunities. The teacher wrote:

> I naively thought that parents selected the school for the…program. We thought students and families would be more committed to [the program] and education. Instead, I think many parents were seeking an alternative for their children simply because they were unsuccessful (academically and behaviorally) in other schools.

CASE STUDY FINDINGS: PARENT INVOLVEMENT IN OPEN-ENROLLMENT AND UNIVERSITY CHARTER SCHOOLS

Staff in most open-enrollment and university charter schools that participated as case study sites for the evaluation reported that parents were actively involved in their schools, and some school administrators felt parents' active choice of a charter school contributed to high levels of involvement. The director of West Ridge Charter School explained:

> In general, [we have] much more involved parents than we see at our nearby neighborhood [traditional district] school. Part of that is by definition, by the fact that the parents are actively choosing to enroll their child in a charter school rather than the automatic enrollment in a neighborhood school.

West Ridge's teachers said that parents volunteered to set up at school events, help out in classrooms, and serve as substitute teachers. Teachers reported that they relied on a core set of parents who were heavily involved in school activities, but that they struggled to involve some other parents. "It's [parent involvement] good but I do want more," noted a teacher in spring 2010. "My focus is on those parents you call and they won't return phone calls…there's a reason for that…I really want to reach out to those parents so that they feel just as comfortable [in the school] too."

Staff at BSU Charter School also reported high levels of parent involvement, noting that 100% of students' parents attended conferences to discuss grades and that parent participation at other school events was so high that it was sometimes difficult to accommodate all parents in classrooms for student performances and other activities. The school's director explained that a parent's decision to enroll his or her child in the charter school was a key factor in the parent's high level of involvement:

> When you go to the trouble to fill out an application and apply for your child to come, and then your child's name is drawn or selected (in a lottery),[1] I think they [parents] almost feel that it is a privilege to be here and so they come really wanting to be part of that [the school].

Viewpoint Academy had a core group of highly involved parents in 2009-10, including a group of fathers who organized to create a volunteer group—The Men of Viewpoint—that provided security for school events, chaperoned school activities, and contributed resources and expertise from the workplace. Despite the high levels of involvement, Viewpoint's administrators reported that parents were "less [involved] than we want them to be," noting that "20% of parents are doing 100% of the work." Teachers, however, expressed a notably different view of parents' involvement. "Parents run the school. [They are] too involved," asserted focus group teachers in spring 2010. "It's not all [parents], but it's a few…and…now the administrators are scared to really put their foot down…so they [parents] are actually giving you [teachers] havoc." Teachers explained that most of these parents had helped to open the school and felt a sense of entitlement in school decision making. Teachers said administrators were ineffective in managing the parents' expectations and behaviors, that parents made inappropriate demands on teachers, and that parent pressure had contributed to the inappropriate firing of a colleague.

Campus charter schools. Similar to open-enrollment responses, campus charter school teachers generally *agreed* with each statement and reported higher levels of agreement with statements addressing efforts to increase parental involvement than actual levels of parent or community involvement (see Table 5.4b). In contrast to open-enrollment responses, campus charter teachers *strongly agreed* or *agreed* that their school "has a positive relationship with the local school district" (3.3 vs. 2.9 for open-enrollment teachers). This finding is not surprising given that campus charter schools operate within and receive support from traditional school districts. In contrast to results for open-enrollment charter schools presented in Table 5.4a, teachers in Generation 14 campus charter schools reported the highest levels of agreement with most items addressing parent involvement. Because many campus charters are formed when parents and teachers petition their governing boards for authorization to convert a traditional district school to charter status, this result may reflect heightened parent interest and activity in campus charters in the period subsequent to conversion.

Table 5.4b. Campus Charter School Teachers' Perceptions of Parent and Community Involvement, as a Mean of Respondents by Generation, 2009-10

Parent Activity	Generation 11 Teachers (n=83)	Generation 12 Teachers (n=16)	Generation 13 Teachers (n=139)	Generation 14 Teachers (n=24)	All Respondents (N=262)
School administrators communicate often with parents.	3.4	3.5	3.1	3.6	3.3
This school has a positive relationship with the local school district(s)	3.4	3.6	3.1	3.4	3.3
Teachers and parents work together to ensure student success.	3.1	3.4	2.7	3.5	3.0
Parents and community members volunteer time for school fundraising efforts.	2.9	2.9	2.7	3.0	2.8
Parents and community members volunteer time to work in the school.	2.7	2.9	2.6	3.2	2.7
Parents and community members attend school meetings and activities.	2.8	3.2	2.5	3.3	2.7
Parents participate in school decision making.	2.7	3.1	2.5	2.8	2.6

Source: New Charter School Teacher Survey, spring 2010.
Note. Mean ratings based on a 4-point scale: (1) *strongly disagree*, (2) *disagree*, (3) *agree*, and (4) *strongly agree.*

Similar to open-enrollment teachers, campus charter teachers responded to open-ended survey items asking about the primary benefits (214 teachers) and challenges (216 teachers) of working in new charter schools, and some teachers commented on parent involvement. In comparison to open-enrollment comments, campus charter teachers were much more likely to consider the level of parental involvement a challenge (6%) than a benefit (1%). One Generation 13 teacher wrote, "[The greatest challenge is] getting parents to be involved with student work and follow their progress."

Parents' Views of Their Involvement in School Activities

In response to the spring 2010 survey, parents of students attending new charter schools reported whether they participated in school activities and whether they provided support for student learning at home. The survey asked parents whether they participated in these activities at their current charters and at the previous schools their children attended. The following sections present the responses of parents of students attending open-enrollment charter schools sorted in terms of the "All Respondents" column and the same information for parents of students attending campus charter schools. Table G.12 in Appendix G presents results aggregated across both types of charter school.

Open-enrollment charter schools. As presented in Table 5.5a, a majority of open-enrollment parents reported involvement in most activities in their current charters, with the largest proportion of parents assisting with their children's homework (95%), communicating with school staff (93%), and attending parent-teacher conferences (91%). Although a slightly larger proportion of parents signed a contract agreeing to participate in their children's school and education (79%) than in their previous schools (75%), parents' levels of participation decreased across most activities. For example, relative to their previous schools, proportionately fewer parents attended PTA meetings (63% vs. 68%) or parent-teacher conferences (91% vs. 96%), observed their children's classrooms (86% vs. 91%), or tutored their children at home (90% vs. 95%) at their current charter schools. Generation 14 parents reported the lowest levels of participation, which aligns with teachers' responses indicating Generation 14 parents participated at lower levels than other generations (see Table 5.4a).

Table 5.5a. Parents' Perceptions: Parent Participation and Involvement in Child's Previous School and New Open-Enrollment Charter School by Generation, 2009-10

	Generation 11 Parents (n=91)		Generation 12 Parents (n=78)		Generation 13[a] Parents (n=42)		Generation 14 Parents (n=60)		All Respondents (N=271)	
Parent Activity	Previous	Current	Previous	Current	Previous	Current	Previous	Current	Previous	Current
Assisted with or monitored your child's homework at home.	97.2%	95.6%	96.9%	96.2%	100.0%	92.9%	97.6%	91.7%	97.6%	94.5%
Communicated with teachers or administrators by telephone or in writing	93.0%	92.3%	92.2%	92.3%	93.1%	90.5%	97.6%	98.3%	93.7%	93.4%
Attended parent-teacher conferences.	98.6%	91.2%	93.8%	85.9%	89.7%	85.7%	97.6%	100.0%	95.6%	90.8%
Tutored your child at home using materials and instructions provided by the teacher.	94.4%	94.5%	96.9%	88.5%	93.1%	88.1%	92.7%	86.7%	94.6%	90.0%
Observed/ visited my child's classroom.	87.3%	82.4%	92.2%	83.3%	86.2%	88.1%	97.6%	93.3%	90.7%	86.0%
Signed a contract or agreement about participation in my child's education.	71.8%	82.4%	76.6%	75.6%	69.0%	78.6%	80.5%	76.7%	74.6%	78.6%
Read with your child at home.	80.3%	79.1%	78.1%	78.2%	75.9%	78.6%	75.6%	78.3%	78.0%	78.6%
Helped with fundraising.	62.0%	61.5%	68.8%	61.5%	65.5%	54.8%	68.3%	73.3%	65.9%	63.1%
Attended PTA meetings.	74.6%	62.6%	68.8%	65.4%	62.1%	57.1%	61.0%	63.3%	68.3%	62.7%
Assisted your child in making college plans and choosing courses to support these plans.	69.0%	71.4%	56.3%	60.3%	41.4%	52.4%	63.4%	60.0%	60.0%	62.7%
Volunteered for school activities.	50.7%	42.9%	45.3%	46.2%	55.2%	50.0%	39.0%	55.0%	47.3%	47.6%
Attended a school board meeting.	29.6%	24.2%	21.9%	24.4%	13.8%	23.8%	19.5%	21.7%	22.9%	23.6%
Helped make educational program or curricular decisions.	9.9%	16.5%	18.8%	14.1%	10.3%	7.1%	12.2%	8.3%	13.2%	12.5%
Served as a member of the school's governing board or school-related committee.	7.0%	12.1%	10.9%	12.8%	6.9%	9.5%	9.8%	5.0%	8.8%	10.3%

Source: New Charter School Parent Survey, spring 2010.

[a]Results for Generation 13 open-enrollment charter schools include the responses of parents of students attending a university charter school.

In open-ended comments about their children's charter schools, six open-enrollment parents said communication barriers limited their involvement in new charter schools. One Generation 13 parent explained that the school did not provide notification of events in time for parents to make arrangements to attend. The parent said, "Activities are very disorganized [and] they [school staff] don't send reminders on time." A Generation 14 respondent noted that parents wanted to be involved and sought to speak with school administrators, but administrators were "never available."

Campus charter schools. Proportionately fewer surveyed campus charter parents reported participating in school activities than open-enrollment parents. Like their open-enrollment counterparts, campus charter parents reported greater involvement in school activities at their children's previous schools than at their current charter schools. Proportionately fewer campus parents attended PTA meetings (58% vs. 69%), helped with fundraising (61% vs. 67%), and observed their children's classrooms (82% vs. 88%) when their children moved to new charter schools.

Table 5.5b. Parents' Perceptions: Parent Participation and Involvement in Child's Previous School and New Campus Charter School by Generation, 2009-10

	Generation 11 Parents (n=46)		Generation 12 Parents (n=34)		Generation 13 Parents (n=138)		Generation 14 Parents (n=20)		All Respondents (N=238)	
Parent Activity	Previous	Current	Previous	Current	Previous	Current	Previous	Current	Previous	Current
Assisted with or monitored your child's homework at home.	100.0%	95.7%	96.0%	94.1%	94.7%	95.7%	100.0%	95.0%	96.3%	95.4%
Communicated with teachers or administrators by telephone or in writing	97.1%	95.7%	92.0%	94.1%	92.9%	95.7%	100.0%	85.0%	94.1%	94.5%
Attended parent-teacher conferences.	97.1%	93.5%	96.0%	85.3%	92.9%	89.9%	100.0%	95.0%	94.7%	90.3%
Tutored your child at home using materials and instructions provided by the teacher.	97.1%	93.5%	88.0%	85.3%	92.0%	89.1%	93.3%	85.0%	92.6%	89.1%
Observed/ visited my child's classroom.	85.7%	78.3%	88.0%	85.3%	88.5%	82.6%	93.3%	85.0%	88.3%	82.4%
Signed a contract or agreement about participation in my child's education.	77.1%	78.3%	76.0%	70.6%	76.1%	79.7%	60.0%	65.0%	75.0%	76.9%
Read with your child at home.	91.4%	67.4%	84.0%	79.4%	77.9%	78.3%	80.0%	75.0%	81.4%	76.1%
Helped with fundraising.	71.4%	58.7%	68.0%	55.9%	66.4%	63.8%	60.0%	55.0%	67.0%	60.9%
Attended PTA meetings.	77.1%	52.2%	72.0%	58.8%	68.1%	58.0%	53.3%	65.0%	69.1%	57.6%
Assisted your child in making college plans and choosing courses to support these plans.	48.6%	65.2%	60.0%	55.9%	54.0%	55.8%	40.0%	35.0%	52.7%	55.9%
Volunteered for school activities.	51.4%	45.7%	52.0%	55.9%	39.8%	42.0%	33.3%	45.0%	43.1%	45.0%
Attended a school board meeting.	25.7%	28.3%	28.0%	23.5%	15.9%	16.7%	6.7%	25.0%	18.6%	20.6%
Helped make educational program or curricular decisions.	14.3%	15.2%	8.0%	17.6%	13.3%	8.0%	6.7%	10.0%	12.2%	10.9%
Served as a member of the school's governing board or school-related committee.	11.4%	10.9%	12.0%	14.7%	6.2%	5.1%	13.3%	5.0%	8.5%	7.6%

Source: New Charter School Parent Survey, spring 2010.

In open-ended comments, five campus charter parents said lack of communication from school staff made it difficult for parents to be involved in their charter schools. One Generation 13 parent said, "I would like it if you [school staff] would give more notice when coordinating events so I can attend." Another parent commented, "I cannot go to meetings because they send notices too late to be able to go."

SUMMARY

Results from this chapter indicate that strong leadership is critical to establishing stable and effective charter schools. Across both open-enrollment and campus charter schools, surveyed teachers expressed general satisfaction with school leaders, expressing high levels of agreement with statements indicating school administrators set high standards, communicated effectively, and provided strong leadership. However, results from the 2-year case studies of Generation 13 charter schools suggest that some new charter schools struggle with inadequate leadership and high rates of administrative turnover in their early years of operation. Of the seven charter schools that participated as case study sites for the evaluation, only one had the same school director in place in spring 2010 as in fall 2008, and two schools had three or more different directors across this period. Some of the turnover in school leadership may be attributed to the hiring of directors who lacked the skills needed to lead new schools. For example, three case study charters began operation in fall 2008 with directors who had no experience working in public schools. These individuals did not understand the legal and regulatory framework surrounding charter schools and were ineffective in supporting staff, meeting reporting requirements, and managing student discipline. Although some case study charter schools experienced improvements when weak administrators were replaced by stronger leaders in their second year of operation, several schools continued to struggle with poor leadership in spring 2010.

Similar to results presented in the evaluation's second interim report (February 2011), findings included in this chapter indicate that the small size of many charter schools contributes to students' and staffs' perceptions of school effectiveness. Students reported feeling more comfortable attending small schools in which they knew their teachers and their classmates, and teachers valued opportunities to work closely with students and to be more involved in their lives. Students attending charters also reported that in choosing charter schools, they also chose academically motivated peer groups who shared similar educational interests. Despite these advantages, some charter students reported challenges created by weak discipline and poor student behavior in new charters; however, these problems were most pronounced in two large campus charter schools that served large numbers of students who had not chosen the schools for their educational programs, but enrolled simply because the charters were their neighborhood schools.

Generally speaking, new charter schools do not appear to be particularly effective at increasing parent involvement. Across open-enrollment and campus charters, smaller proportions of parents reported involvement in many school activities at new charters than at their children's previous schools. Although the source of reduced involvement is unclear, it may be that new charter school staff is less focused on engaging parents as schools get started because operational challenges are of a greater priority and absorb considerable staff time. Surveyed parents in open-enrollment charters tended to report greater involvement in school activities than campus charter parents. This difference may reflect greater buy-in to school missions, goals, and activities on the part of parents who have actively sought open-enrollment charters as an alternative to traditional district schools. In contrast, some campus charter parents may not have chosen their schools because conversion campus charters continue to act as neighborhood schools. Across evaluation years, findings have indicated that many campus charter students do not choose their schools for the educational programs offered—they attend the schools simply because they are in their neighborhood.

CHAPTER 6
IMPLEMENTING EFFECTIVE EDUCATIONAL PROGRAMS

As discussed in chapter 5, research has identified a set of characteristics, or constructs, shared by schools that are effective at improving student outcomes. Chapter 5 examined the characteristics of new charter schools in *establishing* effective educational programs, including whether schools are successful in communicating their missions and expectations for student success, creating safe school environments, and involving parents in school activities. This chapter examines whether new charter schools are effective in *implementing* their programs and considers the instructional methods and use of time in new charter school classrooms, how new charter schools assess student performance, as well as opportunities for teacher professional development and evaluation in new charter schools.

Findings included in the evaluation's second interim report (February 2011) indicated that new open-enrollment and campus charter schools were able to implement educational programs that were effective in satisfying most teachers, students, and parents. Surveyed teachers in both types of schools were pleased with most aspects of their schools' instructional programs, and pointed to small school and class sizes as primary benefits of working in new charter schools. Open-enrollment and campus charter school students also were satisfied with their choices of schools, noting that new charter schools addressed their particular educational needs and offered challenging coursework and rigorous instruction. Surveyed parents reported that new charter schools held high expectations for student achievement, provided quality educational programs, and individualized instruction to meet student needs. Results presented in this chapter build on these findings.

DATA SOURCES

This chapter relies on data collected through spring 2010 surveys of principals, teachers, students, and parents of students attending new charter schools (i.e., Generations 11, 12, 13, and 14). Survey results are presented separately for open-enrollment and campus charter schools and are disaggregated by generation. The chapter also includes information gathered from the seven charter schools that participated as case study sites for the evaluation. Researchers visited case study charters at four points across the 2008-09 and 2009-10 school years and conducted interviews with principals and board members, focus group discussions with teachers and students, and observations in core content area classrooms. Detailed information about the case study schools, site visit activities, and the analysis of site visit data are included in Appendix A. Additional information about the surveys, including administration procedures, response rates, respondent characteristics, supplemental tables presenting findings aggregated across both types of charter school, and copies of respective surveys are included in Appendix D (principal survey), Appendix E (teacher survey), Appendix F (student survey), and Appendix G (parent survey).

CLASSROOM INSTRUCTION IN NEW CHARTER SCHOOLS

Research indicates that schools that are effective in improving student learning maximize learning opportunities through a retained focus on instruction. Teachers in such schools ensure that class time is spent on activities that actively engage students in learning, are relevant to the curriculum, and are assessed (Levine & Lezotte, 1990). The following sections present information about the types of instruction implemented in new charter school classrooms, the use of instructional time, and the levels of academic rigor, measured by the intensity of students' homework assignments.

Methods of Instruction

In order to gain an understanding of the ways in which teachers deliver instruction in new charter schools, the teacher survey asked respondents to rate how often they used a set of instructional methods using the survey's *Extent of Use* scale discussed in chapter 1. The following sections present open-enrollment and campus charter school teachers' responses sorted in terms of the "All Respondents" column. Findings aggregated across both types of charter schools are presented in Table E.15 in Appendix E. Recall that values closer to 4 indicate that teachers implemented the instructional method to a large extent and values closer to 1 indicate that the instructional method was used less frequently.

Open-enrollment charter schools. Results presented in Table 6.1a indicate open-enrollment charter school teachers across generations implemented a variety of instructional methods in their classrooms, and that, on average, most methods were used to a *moderate extent*. Findings indicate that students often collaborated in pairs or groups (3.4 overall rating) and worked to improve their basic academic skills (3.4). Teachers also guided discussions with students (3.3), provided hands-on activities (3.2), and required students to apply course concepts to real world problems (3.2) to a *moderate extent*. Teachers required students to use the Internet for assignments less frequently than other methods of instruction (2.4).

Campus charter schools. On average, campus charter school teachers reported using a somewhat greater variety of instructional methods more frequently than open-enrollment teachers. Results presented in Table 6.1b indicate that campus charter teachers used each instructional method to a *moderate* or *large extent*. Similar to open-enrollment teachers, teachers in campus charters had students work in pairs or groups (3.6) and work to improve basic skills (3.5) most often. Campus charter teachers also used the Internet infrequently for classroom assignments (2.5).

Table 6.1a. Open-Enrollment Charter School Teachers' Methods of Instruction, as a Mean of Respondents by Generation, 2009-10

Instructional Method	Generation 11 Teachers (n=103)	Generation 12 Teachers (n=58)	Generation 13[a] Teachers (n=70)	Generation 14 Teachers (n=57)	All Respondents (N=288)
Students work in pairs or small groups.	3.3	3.3	3.5	3.5	3.4
Students work to improve basic skills (e.g., reading, writing, math computation).	3.3	3.6	3.3	3.2	3.4
I guide interactive discussion with all students.	3.2	3.4	3.5	3.2	3.3
Students work with hands-on activities or manipulatives.	3.2	3.3	3.3	3.2	3.2
Students apply course concepts to solve real world problems.	3.2	3.2	3.3	3.2	3.2
Students complete individual assignments (e.g., workbook or textbook exercise).	3.2	3.2	3.1	3.0	3.1
I direct the whole group (lecture, control pace).	3.0	3.2	3.2	3.0	3.1
I provide one-on-one instruction.	3.0	3.1	3.2	2.9	3.0
Students complete longer-term projects (i.e., lasting more than a week).	2.8	2.8	3.0	2.5	2.8
I make multimedia or PowerPoint presentations.	2.9	2.9	2.9	2.2	2.8
Students use computers.	2.6	2.9	2.9	2.3	2.7
Students present oral reports.	2.7	2.7	2.8	2.5	2.7
Students set individual course goals that address the curriculum.	2.6	2.4	2.8	2.2	2.5
Students use the Internet for classroom assignments.	2.4	2.6	2.7	2.0	2.4

Source: New Charter School Teacher Survey, spring 2010.
Note. Mean ratings based on a 4-point scale: (1) *not at all*, (2) *small extent*, (3) *moderate extent*, and (4) *large extent.*
[a]Results from Generation 13 open-enrollment charter schools include responses from teachers in a university charter school.

Table 6.1b. Campus Charter School Teachers' Methods of Instruction, as a Mean of Respondents by Generation, 2009-10

Instructional Method	Generation 11 Teachers (n=83)	Generation 12 Teachers (n=16)	Generation 13 Teachers (n=139)	Generation 14 Teachers (n=24)	All Respondents (N=262)
Students work in pairs or small groups.	3.7	3.9	3.5	3.5	3.6
Students work to improve basic skills (e.g., reading, writing, math computation).	3.6	3.6	3.4	3.6	3.5
Students work with hands-on activities or manipulatives.	3.4	3.2	3.4	3.1	3.3
I guide interactive discussion with all students.	3.4	3.4	3.2	3.1	3.3
Students apply course concepts to solve real world problems.	3.2	3.5	3.0	3.3	3.1
Students complete individual assignments (e.g., workbook or textbook exercise).	3.2	3.3	3.0	3.1	3.1
I provide one-on-one instruction.	3.2	3.3	3.0	3.0	3.1
I direct the whole group (lecture, control pace).	2.9	2.6	2.9	2.9	2.9
Students use computers.	3.2	3.5	2.7	3.2	2.9
Students present oral reports.	2.7	2.9	2.4	3.0	2.6
Students complete longer-term projects (i.e., lasting more than a week).	2.7	3.2	2.4	3.2	2.6
I make multimedia or PowerPoint presentations.	2.7	3.0	2.5	2.7	2.6
Students set individual course goals that address the curriculum.	2.5	2.3	2.4	2.8	2.5
Students use the Internet for classroom assignments.	2.5	3.3	2.2	3.0	2.5

Source: New Charter School Teacher Survey, spring 2010.
Note. Mean ratings based on a 4-point scale: (1) *not at all*, (2) *small extent*, (3) *moderate extent*, and (4) *large extent.*

Teachers' Perceptions of New Charter School Programs

The following sections describe surveyed teachers' perceptions of instruction in new charter schools, including the use of class time. The survey asked teachers to indicate their level of agreement with a set of statements about their schools' instructional programs using the *Agreement* scale discussed in chapter 1. The following sections present open-enrollment teachers' mean, or average, responses sorted in terms of the "All Respondents" column, and the same information for campus charter teachers. Table E.14 in Appendix E presents findings aggregated across both types of charter school. Recall that values closer to 4 indicate higher levels of agreement and values closer to 1indicate higher levels of disagreement. In addition, many teachers entered written comments describing aspects of the instructional program in response to open-ended survey items asking about the primary benefits and challenges of working in new charter schools. Findings from open-ended survey items are included in the discussion and provide more information about the instructional environments in new charter schools.

Open-enrollment charter schools. As presented in Table 6.2a, open-enrollment charter school teachers generally *agreed* with most positive statements regarding their instructional programs. For example, teachers agreed that administrators supported teacher autonomy (3.1), the school addressed students' learning needs (3.0), and classroom management activities did not disrupt instruction (2.9). Teachers reported slightly lower levels of agreement to statements regarding the school's ability to provide quality special education services (2.7) or time for teachers to plan (2.7). On average, teachers disagreed with statements indicating that class sizes were too large (2.1) or lacked curriculum guides (2.0).

Table 6.2a. Open-Enrollment Charter School Teachers' Perceptions of Their Instructional Programs, as a Mean of Respondents by Generation, 2009-10

Statement	Generation 11 Teachers (n=103)	Generation 12 Teachers (n=58)	Generation 13[a] Teachers (n=70)	Generation 14 Teachers (n=57)	All Respondents (N=288)
School administration supports teachers' autonomy.	2.9	3.3	3.3	3.1	3.1
Students usually are assigned homework.	3.0	3.3	3.0	3.0	3.1
This school is meeting students' learning needs that were not addressed at other schools.	3.0	2.9	3.2	3.0	3.0
I am satisfied with the school's curriculum.	2.9	3.2	3.3	2.9	3.0
Taking attendance and other classroom management activities do not interfere with teaching.	2.8	3.0	3.1	2.8	2.9
The school provides appropriate special education services for students who require it.	2.5	2.7	2.9	3.1	2.7
I have ample time for planning instruction.	2.5	2.8	2.9	2.5	2.7
There are few outside interruptions of class work.	2.5	2.5	2.8	2.6	2.6
I have insufficient classroom resources.	2.4	2.2	2.4	2.7	2.4
Class sizes are too large.	2.3	2.0	2.1	1.8	2.1
This school does not have adequate curriculum guides for the subject(s) I teach.	2.2	1.9	1.9	2.1	2.0

Source: New Charter School Teacher Survey, spring 2010.
Note. Mean ratings based on a 4-point scale: (1) *strongly disagree*, (2) *disagree*, (3) *agree*, and (4) *strongly agree.*
[a]Results for Generation 13 open-enrollment charter schools include responses from teachers at a university charter school.

Open-enrollment teachers clarified their perceptions of issues related to schools' instructional programs in response to open-ended survey items asking about the benefits and challenges to working in new charter schools. Across generations, teachers described supportive staff (50 responses), class size (47), and instructional autonomy (41) as benefits of their employment, while 90 teachers cited insufficient resources as the primary challenge to working in new charter schools.

Supportive staff. Fifty open-enrollment teachers described colleagues as supportive and indicated school staff worked collectively to help improve their school's curriculum, instruction, and student achievement. One first-year teacher appreciated "having more experienced teachers around" to help guide instructional decisions. Another teacher indicated administrators and consultants provided welcomed support. "My decisions have been supported and guided by our principal and curriculum specialist. I have never felt alone or lost," the teacher wrote.

Class size. Forty-seven open-enrollment teachers indicated that smaller class sizes provided increased opportunities for individualized instruction and one-on-one interaction with students. For example, one teacher wrote, "Small classes allow me to better re-teach and assist struggling students."

Teacher autonomy. Comments made by 41 teachers support findings presented in Table 6.2a, suggesting that open-enrollment charter school teachers experience instructional autonomy. A Generation 13 teacher indicated that administrators "trust" teachers to do their jobs "professionally and well." Another teacher agreed, writing, "I am allowed the flexibility to use my ongoing research to create innovative practices and implement them with my…children."

Insufficient resources. Although teachers disagreed with statements addressing insufficient resources presented in Table 6.2a, many teachers (90) who entered comments in response to open-ended survey items described insufficient resources as a primary challenge to implementing instructional programs in new charter schools. One teacher reported that the new charter school did not provide "the proper materials or environment to fulfill the curriculum." Another teacher agreed, noting his or her school did not provide a scope and sequence. "I have to make instructional choices on my own beliefs without outside guidelines," the teacher wrote. According to another open-enrollment teacher, students never received textbooks. One open-enrollment teacher did not receive a salary because of their school's budget constraints. "I teach for free because I am able to and know the constraints on the budget. Charter schools need greater funding," the teacher reported.

Campus charter schools. Consistent with open-enrollment responses, campus charter teachers generally agreed with positive statements and disagreed with negative statements about their instructional programs (see Table 6.2b). Teachers *agreed* students were assigned homework (3.2), the school met students' needs (3.1) and provided appropriate special education services (3.0), and administrators supported autonomy (3.1). Teachers disagreed with statements indicating campus charter schools had large class sizes (2.3), insufficient resources (2.2), or inadequate curriculum guides (1.8). On average, Generation 13 teachers reported lower levels of agreement across statements than teachers in other charter schools, which, as discussed in chapter 1, is likely a reflection of two Generation 13 campus charters that experienced substantial challenges during the 2009-10 school year.

Table 6.2b. Campus Charter School Teachers' Perceptions of Their Instructional Programs, as a Mean of Respondents by Generation, 2009-10

Statement	Generation 11 Teachers (n=83)	Generation 12 Teachers (n=16)	Generation 13 Teachers (n=139)	Generation 14 Teachers (n=24)	All Respondents (N=262)
Students usually are assigned homework.	3.4	3.7	3.0	3.4	3.2
This school is meeting students' learning needs that were not addressed at other schools.	3.2	3.6	2.9	3.6	3.1
School administration supports teachers' autonomy.	3.3	3.6	3.0	3.3	3.1
I am satisfied with the school's curriculum.	3.3	3.4	2.9	3.1	3.1
The school provides appropriate special education services for students who require it.	3.1	3.1	2.9	3.0	3.0
Taking attendance and other classroom management activities do not interfere with teaching.	2.8	3.2	2.6	3.2	2.7
There are few outside interruptions of class work.	2.9	3.4	2.6	2.8	2.7
I have ample time for planning instruction.	2.8	3.2	2.5	2.4	2.6
Class sizes are too large.	2.2	2.1	2.4	2.4	2.3
I have insufficient classroom resources.	2.2	2.3	2.2	2.5	2.2
This school does not have adequate curriculum guides for the subject(s) I teach.	1.7	1.6	1.9	2.0	1.8

Source: New Charter School Teacher Survey, spring 2010.
Note. Mean ratings based on a 4-point scale: (1) *strongly disagree*, (2) *disagree*, (3) *agree*, and (4) *strongly agree.*

Campus charter school teachers also provided comments about their school attributes in response to open-ended survey items asking about the benefits of working in new charter schools. Teachers cited teacher autonomy and instruction (41 responses), supportive colleagues and instructional resources (32 responses for each) as benefits to their employment.

Teacher autonomy and instruction. Like their counterparts in open-enrollment charters, campus charter teachers also enjoyed the autonomy provided by charter schools. One teacher commented that the school employed "a staff that is more autonomous and a more supportive administration than traditional schools." The teacher indicated that "these variables trickle throughout and allow for a more rewarding experience in education for both the student and the teacher." Teachers also commented that campus charters allowed teachers to differentiate instruction to meet individual student needs.

Supportive staff. Teachers described supportive staff and collaborative work environments as supports to instruction. One teacher described "the close working relationship with co-workers" as the primary benefit to working in a new charter school, reporting, "I meet with teachers from my grade level, as well as grades below and above, on a weekly basis and we brainstorm ideas as to how to improve student expectations [and] results."

Sufficient resources. In contrast to open-enrollment teachers, campus charter teachers indicated sufficient resources and materials enhanced the implementation of their instructional programs. Across generations, campus charter teachers described increased access to technology, curricular materials, and training. One campus charter teacher wrote, "I have been able to provide many opportunities for my students to learn in a different way. This has been possible because I have so many materials."

Students' Perceptions of New Charter School Programs

The student surveys also asked respondents their views of the instructional programs offered in charter schools. Students in Grades 6 through 12 were presented with a list of statements about their schools and were asked to indicate their levels of agreement with each statement using the *Agreement* scale discussed in chapter 1. The following sections present responses for open-enrollment students in Grades 6 through 12, and the same information for students attending campus charter schools. In both tables, results are sorted in terms of the "All Respondents" column. Table F.18 in Appendix F presents results aggregated across both types of charter school. In addition, students responded to open-ended items asking what they liked most and least about their charter schools, and many students entered comments describing their charter schools' instructional programs. These comments are included in the discussion following each table. Students in Grades 4 and 5 were presented with a similar list of statements, but given differences in reading levels, younger students indicated whether they *agreed*, *disagreed*, or were *not sure* about each statement, and they did not respond to open-ended items addressing what they liked most and least about their schools. Survey responses for students in Grades 4 and 5 are presented in Table F.13 in Appendix F.

Open-enrollment charter schools. As presented in Table 6.3a, open-enrollment charter school students reported the highest levels of agreement with statements describing increased homework assignments (3.1) and insufficient course offerings (3.1). Students also agreed with statements which described their teachers as encouraging and helpful (3.0 for each), instruction as effective (2.9), and the school as "good" (2.8). Students reported lower levels of agreement with statements describing access to technology and extracurricular offerings, supporting teachers' reports of limited school resources.

Table 6.3a. Open-Enrollment Charter School Students' Perceptions of Their Charter Schools, as a Mean of Respondents in Grades 6 Through 12 by Generation, 2009-10

Statement	Generation 11 Students (n=1,129)	Generation 12 Students (n=334)	Generation 13 Students (n=411)	Generation 14 Students (n=273)	All Respondents (N=2,147)
I have more homework at this school than I had at my previous school.	3.2	3.0	3.0	2.6	3.1
I wish there were more courses, subjects I could choose from.	3.1	3.0	3.2	3.2	3.1
My teachers encourage me to think about my future.	3.0	2.8	3.1	3.0	3.0
My teachers help me understand things we are learning about in class.	3.0	2.9	3.1	3.1	3.0
I am learning more here than at my previous school.	3.0	2.8	3.0	2.8	2.9
This school is a good choice for me.	2.8	2.7	2.9	3.0	2.8
My grades are better at this school.	2.5	2.6	2.7	2.9	2.6
I get a lot of individual attention from my teachers.	2.6	2.5	2.6	2.8	2.6
Other students at this school help me learn.	2.5	2.4	2.5	2.4	2.5
I have a computer available in my classroom when I need one.	2.2	2.4	2.2	2.3	2.3
This school has enough extracurricular activities.	2.2	2.1	2.4	2.3	2.2

Source: New Charter School Student Survey, spring 2010.

*Note*s. Mean ratings for students in Grades 6 through 12 are based on a 4-point scale: (1) *strongly disagree*, (2) *disagree*, (3) *agree*, and (4) *strongly agree*.

Students attending each of the 16 open-enrollment charter schools (Grades 6 through 12) that participated in the spring 2010 survey described their schools' instructional programs in response to open-ended questions asking what they like most and least about their new charter schools. As in previous chapters, the evaluation identified views expressed by at least 5% of students providing responses to open-ended items at a particular campus as a means to capture commonly shared perceptions within a school rather than views held by students scattered across campuses. As noted in chapter 5, groups of students on the same campus may hold contradictory views of their learning environments, and the comments of students in the same school may be included in sections discussing both positive and negative school attributes. As discussed in the following sections, students attending new charter schools described the quality of the educational programs, encouraging and supportive teachers, and course offerings as key benefits of new charter schools.

Quality education and instruction. Students attending 15 open-enrollment charter schools indicated the instruction they received at their new charter schools was an improvement from their previous educational experiences. One Generation 11 student reported, "The education is great! I have learned a lot—more than other schools teach." Students attending most campuses (12) attributed improvements to high quality teachers. A Generation 11 student noted, "Until I came to this school I had trouble with everything. The teachers here are the greatest teachers I've ever had. I am actually learning here." A student attending a Generation 14 charter explained, "I like that we get individual attention from all the teachers, unlike in a public school." A Generation 13 student agreed, reporting, "The teachers listen to you, letting you explain what you don't understand. Then, they show you how to work out what you didn't understand. If you don't get it, then they figure out a different way [to explain the concept]."

In contrast, students attending six open-enrollment charter schools indicated they were not satisfied with their schools' curricula or instruction. For example, a Generation 14 student wrote that he "hated" the school's educational program because of its reliance on benchmark testing. The student described the program, "It is really just paying the teachers and telling them to sit there and hand out tests." A student in a Generation 14 charter reported that inadequate resources and facilities affected science instruction, writing, "Science doesn't have labs, so it's like we're missing out on [instructional] experiences." Some students also indicated that teachers' methods of instruction were not helpful. A Generation 13 student wrote, "My math teacher is really hard to understand [so] I find myself learning on my own through the textbook."

Encouraging and supportive teachers. As previously mentioned, students attending most open-enrollment charter schools appreciated teachers' methods of instruction. In written comments, students attending most open-enrollment charter schools also described teachers' personal characteristics, both positively (15) and negatively (14). However, on most campuses larger proportions of students described teachers as supportive and encouraging. One student reported that "students can count on the teachers for practically anything." Another student appreciated that teachers were not only nice and helpful, but also treated each student "more like an adult." Dissatisfied students generally described their teachers as unfair or inconsistent in their policies. For example, a Generation 14 student reported, "Some teachers favored students more than others and compared us to each other." A Generation 11 student described "a bad relationship with a teacher" and noted the challenge of addressing the problem in a small, understaffed school. The student wrote, "There is no other teacher that teaches the same subject."

Course selection. Students attending 14 new open-enrollment charters liked that their schools offered more "challenging" courses and a greater selection of courses. A Generation 13 student felt engaged by courses that aligned with future career plans. "The thing I like most about this charter school is Robotics, because when I grow up, I want to be an engineer," the student wrote. However, students attending eight open-enrollment charters reported that schools did not offer enough curricular options. A Generation 11 student noted, "It's an engineering and science school—where's the engineering and science at? It seems

like a normal school, just with uniforms." A Generation 12 student disliked "that not all of the promises [that] were made were fulfilled, such as having several AP classes."

Students attending most open-enrollment schools (13) expressed greater disappointment in the lack of elective courses. Several schools did not allow students to choose electives, but assigned students to electives that fit their schedules. One such student wrote, "[I dislike the] lack of choices in elective courses. I mean, they chose my courses for me. I do not like that… I hate having to take an 'elective' I did not choose and am not interested in."

Campus charter schools. As presented in Table 6.3b, students attending campus charter schools reported the highest levels of agreement with statements describing their teachers as encouraging (3.2 overall rating) and helpful (3.1). Students also described their charter schools as "good" schools and indicated they learned more in their charter schools than they did in their previous schools (3.1 rating for both). While responses indicate students were satisfied with school staff and instruction, students indicated their charter schools needed more curricular (3.0) and extracurricular (2.3) choices. Similar to findings from the spring 2009 survey (see TCER, February 2011), Generation 13 students tended to report the lowest levels of agreement with most statements.

Table 6.3b Campus Charter School Students' Perceptions of Their Charter Schools, as a Mean of Respondents in Grades 6 Through 12 by Generation, 2009-10

Statement	Generation 11 Students (n=558)	Generation 12 Students (n=762)	Generation 13 Students (n=1,459)	Generation 14 Students (n=665)	All Respondents (N=3,444)
My teachers encourage me to think about my future.	3.4	3.4	3.0	3.4	3.2
My teachers help me understand things we are learning about in class.	3.3	3.2	3.0	3.2	3.1
This school is a good choice for me.	3.5	3.4	2.8	3.2	3.1
I am learning more here than at my previous school.	3.4	3.3	2.8	3.1	3.1
I wish there were more courses, subjects I could choose from.	3.2	2.9	3.0	3.1	3.0
I have more homework at this school than I had at my previous school.	3.3	3.5	2.2	3.2	2.9
My grades are better at this school.	3.0	2.5	2.9	2.8	2.8
I get a lot of individual attention from my teachers.	3.0	3.1	2.5	2.9	2.8
Other students at this school help me learn.	3.0	2.9	2.2	2.7	2.6
I have a computer available in my classroom when I need one.	3.2	3.1	2.2	2.5	2.6
This school has enough extracurricular activities.	1.9	2.0	2.6	2.4	2.3

Source: New Charter School Student Survey, spring 2010.

*Note*s. Mean ratings for students in Grades 6 through 12 are based on a 4-point scale: (1) *strongly disagree*, (2) *disagree*, (3) *agree*, and (4) *strongly agree*.

Students (Grades 6 through 12) attending 15 campus charter schools participating in the spring 2010 survey entered comments describing their schools' instructional programs in response to open-ended survey items asking students what they liked most and least about their new charter schools. The approach to identifying themes in campus charter student comments is identical to that described in the previous section addressing the open-ended comments of open-enrollment students. Similar to their counterparts in open-enrollment charters, campus charter students described their views of their schools' instructional quality, teacher characteristics, course offerings, and extracurricular activities.

Quality education and instruction. Students attending 15 campus charter schools wrote that their charter schools provided a superior education relative to other schools. Students indicated that campus charters offered challenging courses that addressed meaningful subjects, and students at six schools liked that instruction at their schools was not focused solely on preparing for TAKS. "It doesn't seem like all we are learning to do is pass TAKS," wrote one such student. "It feels like they are really teaching us for the future." Like students attending open-enrollment charters, campus charter students felt teacher quality was better in charter schools. Students wrote that teachers provided "individual attention" and differentiated instruction to match students' learning styles. "[Teachers] adapt to the students' learning styles rather than teaching in one way," commented a Generation 12 student. "They create activities that are productive, fun, and stimulate learning." A Generation 11 student liked the teaching methods stating, "I like the way some subjects are compared to certain activities or objects to help us remember."

Students at six campus charters entered comments expressing dissatisfaction with some teachers' instructional methods. A Generation 12 student reported, "The teachers do not know how to properly teach us." A Generation 13 student attending a self-paced campus charter that offered online instruction expressed interest in more direct instruction, writing, "We don't really get the full teachers' attention because you do your work on [the computer]."

Supportive and encouraging teachers. Similar to open-enrollment charters, students attending 15 campus charter schools described teachers as supportive, committed, and caring. A Generation 12 student wrote, "The relationship you develop with your instructors makes a world of difference." Students described teachers as "dedicated" and one Generation 14 student commented, "[Teachers] are willing to stay late or come early to school. They help you and do whatever they can to make sure you have a successful life." Another student attending a Generation 12 charter felt that teachers demonstrated an "interest" in students and that students could rely on teachers for help.

*Course selection. S*tudents also wrote that campus charter schools offered diverse courses but lacked extracurricular offerings. Specifically, students attending 10 campus charters described course availability as a benefit while students attending two campuses reported their schools did not provide enough course options. Students described campus charter courses as challenging and diverse. Students also appreciated programs which prepared them for the futures and their careers. One student wrote, "This charter school, in my opinion, has more challenging classes in which I have learned concepts that apply to real life situations. The school has also helped guide me to what careers to take."

Extracurricular opportunities. Students attending 10 campus charters felt their schools did not provide enough extracurricular activities. "It feels like I am being deprived of a regular high school life," wrote a Generation 12 student. A student in a Generation 11 school noted that lack of extracurricular activities affected enrollment. "I really don't mind [that there are no extracurricular activities], but I feel that there are many bright students that don't come here because of the lack of more extracurricular activities."

Parents' Perceptions of New Charter Schools Programs

Parents responding to the spring 2010 survey also responded to statements describing the instructional program using the *Agreement* scale discussed in chapter 1. The following sections present the responses of parents of students attending open-enrollment charter schools sorted in terms of the "All Respondents" column, and the same information for parents of students attending campus charter schools. (Table G.11 in Appendix G presents results aggregated across both types of charter school.) The survey also included an open-ended question that asked parents if they had any additional information to share about their experiences with new charter schools, and some parents provided comments addressing the schools' instructional programs. These comments are included in the discussion to provide more detailed information about parents' views of new charter programs.

Open-enrollment charter schools. Results presented in Table 6.4a indicate that, on average, parents of students attending new open-enrollment charter schools *agreed* with statements positively describing their students' schools. Findings indicate that parents were satisfied with schools' educational programs, instruction, enrichment programs, and approaches to discipline (3.2 overall rating for each item). Open-enrollment parents expressed slightly lower levels of agreement with items stating their students' TAKS scores and grades had improved since enrolling in new charter schools (2.9 rating for each item).

Table 6.4a. Open-Enrollment Charter School Parents' Perceptions: Effective Implementation of Charter School Programs, as a Mean of Respondents by Generation, 2009-10

Statement	Generation 11 Parents (n=91)	Generation 12 Parents (n=78)	Generation 13[a] Parents (n=42)	Generation 14 Parents (n=60)	All Respondents (N=271)
I am satisfied with this school's basic educational program (including reading, language arts, math, science, social studies).	3.2	3.2	3.3	3.2	3.2
I am satisfied with the instruction offered.	3.2	3.2	3.3	3.2	3.2
I am satisfied with this school's enriched educational programs (including music, art, and foreign language).	3.1	3.2	3.1	3.2	3.2
I am satisfied with the school's approach to discipline.	3.2	3.2	3.4	3.2	3.2
This school has high expectations and standards for students.	3.2	3.3	3.3	3.2	3.2
My child receives sufficient individual attention.	3.2	3.2	3.4	3.1	3.2
This school regularly keeps me informed about how my child is performing academically.	3.2	3.2	3.4	3.1	3.2
Teachers are qualified (or certified) to teach in the areas they teach.	3.2	3.1	3.3	3.1	3.2
Teachers and school leaders are accountable for student achievement.	3.1	3.1	3.2	3.1	3.1
This school provides adequate support services (such as counseling, healthcare, social services).	3.2	3.2	3.1	3.1	3.1
This school emphasizes educational content more than test preparation (e.g., TAKS).	3.1	3.1	3.1	3.1	3.1
The rate of staff turnover at this school is acceptable.	3.1	3.0	3.2	3.1	3.1
I am satisfied with the building and grounds of my child's school.	3.2	3.0	3.2	2.9	3.1
This school has small class sizes.	3.1	3.0	3.2	3.1	3.1
The charter school meets the needs of my child that were not addressed at his/her previous school.	3.0	3.0	3.0	3.0	3.0
I am satisfied with the kinds of extracurricular activities offered at this school.	3.0	3.1	3.0	3.1	3.0
This school has sufficient financial resources.	3.0	2.9	3.1	2.9	3.0
My child's TAKS scores have improved since attending [school name].	2.8	2.9	2.9	3.0	2.9
My child's grades have improved since attending [school name].	2.9	3.0	2.8	3.0	2.9

Source: New Charter School Parent Survey, spring 2010.
Note. Mean ratings based on a 4-point scale: (1) *strongly disagree*, (2) *disagree*, (3) *agree*, and (4) *strongly agree*.
[a]Results for Generation 13 open-enrollment charter schools include responses from parents of students attending a university charter school.

The spring 2010 parent survey included an open-ended item in which parents could provide additional comments about their students' schools, and 74 parents provided open-ended responses, many of which provide additional information about the items included in Table 6.4a. A majority of these parents (65%) reported general satisfaction with their students' schools, and smaller proportions of parents described effective staff (8%), improved student achievement (7%), and positive, secure learning environments (5%). Some parents, however, described their dissatisfaction with open-enrollment charter school staff (7%), instruction (5%), the school environment (7%), and facilities (5%). In addition, some parents (14%) spoke of ineffective leadership at open-enrollment charters.

Campus charter schools. As presented in Table 6.4b, campus charter school parents' responses largely mirror those of open-enrollment parents. Parents of students attending campus charter schools generally *agreed* with items, indicating satisfaction with the instruction offered, the school's basic educational program, the enrichment program, and the school's approach to discipline (3.2 overall rating for each item). Campus charter school parents reported slightly higher levels of agreement with the statement, "My child's grades have improved" (3.0) than open-enrollment parents (2.9). However, campus charter parents were slightly less likely to consider their schools' financial resources "adequate" (2.9) than their open-enrollment counterparts (3.0). On average, Generation 12 parents reported slightly lower levels of agreement across items.

Table 6.4b. Campus Charter School Parents' Perceptions: Effective Implementation of Charter School Programs, as a Mean of Respondents by Generation, 2009-10

Statement	Generation 11 Parents (n=46)	Generation 12 Parents (n=34)	Generation 13 Parents (n=138)	Generation 14 Parents (n=20)	All Respondents (N=238)
I am satisfied with the instruction offered.	3.1	3.1	3.2	3.3	3.2
I am satisfied with this school's basic educational program (including reading, language arts, math, science, social studies).	3.2	3.1	3.3	3.3	3.2
I am satisfied with this school's enriched educational programs (including music, art, and foreign language).	3.2	3.2	3.2	3.3	3.2
I am satisfied with the school's approach to discipline.	3.0	3.1	3.2	3.2	3.2
Teachers and school leaders are accountable for student achievement.	3.2	3.1	3.2	3.2	3.2
My child receives sufficient individual attention.	3.2	3.2	3.2	3.1	3.2
This school regularly keeps me informed about how my child is performing academically.	3.2	3.1	3.2	3.2	3.2
This school has high expectations and standards for students.	3.1	3.1	3.2	3.3	3.2
The rate of staff turnover at this school is acceptable.	3.0	3.0	3.2	3.1	3.1
I am satisfied with the building and grounds of my child's school.	3.1	3.1	3.1	3.2	3.1
This school emphasizes educational content more than test preparation (e.g., TAKS).	3.0	3.0	3.2	3.2	3.1
This school has small class sizes.	3.1	3.0	3.1	3.3	3.1
Teachers are qualified (or certified) to teach in the areas they teach.	3.1	3.1	3.2	3.2	3.1
This school provides adequate support services (such as counseling, healthcare, social services).	3.0	2.9	3.1	3.1	3.1
My child's grades have improved since attending [school name].	3.0	2.8	3.0	2.9	3.0
I am satisfied with the kinds of extracurricular activities offered at this school.	3.0	2.9	3.1	2.9	3.0
The charter school meets the needs of my child that were not addressed at his/her previous school.	3.1	2.9	3.0	3.1	3.0
This school has sufficient financial resources.	2.9	2.8	2.9	2.9	2.9
My child's TAKS scores have improved since attending [school name].	2.9	2.7	2.9	2.8	2.9

Source: New Charter School Parent Survey, spring 2010.
Note. Mean ratings based on a 4-point scale: (1) *strongly disagree*, (2) *disagree*, (3) *agree*, and (4) *strongly agree*.

Similar to open-enrollment parents, 51 parents of students attending campus charter schools provided comments describing their students' schools, and a majority of parents (55%) indicated they were satisfied with the schools. Parents' views on staff and instruction differed. Some parents (14%) considered teachers attentive and helpful and instruction effective (4%), resulting in improved student achievement (8%). However, 10% of parents indicated staff was ineffective, and 6% considered classroom instruction of poor quality. A Generation 13 parent reported that classroom instruction did not adequately prepare her child for the TAKS test, stating, "They don't emphasize…TAKS and my daughter didn't pass it so she had to stay in the same grade." One parent suggested that administrators should "hold teachers accountable for…instruction and support."

MONITORING STUDENT PROGRESS

The research on effective schools indicates that schools that are focused on student achievement frequently assess students' progress toward educational goals and use a variety of methods to measure learning gains. Teachers in effective schools use assessment information to identify areas of strength and weakness, plan instruction, and provide support to individual students (Levine & Lezotte, 1990). The sections that follow examine the ways in which new charter schools measure student progress and consider how much time students spend on homework, which may reflect schools' efforts to extend students' learning time and ensure mastery of course content.

Methods of Assessment

As a means to understand the types of student assessments used in new charter schools, teachers responding to the spring 2010 survey were asked to indicate how often they used a set of common assessment methods using the survey's *Extent of Use* scale discussed in chapter 1. The following sections present open-enrollment and campus charter school teachers' responses sorted in terms of the "All Respondents" column. (Table E.16 in Appendix E presents results aggregated across both types of charter schools.) The survey also included an open-ended item in which teachers could enter "other" assessment methods.

Open-enrollment charter schools. As presented in Table 6.5a, open-enrollment teachers used a variety of assessments to a *moderate extent*. Teachers reported using student demonstrations (3.1), teacher-made tests (3.0), and student projects and writing samples (2.9 for each) more frequently than other methods of assessment. Publisher-provided tests (2.4) and "other" methods of assessment (2.0) were less common in open-enrollment classrooms, reportedly used to a *small extent*.

Campus charter schools. Similar to open-enrollment teachers, campus charter teachers used a variety of assessment methods but relied most on teacher-made tests (3.1), student performances (3.1), and student writing samples (3.1) to assess student progress (see Table 6.5b). Notably, campus charter school teachers reported using TAKS and TAKS benchmark tests more often than open-enrollment teachers (3.0 vs. 2.5 for open-enrollment charters), which may suggest that campus charter schools, as part of a district, face greater pressure to emphasize TAKS performance than open-enrollment charter schools. Teachers' responses to an open-ended item addressing the greatest challenges to working in new charter schools do not clarify this issue, as equal numbers of open-enrollment teachers (three) and campus charter school teachers (three) reported feeling pressure to improve TAKS outcomes.

Table 6.5a. Assessment Methods Used by Open-Enrollment Charter School Teachers to Measure Student Performance, as a Mean of Respondents by Generation, 2009-10

Method of Assessment	Generation 11 Teachers (n=103)	Generation 12 Teachers (n=58)	Generation 13[a] Teachers (n=70)	Generation 14 Teachers (n=57)	All Respondents (N=288)
Student demonstrations or performances	3.0	3.2	3.1	2.8	3.1
Teacher-made tests	3.1	3.2	2.9	2.9	3.0
Student projects	2.9	2.9	3.1	2.6	2.9
Student writing samples	2.8	2.9	2.9	2.9	2.9
Student oral presentations (alone or in groups)	2.7	2.8	2.9	2.6	2.7
Standardized tests (TAKS, benchmarks, etc)	2.8	2.5	2.7	2.6	2.7
Student portfolios	2.5	2.7	2.9	2.4	2.6
Textbook or publisher provided tests	2.6	2.4	2.2	2.3	2.4
Other	2.2	1.8	2.2	2.0	2.0

Source: New Charter School Teacher Survey, spring 2010.
Notes. Mean ratings based on a 4-point scale: (1) *not at all*, (2) *small extent*, (3) *moderate extent*, and (4) *large extent*. "Other" measures included the Iowa Test of Basic Skills (ITBS), the Texas Primary Reading Inventory (TPRI), projects graded with rubrics, participation in science fairs, and conversational assessments.
[a]Results for Generation 13 open-enrollment charter schools include the responses of teachers at a university charter school.

Table 6.5b. Assessment Methods Used by Campus Charter School Teachers to Measure Student Performance, as a Mean of Respondents by Generation, 2009-10

Method of Assessment	Generation 11 Teachers (n=83)	Generation 12 Teachers (n=16)	Generation 13 Teachers (n=139)	Generation 14 Teachers (n=24)	All Respondents (N=262)
Teacher-made tests	3.2	3.4	2.9	3.4	3.1
Student demonstrations or performances	3.2	3.3	3.0	3.1	3.1
Student writing samples	3.3	3.5	2.9	3.0	3.1
Standardized tests (TAKS, benchmarks, etc)	3.1	2.3	3.1	3.0	3.0
Student projects	2.9	3.2	2.6	3.2	2.8
Student portfolios	2.7	2.7	2.7	2.7	2.7
Student oral presentations (alone or in groups)	2.9	2.9	2.5	3.1	2.7
Textbook or publisher provided tests	2.6	2.4	2.2	2.3	2.4
Other	2.1	2.0	2.0	3.0	2.1

Source: New Charter School Teacher Survey, spring 2010.
Notes. Mean ratings based on a 4-point scale: (1) *not at all*, (2) *small extent*, (3) *moderate extent*, and (4) *large extent*. "Other" measures included benchmark tests, participation in "labs," service learning projects, teacher observation (student conduct, student participation, and Child Observation Records), cross-curriculum connections, interactive writings and journal reviews, district-created measures, and multiple "methods of assessment".

Homework

Although some analyses have indicated that the effects of homework are negligible for elementary students (Cooper, 1989; Cooper, Robinson, & Pattall, 2006), considerable research has established that homework positively contributes to student achievement at the middle and high school levels (Eren & Henderson, 2008; Trautwein, Schnyder, Nigglis, Neumann, & Ludtke, 2009). Recognizing that students' completion of homework in the middle and high school grades may reflect the effectiveness of a school's instructional program, the survey of students in Grades 6 through 12 asked respondents to indicate how much time they spent on school work completed outside of class, or homework. In addition, some students entered written comments addressing homework assignments in response to open-ended survey items asking what students liked most and least about their schools. The sections that follow discuss survey findings for students attending open-enrollment and campus charter schools. (Results aggregated across both types of schools are presented in Table F.16 in Appendix F.)

Open-enrollment charter schools. As presented in Table 6.6a, the largest proportion of students attending Grades 6 through 12 in open-enrollment charter schools reported that they spent between 30 and 59 minutes completing homework each day (38%). Approximately one third of students (35%) spent more than an hour on homework. Generation 11 students spent the most time on homework (41% of students spent more than an hour on homework), while Generation 14 students spent the least (42% of students spent less than 30 minutes).

Table 6.6a. Time Open-Enrollment Charter School Students in Grades 6 Through 12 Reported Spending on Homework, as a Percentage of Respondents by Generation, 2009-10

Time	Generation 11 Students (n=1,129)	Generation 12 Students (n=334)	Generation 13 Students (n=411)	Generation 14 Students (n=273)	All Respondents (N=2,147)
Less than 30 minutes	24.9%	30.6%	22.2%	41.9%	27.4%
30-59 minutes	34.4%	38.4%	46.1%	40.1%	38.0%
1-2 hours	23.8%	20.1%	22.9%	15.4%	22.0%
More than 2 hours	16.9%	10.8%	8.8%	2.6%	12.6%

Source: New Charter School Student Survey, spring 2010.

In open-ended comments entered in response to what students liked least about their schools, students attending eight open-enrollment charter schools described increased workloads and extensive homework as primary challenges to attending new charter schools. One Generation 11 high school student described the long hours required to complete assignments:

> They give us too much work. There's been times in which I want to fall asleep while sitting down because I stay up late at night doing homework and I wake up early in the morning so I can finish it…I am exhausted.

Another high school student, attending a college preparatory program that encouraged participation in dual credit coursework explained that students struggled to complete assignments:

> I feel that [the Senior Project] takes away from our already hard work. Most students at this school are taking 12 to 20 [college] credit hours when normal college students take from nine to 15. Then, they [school staff] add on another hour [of work] for a massive project.

Campus charter schools. Similar to open-enrollment responses, findings presented in Table 6.6b indicate that the largest proportion of surveyed Grades 6 through 12 campus charter students (34%) spent between 30 and 59 minutes on homework and approximately a third of students (35%) spent an hour or

more on homework each day. Notably, Generation 13 students spent much less time on homework each day than students across other generations, which may reflect the responses of students attending the two large campus charters in which respondents complained of unmotivated classmates (see chapter 5). Specifically, a majority of Generation 13 students (56%) spent less than 30 minutes each night (compared to 13% of students, on average, across other generations), and only 2% of Generation 13 students spent more than 2 hours on homework each night (compared to 20% of students, on average, across other generations). As noted in chapter 1, findings for Generation 13 students are influenced by the large number of student respondents attending two charter schools that experienced challenges implementing their instructional programs during the 2009-10 school year.

Table 6.6b. Time Campus Charter School Students in Grades 6 Through 12 Reported Spending on Homework, as a Percentage of Respondents by Generation, 2009-10

Time	Generation 11 Students (n=558)	Generation 12 Students (n=762)	Generation 13 Students (n=1,459)	Generation 14 Students (n=665)	All Respondents (N=3,444)
Less than 30 minutes	15.1%	10.0%	56.3%	14.5%	31.3%
30-59 minutes	30.3%	29.8%	36.6%	36.0%	34.0%
1-2 hours	34.8%	36.3%	4.9%	32.7%	22.1%
More than 2 hours	19.7%	23.9%	2.3%	16.7%	12.7%

Source: New Charter School Student Survey, spring 2010.

In open-ended comments, students attending eight campus charter schools also described heavy workloads as the primary challenge to attending new campus charter schools. Campus charter students specified that they not only received an excessive amount of work, but that assignments were often due on the same day. A Generation 11 high school student explained, "It is hard to function when you have due dates all on the same day and you have to stay up late or pull an all-nighter to finish while you have other things to do for school." A Generation 14 middle school student noted that the number of assignments made it difficult for students to produce high quality work. "I don't like the amount of work we get because it takes too much time to produce the quality they [teachers] want in the quantity they're giving."

TEACHER PROFESSIONAL DEVELOPMENT AND APPRAISAL IN NEW CHARTER SCHOOLS

Teacher quality is increasingly recognized as the central component to efforts to reform schools and increase student learning (Gordon, Kane, & Staiger, 2006), and schools that are effective in improving student achievement also ensure that teachers have access to opportunities for training and professional growth (Garet, Porter, Desimone, Birman, & Yoon, 2001; Gordon et al.). Despite this recognition, there is little consensus on how best to measure and assess teachers' effectiveness. Political and methodological concerns have limited the use of student test scores in assessing teacher performance, and most appraisals are completed through observation of teachers' classroom instruction conducted at intervals throughout the school year (Donaldson, 2009; Gordon et al.). The following sections address teacher professional development and appraisal in new charter schools.

Professional Development

In response to the spring 2010 survey, teachers indicated the number of days they spent in professional development activities during the 2009-10 school year and responded to a list of common types of professional development activities in which they may have participated. The survey also asked teachers if they needed additional training and provided space for teachers to enter comments describing the types of training needed. The following sections present the professional development findings for open-

enrollment charter teachers and for teachers in campus charters. Table E.18 in Appendix E presents findings aggregated across both types of charter schools.

Open-enrollment charter schools. On average, teachers in open-enrollment charters indicated that they spent about 8 days in professional development activities during the 2009-10 school year. As presented in Table 6.7a, the largest proportion of open-enrollment teachers attended professional development provided on-site by their schools, including general sessions (93%) and orientation to the schools' missions (88%). Open-enrollment charter school staff also relied on regional education service centers to provide a large proportion of teachers (79%) with training. Open-enrollment charter campuses were less likely to provide teachers with opportunities to attend professional conferences (66%), shared planning time (66%), release time for peer observation (56%), independent training (54%), or time to work with other educators (47%). This finding is supported by comments made during site visit interviews and in written responses to open-ended survey items indicating many new charter schools are short-staffed and have difficulty securing substitutes.

Across generations, 45% of open-enrollment teachers responding to the survey indicated a need for additional training and entered comments describing the training they desired. The largest proportion of these teachers (21%) expressed a need for training in instructional strategies. Notable proportions of teachers desired training on developing curricula (16%), managing classroom behaviors (14%), and integrating technology in instruction (13%).

Campus charter schools. Campus charter teachers reported spending about 11 days, on average, in professional development activities during the 2009-10 school year. Similar to open-enrollment charter teachers, most campus charter teachers attended general training sessions provided by their schools (95%). In contrast to open-enrollment teachers, a majority of campus charter teachers attended each type of session, with the exception of "college or university coursework." Not surprisingly, a much larger proportion of campus charter teachers attended sessions provided by a traditional school district (87%) than open-enrollment teachers (27%).

About 46% of campus charter teachers across generations indicated that they needed additional professional development. Large proportions of these teachers desired training in the use of technology (23%) and science instruction (16%).

Table 6.7a. Open-Enrollment Charter School Teachers' Professional Development, as a Percentage of Respondents by Generation, 2009-10

Type of Professional Development	Generation 11 Teachers (n=103)	Generation 12 Teachers (n=58)	Generation 13[a] Teachers (n=70)	Generation 14 Teachers (n=57)	All Respondents (N=288)
General session sponsored by your school	89.3%	98.3%	92.9%	94.7%	93.1%
Orientation to school's mission and goals	86.4%	93.1%	88.6%	84.2%	87.8%
Session sponsored by an education service center	77.7%	79.3%	70.0%	89.5%	78.5%
Professional conference	62.1%	67.2%	61.4%	77.2%	66.0%
Teaming or shared conference periods	68.9%	56.9%	68.6%	64.9%	65.6%
Peer observation and critique	60.2%	53.4%	57.1%	47.4%	55.6%
Release time for independent training activities	47.6%	53.4%	58.6%	61.4%	54.2%
Release time to work with other school educators	42.7%	50.0%	48.6%	47.4%	46.5%
Session sponsored by a traditional school district	26.2%	29.3%	34.3%	17.5%	27.1%
College or university coursework	27.2%	32.8%	28.6%	12.3%	25.7%

Source: New Charter School Teacher Survey, spring 2010.
Note. Percentages will not total to 100. Teachers may have indicated multiple types of professional development.
[a]Results for Generation 13 open-enrollment charter schools include responses from teachers at a university charter school.

Table 6.7b. Campus Charter School Teachers' Professional Development, as a Percentage of Respondents by Generation, 2009-10

Type of Professional Development	Generation 11 Teachers (n=83)	Generation 12 Teachers (n=16)	Generation 13 Teachers (n=139)	Generation 14 Teachers (n=24)	All Respondents (N=262)
General session sponsored by your school	94.0%	100.0%	96.4%	91.7%	95.4%
Session sponsored by a traditional school district	91.6%	100.0%	85.6%	70.8%	87.0%
Orientation to school's mission and goals	83.1%	87.5%	85.6%	79.2%	84.4%
Teaming or shared conference periods	81.9%	87.5%	87.8%	58.3%	83.2%
Professional conference	73.5%	75.0%	73.4%	62.5%	72.5%
Session sponsored by an education service center	66.3%	56.3%	74.1%	54.2%	68.7%
Peer observation and critique	54.2%	100.0%	66.2%	79.2%	65.6%
Release time to work with other school educators	60.2%	68.8%	65.5%	54.2%	63.0%
Release time for independent training activities	50.6%	62.5%	65.5%	58.3%	59.9%
College or university coursework	30.1%	25.0%	17.3%	33.3%	23.3%

Source: New Charter School Teacher Survey, spring 2010.
Note. Percentages will not total to 100. Teachers may have indicated multiple types of professional development.

Teacher Appraisal

The survey also asked teachers to indicate whether they were appraised using the state-approved Professional Development and Appraisal System, or PDAS[29], or another system, and the frequency of their appraisals, using the categories *once a year, once a semester, once a grading period*, or at a different frequency. The following sections present the responses of teachers in open-enrollment charter schools and campus charter schools. Table E.21 in Appendix E presents results aggregated across both types of charters.

Open-enrollment charter schools. As presented in Table 6.8a, a majority of open-enrollment teachers (61%) received formal evaluations using the PDAS system. Eighteen percent of teachers received evaluations using another formal system, including systems developed by administrators or charter "districts." The largest proportion of teachers (39%) reported that administrators evaluated their classrooms once a semester. Smaller proportions of teachers received evaluations once a grading period (18%). Twenty-one percent of teachers reported that administrators observed their classrooms at "other" times, including frequent but irregular walk-throughs. Some teachers also indicated their administrators combined evaluation systems and frequencies, such as a formal evaluation once a semester and informal walk-throughs once a week. Notably, 21% of teachers reported their schools did not use a formal evaluation system. Consistent with this finding, five teachers (8% of teachers reporting "other" evaluation frequencies) indicated they were *unsure* if they received an evaluation and five teachers (8%) reported they *did not* receive a formal evaluation.

Table 6.8a. Open-Enrollment Charter Schools' Appraisement Systems and Frequency of Appraisals, as a Percentage of Respondents by Generation, 2009-10

	Generation 11 Teachers (n=103)	Generation 12 Teachers (n=58)	Generation 13[a] Teachers (n=70)	Generation 14 Teachers (n=57)	All Respondents (N=288)
Appraisal System					
PDAS	66.0%	51.7%	64.3%	56.1%	60.8%
Another formal system	14.6%	27.6%	21.4%	12.3%	18.4%
No formal system	19.7%	20.7%	14.3%	31.6%	20.8%
Frequency of Evaluations					
Once a year	15.5%	20.7%	1.4%	17.5%	13.5%
Once a semester	35.9%	31.0%	40.0%	50.9%	38.9%
Once a grading period	21.4%	20.7%	17.1%	10.5%	18.1%
Once a week	9.7%	1.7%	15.7%	3.5%	8.3%
Other[b]	17.5%	25.9%	25.7%	17.5%	21.2%

Source: New Charter School Teacher Survey, spring 2010.

[a]Results for Generation 13 open-enrollment charter schools include responses from teachers at a university charter school.

[b]"Other" included observations daily, several times a week, every other week, monthly, or very rarely; walk-throughs at random intervals, teachers who never received a classroom observation, and teachers who received a combination of evaluation methods and frequencies (i.e., formal evaluations twice a year and weekly informal walkthroughs).

[29] Charter schools are not required to use PDAS. However, open-enrollment charters must specify the teacher appraisal system they will use in their charter applications to the SBOE. Once approved, open-enrollment charters must implement the system of appraisal specified in their applications.

Campus charter schools. In contrast to teachers working in open-enrollment charters, findings presented in Table 6.8b indicate that most campus charter teachers (96%) were evaluated using PDAS; however, teachers' responses to the "Frequency of Evaluation" section of the survey indicate that campus charter school administrators visit their classrooms more often than required by PDAS (i.e., annually). The largest proportion of campus charter teachers reported that they were evaluated *once a week* (42%), and 32% of the 82 teachers reporting "other" frequencies indicated their administrators observed their classrooms *several times a week*.

Table 6.8b. Campus Charter Schools' Appraisement Systems and Frequency of Appraisals, as a Percentage of Respondents by Generation, 2009-10

	Generation 11 Teachers (n=83)	Generation 12 Teachers (n=16)	Generation 13 Teachers (n=139)	Generation 14 Teachers (n=24)	All Respondents (N=262)
Appraisal System					
PDAS	95.2%	100.0%	100.0%	75.0%	96.2%
Another formal system	2.4%	0.0%	0.0%	8.3%	1.5%
No formal system	2.4%	0.0%	0.0%	16.7%	2.3%
Frequency of Evaluations					
Once a year	8.4%	0.0%	5.0%	0.0%	5.3%
Once a semester	8.4%	12.5%	3.6%	8.3%	6.1%
Once a grading period	14.5%	31.3%	13.7%	20.8%	15.6%
Once a week	25.3%	18.8%	54.7%	41.7%	42.0%
Other[a]	43.4%	37.5%	23.0%	29.2%	30.9%

Source: New Charter School Teacher Survey, spring 2010.

[a]"Other" included observations daily, several times a week, every other week, monthly, or very rarely; walk-throughs at random intervals, teachers who never received a classroom observation, regular lesson plan checks, and teachers who received a combination of evaluation methods and frequencies (i.e., formal evaluations twice a year and weekly informal walkthroughs).

SUMMARY

Across charter school types, the responses of surveyed students highlight the tradeoffs students make when choosing to attend new charter schools. Consistent with findings presented in chapter 5, most students attending new charter schools highlighted the educational benefits of attending small schools in which they were able to build relationships with encouraging and supportive teachers. However, students in both campus and open-enrollment charters noted that their schools were not able to provide the broad range of elective courses and extracurricular activities offered by traditional district schools. High school students were particularly concerned that in choosing charter schools they had forfeited opportunities to build college resumes that included extracurricular activities, as well as to participate in the social experiences (e.g., football games and dances) offered by traditional district high schools.

Although the chapter's findings suggest that students attending campus and open-enrollment charters have somewhat similar school experiences, teachers working in new campus and open-enrollment charters described different work environments. For example, many open-enrollment teachers responding to open-ended survey items described the lack of instructional resources as a central *challenge* of their employment. In contrast, teachers working in campus charters reported that increased access to instructional resources was a *benefit* of working in new charters. Further, campus charter teachers were more likely to participate in a range of professional development activities and to receive regular evaluation and feedback on classroom instruction.

Differences in the experiences of teachers in the two types of charter schools are likely the result of variations in the amount of support available to the two types of schools. Recall that campus charters are part of the traditional districts and receive considerable support for school operations, including facilities and administration.

CHAPTER 7
THE EFFECT OF OPEN-ENROLLMENT CHARTER SCHOOL MATURITY ON STUDENTS' ACADEMIC OUTCOMES

Some research has found that Texas' new open-enrollment charter schools tend to have a negative effect on student achievement, particularly in their first year of operation (Hanushek, Kain, Rivkin, & Branch, 2007; Gronberg & Jansen, 2005). In explaining this effect, analysts assert that new charters largely enroll students who have transferred from other schools and a decrease in academic achievement for the year of transfer is a well-recognized cost of changing schools (Pribesh & Downey, 1999; Swanson & Schneider, 1999). Analysts further reason that the negative effects of transferring to a new charter school may be compounded by a new school's efforts to establish its educational program (e.g., recruit experienced staff, locate appropriate facilities, implement curricula) (RPP International, 2000). While these explanations appear reasonable, the research is divided on whether Texas charter schools improve as they establish their educational programs, stabilize their enrollments, and gain more experience serving students. Some researchers have found that charter schools' academic outcomes improve as they mature (Hanushek, Kain, & Rivkin, & Branch; 2007); however, others have found "no evidence of a consistent trend of improvement with aging/experience of charters" (Gronberg & Jansen, 2005, p. 26).

This chapter examines the effect of open-enrollment charter school[30] maturity on a range of student outcomes, including reading/ELA and mathematics TAKS scores, attendance rates, and grade-level retentions for the 2008-09 school year (Research Question 5). Analyses are conducted separately for charter schools evaluated under standard and alternative education accountability procedures because alternative programs that serve large proportions of at-risk students (i.e., AECs) may emphasize different outcomes (e.g., reduced grade-level retentions) than standard educational programs (i.e., SECs).[31]

The evaluation's second interim report (February 2011) considered the effect of charter school maturity on students' reading/ELA and mathematics TAKS scores, attendance rates, and grade-level retentions for the 2007-08 school year using data from charter schools that had been operating continuously from 2 to 7 years. Results from these analyses did not find a relationship between the number of years a school had been in operation and its effects on student outcomes, and tended to support the findings of Gronberg and Jansen (2005). The analyses presented in this chapter build on the second interim report's findings, relying on data for the 2008-09 school year and considering charter schools that have operated continuously from 2 to 8 years.

DATA SOURCES

The chapter relies on AEIS data for the period spanning the 2001-02 through 2008-09 school years. Note that 2008-09 student outcome data were the most current data available at the time of this report's writing. School maturity is measured by the number of cumulative consecutive years an open-enrollment charter school had been enrolling students in 2008-09 and ranges from 2 years (2007-08 and 2008-09) to 8 years (operating continuously from 2001-02 through 2008-09). This frames the analysis in terms of charter schools included in Generation 5 (schools serving students for 8 years) through Generation 12 (schools

[30] As in other analyses presented in this report, university charter schools are included as open-enrollment charters in this chapter's analyses.

[31] A large percentage of open-enrollment charter school campuses are classified as AECs. For example, of 441 charter school campuses operating in 2008-09, 191 or 43% were AECs, and 250 or 57% were SECs. AECs serve large percentages of students at risk of dropping out and may place more of an emphasis on keeping students in school (TEA, 2009).

serving students for 2 years).[32] Analyses do not include open-enrollment charter schools authorized in Generations 1 through 4 because Texas revised its charter school authorization policies and began implementing a substantially more rigorous authorization process in 2001 in order to improve the quality of its charter school program. The omission of charter schools authorized prior to 2001 (i.e., Generations 1 through 4) ensures that the charter schools included in analyses were subject to roughly the same criteria in their application processes and that variations in outcomes may not be attributed to differences in authorization standards. A limitation of the analysis is that it does not control for the number of years individual students were enrolled in open-enrollment charter schools.[33]

Campus charter schools are not included in the analyses because many such schools are traditional district schools that have converted to charter status and do not have a discrete start date in the way that open-enrollment charters do. That is, many campus charters may have operated for years as traditional district schools before converting to charter status.

STUDENT ACHIEVEMENT

TAKS is Texas' criterion-referenced assessment that measures students' mastery of the state's content standards, the TEKS. While TAKS measures mathematics, reading/ ELA, writing, science, and social studies, only mathematics and reading/ELA are tested at every grade level from Grades 3 through 11. Thus, analyses are limited to these two content areas. In addition, analyses include controls for students' prior achievement as measured by outcomes on the previous year's TAKS. The inclusion of the prior achievement as a control variable limits analyses to Grades 4 through 11 because students in Grade 3 have no previous year TAKS information.

TAKS Data and Scale Scores

Like many state-level achievement tests, TAKS is not vertically equated.[34] That is, scale scores are not comparable between grade levels because performance standards vary from grade to grade. To offset the lack of linkage between performance-based scales at different grade levels, researchers often derive standardized scores that use standard deviation[35] units to compare testing outcomes across tests with differing standards. The analyses of students' TAKS scores presented in this chapter incorporate a standardized score known as a *T* score. The transformation of TAKS scale scores to *T* scores provides a common metric that enables the evaluation to compare the effect of new charter schools on students' testing outcomes across grade levels. The *T*-score distribution has a mean of 50 and a standard deviation of 10. On any given test, a student who scores at the state average will have a *T* score of 50. A student with a *T* score of 60 will be one standard deviation above the state average, while a student with a *T* score of 40 will be one standard deviation below the state average.

Analyses

The effect of open-enrollment charter school maturity on students' reading/ELA and mathematics *T* scores was analyzed using 2-level HLM. HLM can be thought of as a "value added" methodology (Raudenbush, 2004). That is, after controlling for students' initial achievement and characteristics and accounting for variance at both the student and school level, researchers can assess the "value added" by

[32]First year charter campuses from Generation 13 (schools that began serving students in 2008-09) are excluded from analyses because they lack prior year achievement outcomes. Prior year achievement is included as a control variable in analyses (see Appendix B for detailed information about the analyses).
[33]Some research has found that student outcomes improve the longer a student is enrolled in a charter school (e.g., CREDO, 2009a).
[34]TEA began implementing vertical scales for TAKS reading and mathematics in Grades 3 through 8 in 2009.
[35]A standard deviation is a common measure of variability within a distribution. Generally speaking, the standard deviation represents the extent to which scores vary from their mean.

an indicator like campus maturity. Analyses were conducted for students attending an open-enrollment charter school in 2008-09. Separate analyses were performed for reading/ELA and mathematics TAKS,[36] as well as for SEC and AEC charter school campuses. Detailed descriptions of the data sources and the student- and campus-level models used in the analyses are presented in Appendix B.

Results

Findings indicate that charter school maturity was not a significant predictor of students' reading/ELA TAKS *T* scores in either SEC open-enrollment charter schools or AEC open-enrollment charter schools. In addition, charter school maturity was not a significant predictor of mathematics TAKS *T* scores in either SECs or AECs. Figures 7.1 and 7.2 display the actual 2009 TAKS reading/ELA and mathematics *T* scores by years of operation for the standard and alternative education campuses. Across both reading/ELA and mathematics outcomes, it is clear that the number of years an open-enrollment charter school has been in operation is unrelated to the school's performance on TAKS.

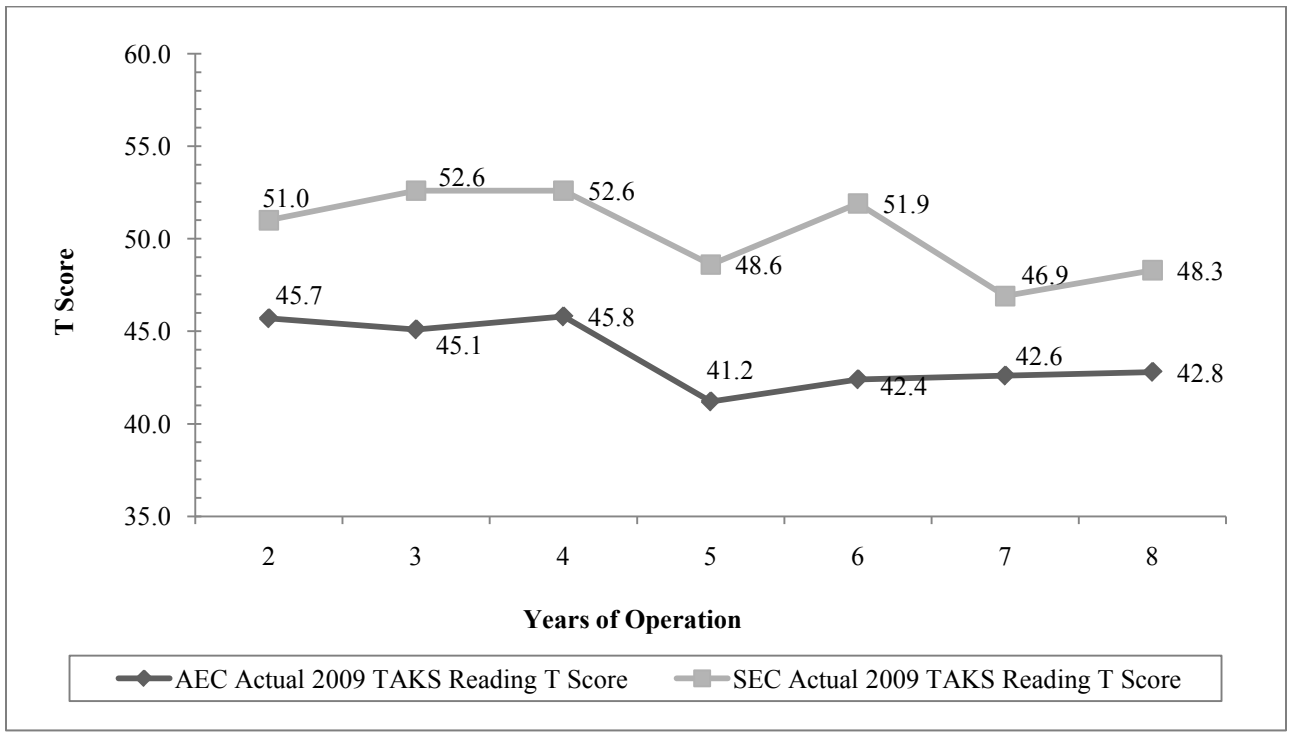

Figure 7.1. Actual 2009 reading/ELA TAKS *T* scores by years of open-enrollment charter school campus operation, standard (SEC) and alternative (AEC) education campuses.
Sources: Texas Education Agency 2002 through 2009 Academic Excellence Indicator System data files; master charter school student file from the fall of 2008; 2009 individual student attendance rate data file; and 2008 and 2009 individual student Texas Assessment of Knowledge and Skills (TAKS) data files.
Note: Actual and predicted TAKS *T* scores rates were similar.

[36]Researchers have shown the passing rate gaps between open-enrollment charter schools and state comparison groups tend to be larger in mathematics than in reading/ELA (TCER, 2008).

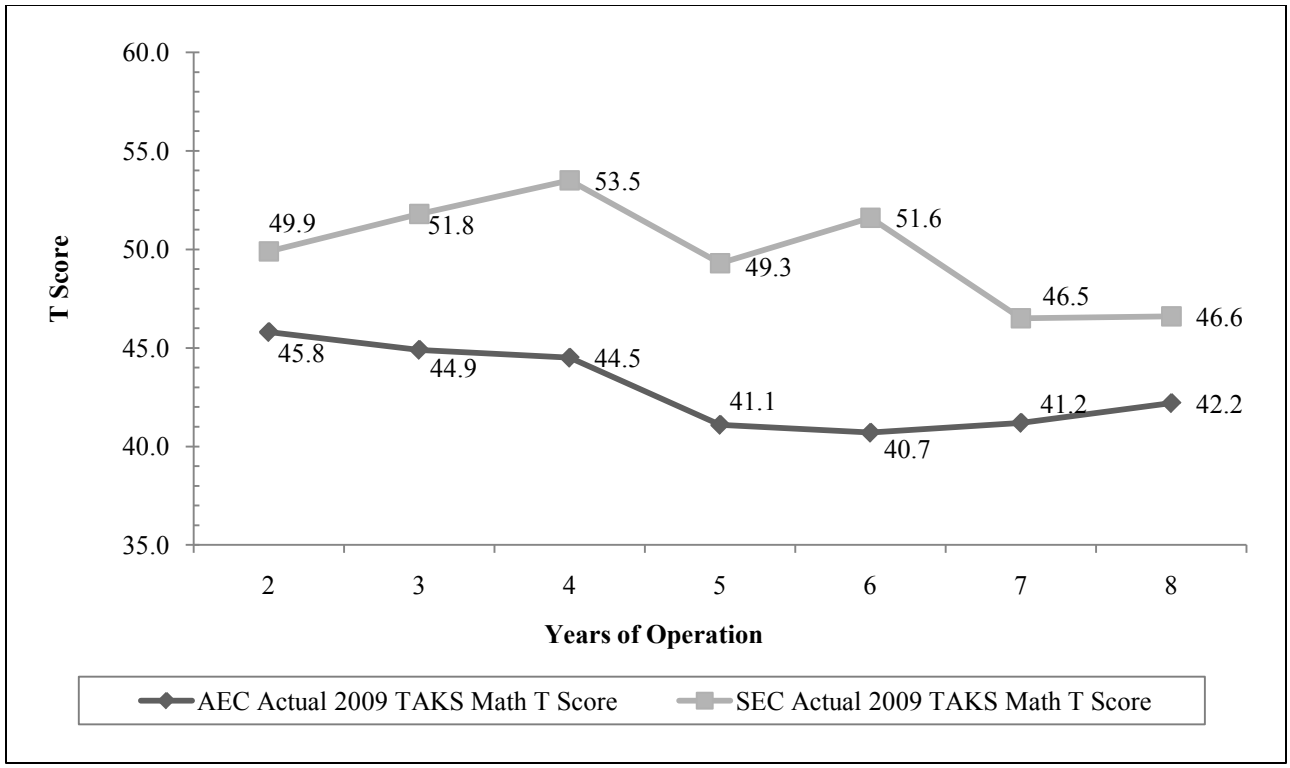

Figure 7.2. Actual 2009 mathematics TAKS *T* scores by years of open-enrollment charter school campus operation, standard (SEC) and alternative (AEC) education campuses.
Sources: Texas Education Agency 2002 through 2009 Academic Excellence Indicator System data files; master charter school student file from the fall of 2008; 2009 individual student attendance rate data file; and 2008 and 2009 individual student Texas Assessment of Knowledge and Skills (TAKS) data files.
Note: Actual and predicted TAKS *T* scores rates were similar.

Limitations

Readers are urged to use caution in interpreting these findings because some students were omitted from analyses because they lacked complete data (e.g., students without TAKS scores). Students may lack TAKS data for a range of reasons. For example, a student may have been absent during all testing opportunities in a given year. Further, Texas may postpone testing or provide temporary exemptions to some students based on their proficiency in English, immigrant status, or because they have been educated in countries that do not teach the necessary knowledge and skills to meet Texas' curricular standards.[37] However, when students are omitted from analyses, researchers must ask whether the sample of students included in analyses are representative of the original population students.[38] In the case of this analysis, one must ask if students included in the TAKS analysis are representative of all students enrolled in SEC and AEC open-enrollment charter schools during period spanning the 2001-02 through 2008-09 school years. Comparisons of these two sets of students revealed that the sample included in the analysis was made up of smaller percentages of economically disadvantaged and LEP students and a somewhat larger percentage of special education students than were enrolled in the overall population. Consequently, results are limited to the sample of students included in the analyses and may not be

[37]See TEC § 39.027 for a more complete listing of exemptions to TAKS.
[38]A researcher should always determine why data are missing. If data are missing at random, the loss is not likely to be a problem. However, if data loss is not random, missing data may be related to an individual's gender, ethnicity, or economic status, etc. Such selective loss of data can make the population to which study findings generalize be difficult to identify, and study findings may not generalize to the population of interest.

generalizable to the full population of students attending SEC and AEC charters. See Table B.8 in Appendix B for more detailed information about the percentages of students included in both the SEC and AEC samples

STUDENT ATTENDANCE

Researchers also investigated the effect of charter school maturity on student attendance. Analyses included students who attended open-enrollment charter school campuses in 2008-09. As in the previous analysis of TAKS scores, charter school maturity was measured by the number of years a school has been enrolling students as reported by AEIS, and schools were limited to SECs and AECs that operated across the 2001-02 through 2008-09 school years.

Attendance Data

Districts are required to report student attendance data to TEA for each student attending a public school in Texas. Because attendance data are not limited to grade levels in which the TAKS is administered, the analysis of open-enrollment charter school attendance outcomes includes students in Grades K through 12.

Analyses

Similar to the achievement analyses, the effect of charter school maturity on students' attendance was analyzed using 2-level HLM. Separate analyses were performed for standard and alternative education charter school campuses. The data sources and the student- and campus-level models used in the analyses are presented in Appendix B.

Results

Results show that there was no significant relationship between years of open-enrollment charter school operation and student attendance rates for SEC and AEC charter schools. Figure 7.3 displays the actual 2009 attendance rates for the SEC and AEC charter schools. Although results for AECs show greater variation across years, the figure shows that years of open-enrollment charter school operation were unrelated to students' attendance rates. Detailed results of the HLM analyses are reported in Tables B.9, B.10, and B.11 in Appendix B.

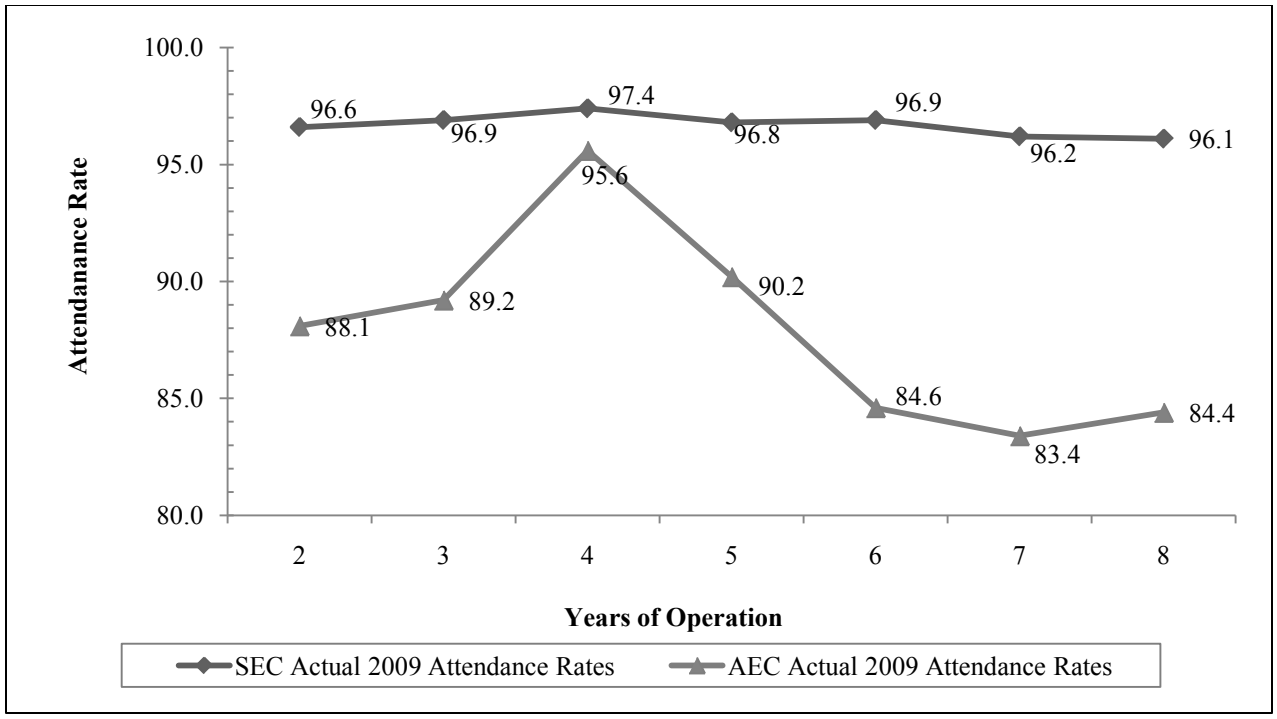

Figure 7.3. Actual 2009 attendance rate by years of open-enrollment charter school campus operation, standard (SEC) and alternative (AEC) education campuses.
Sources: Texas Education Agency 2002 through 2009 Academic Excellence Indicator System data files; master charter school student file from the fall of 2008; 2009 individual student demographic data file; and 2008 and 2009 individual student attendance data files.
Note. Actual and predicted attendance rates were similar.

Limitations

Missing data were somewhat less of an issue in the attendance analyses because attendance is not subject to the exemptions that apply to TAKS. However, it is informative to ask whether the students included in analyses were representative of the original populations. For both SEC and AEC open-enrollment charter schools, differences in demographics between the full population of students and students included in analyses were small. (See Table B.12 in Appendix B.) Results may reasonably be generalized to the populations of SEC and AEC open-enrollment charter schools that operated across the 2001-02 through 2008-09 school years.

GRADE LEVEL RETENTION

Lastly, researchers investigated the effect of open-enrollment charter school maturity on students' grade level retention. Analyses included students who attended open-enrollment charter school campuses in 2008-09 and were enrolled in Grades K through 11.

Retention Data

Because Texas' public school data does not include an indicator for retention, researchers used individual student attendance data to identify students who had been retained at grade level during the 2008-09 school year. To identify retained students, researchers examined attendance data for the 2009-10 school year and characterized a student as retained at grade level in 2008-09 if the student was in the same grade level for the 2009-10 school year. That is, retained students were enrolled in the same grade level in both

the 2008-09 and 2009-10 school years. Again, charter school maturity was measured by the number of years a school has been enrolling students as reported in AEIS, and charter schools were limited to SECs and AECs that operated across the 2001-02 through 2008-09 school years.

Analyses

Retention status is a binary outcome—a student either is retained or is not retained. In estimating models of binary outcomes, researchers use a hierarchical generalized linear model (HGLM); however, the student-level and school-level structural HGLM models are identical to those used in HLM estimates. Detailed descriptions of the models are presented in Appendix B.

Results

Results indicate that there was no significant relationship between years of open-enrollment charter school operation and students' chances of grade-level retention for both SEC and AEC charter schools. (See Table B.14 in Appendix B.) Figure 7.4 displays the actual 2009 retention rates for the SEC and AEC open-enrollment charter schools. The figure shows that the retention rates are unrelated to open-enrollment charter school maturity.

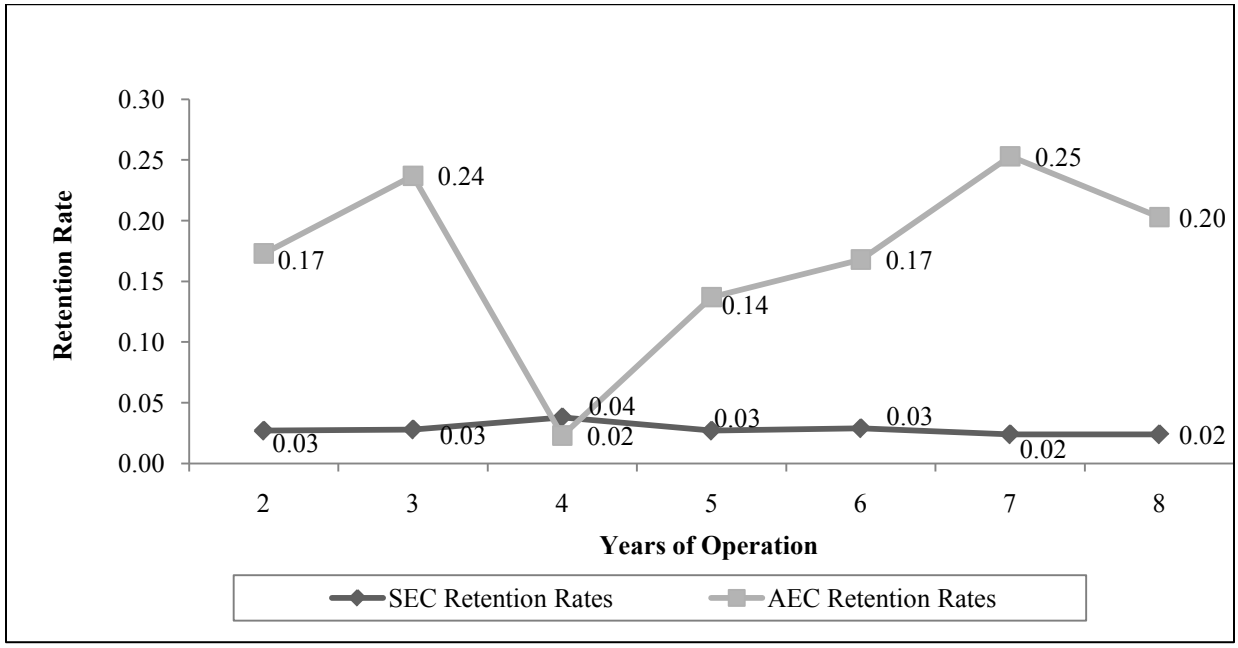

Figure 7.4. Actual 2009 retention rates by years of open-enrollment charter school campus operation, standard (SEC) and alternative (AEC) education campuses.
Sources: Texas Education Agency 2002 through 2009 Academic Excellence Indicator System data files; master charter school student file from the fall of 2008; 2009 and 2010 individual student demographic data files; and 2009 individual student attendance data files.
Note. Actual and predicted retention rates were similar.

Limitations

Similar to the attendance analysis, missing data were less of an issue in the retention analysis because the exemptions that apply to TAKS do not apply to the data used to construct the retention indicator. For both SEC and AEC open-enrollment charter schools, differences in demographics between the overall population of students and students included in analyses were small, and results may reasonably be

generalized to the populations of SEC and AEC open-enrollment charter schools that operated across the 2001-02 through 2008-09 school years. (See Table B.15 in Appendix B for details.)

SUMMARY

This chapter investigated the effect of open-enrollment charter school maturity on students' TAKS scores, attendance, and retention. Analyses were limited to open-enrollment charter schools that began operation after application procedures were strengthened, and to schools that were in operation for at least 2 years. Performance indicators included reading/ELA and mathematics TAKS scores, attendance rates, and grade-level retentions. Charter school maturity was measured by the number of years an open-enrollment charter school had been enrolling students and ranged from 2 to 8 years. In addition, separate analyses were performed for SEC and for AEC charter schools.

This chapter's findings confirm those of the evaluation's second interim report (February 2011). Analyses indicate that the number of years of operation, or school maturity, was not a significant predictor of students' reading/ELA or mathematics TAKS scores in either SEC or AEC open-enrollment charter schools; however, this finding is not generalizable, because the sample included in analyses differed from the overall population in terms of the percentages of economically disadvantaged, special education, and LEP students represented. Findings also indicate that there was no relationship between the number of years of open-enrollment charter school operation and student attendance rates for both SEC and AEC charter schools. Similarly, there was no relationship between the number of years of open-enrollment charter school operation and student retention in both SEC and AEC charter schools. For open-enrollment charter schools that began operation after 2001, these data show that new schools performed at least as well as more mature schools. This chapter's results support prior research that finds no consistent pattern of improvement in achievement outcomes as new open-enrollment charter schools gain experience.

CHAPTER 8
THE EFFECT OF NEW OPEN-ENROLLMENT CHARTER SCHOOLS ON STUDENTS' ACADEMIC OUTCOMES

This chapter examines the academic outcomes of students attending new open-enrollment charter schools relative to the outcomes of students attending traditional district schools (Research Question 6) and considers the effect of new open-enrollment charter schools on TAKS reading and math scores, attendance rates, and grade level retentions. Analyses focus on students in Grades 4 through 11 who attended Generation 11, 12, and 13 open-enrollment charter schools during the 2008-09 school year[39] and who attended traditional public schools in Texas during the 2005-06 school year.

Analyses match students attending these charter schools with similar students who attended the same traditional district school during the 2005-06 school year and who remained in traditional district schools rather than enrolling in open-enrollment charter schools. Although there are some variations in the characteristics used to match charter and traditional districts students by grade level and outcome considered (see Appendix C for detailed information on matching), matched students generally have the same demographic characteristics and similar levels of academic achievement, as measured by prior years' TAKS scores.[40] Similar to the analyses of TAKS outcomes presented in chapter 7, the inclusion of prior year TAKS data limits analyses to students in Grades 4 through 11 because students in Grade 3 have no prior year TAKS information.

In matching charter and traditional district students who are the same in terms of demographic characteristics and have similar prior academic achievement, analyses are more likely to obtain unbiased estimates of the effects of new charter schools. A central problem of analyses of charter school student outcomes is that parents and students choose to attend charter schools, and the reasons parents and students choose to attend charter schools are often linked to academic outcomes (e.g., interest in a particular curriculum). This issue, known as selection bias, makes it difficult to distill the effects of charter schools because it is not known whether observed outcomes are produced by charter school attendance or by the characteristics of the students who choose to attend charter schools. In matching students who are identical, or nearly so, in terms of characteristics prior to attending a charter school and in comparing outcomes across the two groups, the evaluation seeks to reduce the bias inherent in analyses of choice-based schooling.

BACKGROUND

Several recent studies have examined the effects of Texas charter schools on student achievement, finding that Texas charter schools generally have performance levels that fall short of the state's traditional district schools. In 2009, researchers at RAND considered the effects of charter schools on students' testing outcomes in eight states, including Texas (Zimmer, Gill, Booker, Lavertu, Sass, & Witte).[41] RAND identified students who transferred to a charter school from a traditional district school and compared achievement gains for the same students in each educational setting. Relative to other states, RAND noted that students who transferred to Texas charter schools tended to be "much lower achieving than their former peers" (p. xii); however, the transfer to a Texas charter school had a negative overall effect on students' achievement. RAND's analyses of Texas' outcomes did not include high school

[39] The most current data available at the time of the report's writing.

[40] Similar to analyses of TAKS scores included in chapter 7, results presented in this chapter do not include students in Grade K through 3, because these students do not have prior year testing information.

[41] RAND's analyses considered charter school outcomes in Illinois (Chicago), California (San Diego), Pennsylvania (Philadelphia), Colorado (Denver), Wisconsin (Milwaukee), Ohio, Texas, and Florida.

students, but found that elementary and middle school students who transferred to Texas charter schools reduced their gains in math and reading at statistically significant levels.

CREDO also completed a multi-state analysis of charter schools' effects on student achievement that included Texas in 2009. CREDO studied charter school outcomes in 16 states that collectively enroll more than 70% of the nation's charter school students,[42] using Virtual Control Record (VCR) methodologies[43] to match charter school students to their "virtual twins" at the traditional district schools charter students previously attended. Virtual twins were matched on demographic traits (e.g., gender, ethnicity, economic disadvantage), grade levels, whether they received special education student services or were characterized as LEP, and previous test scores in reading and math. Once twins were identified, researchers compared differences in learning gains in math and reading using subsequent testing outcomes. Across all states included in the study, CREDO found that relative to traditional district schools, 17% of charter schools improved students' test scores, about half produced roughly similar outcomes, and students in more than a third (37%) of charter schools had achievement outcomes that were significantly worse than those of their traditional district twins (2009a). CREDO also presented outcomes for individual states in separate, state-specific reports. The report for Texas found that students attending charter schools experienced reduced math and reading achievement gains relative to students who remained in the state's traditional district schools; however, Texas' low-income students fared better in charters than in traditional district schools (2009b).

DATA SOURCES

Analyses presented in this chapter rely on testing, demographic, and attendance data included in PEIMS for the 2004-05 through the 2008-09 school years. Researchers identified grade-level cohorts of students attending Generation 11, 12, and 13 open-enrollment charter schools during the 2008-09 school year who also were enrolled in Texas public schools during the 2005-06 school year and tracked backwards through annual PEIMS data to identify the traditional district schools that open-enrollment charter students attended during the 2005-06 school year. The 2005-06 school year was used to identify student matches because it was the first year in which it was possible to match students in Grade 4 with other students who may have attended the same traditional district school. That is, students in Grade 4 were in Grade 1 in 2005-06.[44]

Once this set of traditional district campuses was identified, researchers were able to match open-enrollment students to students in the same grade levels with similar demographic and testing characteristics who remained in traditional district schools in 2008-09. However, identified traditional district student matches did not necessarily remain in the same schools because students progressed in grade levels across years. For example, most students attending the seventh grade in 2005-06 would have advanced to the tenth grade in 2008-09 and likely attended a traditional district high school rather than the middle school in which matches were identified.

Students attending campus charter schools are omitted from analyses because a number of issues related to campus charter student enrollment patterns complicate the use of PSM methods. As discussed in earlier chapters, many campus charter students may not have actively chosen to attend a charter program—they enrolled in campus charters simply because they were their neighborhood schools. Further, many campus charter students attended the school when it was a traditional district school and remained in the school

[42]In addition to Texas, the CREDO study included Arkansas, Arizona, California, Colorado (Denver), District of Columbia, Florida, Georgia, Illinois (Chicago), Louisiana, Massachusetts, Minnesota, Missouri, New Mexico, North Carolina, and Ohio.
[43]For more information on VCR matching methods, visit the Northwest Evaluation Association Website at www.NWEA.org.
[44]Enrollment in kindergarten is not mandatory in Texas.

after it converted to charter status, which precludes researchers from identifying student matches at the schools they previously attended because no change in enrollment has taken place. Finally, campus charters may be operated as separate instructional programs within a larger traditional district school—a school within a school—and data limitations do not permit researchers to identify students enrolled in the charter program from those students who attend the traditional district school.

METHODOLOGY

The analyses presented in this chapter use PSM methodologies to match students attending open-enrollment charter schools to similar students enrolled in the traditional district schools previously attended by charter students. PSM is a statistical technique that offsets many of the inherent limitations that occur when students are not randomly assigned to receive an educational treatment, such as attending a charter school. The sections that follow provide a brief introduction to PSM statistical methods, and Appendix C contains a detailed discussion of PSM techniques.

The Problem of Non-Random Selection or Selection Bias

Selection into open-enrollment charter schools is necessarily non-random because students or parents must actively choose to attend an open-enrollment charter school, and this choice may be driven by student or family characteristics that affect educational outcomes. Suppose, for example, that well-educated parents with high-achieving children opt out of traditional district schools and choose to enroll in charter schools. In comparing the testing outcomes of charter and traditional district schools, charter schools may appear to do a better job of educating students because their students have better overall test scores. However, it is hard to determine the true source of charter students' achievement because the background characteristics that caused students to choose charters also influenced their test scores (i.e., academic interest and motivation). If, however, researchers were able to match charter school students with students in district schools that had similar backgrounds and prior achievement levels, comparisons of testing outcomes would provide a more accurate estimate of the effects of charter schooling.

Propensity Score Matching

PSM provides a method to match non-randomly selected treatment units, such as students who choose charter schools, with control units, such as students in district schools, who are nearly identical in terms of their observed pre-treatment characteristics. Once appropriately similar matches have been identified, it is possible to gain a largely unbiased estimate of the average effect of treatment on the treated, or ATT, by comparing average outcomes between the two groups. That is, the ATT represents the average difference in the observed outcome between charter and traditional district students across all matched observations.

Matching strategies. PSM provides several statistical approaches to identifying matches, and this chapter presents estimates of charter schools' ATT using four methods: (1) Kernel Matching (ATTK), (2) Stratification Matching (ATTS), (3) Nearest Neighbor Random Draw (ATTND), and (4) Nearest Neighbor with Replacement (ATTNW). A detailed discussion of PSM methods and each matching technique is included in Appendix C. While none of the methods is necessarily superior to the others, consideration of ATT results produced by multiple matching methods provides support for the accuracy, or robustness, of charter schools' estimated effects (Becker & Ichino, 2002).

Estimated outcomes. Similar to the CREDO study, the analyses presented in this chapter match students attending new Generation 11, 12, and 13 open-enrollment charter schools during the 2008-09 school year to students who attended the traditional district schools previously attended by charter students but who remained in traditional district schools rather than enrolling in new charter schools. Findings for the average effect of the treatment (charter schools) on the treated (students), or ATT, are estimated for four

outcomes: (1) spring 2009 reading/ELA TAKS scores, (2) spring 2009 math TAKS scores, (3) 2008-09 attendance rates, and (4) grade level retention in 2008-09 (i.e., a student is enrolled in the same grade in 2008-09 and 2009-10). Although there are some variations across models in terms of matching characteristics, charter students are matched with traditional district students in the same grade level who attended the same traditional district school in 2005-06 using prior TAKS reading and math scores, demographic characteristics (i.e., gender, ethnicity, economic disadvantage), and participation in special education and ELL programs. Supplementary tables presented in Appendix C provide detailed information about the variables used to identify matches for each outcome using each matching method for individual grade level models estimated for students in Grades 4 through 11.

Limitations. Although PSM methodologies provide a means to match students on those variables that are observable in terms of data (i.e., ethnicity, gender, grade level), they are not able to match students on unobservable characteristics that may play a strong role in determining outcomes (e.g., motivation, awareness of school alternatives, interest in special instructional programs), and unobserved characteristics may include factors that motivate students and their families to choose charter schools. Therefore, the methodology is limited in its ability to eliminate selection bias that may occur due to unobserved student characteristics.

THE CHARACTERISTICS OF NEW OPEN-ENROLLMENT CHARTER SCHOOL STUDENTS INCLUDED IN PSM ANALYSES

As discussed in Appendix C, students included in PSM analyses must have complete information across the range of variables used to estimate the propensity score, and even when students have complete information, they may be omitted from analyses because no appropriate matches can be found. Although the use of multiple matching methods offsets the likelihood that an open-enrollment charter school student will not find a traditional district student match, some students, particularly those with unusual combinations of characteristics, still may not find matches.[45] Results presented in Table C.1 in Appendix C indicate that about 96% of the 5,177 students in Grades 4 through 11 who attended Generation 11, 12, and 13 open-enrollment charter schools during the 2008-09 school year and attended a traditional district school during the 2005-06 school year had complete data across the range of variables used to estimate propensity scores for the evaluation's analyses. Across grade levels, the percentage of students with complete data ranged from a high of 98% in Grade 6 to a low of 86% in Grade 11. Of the 4,956 charter school students with complete data, about 74% (3,660 students) were matched to traditional district students with similar characteristics, which is about 71% of the total 5,177 student sample identified for analyses.[46] As presented in Table C.1, the matching rate for students with complete data was highest in Grade 4 (81%) and lowest in Grade 11 (55%).

The loss of student observations because of incomplete data and the lack of appropriate matches raises concerns as to whether the students included in analyses are representative of the larger population of open-enrollment students identified for analyses. Table 8.1 presents demographic characteristics and special education and ELL participation for *all students* in Grades 4 through 11 attending Generation 11, 12, and 13 open-enrollment charter schools during the 2008-09 school year who were identified for analyses (i.e., attended a traditional district school in Texas during the 2005-06 school year), the demographic characteristics of those *students with complete data* and of those *students included in PSM analyses* (matched students).

[45]See the discussion of students who fall outside the region of common support included in Appendix C.
[46]Information presented in Appendix C provides detailed information about the variables included for each ATT estimate included in this chapter.

To assess whether the sample of students included in PSM analyses were statistically different from all students attending new charter schools, researchers conducted *t*-tests[47] comparing the means of the two groups (i.e., "All Students" and "Students Included in PSM Analyses"). Results disaggregated by grade level are presented in Tables C.3 through C.4 in Appendix C.

Table 8.1. Characteristics of All Students (Grades 4 Through 11) Attending New Open-Enrollment Charter Schools, Students with Complete Data, and Students Included in PSM Analyses

Characteristic	All Students[a] (N=5,177)	Students with Complete Data (n=4,956)	Students Included in PSM Analyses (n=3,660)
Female[b]	50.57%	50.87%	51.56%
African American	12.09%	12.15%	11.31%*
Hispanic	50.59%	51.03%	53.80%**
White	27.33%	26.53%	25.16%**
Economic disadvantage	47.77%	47.92%	49.02%*
English language learner	3.77%	3.67%	3.39%
Special education	5.00%	4.54%	2.92%**

Results of two-tailed *t*-test: *$p < .05$; **$p < .01$, when comparing the means of the two groups: All Students vs. Students Included in PSM Analyses.

Source: Texas Education Agency Public Education Information Management System data files 2008-09.

[a]Students attending Generation 11, 12, and 13 open-enrollment charter schools in 2008-09 who also attended traditional public schools in Texas during the 2005-06 school year.

[b]The percentage of male students is the difference between the percentage of female students and 100%.

Although sample differences vary considerably by grade levels (see Appendix C), results presented in Table 8.1 indicate that the total sample of students in Grades 4 through 11 included in PSM analyses was statistically different from all new charter school students in Grades 4 through 11 in terms of the percentage of African American and White students (slightly underrepresented for each group), Hispanic and low-income students (slightly overrepresented for each group), ELL students (underrepresented), and students participating in special education services (underrepresented). In terms of differences at individual grade levels presented in Appendix C, the Grades 4 through 8 PSM samples reflected few statistically significant differences across characteristics, while the Grade 9 through 11 samples differed across many characteristics. Recognizing that new charter students included in PSM analyses may not be representative of all students attending new charter schools, readers are encouraged to consult supplemental Tables C.3 through C.4 in Appendix C for differences by individual grade level and to consider differences when interpreting results.

THE EFFECT OF ATTENDING A NEW OPEN-ENROLLMENT CHARTER SCHOOL ON STUDENTS' 2009 READING/ELA AND MATH TAKS SCORES

As discussed in chapter 7, TAKS is not a vertically equated test.[48] That is, scale scores are not comparable between grade levels because performance standards vary from grade to grade. To offset the lack of linkage between performance-based scales at different grade levels, this chapter, like chapter 7, incorporates a standardized score known as a *T* score, which has a mean of 50 and a standard deviation of 10. The sections that follow present the estimated effects of attending a new open-enrollment charter

[47]A *t*-test is calculated by dividing the difference between sample means by the standard error of the difference between sample means. Although results presented in Table 8.1 are expressed as percentages, values also represent the mean, or average, values of binary variables coded "1" if a student observation possessed the characteristic and "0" if otherwise.

[48]TEA developed vertically aligned reading and mathematics TAKS in Grades 3 through 8 in 2009.

school on students' spring 2009 reading/ELA and math TAKS *T* scores. Although there are some variations across models, in most models for students in Grades 4 through 7 open-enrollment students were matched to demographically similar traditional district students in the same grade levels with similar prior year TAKS scores who attended the same traditional district schools attended by open-enrollment charter students during the 2005-06 school year. However, the balancing requirements[49] of PSM models precluded the identification of matches for charter students in Grades 8 through 11 with traditional district students in the *same* school that charter students attended during the 2005-06 school year. In order to meet the PSM balancing requirements, charter students in Grade 8 and 9 were matched to students in the same grade levels with similar prior year TAKS scores who attended the set of *all* traditional district schools attended by charter students during the 2005-06 school year.[50] Students in Grades 10 and 11 were matched to demographically similar students with similar prior year TAKS scores who attended the set of *all* traditional district schools attended by charter students in 2005-06. That is, matches for students in Grades 8 through 11 were identified using somewhat broader criteria than were used for students in Grades 4 through 7.

TAKS Reading/ELA Outcomes

Table 8.2 presents ATT estimates for new open-enrollment charter schools' effects on students' spring 2009 reading/ELA TAKS (*T* score) performance for each grade level tested and using each of the evaluation's four approaches to PSM estimates. Tables C.5 through C.7 included in Appendix C present the sample sizes and variables included in each estimate, and Table C.8 presents standard errors (SE) and estimated *t*-statistics for each of the ATT estimates included in Table 8.2.

Table 8.2. Effect of New Open-Enrollment Charter Schools on 2009 Reading/ELA TAKS Outcomes (*T* Scores): Grades 4 through 11 by Matching Method

	Matching Method			
Grade Level	ATTK	ATTS	ATTND	ATTNW
Grade 4	-0.381	-1.102**	-1.478**	-1.534**
Grade 5	0.912**	-0.303	-0.252	-0.239
Grade 6	2.161**	-0.009	-0.389	-0.784*
Grade 7	1.382**	-0.562*	-0.237	-0.438
Grade 8	1.523**	-0.388	-0.926*	-1.155**
Grade 9	-0.954*	-0.985*	-0.321	-0.556
Grade 10	0.365	0.481	0.360	0.360
Grade 11	-0.027	-0.370	-1.556	-1.556

*$p < .05$; **$p < .01$.

Source: Texas Education Agency Public Education Information Management System data files 2004-05 to 2008-09.

With the exception of negative effects in the fourth and ninth grades, PSM results for the effect of open-enrollment charter schools on students' reading/ELA testing outcomes are inconsistent. Some statistically significant effects suggest positive outcomes, while others suggest negative results. The lack of statically significant and consistent results provides weak evidence that new charter schools had an effect on students' 2009 reading/ELA outcomes at most grade levels. That is, the students' performance on the reading/ELA TAKS was unrelated to the type of school they attended (i.e., traditional district school or open-enrollment charter school).

[49]A discussion of PSM's balancing requirements is included in Appendix C.

[50]For these students matches were drawn from a larger pool. That is, instead of matching charter students to traditional district students who had attended the same school in 2005-06, charter students were matched to traditional district students in the same grade levels attending any of the traditional district schools that enrolled charter students in 2005-06.

TAKS Math Outcomes

Table 8.3 presents similar findings for students' math outcomes. The table's values represent the effect of attending a new open-enrollment charter school on students' spring 2009 math TAKS *T* scores at each tested grade level. Tables C.5 through C.7 included in Appendix C present the sample sizes and variables included in each estimate, and Table C.9 presents SEs and estimated *t*-statistics, for each of the ATT estimates included in Table 8.3.

Table 8.3. Effect of New Open-Enrollment Charter Schools on 2009 Math TAKS Outcomes (*T* Scores): Grades 4 through 11 by Matching Method

	Matching Method			
Grade Level	ATTK	ATTS	ATTND	ATTNW
Grade 4	-2.029**	-2.756**	-2.877**	-2.950**
Grade 5	-2.300**	-3.242**	-3.175**	-3.283**
Grade 6	-0.444	-2.450**	-2.373**	-2.809**
Grade 7	0.242	-1.713**	-1.789**	-1.903**
Grade 8	-0.656*	-2.368**	-2.857**	-3.068**
Grade 9	1.448**	1.409**	2.253**	1.969**
Grade 10	2.607**	2.680**	2.475*	2.475*
Grade 11	0.958	0.596	-0.476	-0.476

*$p < .05$; **$p < .01$.

Source: Texas Education Agency Public Education Information Management System data files 2004-05 to 2008-09.

Results for TAKS math outcomes suggest that students in Grades 4 through 8 had reduced math outcomes relative to similar students who remained in traditional district schools. ATT estimates are consistently large, negative, and statistically significant across all matching methods for students in Grades 4, 5, and 8, and large, negative, and statistically significant across three matching methods for students in Grades 6 and 7. In contrast, results for students in Grades 9 and 10 are consistently positive and statistically significant across all matching methods.

Although matches for students in Grades 8 through 11 were identified using less rigorous criteria than for students in other grades, the finding that charter schools may have a positive effect on students' math outcomes in Grades 9 and 10 is consistent with prior research conducted by RAND (Zimmer et al., 2009). While further study is needed to identify the source of this effect, RAND's analysis suggests that improved testing outcomes may be the product of charter school grade configurations. Unlike most traditional districts, many charter schools serve students in both the middle and high school grades (e.g., Grades 6 through 12), which eliminates the transition between middle and high school. RAND notes that the transition to high school is "often a difficult one" and that "keeping students in the same schools from seventh grade (or earlier) through 12th grade" may improve academic outcomes and reduce dropout rates (Zimmer et al., p. xviii). If eliminating the transition to high school is associated with improved achievement, this finding may have implications for traditional districts, as well as charter schools.

THE EFFECT OF NEW OPEN-ENROLLMENT CHARTER SCHOOLS ON STUDENTS' 2008-09 ATTENDANCE AND GRADE LEVEL RETENTION RATES

The following sections present findings for the effect of new open-enrollment charter schools on students' 2008-09 attendance and grade level retention rates. Attendance rates are defined as the percentage of school days that students attended school during the 2008-09 school year. On average, open-enrollment charters and traditional district schools that operated statewide during the 2008-09 school year had similar attendance rates, about 94% for each set of schools. Grade level retention is a binary variable in which students are coded "1" if PEIMS attendance data show that they were enrolled in the same grade for the

2008-09 and 2009-10 school years, and "0" if otherwise. Open-enrollment charter schools tend to have higher grade-level retention rates than traditional district schools in large part because many open-enrollment charters are designed to serve students who struggle academically and are at risk of failure. In 2008-09, while about 6% of students attending traditional district schools were retained at grade level, the grade-level retention rate in open-enrollment charters exceeded 13%.

Similar to matching for students reading and math outcomes, there were variations across grade levels in producing "balanced" ATT estimates of the effect of new open-enrollment charter schools on students' attendance and grade level retention rates. For charter students in Grades 4 through 8, the PSM estimates for these outcomes are based on matches with traditional district students who were demographically similar, had similar levels of prior academic achievement, and who attended the same school as charter students in 2005-06. However, the balancing requirements of PSM precluded the matching of students in Grades 9 through 11 with students attending the same schools in 2005-06 and with students with similar levels of achievement. Therefore, students in Grades 9 through 11 are matched with demographically similar students who attended the set of *all* traditional district schools attended by charter students in the same grade level in 2005-06.

Attendance Rates

The ATT estimates for new open-enrollment charter schools' effects on students' average 2008-09 attendance rates are presented in Table 8.4. Tables C.10 and C.11 included in Appendix C present the sample sizes and variables included in each estimate, and Table C.12 presents SEs and estimated *t*-statistics for each of the ATT estimates presented in Table 8.4.

Table 8.4. Effect of New Open-Enrollment Charter Schools on 2008-09 Attendance Rates: Grades 4 through 11 by Matching Method

	Matching Method			
Grade Level	ATTK	ATTS	ATTND	ATTNW
Grade 4	-0.235*	-0.298*	-0.372*	-0.458**
Grade 5	-0.206*	-0.049	-0.118	-0.196
Grade 6	0.087	0.000	0.098	0.056
Grade 7	0.081	-0.020	0.076	0.076
Grade 8	0.039	-0.140	0.088	0.088
Grade 9	1.606**	1.851**	1.861**	1.861**
Grade 10	1.314**	1.364**	1.216**	1.216**
Grade 11	0.398	0.463	0.402	0.402

*$p < .05$; **$p < .01$.

Source: Texas Education Agency Public Education Information Management System data files 2004-05 to 2008-09.

Results indicate that new open-enrollment charter schools had a negative effect on students' attendance rates in Grade 4 and largely no effect on attendance rates in Grades 5 through 8. Results indicate a positive effect of charter schools on attendance rates in Grades 9 and 10; however, matches were more broadly defined for these grade levels. Given the established link between student attendance and testing outcomes (Baker & Jansen, 2000; Gleason & Dynarski, 1998; Landin, 1996; Mayer & Mitchell, 1993; Newman, 1992), the results presented in Table 8.4 may provide support for findings presented in Table 8.3 indicating that new open-enrollment charter schools positively affected 2009 math outcomes for students in Grades 9 and 10.

Grade Level Retention Rates

Table 8.5 presents the ATT estimates for new open-enrollment charter schools' effects on the probability that a student was retained in the same grade level during the 2008-09 school year. Positive values indicate an increased likelihood of retention, and negative values indicate a reduced likelihood of retention. As noted earlier, students were identified as retained if the PEIMS attendance data indicated that they were enrolled in the same grade level during the 2008-09 and 2009-10 school years. Tables C.13 and C.14 in Appendix C present the sample sizes and variables included in each ATT estimate, and Table C.15 presents standard errors (SEs) and estimated *t*-statistics for each of the ATT estimates included in Table 8.5.

Table 8.5. Effect of New Open-Enrollment Charter Schools on 2008-09 Grade Level Retention: Grades 4 through 11 by Matching Method

	Matching Method			
Grade Level	ATTK	ATTS	ATTND	ATTNW
Grade 4	-0.002	0.001	0.000	0.002
Grade 5	0.026**	0.030**	0.037**	0.038**
Grade 6	0.002	0.004	0.003	0.003
Grade 7	0.000**	0.000**	0.000	0.000
Grade 8	0.006	0.010*	0.005	0.005
Grade 9	-0.011	-0.019	-0.022*	-0.022*
Grade 10	-0.003	0.000	0.003	0.003
Grade 11	0.136	0.004	0.005	0.000

*$p < .05$; **$p < .01$.

Source: Texas Education Agency Public Education Information Management System data files 2004-05 to 2009-10.

In Texas, students may be promoted to the next grade "only on the basis of academic achievement or demonstrated proficiency of the subject matter of the course or grade level" (TEC § 28.021). Although a range of policies affect student promotions (e.g., parent appeal processes, district-level requirements), in 2008-09, Texas students in Grade 5 were promoted to Grade 6 if they passed TAKS in both reading and math (TEA, 2008).

The findings presented in Table 8.5 suggest that students in Grade 5 were more likely to be retained if they attended a new open-enrollment charter school. Although the differences in average outcomes are very small, ATT estimates are positive and statistically significant at the 99% level of confidence across matching methods for students in Grade 5. This finding coupled with results indicating that fifth-grade students attending new open-enrollment charter schools experienced reduced math TAKS outcomes relative to students who remained in traditional district schools (see Table 8.3) may suggest that fifth-grade charter students were not promoted because they experienced challenges in passing the TAKS math test. In addition, results provide evidence that students in Grades 7 may be more likely and students in Grade 9 may be less likely to be retained than their counterparts in traditional district schools. Again, while these differences in average retention outcomes are statistically significant, the magnitude of differences suggests that in practical terms, effects are negligible.

SUMMARY

Findings presented in this chapter indicate that the reduced sample of students included in PSM analyses may not be representative of the larger population of Generation 11, 12, and 13 charter students in Grades 4 through 11 who also attended traditional district schools in 2005-06. In the aggregated sample, which includes all grade levels, students included in analyses differed in terms of the percentage of African American, Hispanic, and White students; low-income students; and students participating in special

education programs. However, differences in the aggregate sample are not fully reflected in differences by grade level presented in Appendix C. While there were few significant differences in student characteristics in Grades 4 through 8, students in Grades 9 through 11 differed across most characteristics.

Results from the analyses of the effect of new open-enrollment charter schools on students' TAKS performance suggest that open-enrollment charter schools had a no effect on students' reading/ELA outcomes, with the exception of Grade 4, in which charter students' experienced reduced outcomes relative to students who remained in traditional district schools. However, results consistently indicate that new open-enrollment charter school students in Grades 4 through 8 experienced reduced TAKS math outcomes relative to matched students remaining in traditional district schools.

Although matches for students in Grades 9 and 10 were identified using less rigorous criteria than for students in most other grades, results presented in this chapter provide some evidence that ninth- and tenth-grade students attending new open-enrollment charter schools had improved TAKS math outcomes relative to students who remained in traditional districts schools. These findings are bolstered by analyses that indicate that charter students in Grades 9 and 10 also had better attendance rates than matched students in traditional district schools. As discussed earlier in the chapter, increased attendance has an established relationship to improved testing outcomes. Although more research is needed to identify the source of new open-enrollment charter schools' positive effects on ninth- and tenth-grade student outcomes, some research (Zimmer et al., 2009) has suggested that charter schools may improve high school achievement because many charters offer unusual grade configurations (e.g., Grades 6 through 12) that eliminate the often difficult transition from middle school to high school that is common in most traditional districts.

CHAPTER 9
RESPONSES TO EVALUATION RESEARCH QUESTIONS AND DISCUSSION OF FINDINGS

The Evaluation of New Texas Charter Schools considers the experiences and outcomes of the state's new charter schools, focusing on the startup experiences of charter schools that first began serving students during the 2006-07, 2007-08, 2008-09, and 2009-10 school years, or Generation 11, 12, 13, and 14 charter schools. TEA categorizes charter schools in "generations" determined by the years in which schools are authorized to begin serving students as charter schools.

The evaluation has drawn on qualitative, quantitative, and survey data to address six research questions:

1. How are federal CSP funds used to implement new charter school programs?
2. What processes and practices guide the planning of new charter schools?
3. What processes and practices guide the implementation of new charter school programs?
4. How effective are new charter schools at designing and implementing successful educational programs?
5. What is the effect of charter school maturity on students' academic outcomes?
6. How do students at new charter schools perform academically relative to comparable students at traditional district schools?

This chapter presents responses to each of the evaluation's research questions and discusses key findings as well as their implications for further research. Recall that complete findings for Research Question 2 were presented in the evaluation's second interim report (February 2011). While the final report does not repeat results for Research Question 2, this chapter contains a summary of the second interim report's findings for this question.[51]

EVALUATION RESEARCH QUESTIONS

The following sections provide responses to Research Question 1 and Research Questions 3 though 6 drawn from results presented in this report's chapters and present a summary of findings for Research Question 2 drawn from results presented in the evaluation's second interim report (February 2011).

Research Question 1: How Are Federal CSP Funds Used to Implement New Charter School Programs?

The federal system of CSP grants provides new charter schools with funding across 3 years. Up to 18 months of funding may be used to support the planning of the new charter school and up to 2 years of funding may be used for implementation of its program. Although most data reported in the evaluation's final report are for the 2009-10 school year, the most current CSP data available at the time of the report's writing were for the 2008-09 school year. Research Question 1 addresses the use of CSP funding to support new charter school programs, including the ways in which open-enrollment charter schools use funding across the planning and implementation periods of the grant. These findings are presented in the sections that follow.

New charter schools' use of CSP funds across years. Across the 2000-01 through the 2008-09 school years, both open-enrollment and campus charter schools tended to use the largest share of CSP funding to support instruction, although campus charters were able to devote more funding to instruction due to district support for school operations. Relative to campus charters, open-enrollment charter schools spent

[51]See the full report, Evaluation of New Texas Charter Schools (2007-10): Second Interim Report, at the following website: http://www.tea.state.tx.us/index2.aspx?id=2147485609

larger proportions of funding on categories related to school maintenance and operation and general administration.

Relative to data presented in the second interim report (2000-01 to 2007-08), the 2008-09 CSP data reflected some shifts in the use of funds for campus charters. Across previous years, campus charters spent about 45% of funding on professional and contracted services and about 24% on supplies and materials. However, in 2008-09, campus charters recorded spending only 31% of funding on professional and contracted services, while expenditures on supplies and materials increased to about 47% of funding. In prior years, campus charters spent about 64% of CSP funding on basic educational services and about 24% on accelerated education programs for at-risk students. In 2008-09, however, campus charters spent about 45% of CSP funding on basic educational services and about 47% of funds for accelerated education. These shifts likely reflect increases in the number of new campus charter schools implementing programs for struggling students. For example, 25% of new campus charter elementary and middle schools reported implementing programs for at-risk students, and 20% of surveyed campus charter high school principals indicated their schools offered dropout recovery programs.

Differences in the use of CSP funding across open-enrollment and campus charter schools. Variations in open-enrollment and campus charter schools' use of CSP funding reflect differences in the types of support schools receive. Because campus charter schools are district entities, many receive considerable support for facilities, administration, and school operations from their parent districts. This support is reflected in the trends discussed in the previous section. Notably, the presence of district support enables campus charter schools to devote more CSP funding to instruction. In contrast, open-enrollment charter schools use larger proportions of CSP funding for issues related to facilities and administration.

The use of CSP funds during planning vs. implementation periods. Comparisons of new charter schools' use of CSP funds across the planning and implementation periods of the grant indicate that charters use proportionately more planning funding for payroll costs and proportionately more implementation funding for capital outlay and supplies and materials. Although campus charters did not receive planning funds during the evaluation period, comparisons of campus and open-enrollment charter schools' use of implementation funding found that open-enrollment charters used more implementation funding for professional and contracted services than did campus charters. This difference may reflect the need for open-enrollment charter schools to contract for services that campus charter schools receive from their parent districts (e.g., facilities maintenance).

Research Question 2: What Processes and Practices Guide the Planning of New Charter Schools?

Research Question 2 considers the planning of new charter school programs, including the characteristics of charter school founders and planning staff, the role of local communities in charter school planning processes, the planning challenges charter school operators encounter, and the ways in which challenges are overcome. The evaluation's approach to understanding charter schools' planning processes relied on information collected through interviews with new charter school founders, administrators, and board members conducted as part of site visits to seven Generation 13 charter schools during the 2008-09 school year. Complete findings for Research Question 2 were presented in chapter 4 of the evaluation's second interim report (February 2011). The sections that follow summarize findings from the second interim report; however, readers are cautioned that results are limited to site visit charter schools and may not be reflective of all new Texas charters.

New charter school founders. The Generation 13 charter schools included as evaluation case studies were founded by entities with different areas of expertise, and schools' start-up experiences were strongly influenced by their founders' backgrounds. For example, case study charters founded by educators and

entities that operated other charter programs (i.e., CMOs) benefitted from founders' backgrounds and knowledge of charter school operations. In contrast, charter schools founded by entities without educational backgrounds reported experiencing challenges resulting from founders' lack of experience working in public education. Two case study charters were founded by social service entities seeking to expand their programs to include an educational component. These schools experienced some early challenges when managers from social services entities, who lacked public education experience, were assigned to serve as charter school administrators. Both schools had made administrative changes by their second year of operation, and had hired school leaders with experience working in public schools.

Community involvement in new charter schools. Most of the evaluation's case study charter schools made efforts to include their communities in the process of founding schools. Community members participated in planning meetings and petitions to district governing boards (campus charter school conversion), and the governing boards of nearly all case study charters included community representatives.

New charter school governing boards. New charter school governing boards generally sought to include the range of individuals and interests reflected in the school. New charter schools that were founded by CMOs were overseen by the CMO's governing board or had board members who served on both the CMO's and the individual school's governing boards. Similarly, charter schools founded by social service entities had board members that also served on the board of their respective social service organizations. In addition, charter schools included parent, teacher, and community representatives on their boards, and the one university-founded charter school included university faculty on its board.

New charter school application processes. Open-enrollment and university charter schools complete application processes overseen by TEA for the SBOE and are authorized by the SBOE, and all case study charter schools authorized in this way described challenges in the process. Most challenges arose from difficulties in obtaining timely and accurate information. Founders noted that it was challenging to identify timelines and due dates for requirements and that it was difficult to discern which state requirements applied to charter schools and which did not. Campus charter schools complete authorization processes defined by their individual districts, and neither campus charter included as a case study for this evaluation identified any challenges in its application process.

Research Question 3: What Processes and Practices Guide the Implementation of New Charter School Programs?

Research Question 3 addresses the ways in which new charter schools obtain the resources required to begin operating their programs, including facilities and staff, and how new charter schools recruit enrollment. In addition, Research Question 3 considers the reasons students and parents choose new charter schools. Results presented in the sections that follow are drawn primarily from spring 2010 surveys of new charter school principals, teachers, students, and a survey of parents of students attending new charter schools, but also include findings drawn from spring 2009 surveys (second interim report). In addition, the discussion includes results from the evaluation's 2-year case studies of seven Generation 13 charter schools. Across generations, the implementation experiences of new charter schools of the same type tended to be much the same across evaluation years; however, there were differences between the experiences of campus and open-enrollment charter schools that were linked to variations in their sources of support.

New charter school facilities. Most campus charter schools that participated in spring 2010 surveys remained in district facilities, and for the most part, these schools did not have lease or mortgage payments because facilities costs were addressed by their parent districts. However, surveyed new open-enrollment charter school principals reported that schools were located in diverse settings, including college or university buildings, retail spaces, warehouses, church buildings, and office spaces, as well as

in custom built facilities. Across both types of charters, surveyed principals reported few serious challenges in terms of school facilities, but noted ongoing concerns about school space.

In the case of new open-enrollment charters, space limitations tended to be related to schools' growth in terms of serving additional grade levels. Like Viewpoint Academy, a case study charter school, many open-enrollment charters begin serving a few grade levels (e.g., Grades 4 through 6) and plan to expand to serve additional grades as students progress. This strategy causes challenges for some schools because their existing facilities do not have additional classroom space or the types of classroom space needed to accommodate specific courses (e.g., chemistry labs) offered in subsequent grade levels. Notably, 72% of open-enrollment principals responding to spring 2010 surveys indicated that their school planned to expand to serve additional grade levels, but only 48% indicated that their current facility would accommodate such expansion. Campus charter principals also noted space issues as their primary facilities challenge; however, their challenges were more likely to arise from greater crowding in classrooms as their schools attracted more students in existing grade levels. Few surveyed campus charter principals (25%) indicated that their schools would expand to serve additional grades.

Recruiting staff. Across years, results from the evaluation's surveys indicate that both campus and open-enrollment charters relied heavily on word of mouth to recruit teachers and staff. In addition, most open-enrollment charters advertised in local newspapers and participated in university and regional recruitment events, while a large proportion of campus charters relied on referrals from their parent districts to recruit staff.

In terms of challenges to recruiting, principals in both open-enrollment and campus charter schools reported that low pay levels limited their ability to attract qualified and experienced teachers, particularly in hard to staff subjects such as science and math. While a few surveyed teachers reported salary as a primary reason for choosing to work in new charter schools, generally surveyed teachers in both open-enrollment and campus charters indicated that they chose to work in new charter schools because they were attracted to schools' missions and goals, high academic standards, and small class sizes. Teachers also reported that they appreciated the opportunity to be part of a reform effort and to work with like-minded educators.

It is important to note that teachers responding to the survey had already agreed to work in charter schools for what principals have described as low salaries and, as a result, teachers who thought that a higher salary was important were not generally included in the survey population (i.e., new charter school teachers). The principal and teacher survey responses taken together suggest that charter school operators may not be able to recruit the teachers with the qualifications they desire and are employing less qualified staff who are willing to work for lower salaries.

Recruiting students. Surveyed principals in new open-enrollment and campus charters reported across evaluation years that parent and student word of mouth drew the largest shares of their enrollments. Correspondingly, surveyed parents in both types of charters indicated that they learned about new charter school offerings from other parents whose children attended the schools. Many open-enrollment charters also use printed advertisements and brochures to market their programs, while many campus charters relied on their parent district to refer students to their schools. Principals at both open-enrollment and campus charters indicated that it was difficult to compete with traditional district schools for enrollment because many charters lacked the resources to offer extracurricular programs that appeal to many students and parents.

Reasons parents choose charter schools. Students attending both open-enrollment and campus charter schools were most likely to have attended a traditional district school before enrolling in a charter. Most parents reported that they were satisfied with their children's previous schools, but chose charter schools because they offered appealing educational programs, strong student discipline policies, small school size,

and taught moral values that were aligned with those of the parents. Parents also reported that they thought new charter schools had good teachers who were able to address their children's specific educational needs. Principals of both open-enrollment and campus charters reported that parents chose charter schools because they offered special programs that were not available in traditional district schools (e.g., dual language programs), and because the small size of most charter schools enabled students to learn in environments in which they felt safe and nurtured.

Research Question 4: How Effective Are New Charter Schools at Designing and Implementing Successful Educational Programs?

Research Question 4 considers the ways in which new charter schools design and implement their programs and addresses whether the research-identified components of effective schools are present in new charter school programs. The components of effective schools include a clear mission and high expectations for student achievement, a safe and orderly school environment, and opportunities for parent involvement, as well as a focus on instruction and opportunities for teachers' professional growth (Levine & Lezotte, 1990). The following sections present findings addressing the presence of these components in new charter schools.

Establishing a clear mission and high expectations for student success. Surveyed teachers in both open-enrollment and campus charters were generally in agreement that their school administrators clearly communicated goals and expectations to students, staff, and parents, and that their schools had high expectations for student achievement. Teachers also agreed that school administrators maintained communication with students' parents, and nearly all parents surveyed in spring 2009 and 2010 in both types of schools (more than 90%) reported communicating with school staff and participating in parent-teacher conferences.

Although surveyed teachers felt their schools had effective leaders, results from the evaluation's 2-year case studies of seven Generation 13 charter schools indicated that some schools experienced challenges related to ineffective leadership and high rates of administrative turnover. Of the seven case study sites, six schools experienced leadership changes in their first 2 years of operation. The effects of leadership changes were varied. In some schools, new leaders had more experience working in public education and had higher expectations for students and staff. However, some case study sites continued to struggle with inexperienced school leaders who lacked the skills needed to establish new educational programs.

Establishing safe and orderly school environments. Across evaluation years, results indicate that the small size of most charter schools contributes to feelings of safety in students and staff. Surveyed teachers and students generally agreed that their schools had safe and orderly environments, and many students responding to open-ended survey items noted that small school size enabled them to feel safe because they knew their classmates and school staff. Students participating in focus group discussions conducted at evaluation case study sites noted that they felt safer attending small schools. Students also commented that they were more comfortable attending schools with classmates who, like themselves, were more focused on learning and did not disrupt class activities. Students said that attending school with similar peers bolstered their confidence, reduced conflicts, and enabled them to focus on academic interests.

However, surveyed students attending several large conversion campus charters were more likely to report problems created by unmotivated students. These students commented that their schools struggled with problems related to gangs, drugs, and violence. This finding is likely the result of enrollment practices at these conversion campus charters. Because conversion charters continue to serve as neighborhood schools, many students have not actively chosen the schools for their programs—they attend the schools simply because they are in their neighborhoods. Across evaluation years, teachers working in conversion campus charters indicated that most discipline issues were caused by

neighborhood students who were not interested in the schools' academic programs, but enrolled because the schools were close to their homes.

Classroom instruction in new charter schools. Across both new open-enrollment and new campus charters, surveyed teachers reported using similar approaches to classroom instruction. Teachers were most likely to use small group instruction, focus on basic skills (e.g., reading, math computation), and incorporate hands-on activities in their lessons. In open-ended comments, many new charter school teachers noted that the lack of instructional resources, including technology, limited their ability to implement engaging lessons.

Students in both open-enrollment and campus charters agreed that their teachers provided support for learning, including individualized instruction, and encouraged them to think about their futures. Students also indicated that they worked hard in new charter schools, although most middle and high school students reported spending less than an hour a day on homework. However, in response to open-ended questions, some high school students attending open-enrollment charter schools and high school students attending campus charter schools commented that burdensome homework requirements were what they liked least about their schools.

Teachers' opportunities for professional growth in new charter schools. Surveyed teachers working in new open-enrollment charter schools in 2009-10 reported spending about 8 days, on average, in professional development activities since beginning work at their schools. Most surveyed teachers reported participating in general sessions sponsored by their schools, orientations to their schools' missions and goals, ESC trainings, and training obtained during conference periods or release time. Campus charter teachers participated in training activities similar to those of open-enrollment charter teachers and attended sessions offered by their parent districts. On average, campus charter teachers spent about 11 days in professional development during the 2009-10 school year, which likely reflects increased access to training opportunities offered through parent districts.

Teachers in new open-enrollment and new campus charter schools were most likely to be evaluated using PDAS, and most were evaluated at multiple points during the school year; however, there were some differences in appraisal practices across types of charter school. Nearly all surveyed campus charter teachers (96%) reported they were evaluated using PDAS, and only 2% of campus charter teachers indicated that their schools had no formal system of evaluation. In contrast, only 61% of surveyed open-enrollment teachers were evaluated using PDAS, and 21% reported that their schools had no formal evaluation system in place. Campus charter teachers also reported more frequent classroom evaluations than open-enrollment teachers. Forty-two percent of surveyed campus charter teachers indicated they received weekly evaluations, while only 8% of open-enrollment teachers were evaluated weekly.

Parent involvement in new charter schools. Across survey years, many parents in both types of new charter schools reported signing contracts agreeing to support their children's education; however, spring 2010 survey results indicate that parents tended to be less involved in school activities at their new charter schools than at their previous schools. This finding may indicate that new charter school operators are not able to focus on engaging parents in school activities because other challenges absorb their time and attention as new schools get started.

Across evaluation years, parent involvement in new open-enrollment charter schools tended to be higher than in campus charters, which may reflect differences in buy-in to schools' missions and goals when parents actively choose their children's schools. Some research has suggested that parents who actively choose schools are more likely to be involved in school activities than parents who enroll students in neighborhood schools (Becker, Nakagawa, & Corwin, 1997; Finn, Manno, & Vanourek, 2000), and the lower parent participation rates in campus charters may reflect this finding. While all open-enrollment parents have made an active choice to enroll their children in charter schools, many students attend

campus charters simply because they are neighborhood schools not because their parents chose the schools' programs.

Research Question 5: What is the Effect of Open-Enrollment Charter School Maturity on Students' Academic Outcomes?

In order to understand how open-enrollment charter school maturity may affect student achievement outcomes, the evaluation examined whether the number of years open-enrollment charter schools were in operation affected students' (1) 2009 reading/ELA TAKS scores, (2) 2009 TAKS mathematics scores, (3) 2008-09 attendance rates, and (4) the likelihood of being retained at grade level during the 2008-09 school year, and considered outcomes for charter schools that had been serving students from 2 to 8 years (i.e., Generations 5 through 12). Analyses were conducted separately for standard accountability open-enrollment charter schools and open-enrollment charter schools characterized as alternative education programs designed to support at-risk students. Readers are cautioned that missing data, particularly in the analysis of TAKS outcomes, limit the generalizability of findings (see Appendix B for detailed information about missing data issues). Similar to results for the 2007-08 school year presented in the evaluation's second interim report (February 2011), findings presented in this report indicate that new open-enrollment charter schools perform at least as well as more mature charter schools for each outcome considered, and results were consistent across standard and alternative accountability open-enrollment charter schools. This finding aligns with prior research that does not find a relationship between school maturity and students' academic outcomes (see Gronberg & Jansen, 2005).

Research Question 6: How Do Students at New Open-Enrollment Charter Schools Perform Academically Relative to Comparable Students at Traditional District Schools?

In addressing Research Question 6, the evaluation compared the academic outcomes for students attending Generation 11, 12, and 13 open-enrollment charters and similar students attending traditional district schools during the 2008-09 school year using a methodology that matches charter students who have the same characteristics, or nearly so, as traditional district students and compares differences in average outcomes across the two groups. In so doing, the analysis strives to eliminate the bias[52] inherent in comparisons of academic outcomes between students attending charter and traditional district schools. The analyses included in this report matched charter and traditional district students with the same demographic characteristics (e.g., gender, ethnicity), prior math and reading/ELA TAKS scores, ELL and special education status, and who were enrolled in the same traditional district school during the 2005-06 school year, and considered results across four indicators of academic achievement: (1) 2009 reading/ELA TAKS scores, (2) 2009 mathematics TAKS scores, (3) 2008-09 attendance rates, and (4) the likelihood of being retained at grade level during the 2008-09 school year. Readers are cautioned that the new open-enrollment charter school students included in this set of analyses may not be representative of all students attending new open-enrollment charter schools (see Appendix C for more detailed information on the students included in analyses).

Results indicate that students in Grades 4 through 8 who attended new open-enrollment charter schools experienced reduced TAKS mathematics outcomes relative to matched students who remained in traditional district schools, and that open-enrollment charter. This pattern did not hold for reading outcomes, however. Across most grade levels, attendance at a new charter school did not demonstrate an impact on students' reading outcomes. The only exception was for students in Grade 4—these charter students experienced reduced TAKS reading outcomes relative to their counterparts in traditional district

[52]As discussed in chapter 8, this bias, known as selection bias, results because parents and students choose to attend charter schools. Many of the factors that motivate the decision to choose a charter school (e.g., interest in a particular program, academic motivation) also affect educational outcomes, which makes it difficult to identify the effects of charter schooling in comparisons of academic outcomes with traditional district schools.

schools. In contrast, comparisons of student outcomes at the high school level provide some evidence that new charter schools may improve TAKS mathematics outcomes in Grades 9 and 10. In addition, charter students in Grades 9 and 10 had better attendance, a behavior associated with improved achievement outcomes, relative to matched students in traditional district schools. These findings align with those of a 2009 national study of charter schools that found improved achievement in Grade 9 for charter students (Zimmer, Gill, Booker, Lavertu, Sass, & Witte). While more research is necessary to determine the cause of the positive ninth-grade effect for Texas charters, Zimmer et al. suggested that the charter school grade configurations that eliminate the often difficult transition between middle school and high school (e.g., Grades 7 through 12) may play a role in improving student outcomes.

DISCUSSION OF FINDINGS AND IMPLICATIONS FOR FUTURE RESEARCH

The sections that follow discuss the evaluation's results and offer suggestions on how future research can build on the findings presented here to provide greater understanding of new charter schools and their effects on students.

Employment Patterns and Instructional Quality in New Open-Enrollment Charter Schools

Researchers frequently look to math outcomes as a stronger indicator of a school's effect on student learning than reading outcomes because math skills are more likely to be the product of instruction that takes place in school rather than in the home (Bryk, Lee, & Holland, 1993; Clotfelter, Ladd, & Vigdor, 2007; Heyneman, 2005; Lubienski & Lubienski, 2006). That is, families play a role in reading instruction while math is less common in home-based educational activities. This reasoning suggests that the negative effect of new open-enrollment charter schools on TAKS mathematics outcomes for students in Grades 4 through 8 may be a reflection of instructional quality, which likely is related to teacher characteristics. Studies of the effects of teacher characteristics on student achievement have indicated that years of experience and licensure credentials matter (Clotfelter, Ladd, & Vigdor, 2006, 2007; Hanushek, Kain, & Rivkin, 2004). However, findings across evaluation years have indicated that new open-enrollment charter schools tend to employ large proportions of inexperienced teachers, teachers without certification, and teachers who are not certified in the subject areas they teach.

In addition, new open-enrollment charter schools tend to offer lower salaries than district schools. Surveyed teachers reported that salary was not a primary reason for choosing to work in charter schools; however, teachers who chose not to work in new charter schools because salaries were too low did not participate in the survey. School administrators cited salaries as a barrier to recruiting qualified and experienced staff, which suggests schools may be operating with less qualified teachers who are willing to work for lower salaries. This thinking aligns with results from a recent national study of charter schools that found:

> Lower teacher salaries [in charter schools] are often the result not of greater efficiency but of lesser quality. While some schools may enjoy a loyal and talented staff who stay when the school simply does not have money for better salaries, it is fair to say that lower salaries often result from lower level of qualifications—especially in years of experience—of teachers recruited by or seeking employment in charter schools. Thus the cost advantage of lower salaries may be offset by a loss in valuable expertise, and as such they may be seen as a disadvantage rather than an advantage (Miron & Urschel, 2010, p. 4).

Beyond issues of teacher quality, it is likely that high rates of attrition among teachers in new open-enrollment charter schools also create barriers to implementing effective and coherent instructional programs. As indicated in chapter 2, teacher turnover rates in new open-enrollment charters are more than twice the state average (38% vs. 15%), and turnover rates tend to increase as schools gain more experience (41%). Some research has underscored high teacher turnover rates as a source of weak

academic performance in charter schools generally, noting that exiting teachers are generally replaced by inexperienced teachers (Stuit & Smith, 2010). Although the responses of surveyed teachers included in this evaluation tended to reflect satisfaction with their schools, the surveys were biased toward satisfied teachers because the evaluation did not survey teachers who had left charter schools. The high rates of attrition across generations of open-enrollment charters suggest that many teachers who work in these schools are dissatisfied with their employment and that satisfaction levels do not improve as schools gain experience. This finding raises questions about working conditions in open-enrollment charter schools, teachers' employment experiences and how high rates of attrition may affect schools' use of resources in terms of the ongoing need to recruit and train new staff.

The evaluation's findings with respect to teachers working in new charter schools highlight a number of areas for future research. Further study is needed in order to fully understand the ways in which new charter schools recruit and train teachers and implement personnel policies, including policies to retain effective teachers. Findings reported here point to the need to understand teachers' movement between the charter and traditional district sectors, and how this movement may affect student outcomes. Across years, results from teacher surveys indicate that some teachers who work in open-enrollment charter schools lacked teaching credentials, but were working towards certification. In open-ended comments, many of these teachers reported that once they were certified, they would seek higher paying positions in traditional district schools, which suggests that charter schools may act as temporary placements for untrained teachers, and once charter teachers have gained experience, they are likely to move to higher paying positions in traditional district schools.

School Support Structures

Results from this evaluation also indicate a need to understand how differences in levels of support for new charter schools may affect academic outcomes. Although the evaluation did not link new charter school characteristics to student achievement, its results suggest that new charter schools differ widely terms of the operational support they receive and that these differences may affect student outcomes. For example, results from analyses of CSP funding indicate that campus charter schools receive ongoing support for administration and facilities from their parent districts, which enables them to spend more on instruction than open-enrollment charters that operate without district support. In addition, results from the evaluation's case studies indicate that open-enrollment charters founded by CMOs receive considerable operational and administrative support from their parent organizations. It is likely that CMO support, like that of parent districts, may facilitate an increased focus on instruction and student learning in new charter schools.

The evaluation also highlights the need to understand how differences in the level of district support provided to conversion campus charters and campus charters operated under contract with an external education service provider may affect student outcomes. Results from case studies of conversion and contract-based campus charters included in this evaluation suggest that conversion charters receive greater district support. Similar to open-enrollment charters, the contract-based campus charter school that participated as an evaluation case study (i.e., SPCHS) had to locate and furnish facilities, recruit and train staff, and recruit students prior to opening. In contrast, the case study conversion charter school (i.e., CCS) remained in district-provided facilities and retained students and staff through the conversion process. It is likely that these differences affect student outcomes, particularly in schools' early years of operation.

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APPENDIX A
OVERVIEW OF CASE STUDIES OF GENERATION 13 CHARTER SCHOOLS

Case studies of individual charter schools are valuable because, in contrast to aggregate statistics derived from analyses of PEIMS, AEIS, or survey data, they provide detailed information about actual schools (Bulkey & Fisler, 2002; Farmer-Hinton, 2006). The case studies presented in the final report provide in-depth descriptions of new charter schools' implementation processes and challenges, staff experiences, as well as classroom activities and interactions. The case studies identify common themes in the experiences of new charter schools and identify issues particular to individual schools or types of charter schools. Researchers selected Generation 13 charter schools for case studies because these schools opened in the fall of 2008. Researchers visited schools before they enrolled students in the summer of 2008, at the end of schools' first semesters of operation (November 2008), at the conclusion of the schools' first year of operation (May 2009), and again at the conclusion of schools' second year of operation (May 2010).

Although by definition Generation 13 charter schools are those schools that received authorization to begin serving students in the fall of 2008, several of the case study charter schools present exceptions to this definition. Three of the case studies schools began serving students during the 2007-08 school year, and were beginning their second year of operation in the fall of 2008 (Columbus Academy, Viewpoint Academy, and SPCHS). Another case study school was a pre-existing residential program for students with emotional and learning disabilities; however, its charter school component was new in 2008 (Cedar School). And the only university charter authorized in Generation 13 existed as a campus charter school for 10 years prior to reconfiguring as a university charter school in 2008 (BSU Charter School).

METHODOLOGY

Following the methodology of Wells, Lopez, Scott, and Holme (1999), charter schools selected for case study analysis differ in locations, grade levels served, and educational missions. Further, case study charter schools were selected such that they represented each class of Texas charter school that currently operates in the state. Table A.1 provides an overview of each of the case study charter schools included in the evaluation.

Table A.1. Overview of Generation 13 Charter School Case Study Sites

School Name[a]	Class	Grade Levels Served 2009-10	Location	Mission
Columbus Charter School	Campus (conversion)	K-8	Urban	Dual-language classrooms, fine arts, environmental sciences
Self-Paced Charter High School (SPCHS)	Campus (contract)	9-12	Urban	Accelerated program for at-risk high school students
The Cedar School	Open-enrollment	7-12	Rural	Residential program for students with emotional challenges
West Ridge Charter School	Open-enrollment	PK-2	Suburban	Early intervention behavioral program
Viewpoint Academy	Open-enrollment	5-10	Urban	College preparatory program for disadvantaged students
Canyon Academy	Open-enrollment	K-8	Urban	College preparatory program with an emphasis on science and technology
Bluebonnet State University (BSU) Charter School	University	K-5	Small town/rural	Constructivist elementary school program and university teacher preparation program

Sources: Charter school documents and site visit data.
[a]Charter schools are identified by pseudonyms.

Securing Participation of Case Study Sites

Researchers presented an overview of the Evaluation of New Texas Charter Schools and its case study component to new charter school operators at TEA's charter school orientation held in May 2008. Researchers invited charter school operators to volunteer for case studies and advised them of site selections early in the summer, noting that participation in the case studies was entirely voluntary. In June of 2008, researchers reviewed charter school application and planning documents and identified 10 potential case study sites. (Researchers over-selected schools, anticipating that some schools would decline to participate.) In June and July, researchers contacted charter school operators inviting their schools' participation in the evaluation. Eight of the 10 contacted schools agreed to participate in case studies. One school declined the invitation, noting that it had delayed its opening to the 2009-10 school year, and a second did not respond. A third school was dropped as a potential site because of persistent scheduling difficulties.

Site Visit Activities

Summer 2008 site visits. In July 2008, researchers confirmed case study participation with school operators and coordinated a schedule of site visits to be conducted in August 2008, just prior to schools' openings. Teams of one to two researchers visited each school for a full day. Summer visits included interviews with school founders, administrators, and others involved in getting the new charter schools started, as well as focus group discussions with board members (open-enrollment and university charters only) and teachers. Interviews and focus group discussions focused on charter school application

processes, the identification of board members, recruitment of staff and students, the barriers to getting started, as well as the supports that enabled schools to overcome barriers.[1]

Fall 2008 site visits. In November 2008, teams of two researchers visited schools for a second full day, and conducted follow up interviews with school administrators, and follow up focus group discussions with board members (open-enrollment and university charters only) and teachers. In addition, fall visits included observations in core content area classrooms. This set of site visits focused on the challenges and supports to implementing new charter schools in their early months of operation, and the classroom implementation of charter school programs.

Spring 2009 site visits. In May 2009, researchers visited each site visit campus for a third full day. Spring site visits included classroom observations, interviews with school administrators and focus group discussions with teachers and students. Interviews and discussions focused on how schools' overcame first year challenges to program implementation, changes in respondents' roles and perceptions across the 2008-09 school year, and charter schools' plans for the 2009-10 school year. For campus charter schools, site visits also included interviews with district-level administrators responsible for oversight of campus charters. District administrator interviews addressed the districts' philosophy towards charter schools, the role charters play in achieving district goals, the supports districts provide to campus charters, and the challenges districts may experience in administering campus charter programs.

Spring 2010 site visits. Researchers conducted the evaluation's final site visits in May 2010. As in spring 2009, visits included interviews with school administrators, focus groups discussions with students and teachers, and classroom observations. In addition, the spring 2010 site visits included follow-up focus group discussions with new charter school board members. Interviews and focus group discussions addressed the ongoing operations of the new charter schools, early challenges to operation, the ways in which challenges may have been overcome, and lessons learned across schools' first 2 years of operation.

Analysis of Case Study Data

Case study data were analyzed using a grounded theory approach,[2] in which researchers reviewed interview recordings and notes, and classroom observation data to identify common categories and constructs in responses, and common themes within constructs by case study site (Strauss & Corbin, 1990). Classroom observation data were analyzed to understand each school's instructional approach as well as the alignment of instruction with each school's mission. Researchers drafted summaries of interviews and classroom observations and followed up with school personnel to fill in gaps and clarify ambiguities.

Once individual site visit summaries were complete, researchers worked together to identify themes and constructs that were common across sites, as well as those that were particular to certain classes of charter schools, and those that were limited to individual schools.

OVERVIEW OF CASE STUDY SITES

The sections that follow provide overviews of the educational programs offered by each of the evaluation's case study charter schools.

[1]One school, West Ridge Charter School, was unable to participate in summer 2008 site visits due to a number of scheduling challenges. Researchers completed summer data collection activities when they visited the school in November of 2008.

[2]Grounded theory holds that qualitative researchers derive categories, or constructs, "directly from their data rather than from theories developed by other researchers" (Gall, Borg, & Gall, 1996, pp. 564-565).

Campus Charter Schools

The TEC provides for several types of charter schools authorized by traditional districts, known as campus or campus program charters. Existing district schools may *convert* to charter school status when parents and teachers agree to reconstitute the school as a charter school. Districts also may *contract* with external entities to operate a charter school within the district's boundaries, and districts may choose to operate a charter school "program" within a larger traditional school setting. Despite their status as charter schools, campus charters and campus program charters remain under the purview of the local school board, and receive both state and local funding (TEC §§ 12.054-12.065).

Columbus Charter School. Columbus Charter School is an urban *conversion* campus charter school that served students in kindergarten through seventh grade in the 2008-09 school year and expanded to serve the eighth grade in 2009-10. The schools' urban district was experiencing declining enrollment and promoted charter school conversions as a means to introduce innovative instructional programs, engage local communities in public schools, and retain district students.

Prior to its conversion to a charter school, Columbus was an elementary school (K-5) that offered a dual language program that was popular with parents and students. In spite of demand for the program, Columbus was losing enrollment because of a centralized district transfer policy that created barriers for parents interested in enrolling students in the school, and the district was considering closing Columbus as part of an effort to consolidate schools with low enrollments. Columbus' administrators promoted the conversion to a choice-based charter school as a means to sidestep the district transfer policies and ensure that the school remained open. School administrators hosted information sessions about charter school conversion for teachers and parents that included representatives from other charter schools in the district and rapidly gained the support needed to apply for charter school status. Columbus presented its application to the district school board in spring 2007 and was authorized to begin serving students as a charter school in fall 2007.

The school's instructional program focuses on dual language education, fine arts, and environmental sciences. Columbus' mission is to:

> prepare students for future success by empowering them with a well-rounded, solid academic foundation emphasizing multiple languages, the fine arts and science. We are dedicated to the individual development of attitudes, skills, knowledge, and responsibility essential to successful achievement in school and society (school website).

Columbus students may enroll for English-only or dual language instruction in Spanish or Russian. In dual language classrooms, teachers alternate between English and Russian or Spanish.

While many new charter schools face considerable start-up difficulties, Columbus Charter School staff members did not identify any noteworthy barriers to the conversion process. Parents, teachers, and community members were all involved in the application process, and wrote letters to the district supporting the conversion. The PTA and local businesses and philanthropic organizations provided financial support for the program, including revenue to purchase land adjacent to the school and to provide portable buildings enabling Columbus to expand its program to include eighth-grade students.

Columbus' administrators and teachers said they took on more responsibilities when the school converted to a charter school. Teachers said they often lost planning or lunch periods in order to attend frequent school meetings to address planning the charter school program. Teachers reported extra duties related to curriculum development that would not be expected of them at a larger public school. Teachers said that increased collaboration enabled them to manage extra responsibilities by sharing instructional resources that reduced their planning time. Columbus' administrators also took on new duties when the school

converted to charter status. On top of their regular duties, administrators spent more time working with external entities, such as arts-oriented performance groups, and coordinating parent volunteers.

Self-Paced Charter High School (SPCHS). SPCHS is a campus charter school that is operated under a contracting arrangement between an urban district and an area church. It is a secular, alternative high school designed to reduce dropouts. The church applied for and received a charter to operate the school from the district; however, the district does not provide facilities or teachers for its contract charters. The school was relocated several times in its early months of operation. In fall 2008, it moved to its permanent campus, which is located in a community center facility owned by the church. The campus is made up of four classrooms—one for each of the core content areas—and an open space where administrators have cubicle offices. There is only one restroom for the school's 250 students, and the school lacks space for elective classes and a gymnasium.

SPCHS offers an accelerated, self-paced program in which students may make up lost credits and achieve a high school diploma in fewer than four years using an online curriculum. SPCHS has a flexible attendance policy and students attend a 4-hour school day offered in a morning or afternoon session. SPCHS' attendance policy is designed to increase attendance rates for at-risk students who struggle with the attendance requirements of traditional high schools. Students work to recover missing credits, completing courses at an accelerated pace using a technology-based curriculum. Most students are minorities from low-income backgrounds, and many have experienced behavioral and disciplinary problems in the urban district's traditional high schools. The school maintained full enrollment during the 2008-09 and 2009-10 school years, and many of its students were referred by the urban district's traditional high schools.

Open-Enrollment and University Charter Schools

The sections that follow provide an overview of the open-enrollment and university charter schools that served as case study sites for the evaluation.

The Cedar School. The Cedar School is an open-enrollment charter school designed to meet the needs of high school students with severe emotional and behavioral problems. The school is a new component of a longstanding residential program for children who have been abused, neglected, or are runaways. The Cedar School opened in the fall of 2008, serving 28 students in Grades 9 through 12, and expanded to include Grades 7 and 8 during the 2009-10 school year. The school's mission is to "provide a safe, structured and consistent" educational environment aligned with the residential program's behavioral therapy services (school documents). The school provides individualized instruction and support for students' emotional and behavioral needs. Class sizes are small—12 or fewer students—and all teachers are trained in meeting the needs of students with emotional challenges. Counselors and staff from the residential facility are available throughout the school day, and students are permitted "time outs" from instruction, when needed.

The school is located in a set of three temporary buildings on the residential program's property. Teachers have or are working towards dual certification in a core content subject area and in special education. The school employs a single teacher for each core subject area taught, and teachers are required to prepare and teach core content area lessons for each grade level served, as well as two elective courses. Instruction is tailored to individual student needs, and each student has a Personal Education Plan (PEP). Although most of Cedar's students receive special education services, some are capable of advanced work, and the use of PEPs ensures that students are working at the appropriate levels.

West Ridge Charter School. West Ridge Charter School is an open-enrollment charter school located at the outskirts of a large city. The school is operated by an established social services agency dedicated to meeting the social and emotional needs of the region's low-income families and children. West Ridge

opened in August 2008 serving students in PK, K, and first grade. The school added second grade in fall 2009 and will add a grade level each year as students advance. Eventually, the school plans to serve students in grades K through 12.

West Ridge's mission is to make the "best effort in educating every student academically, culturally, physically, and emotionally to become a contributing member of society and a lifelong learner" (school documents). A majority of West Ridge students are from low-income and minority backgrounds. The school maintains small class sizes (about 16 students) and incorporates a Whole Language[3] approach to the development of literacy skills, emphasizing reading throughout the curriculum.

West Ridge is located in a repurposed grocery store, and the social service agency provided funding to purchase, renovate, and furnish the facility to meet the needs of an elementary school. Each classroom has tables and space for students to sit on the floor, a set of computers loaded with educational programs, and ample instructional materials (e.g., blocks, books, crayons, paper, manipulatives for math instruction, educational games). The school has a computer lab, a cafeteria, and a small playground, but lacks a gymnasium and a library.

West Ridge experienced few challenges across its first 2 years of operation, and most of the challenges that occurred were related to the school's mission of serving students with emotional difficulties (e.g., frequent discipline issues). Teachers said they had the flexibility to be creative and to differentiate instruction to meet individual student needs, and because West Ridge did not serve students in the third grade during the 2008-09 or 2009-10 school years, teachers said they were not focused on testing outcomes.[4] School administrators noted that strong support from the parent social services entity enabled West Ridge to avoid many of the challenges experienced by other new charter schools.

Viewpoint Academy. Viewpoint Academy is one of five open-enrollment charter schools operated by a CMO in a metropolitan region of Texas. The CMO was among Texas' first charter holders and has substantial experience operating charter schools in the state. Viewpoint Academy was one of three new charter schools opened by the CMO during the 2007-08 school year. Viewpoint initially served students in Grades 5 through 7 and Grade 9 and will add grades until the school becomes a complete K-12 college preparatory program in 2012. Viewpoint's students are predominantly African American and most come from low-income backgrounds. Viewpoint's mission is "to provide an education that empowers students to reach their highest potential and inspires their love of learning" (school documents). The school incorporates a longer school day and year, and students who are missing work or struggling with assignments are required to attend school on Saturdays. Teachers are available to students by cell phone in the evenings in order to provide support for homework.

Viewpoint relies heavily on the use of data to guide instruction, and teachers meet weekly with colleagues to discuss student progress, align instruction, and receive training designed to improve student outcomes. Administrators actively monitor classroom instruction, conducting frequent walkthrough observations and providing constructive feedback to teachers. Teachers participate in 2 weeks of training each summer. One week focuses on campus-specific needs, and the second week is spent in district-wide professional development activities. Teachers who are new the CMO spend an additional 3 days in orientation to the organization's mission and goals.

As part of a CMO, Viewpoint started with access to substantial expertise in the management and operation of charter schools. The CMO provided support in locating and purchasing Viewpoint's facilities and provides ongoing assistance in terms of training for teachers and administrators and providing

[3]The Whole Language approach teaches reading through the recognition of words in every day contexts and the use of books that are not textbooks.
[4]TAKS testing begins in the third grade.

instructional support staff. Despite support, Viewpoint faced ongoing facilities challenges in its early years of operation. The school lacked adequate lab space and resources for science instruction and a gymnasium, and while the school had a library space, it did not have funding to purchase books and resources. The school planned to expand to serve kindergarten and first grade during the 2010-11 school year and in spring 2010 was working to renovate and reconfigure classroom space to accommodate the additional grades. Long-term, Viewpoint plans to build a separate, adjacent campus to accommodate primary grades.

Canyon Academy. Canyon Academy is one of two open-enrollment charter schools operated by another CMO in an urban region of Texas. The CMO works in close partnership with another "sister" system of Texas charter schools. Both sets of schools offer the same science, math and technology-based curriculum, and the larger sister system provides training and mentoring opportunities for Canyon Academy administrators and teachers, as well as computer software designed to streamline school management tasks. Canyon Academy's mission is to "create a safe and healthy learning environment that will nurture, motivate and enable our… youth to develop into mindful and responsible, contribute people who their community [sic] and the diverse society in which we all live" To achieve this goal, Canyon Academy focuses on the "the development of creative, critical thinking and learning skills… through cooperative, interactive instruction in the core curricular areas" (school documents).

In addition to a rigorous college preparatory curriculum, Canyon Academy emphasizes strong student discipline and offers a wide range of extracurricular activities, including participation in academic competitions and field trips to regional, national, and international sites of interest. The school actively seeks to include parents in the learning process and teachers are required to make at least four home visits a year to students in their homeroom classes.

Canyon Academy is located in a repurposed grocery store. The facility required substantial renovations to meet the needs of a school, and many changes had not been completed by the time the school opened in fall 2008. School administrators continued to manage renovations during the school's first 2 years of operation. Canyon Academy's teachers reported management challenges that arose because the school did not employ substitutes. If a teacher was sick or away from school to attend professional development, other teachers had to fill in during their planning periods and lunch breaks.

Bluebonnet State University Charter School. BSU Charter School is a university charter school located in a small town in a largely rural section of the state. BSU operates the charter school and the charter school's goals are integrally linked to those of the university's teacher preparation program in elementary education. The charter school's mission is to improve the education for its students by providing a learning environment that supports "student development of autonomy, openness, problem solving, and integrity" and to enhance educator preparation by providing observational and field-based experiences for university students pursuing degrees in elementary education (school documents).

BSU Charter School offers a constructivist curriculum[5] and provides observation and practicum teaching experiences for BSU students majoring in elementary education. Instruction is structured by learning centers for various subjects and teachers incorporate a stylized approach to the development of language skills and student thought processes. Across grade levels, teachers use consistent vocabulary, as well as constructivist instructional strategies and questioning techniques. Instruction is focused on enabling students to verbalize their thought processes and emphasizes the process for solving problems rather than simply arriving at the correct answer. Classrooms are self-contained and organized around learning-centers that facilitate student interaction.

[5]Constructivist learning theory is generally attributed to the educator Jean Piaget, who sought to explain the mechanisms by which learners internalize knowledge. Constructivist theory holds that students construct knowledge from their experiences through internal processes of assimilation and accommodation.

BSU Charter School operated for 10 years as a campus charter school in the local school district before converting to a university charter in 2008. BSU partnered with the district to support the campus charter school, but when the university received a $30 million legislative earmark to build an early childhood research facility, it sought to take over the charter school to ensure that its research facility would always house an elementary program. BSU Charter School's experience as a campus charter school provided a strong foundation for the university charter. The school retained nearly all its staff and students throughout the transition, avoiding the need to recruit and train new staff, as well as the need to market its program to parents.

Although BSU Charter School gained increased support from the university when it restructured as a university charter, it lost the support of the traditional district's central administration, which created new responsibilities for school staff. The school struggled to implement its lunch program in compliance with federal standards, and administrators had to learn how to complete federal and state reporting requirements for a variety of school programs. The school's director said that it was difficult to find the support or training needed to complete the new administrative tasks.

APPENDIX B
TECHNICAL APPENDIX—HIERARCHICAL LINEAR MODELING (HLM)

EFFECTS OF OPEN-ENROLLMENT CHARTER SCHOOL MATURITY ON STUDENTS' TAKS SCORES

As discussed in chapter 7, some research has established that new Texas charter schools tend to have reduced academic outcomes, particularly in their first year of serving students. However, researchers are divided as to whether new charter schools' academic outcomes improve as schools gain more experience. Some researchers have found that student outcomes improve as new schools mature (Hanushek, Kain, Rivkin, & Branch, 2007), while other researchers have found no evidence that new charter schools get better over time (Gronberg & Jansen, 2005). This appendix provides details on the analyses presented in chapter 7. Results presented here and in chapter 7 support prior research indicating that charter school performance does not improve as schools mature.

Analyses

The effect of charter school maturity on students' reading/ELA and mathematics *T* scores[6] was analyzed using a 2-level HLM. HLM is frequently used in the analysis of nested data (Raudenbush & Bryk, 2002). That is, after controlling for students' initial achievement and characteristics and accounting for variance at both the student and school level, researchers can assess the "value added" by an indicator like campus maturity. Analyses were conducted for students attending an open-enrollment charter school in 2008-09. Separate analyses were performed for TAKS reading/ELA and mathematics,[7] as well as for standard and alternative education charter school campuses.

Student-level model. In the student-level model, spring 2009 reading/ELA and mathematics *T* scores were regressed on spring 2008 reading/ELA and mathematics *T* scores, 2009 attendance rate, economic status (0 if not disadvantaged, 1 if disadvantaged), African American status (0 if not African American, 1 if African American), Hispanic status (0 if not Hispanic, 1 if Hispanic), LEP status (0 if not LEP, 1 if LEP), gender (0 if male, 1 if female), elementary grade attendance (1 if Grades 4 or 5, 0 if not), middle school grade attendance (1 if Grades 6, 7, or 8, 0 if not), and changed schools at the start of the 2008-09 school year (1 if yes, 0 if no).[8] That is,

$$Y_{ij} = \beta_{0j} + \beta_{1j}(\text{Spring 2008 T score [grand mean centered]})_{ij} + \beta_{2j}(\text{2009 attendance rate [grand mean centered]})_{ij} + \beta_{3j}(\text{Economic status})_{ij} + \beta_{4j}(\text{African American status})_{ij} + \beta_{5j}(\text{Hispanic status})_{ij} + \beta_{6j}(\text{LEP})_{ij} + \beta_{7j}(\text{Female})_{ij} + \beta_{8j}(\text{Elementary grade attendance})_{ij} + \beta_{9j}(\text{Middle school grade attendance})_{ij} + \beta_{10j}(\text{Changed school for 2008-09})_{ij} + r_{ij.}$$

Significant variation was found across schools for 2009 TAKS reading/ELA and mathematics *T* scores for both standard and alternative charter school campuses. Specifically, for standard charter school campuses, 15% of the variance in TAKS reading/ELA *T* scores and 19% of the variance in TAKS

[6]Because TAKS was not yet a vertically equated test (i.e., the skills measured and the scoring from one grade to the next is along a continuum) in 2007-08, results are not comparable from grade to grade and from year to year. Thus, researchers used standard scores (*T* scores) to compare students from one year to the next. These scores allow for normative comparisons (where students fall in the distribution of test scores from one year to the next), but not for criterion-referenced comparisons (where students fall on a scale of, for example, mathematics achievement from one year to the next).

[7]As previously noted, researchers have shown the passing rate gaps between open-enrollment charter schools and state comparison groups tend to be larger in mathematics than in reading/ELA (TCER, 2008).

[8]A student was considered to have changed campuses at the start of the 2008-09 school year if his or her fall 2008 campus was different from the fall 2007 campus.

mathematics *T* scores was between campuses.[9] For alternative charter school campuses, 10% of the variance in TAKS reading/ELA *T* scores and 12% of the variance in TAKS mathematics *T* scores was between campuses. Thus, the school means (β_{0j}) were specified as randomly varying. The coefficient for spring 2008 *T* scores (β_{1j}) was also specified as randomly varying.[10] The coefficient for 2009 attendance rate (β_{2j}) was specified as fixed.[11] The coefficients for the remaining independent variables were specified as fixed.

School-level model. In the school-level model, number of years of operation ranged from 0 (2 years) to 6 (8 years). This model was developed to answer the question of whether charter schools that were in operation longer (more mature) had higher achievement scores than newer (less mature) charter schools, after controlling for school achievement[12] (the percentage of students at a campus who passed all 2008 TAKS tests taken [percentages ranged from 11% to 96% with a grand mean of 56%]) and whether or not the school was part of a chain or network of charter schools (0 if no, 1 if yes), as well as initial achievement, attendance, ethnicity, LEP status, economic status, gender, grade level, and school change.

That is,

$$\beta_{0j} = \gamma_{00} + \gamma_{01}(\textit{Number of years of operation})_j + \gamma_{02}(\textit{School achievement [grand mean centered]})_j + \gamma_{03}(\textit{School chain})_j + \mu_{0j}.$$

Data

The student-level data file was created by selecting students (from TEA's master charter school student file from the fall of 2008) who attended open enrollment or university charter school campuses in 2008-09. The charter school campus had to have begun operation during the 2001-02 through 2008-09 school years. Attendance rates and TAKS scores were then added to this data file. The school-level data file was created by selecting from AEIS campus data files those open-enrollment and university charter school campuses that enrolled students for the 2008-09 school year, began operation during the 2001-02 through 2008-09 school years.

The student-level model used prior achievement (2008) to control for the cumulative effects of observed and unobserved past experiences and ability on current achievement (2009) (Hanushek et al., 2006). Although TAKS reading/ELA and mathematics tests are administered in Grades 3 through 11, pre- and post-TAKS measures are available only for Grades 4 through 11. Thus, charter school students who

[9]Variation in TAKS scores can be divided between variation over students and variation over schools. The percentage of this total variation in TAKS scores that is over schools is reported here. The presence of significant variation over schools indicates the need to employ multi-level modeling rather than conventional regression.
[10]The deviance statistics were compared for models with spring 2008 TAKS *T* scores fixed and for models with spring 2008 *T* scores random. Reductions in the deviance statistics indicated that the addition of the random slope's contribution to the explanation of outcome variance was significant. Thus, the coefficients for spring 2008 TAKS *T* scores were specified as randomly varying.
[11]The deviance statistics were compared for models with spring 2009 attendance rate fixed and for models with spring 2009 attendance rate random. Reductions in the deviance statistics indicated that the addition of the random slope's contribution to the explanation of outcome variance was not significant. Thus, the coefficients for spring 2009 attendance rate were specified as fixed.
[12]To study the effect of years of operation on student outcomes like TAKS scores, researchers should control for other variables that influence TAKS scores. One of these variables was the school achievement context or the prior year (2008) campus percentage passing all TAKS tests. This measure was positively correlated with TAKS scores and negatively correlated with years of operation in both SECs and AECs. Controlling for school context makes findings more powerful because it rules out a possible alternative explanation for a relationship between student outcomes and years of open-enrollment charter school operation. Note that similar analyses were conducted by other researchers (See Raudenbush & Bryk, 1988).

attended Grades 4 through 11 in 2008-09 were selected for analyses. Separate data files were created for TAKS reading/ELA and mathematics, and for students in SECs and AECs.

Separate analyses were performed for SECs and for AECs. Researchers felt that this was necessary because a large percentage of charter school campuses are classified by TEA as AECs. For example, in 2008-09, 57% of 441 open-enrollment charter school campuses were SECs and 43% were AECs. Unlike SECs, AEC campuses may place more of an emphasis on keeping students in school and less of an emphasis on performance on accountability measures like the TAKS. Thus, it seemed prudent to conduct separate analyses on SECs and AECs.

Results

Statistical details for the TAKS reading/ELA analyses are provided in Tables B.1, B.2, and B.3, for the TAKS mathematics analyses in Tables B.4, B.5, and B.6. Limitations are described in Tables B.7 and B.8.

Table B.1. Descriptive Statistics for TAKS Reading/ELA Achievement, Standard Education Campus (SEC) and Alternative Education Campus (AEC) Charter Schools

Variable Name	*N*	*Mean*	*SD*
Student-Level Descriptive Statistics: SEC Charter Schools (Level 1)			
Changed school for 2008-09	19,090	0.41	0.49
Female	19,090	0.52	0.50
African American	19,090	0.20	0.40
Hispanic	19,090	0.56	0.50
Eco. disadvantaged (1 = yes, 0 = no)	19,090	0.63	0.48
LEP (1 = yes, 0 = no)	19,090	0.07	0.26
Elementary grades (4 or 5 = 1, others = 0)	19,090	0.30	0.46
Middle grades (6 to 8 = 1, others = 0)	19,090	0.54	0.50
TAKS Reading *T* score (2008)	12,477	50.54	9.52
TAKS Reading *T* score (2009)	18,533	50.21	9.45
Percentage of days in attendance	19,090	96.77	3.85
Student-Level Descriptive Statistics: AEC Charter Schools (Level 1)			
Changed school for 2008-09	8,209	0.70	0.46
Female	8,209	0.50	0.50
African American	8,209	0.21	0.41
Hispanic	8,209	0.56	0.50
Eco. disadvantaged (1 = yes, 0 = no)	8,209	0.73	0.44
LEP (1 = yes, 0 = no)	8,209	0.16	0.36
Elementary grades (4 or 5 = 1, others = 0)	8,209	0.05	0.22
Middle grades (6 to 8 = 1, others = 0)	8,209	0.13	0.34
TAKS Reading *T* score (2008)	2,494	44.07	8.88
TAKS Reading *T* score (2009)	5,464	43.58	8.87
Percentage of days in attendance	8,209	86.92	13.28
School-Level Descriptive Statistics: SEC Charter Schools (Level 2)			
School achievement (2008 percentage)	118	70.37	17.08
Years of operation (1 to 7)	118	2.54	2.28
School chain (1 = yes, 0 = no)	118	0.79	0.41
School-Level Descriptive Statistics: AEC Charter Schools (Level 2)			
School achievement (2008 percentage)	78	34.96	16.26
Years of operation (1 to 7)	78	3.18	2.02
School chain (1 = yes, 0 = no)	78	0.90	0.31

Sources: Texas Education Agency 2002 through 2009 Academic Excellence Indicator System data files; master charter school student file from the fall of 2008; 2009 individual student attendance rate data file; and 2008 and 2009 individual student Texas Assessment of Knowledge and Skills data files.

Table B.2. Hierarchical Regression Models Predicting the Effects of Years of Charter School Operation on TAKS Reading/ELA Achievement, Standard Education Campus (SEC) and Alternative Education Campus (AEC) Charter Schools

Group	School-Level Analysis	Gamma Coefficient	Standard Error	*t*-value
SEC Charter Schools				
	Intercept	51.426	0.550	93.52***
	School chain	-0.511	0.338	-1.51
	School achievement[a]	0.058	0.008	6.84***
	Years of operation	-0.114	0.066	-1.72
	Changed school in 2008-09	-0.661	0.314	-2.10*
	Female	0.695	0.121	5.75***
	African American	-1.067	0.266	-4.01***
	Hispanic	-0.795	0.191	-4.17***
	Economic disadvantage	-0.512	0.211	-2.43*
	Limited English proficient	-2.233	0.320	-6.97***
	Elementary level[b]	0.014	0.454	0.03
	Middle school level[c]	0.851	0.349	2.44*
	Spring 2008 *T* score	0.544	0.013	43.43***
	Attendance rate[d]	0.083	0.021	3.96***
AEC Charter Schools				
	Intercept	43.972	1.070	41.10***
	School chain	-0.186	0.864	-0.22
	School achievement[a]	0.085	0.021	4.10***
	Years of operation	-0.091	0.163	-0.56
	Changed school in 2008-09	0.270	0.444	0.61
	Female	0.791	0.363	2.18*
	African American	-1.389	0.618	-2.25*
	Hispanic	-0.001	0.460	0.00
	Economic disadvantage	0.030	0.416	0.07
	Limited English proficient	-1.697	0.680	-2.50*
	Elementary level[b]	-0.299	0.938	-0.32
	Middle school level[c]	-0.499	0.741	-0.67
	Spring 2008 *T* score	0.515	0.031	16.73***
	Attendance rate[d]	0.046	0.021	2.23*

*p < .05; **p < .01; ***p < .001.

Sources: Texas Education Agency 2002 through 2009 Academic Excellence Indicator System data files; master charter school student file from the fall of 2008; 2009 individual student attendance rate data file; and 2008 and 2009 individual student Texas Assessment of Knowledge and Skills (TAKS) data files.

Notes. Includes only open-enrollment charter school campuses that began operation during the 2001-02 through 2008-09 school years. Analyses included the following student counts. Standard education campuses = 12,263 and alternative education campuses = 1,856. Analyses included the following campus counts. Standard education campuses = 116 and alternative education campuses = 74. For standard education campuses, 15% of the variance in TAKS reading scores was between campuses. For alternative education campuses, 10% of the variance in TAKS reading scores was between campuses. The percentage of within-school variance explained by the student-level predictors was 37% for standard education campuses and 35% for alternative education campuses. The percentage of between-school variance explained by the campus-level predictors (relative to the student-level model) was 40% for standard education campuses and 30% for alternative education campuses.

[a]The percentage of students at the campus who passed all TAKS tests in spring 2008.

[b]The student was in Grades 4 or 5.

[c]The student was in Grades 6, 7, or 8.

[d]The percentage of membership days that a student was present.

Table B.3. Variance Decomposition from Conditional HLM Models of Student Reading/ELA Achievement, Standard Education Campus (SEC) and Alternative Education Campus (AEC) Charter Schools

Test/Random Effect	Variance Component	*df*	X^2	*p*
SEC Charter Schools				
Level-1 student effect	49.3897			
School mean	1.5950	112	381.66	0.000
2008 TAKS-outcome slope	0.0079	115	262.54	0.000
AEC Charter Schools				
Level-1 student effect	46.2447			
School mean	3.4534	68	156.97	0.000
2008 TAKS -outcome slope	0.0279	71	136.52	0.000

Sources: Texas Education Agency 2002 through 2009 Academic Excellence Indicator System data files; master charter school student file from the fall of 2008; 2009 individual student attendance rate data file; and 2008 and 2009 individual student Texas Assessment of Knowledge and Skills data files.

Table B.4. Descriptive Statistics for TAKS Mathematics Achievement, Standard Education Campus (SEC) and Alternative Education Campus (AEC) Charter Schools

Variable Name	*N*	*Mean*	*SD*
Student-Level Descriptive Statistics: SEC Charter Schools (Level 1)			
Changed school for 2008-09	19,090	0.41	0.49
Female	19,090	0.52	0.50
African American	19,090	0.20	0.40
Hispanic	19,090	0.56	0.50
Eco. disadvantaged (1 = yes, 0 = no)	19,090	0.63	0.48
LEP (1 = yes, 0 = no)	19,090	0.07	0.26
Elementary grades (4 or 5 = 1, others = 0)	19,090	0.30	0.46
Middle grades (6 to 8 = 1, others = 0)	19,090	0.54	0.50
TAKS Math *T* score (2008)	12,472	50.08	9.75
TAKS Math *T* score (2009)	18,538	49.60	9.81
Percentage of days in attendance	19,090	96.77	3.85
Student-Level Descriptive Statistics: AEC Charter Schools (Level 1)			
Changed school for 2008-09	8,209	0.70	0.70
Female	8,209	0.50	0.50
African American	8,209	0.21	0.21
Hispanic	8,209	0.56	0.56
Eco. disadvantaged (1 = yes, 0 = no)	8,209	0.73	0.73
LEP (1 = yes, 0 = no)	8,209	0.16	0.16
Elementary grades (4 or 5 = 1, others = 0)	8,209	0.05	0.05
Middle grades (6 to 8 = 1, others = 0)	8,209	0.13	0.13
TAKS Math *T* score (2008)	2,480	43.06	43.06
TAKS Math *T* score (2009)	5,057	42.60	42.60
Percentage of days in attendance	8,209	86.92	86.92
School-Level Descriptive Statistics: SEC Charter Schools (Level 2)			
School achievement (2008 percentage)	118	70.37	17.08
Years of operation (2 to 7)	118	2.54	2.28
School chain (1 = yes, 0 = no)	118	0.79	0.41
School-Level Descriptive Statistics: AEC Charter Schools (Level 2)			
School achievement (2008 percentage)	78	34.96	16.26
Years of operation (2 to 7)	78	3.18	2.02
School chain (1 = yes, 0 = no)	78	0.90	0.31

Sources: Texas Education Agency 2002 through 2009 Academic Excellence Indicator System data files; master charter school student file from the fall of 2008; 2009 individual student attendance rate data file; and 2008 and 2009 individual student Texas Assessment of Knowledge and Skills data files.

Table B.5. Hierarchical Regression Models Predicting the Effects of Years of Charter School Operation on TAKS Mathematics Achievement, Standard Education Campus (SEC) and Alternative Education Campus (AEC) Charter Schools

Group	School-Level Analysis	Gamma Coefficient	Standard Error	*t*-value
SEC Charter Schools				
	Intercept	52.967	0.686	77.26***
	School chain	-0.400	0.537	-0.74
	School achievement[a]	0.038	0.014	2.62*
	Years of operation	-0.103	0.105	-0.98
	Changed school in 2008-09	-0.023	0.285	-0.08
	Female	-0.113	0.102	-1.10
	African American	-1.819	0.225	-8.10***
	Hispanic	-1.283	0.177	-7.23***
	Economic disadvantage	-0.413	0.158	-2.61**
	Limited English proficient	-0.793	0.327	-2.42*
	Elementary level[b]	-2.312	0.426	-5.43***
	Middle school level[c]	-1.263	0.353	-3.57**
	Spring 2008 *T* score	0.648	0.014	47.49***
	Attendance rate[d]	0.207	0.022	9.44***
AEC Charter Schools				
	Intercept	44.281	1.097	40.38***
	School chain	-0.336	0.797	-0.42
	School achievement[a]	0.030	0.014	2.17*
	Years of operation	-0.144	0.137	-1.05
	Changed school in 2008-09	-0.556	0.544	-1.02
	Female	0.193	0.251	0.77
	African American	-2.193	0.416	-5.28***
	Hispanic	0.120	0.441	0.27
	Economic disadvantage	-0.306	0.312	-0.98
	Limited English proficient	-1.291	0.547	-2.36*
	Elementary level[b]	-1.822	0.848	-2.15*
	Middle school level[c]	-0.153	0.677	-0.23
	Spring 2008 *T* score	0.622	0.030	20.62***
	Attendance rate[d]	0.083	0.019	4.39***

*$p < .05$; **$p < .01$; ***$p < .001$.

Sources: Texas Education Agency 2002 through 2009 Academic Excellence Indicator System data files; master charter school student file from the fall of 2008; 2009 individual student attendance rate data file; and 2008 and 2009 individual student Texas Assessment of Knowledge and Skills (TAKS) data files.

Notes. Includes only open-enrollment charter school campuses that began operation during the 2001-02 through 2008-09 school years. Analyses included the following student counts. Standard education campuses = 12,263 and alternative education campuses = 1,774. Analyses included the following campus counts. Standard education campuses = 116 and alternative education campuses = 74. For standard education campuses, 19% of the variance in TAKS mathematics scores was between campuses. For alternative education campuses, 12% of the variance in TAKS mathematics scores was between campuses. The percentage of within-school variance explained by the student-level predictors was 51% for standard education campuses and 39% for alternative education campuses. The percentage of between-school variance explained by the campus-level predictors (relative to the student-level model) was 7% for standard education campuses and 4% for alternative education campuses.

[a]The percentage of students at the campus who passed all TAKS tests in spring 2008.

[b]The student was in Grades 4 or 5.

[c]The student was in Grades 6, 7, or 8.

[d]The percentage of membership days that a student was present.

Table B.6. Variance Decomposition from Conditional HLM Models of Student Mathematics Achievement, Standard Education Campus (SEC) and Alternative Education Campus (AEC) Charter Schools

Test/Random Effect	Variance Component	*df*	X^2	*p*
SEC Charter Schools				
Level-1 student effect	39.0695			
School mean	4.4328	112	1147.80	0.000
2008 TAKS-outcome slope	0.0105	115	352.03	0.000
AEC Charter Schools				
Level-1 student effect	33.1259			
School mean	2.6869	68	177.75	0.000
2008 TAKS-outcome slope	0.0273	71	139.56	0.000

Sources: Texas Education Agency 2002 through 2009 Academic Excellence Indicator System data files; master charter school student file from the fall of 2008; 2009 individual student attendance rate data file; and 2008 and 2009 individual student Texas Assessment of Knowledge and Skills data files.

TAKS HLM Analyses Limitations

The goal was to generalize the findings from the samples used in the analyses to the population of open-enrollment charter schools that began operation during the 2001-02 through 2008-09 school years. However, missing data could limit generalizability. Consider the TAKS reading analyses for the SEC charter schools. These schools enrolled 43,507 students in 2008-09.[13] Of these students, 23,528 were in Grades 4-11 (grade range included in TAKS testing in spring of 2008 and spring of 2009). Almost all (99.9%) of these students had valid demographic data (e.g., gender, ethnicity, economic status, limited English proficient status, etc.). However, only 12,263 had valid TAKS reading scores from 2008 and 2009, valid 2009 attendance rates, and campus TAKS scores from 2008. This represents a percentage reduction of 71.8% (see Table B.7). Similarly, the TAKS mathematics analyses for the SEC charter schools that began operation during the 2001-02 through 2008-09 school years also resulted in a 71.8% reduction. Percentage reductions were even greater for the AEC charter schools that began operation during the 2001-02 through 2008-09 school years. Those reductions were 86.7% for TAKS reading and 87.3% for TAKS mathematics.

[13]This includes the Generation 13 charter schools that were not included in the analyses because they did not have prior year campus TAKS scores. These schools are included because they are part of the population of interest; that is, open-enrollment charter schools that began operation during the 2001-02 through 2008-09 school years.

Table B.7. Number of Cases at Each Step in the TAKS HLM Analyses, Standard Education Campus (SEC) and Alternative Education Campus (AEC) Charter Schools

Steps	Reading/ELA SEC Charters	Mathematics SEC Charters	Reading/ELA AEC Charters	Mathematics AEC Charters
Students in the open-enrollment charter schools that began operation during the 2001-02 through 2008-09 school years	43,507	43,507	13,935	13,935
Students in Grades 4-11 in 2008-09	23,528	23,528	9,602	9,602
Valid student demographic data	23,498	23,498	9,227	9,227
Valid TAKS scores spring 2008, spring 2009, valid 2009 attendance data, valid campus TAKS score 2008	12,263	12,263	1,856	1,774
Percentage reduction	71.8%	71.8%	86.7%	87.3%

When there is missing data, researchers must ask whether the surviving samples used in the analyses are representative of the original populations. In this case, one must ask if the results are representative of the students in the SEC and AEC charter schools that began operation during the 2001-02 through 2008-09 school years. Table B.8 compares the characteristics of all of the students in those schools with the samples used in the HLM analyses. Ethnic and gender differences between the two groups for both SECs and AECs were small (i.e., less than 2 percentage points). The percentage of economically disadvantaged students was about 4 percentage points lower in the partial SEC samples and about 1 percentage point lower in the partial AEC samples. The percentage of LEP students was about 7 percentage points lower in the partial SEC samples, and about 2 percentage points lower in the partial AEC samples. The percentage of special education students was about 3 percentage points higher in the partial SEC samples, and about 5 percentage points higher in the partial AEC samples. Thus, the partial samples were somewhat different than the populations. They were similar in terms of ethnicity and gender in SECs and AECs, and in terms of economic status in AECs. They were less comparable in terms of LEP status and economic status in SECs and in terms of special education status in AECs.

Table B.8. Demographic Characteristics of Full and Partial Samples, TAKS Analyses, Standard Education Campus (SEC) and Alternative Education Campus (AEC) Charter Schools

	Reading/ELA SEC Charters		Mathematics SEC Charters		Reading/ELA AEC Charters		Mathematics AEC Charters	
Characteristic	Full	Partial	Full	Partial	Full	Partial	Full	Partial
Percentage minority	78.0%	77.1%	78.0%	77.1%	79.9%	79.7%	79.9%	79.5%
Percentage female	50.8%	52.3%	50.8%	52.3%	49.9%	50.2%	49.9%	49.3%
Percentage disadvantaged	66.6%	62.8%	66.6%	62.8%	76.5%	75.5%	76.5%	75.5%
Percentage LEP	13.9%	7.0%	13.9%	7.1%	20.6%	18.3%	20.6%	18.3%
Percentage special education	5.3%	8.0%	5.3%	7.9%	14.0%	19.3%	14.0%	19.3%

Notes. The full sample represents all of the students in that category of open-enrollment charter schools. The partial sample represents the students used in the HLM analyses.

EFFECTS OF CHARTER SCHOOL MATURITY ON STUDENTS' ATTENDANCE RATES

Chapter 7 also investigated the effect of charter school maturity on student attendance rates. Included were students who attended open enrollment or university charter school campuses in 2008-09 and were enrolled in Grades K through 12. Charter school maturity was measured by the number of years a charter

school had been enrolling students as reported by AEIS, and schools were limited to SECs and AECs that began operation during the 2001-02 through 2008-09 school years.

Analyses

Similar to the achievement analyses, the effect of charter school maturity on students' attendance was analyzed using a 2-level HLM. Separate analyses were performed for SECs and AECs.

Student-level model. In the student-level model, 2009 attendance rates were regressed on 2008 attendance rates, economic status (0 if not disadvantaged, 1 if disadvantaged), African American status (0 if not African American, 1 if African American), Hispanic status (0 if not Hispanic, 1 if Hispanic), limited English proficient (LEP) status (0 if not LEP, 1 if LEP), gender (0 if male, 1 if female), early childhood grade attendance (1 if Grades K, 1 or 2, 0 if not), intermediate grade attendance (1 if Grades 3, 4, or 5, 0 if not), middle school grade attendance (1 if Grades 6, 7, or 8, 0 if not), and changed schools at the start of the 2008-09 school year (1 if yes, 0 if no). That is,

$$Y_{ij} = \beta_{0j} + \beta_{1j}(\text{2008 attendance rate [grand mean centered]})_{ij} + \beta_{2j}(\text{Economic status})_{ij} + \beta_{3j}(\text{African American status})_{ij} + \beta_{4j}(\text{Hispanic status})_{ij} + \beta_{5j}(\text{LEP})_{ij} + \beta_{6j}(\text{Gender})_{ij} + \beta_{7j}(\text{Early childhood grade attendance})_{ij} + \beta_{8j}(\text{Elementary grade attendance})_{ij} + \beta_{9j}(\text{Middle school grade attendance})_{ij} + \beta_{10j}(\text{Changed school for 2008-09})_{ij} + r_{ij.}$$

With 2009 attendance rates for both SECs and AECs, significant variation was found across schools. Specifically, for SECs, 19% of the variance in 2009 attendance rates was between campuses. For AECs, 28% of the variance in 2009 attendance rates was between campuses. Thus, the school means (β_{0j}) were specified as randomly varying. The coefficient for spring 2008 attendance rates (β_{1j}) was also specified as randomly varying (significant chi-square statistics). The coefficients for the remaining independent variables were specified as fixed.

School-level model. In the school-level model, number of years of operation ranged from 0 (2 years) to 6 (8 years). This model was developed to answer the question of whether charter schools that were in operation longer (more mature) had higher attendance rates than newer (less mature) charter schools, after controlling for school achievement (the percentage of students at a campus who passed all 2008 TAKS tests taken [percentages ranged from 11% to 96% with a grand mean of 56%]) and whether or not the school was part of a chain or network of charter schools (0 if no, 1 if yes), as well as prior year attendance, ethnicity, economic status, LEP status, gender, grade level, and school change. That is,

$$\beta_{0j} = \gamma_{00} + \gamma_{01}(\text{Number of years of operation})_j + \gamma_{02}(\text{School achievement [grand mean centered]})_j + \gamma_{03}(\text{School chain})_j + \mu_{0j.}$$

Data

The student-level data file was created by selecting students (from the TEA master charter school student file from the fall of 2008) who attended open-enrollment or university charter school campuses for all of 2008-09. Attendance rates along with student characteristics like economic status, LEP status, ethnicity, gender, grade range of the school attended, and whether or not a school change occurred at the start of the school year were added to this data file. The school-level data file was created by selecting from AEIS campus data files those open-enrollment and university charter school campuses that enrolled students for the 2008-09 school year and began operation during the 2001-02 through 2008-09 school years.

Campus achievement rates, number of years of operation, and chain or network participation were added to this school-level file.

Results

Statistical details for the attendance analyses are provided in Tables B.9 through B.12 for both SEC and AEC charter schools.

Table B.9. Descriptive Statistics for Attendance Rates, Standard Education Campus (SEC) and Alternative Education Campus (AEC) Charter Schools

Variable Name	*N*	*Mean*	*SD*
Student-Level Descriptive Statistics: SEC Charter Schools (Level 1)			
LEP (1 = yes, 0 = no)	32,441	0.12	0.32
Female	32,441	0.51	0.50
African American	32,441	0.24	0.43
Hispanic	32,441	0.52	0.50
Economically disadvantaged (1 = yes, 0 = no)	32,441	0.64	0.48
Changed school for 2008-09	32,441	0.40	0.49
2009 percentage of days in attendance	32,441	96.59	3.85
2008 percentage of days in attendance	28,897	96.70	3.87
Early childhood grades (K, 1, or 2 = 1, others = 0)	32,441	0.31	0.46
Elementary grades (3 to 5 = 1, others = 0)	32,441	0.27	0.44
Middle grades (6 to 8 = 1, others = 0)	32,441	0.32	0.47
Student-Level Descriptive Statistics: AEC Charter Schools (Level 1)			
LEP (1 = yes, 0 = no)	11,018	0.18	0.39
Female	11,018	0.51	0.50
African American	11,018	0.22	0.41
Hispanic	11,018	0.56	0.50
Economically disadvantaged (1 = yes, 0 = no)	11,018	0.74	0.44
Changed school for 2008-09	11,018	0.66	0.48
2009 percentage of days in attendance	11,018	87.45	13.04
2008 percentage of days in attendance	10,342	87.81	12.18
Early childhood grades (K, 1, or 2 = 1, others = 0)	11,018	0.07	0.26
Elementary grades (3 to 5 = 1, others = 0)	11,018	0.06	0.24
Middle grades (6 to 8 = 1, others = 0)	11,018	0.10	0.30
School-Level Descriptive Statistics: SEC Charter Schools (Level 2)			
School chain (1 = yes, 0 = no)	121	0.79	0.41
School achievement (percentage)	121	70.33	16.97
Years of operation (2 to 7)	121	2.54	2.29
School-Level Descriptive Statistics: AEC Charter Schools (Level 2)			
School chain (1 = yes, 0 = no)	78	0.90	0.31
School achievement (percentage)	78	34.96	16.26
Years of operation (2 to 7)	78	3.18	2.02

Sources: Texas Education Agency 2002 through 2009 Academic Excellence Indicator System data files, master charter school student file from the fall of 2008; 2009 individual student demographic data file, and 2008 and 2009 individual student attendance data files.

Table B.10. Hierarchical Regression Models Predicting the Effects of Years of Charter School Operation on Attendance Rates, Standard Education Campus (SEC) and Alternative Education Campus (AEC) Charter Schools.

Group	School-Level Analysis	Gamma Coefficient	Standard Error	*t*-value
SEC Charter Schools				
	Intercept	95.324	0.295	323.02***
	School chain	0.256	0.193	1.32
	Years of operation	0.049	0.039	1.26
	School achievement [a]	0.020	0.005	3.69**
	Limited English proficient	0.282	0.087	3.23**
	Changed school in 2008-09	0.139	0.054	2.59*
	Female	-0.036	0.036	-0.98
	African American	0.194	0.088	2.22*
	Hispanic	0.140	0.064	2.18*
	Economic disadvantage	-0.198	0.053	-3.72***
	2008 attendance rate[b]	0.529	0.018	29.83***
	Early childhood level[c]	1.044	0.234	4.46***
	Elementary level[d]	0.956	0.233	4.11***
	Middle school level[e]	0.648	0.176	3.68***
AEC Charter Schools				
	Intercept	88.904	1.184	75.08***
	School chain	-0.321	1.053	-0.31
	Years of operation	-0.228	0.199	-1.15
	School achievement [a]	0.083	0.023	3.66**
	Limited English proficient	1.142	0.388	2.94**
	Changed school in 2008-09	0.573	0.302	1.90
	Female	-0.946	0.199	-4.76***
	African American	0.326	0.425	0.77
	Hispanic	0.008	0.334	0.02
	Economic disadvantage	-0.114	0.303	-0.38
	2008 attendance rate[ab]	0.388	0.022	17.96***
	Early childhood level[c]	4.448	0.801	5.56***
	Elementary level[d]	4.123	0.556	7.41***
	Middle school level[e]	3.127	0.395	7.92***

*$p < .05$; **$p < .01$; ***$p < .001$.

Sources: Texas Education Agency 2002 through 2009 Academic Excellence Indicator System data files, master charter school student file from the fall of 2008; 2009 individual student demographic data file, and 2008 and 2009 individual student attendance data files.

Notes. Includes only open-enrollment charter school campuses that began operation during the 2001-02 through 2008-09 school years. Analyses included the following student counts. Standard education campuses = 29,897 and alternative education campuses = 10,342. Analyses included the following campus counts. Standard education campuses = 121 and alternative education campuses = 78. For standard education campuses, 19% of the variance in 2009 attendance rates was between campuses. For alternative education campuses, 28% of the variance in Texas Assessment of Knowledge and Skills (TAKS) reading scores was between campuses. The percentage of within-school variance explained by the student-level predictors was 38% for standard education campuses and 22% for alternative education campuses. The percentage of between-school variance explained by the campus-level predictors (relative to the student-level model) was 12% for standard education campuses and 8% for alternative education campuses.

[a]The percentage of students at the campus who passed all TAKS tests in spring 2008.

[b]The percentage of membership days that a student was present in 2007-08.

[c]The student was in Grades K, 1 or 2 in 2008-09.

[d]The student was in Grades 3, 4, or 5 in 2008-09.

[e]The student was in Grades 6, 7, or 8 in 2008-09.

Table B.11. Variance Decomposition from Conditional HLM Models of Student Attendance, Standard Education Campus (SEC) and Alternative Education Campus (AEC) Charter Schools

Test/Random Effect	Variance Component	*df*	X^2	*p*
SEC Charter Schools				
Level-1 student effect	8.0169			
School mean	0.8121	117	1941.62	0.000
2008 attendance-outcome slope	0.0342	120	1698.44	0.000
AEC Charter Schools				
Level-1 student effect	97.9015			
School mean	20.8816	74	1507.65	0.000
2008 attendance -outcome slope	0.0256	77	314.87	0.000

Sources: Texas Education Agency 2002 through 2009 Academic Excellence Indicator System data files, master charter school student file from the fall of 2008; 2009 individual student demographic data file, and 2008 and 2009 individual student attendance data files.

Attendance Analyses Limitations

There were less missing data in the attendance analyses than in the analysis of TAKS outcomes. The percentage reductions were 31.3% for SEC charter schools and 25.8% for AEC charter schools. Again, it is informative to ask whether the partial samples used in the analyses are representative of the populations of open-enrollment charter schools that began operation during the 2001-02 through 2008-09 school years. Table B.12 compares the characteristics of the populations of students in those schools with the samples used in the HLM analyses. For SEC open-enrollment charter schools, differences between the population and the partial sample were very small. For example, ethnic, gender, economic, and special education percentages differed by no more than 1 percentage point. In addition, the percentage of LEP students in the SEC partial sample was less than 2 percentage points less than in the population. For AEC open-enrollment charter schools, differences between the population and the partial sample were larger but still small. The AEC gender difference was less than 1 percentage point, the special education difference was about 1 percentage point, and the ethnic, economic, and LEP differences were 2.5 percentage points or less. Thus, the samples used in the HLM analyses are representative of the SEC population and somewhat representative of the AEC population.

Table B.12. Demographic Characteristics of Full and Partial Samples, Attendance Analyses, Standard Education Campus (SEC) and Alternative Education Campus (AEC) Charter Schools

	SEC Charter Schools		AEC Charter Schools	
Characteristic	Full	Partial	Full	Partial
Percentage minority	78.0%	77.7%	79.9%	77.9%
Percentage female	50.8%	51.2%	49.9%	50.6%
Percentage disadvantaged	66.6%	65.8%	76.5%	74.0%
Percentage LEP	13.9%	12.1%	20.6%	18.2%
Percentage special education	5.3%	6.3%	14.0%	15.1%

Sources: Texas Education Agency 2002 through 2009 Academic Excellence Indicator System data files, master charter school student file from the fall of 2008; 2009 individual student demographic data file.
Note. The full sample represents all of the students in that category of open-enrollment charter schools. The partial sample represents the students used in analyses.

EFFECTS OF CHARTER SCHOOL MATURITY ON STUDENTS' RETENTION STATUS

Chapter 7 also investigated the effect of charter school maturity on student grade-level retention. Included were students who attended open-enrollment or university charter school campuses in 2008-09 and were enrolled in Grades K through 11. Charter school maturity was measured by the number of years a school had been enrolling students as reported by AEIS, and charter schools were limited to SECs and AECs that began operation during the 2001-02 through 2008-09 school years.

Analyses

Retention status is a binary outcome. That is, a student is either retained or not retained. To predict retention status, HGLM was used with a Bernoulli sampling model, a log odds or logit link function, and student level and school level structural models identical to those in HLM. HGLM presents results for both unit-specific and population-average models. The unit-specific model holds constant the school attended, while the population-average model does not, but averages over all schools. Because the average log-odds of retention was found to vary significantly across schools (variance in average log-odds of retention was 0.77 for SECs and 2.69 for AECs,[14] with significant chi-square values in both cases), this variation should be controlled or held constant. Consequently, only unit-specific results will be presented and discussed below. (Note, however, that results were similar for both models.)

Student-level model. The student-level model predicts the log-odds of retention (η_{ij}). Specifically, 2008-09 retention status (1 if retained, 0 if not) was regressed on 2008-09 attendance rate, economic status (1 if disadvantaged, 0 if not disadvantaged), African American status (1 if African American, 0 if not African American), Hispanic status (1 if Hispanic, 0 if not Hispanic), limited English proficient (LEP) status (0 if not LEP, 1 if LEP), gender (1 if female, 0 if male), early childhood grade attendance (1 if Grades K, 1 or 2, 0 if not), intermediate grade attendance (1 if Grades 3, 4, or 5, 0 if not), middle school grade attendance (1 if Grades 6, 7, or 8, 0 if not), and whether or not the student changed schools at the start of the 2008-09 school year (1 if yes, 0 if no). That is,

$$\eta_{ij} = \beta_{0j} + \beta_{1j}(\text{2008-09 attendance rate [grand mean centered]})_{ij} + \beta_{2j}(\text{African American status})_{ij} + \beta_{3j}(\text{Hispanic status})_{ij} + \beta_{4j}(\text{Economic status})_{ij} + \beta_{5j}(\text{LEP})_{ij} + \beta_{6j}(\text{Female})_{ij} + \beta_{7j}(\text{Early childhood grade attendance})_{ij} + \beta_{8j}(\text{Intermediate grade attendance})_{ij} + \beta_{9j}(\text{Middle school grade attendance})_{ij} + \beta_{10j}(\text{Changed school for 2008-09})_{ij} + r_{ij.}$$

In the conditional student-level model, the school mean level of retention (β_{0j}) was specified as randomly varying. The coefficient for spring 2009 attendance rates (β_{1j}) was specified as randomly varying when variation across schools was found (significant chi-square statistic; found with AEC but not SEC analyses). The coefficients for the remaining independent variables were specified as fixed.

School-level model. At the school level, β_{0j} is modeled as a function of the number of years of charter school operation, which ranged from 0 (2 years) to 6 (8 years), school achievement (the percentage of students at a campus who passed all 2008 TAKS tests taken [percentages ranged from 11% to 96% with a grand mean of 56%]), and whether or not the school was part of a chain or network of charter schools (1 if yes, 0 if no). This model was developed to answer the question of whether open-enrollment charter schools that were in operation longer (more mature) had lower retention rates than new (less mature) open-enrollment charter schools, after controlling for school achievement and chain or network participation, as well as attendance, ethnicity, economic status, LEP status, gender, grade level, and school change. That is,

[14]Assuming schools' log-odds of retention to be normally distributed, the 95% range of retention probabilities ranged from 0.4% and 12.3% for SECs and from 0.5% and 76.7% for AECs.

$\beta_{0j} = \gamma_{00} + \gamma_{01}(\textit{Number of years of operation})_j + \gamma_{02}(\textit{School achievement [grand mean centered]})_j + \gamma_{03}(\textit{School chain})_j + \mu_{0j}$.

Data

The student-level data file was created by selecting students who attended Grades K through 11 in open-enrollment or university charter school campuses in 2008-09. The students' 2008-09 attendance rates, 2008-09 grade levels, and characteristics such as economic status, LEP status, ethnicity, gender, grade range of the school attended, and whether or not a school change occurred at the start of the 2008-09 school year were added to this data file. Students were classified as retained in 2008-09 if their 2008-09 grade level was the same as their 2009-10 grade level. The school change variable is included as a control for students who may have changed schools subsequent to a retention decision. The overall retention rate was 5.0%, and retention rates ranged from 1.8% at Grade 4 to 21.4% at Grade 11. In SEC open-enrollment charters the retention rate was 2.6% with a range of 1.2% at Grade 11 to 3.8% at Grade 9. In AEC open-enrollment charters the retention rate was 13.7% with a range of 1.9% at kindergarten to 32.8% at Grade 11. Separate data files were created for students in SEC and AEC open-enrollment charter schools. The school-level data file was created by selecting from AEIS those open-enrollment and university charter schools that enrolled students for the 2008-09 school year and began operation during the 2001-02 through 2008-09 school years. Campus achievement levels, number of years of operation, and chain or network participation were added to this school-level file.

Results

Statistical details for the attendance analyses are provided in Tables B.13 through B.16 for both SEC and AEC charter schools.

Table B.13. Descriptive Statistics for Retention Rates, Standard Education Campus (SEC) and Alternative Education Campus (AEC) Charter Schools

Variable Name	N	Mean	SD
Student-Level Descriptive Statistics: SEC Charter Schools (Level 1)			
LEP (1 = yes, 0 = no)	31,947	0.12	0.32
Female	31,947	0.51	0.50
African American	31,947	0.24	0.43
Hispanic	31,947	0.52	0.50
Economically disadvantaged (1 = yes, 0 = no)	31,947	0.64	0.48
Changed school for 2008-09	31,947	0.40	0.49
Retained in 2008-09	25,799	0.03	0.16
Percentage of days in attendance 2008-09	31,947	96.62	3.79
Early childhood grades (K, 1, or 2 = 1, others = 0)	31,947	0.31	0.46
Elementary grades (3, 4, or 5 = 1, others = 0)	31,947	0.27	0.44
Middle grades (6 to 8 = 1, others = 0)	31,947	0.32	0.47
Student-Level Descriptive Statistics: AEC Charter Schools (Level 1)			
LEP (1 = yes, 0 = no)	9,244	0.18	0.39
Female	9,244	0.50	0.50
African American	9,244	0.22	0.41
Hispanic	9,244	0.57	0.50
Eco. disadvantaged (1 = yes, 0 = no)	9,244	0.74	0.44
Changed school for 2008-09	9,244	0.68	0.47
Retained in 2008-09	4,637	0.18	0.38
Percentage of days in attendance 2008-09	9,244	87.81	12.86
Early childhood grades (K, 1, or 2 = 1, others = 0)	9,244	0.09	0.28
Elementary grades (3, 4, or 5 = 1, others = 0)	9,244	0.07	0.26
Middle grades (6 to 8 = 1, others = 0)	9,244	0.12	0.32
School-Level Descriptive Statistics: SEC Charter Schools (Level 2)			
School chain (1 = yes, 0 = no)	121	0.79	0.41
School achievement (percentage)	121	70.33	16.97
Years of operation (2 to 7)	121	2.54	2.29
School-Level Descriptive Statistics: AEC Charter Schools (Level 2)			
School chain (1 = yes, 0 = no)	78	0.91	0.31
School achievement (percentage)	78	34.96	16.26
Years of operation (2 to 7)	78	3.18	2.02

Sources: Texas Education Agency 2002 through 2008 Academic Excellence Indicator System data files, master charter school student file from the fall of 2007; 2008, 2009, and 2010 individual student demographic data files, and 2009 individual student attendance data files.

Table B.14. Hierarchical Regression Models Predicting the Effects of Years of Charter School Operation on Retention Status, Standard Education Campus (SEC) and Alternative Education Campus (AEC) Charter Schools

Group	School-Level Analysis	Gamma Coefficient	Standard Error	t-value
SEC Charter Schools				
	Intercept	-4.276	0.316	-13.52***
	School chain	0.066	0.221	0.30
	School achievement[a]	-0.004	0.007	-0.53
	Years of operation	-0.054	0.045	-1.20
	Limited English proficient	0.601	0.187	3.21**
	Female	-0.454	0.084	-5.41***
	African American	0.427	0.163	2.61**
	Hispanic	0.320	0.147	2.18*
	Economic disadvantage	0.506	0.128	3.95***
	Changed school in 2008-09	0.589	0.123	4.79***
	2009 attendance rate[b]	-0.098	0.010	-9.65***
	Early childhood level[c]	-0.079	0.257	-0.31
	Elementary level[d]	0.040	0.244	0.16
	Middle school level[e]	-0.761	0.215	-3.53**
AEC Charter Schools				
	Intercept	-1.416	0.666	-2.13*
	School chain	0.066	0.496	0.13
	School achievement[a]	-0.008	0.010	-0.81
	Years of operation	-0.077	0.097	-0.79
	Limited English proficient	0.355	0.139	2.55*
	Female	-0.265	0.117	-2.25*
	African American	0.145	0.223	0.65
	Hispanic	-0.206	0.189	-1.09
	Economic disadvantage	-0.010	0.113	-0.09
	Changed school in 2008-09	0.283	0.108	2.63**
	2009 attendance rate[b]	-0.070	0.009	-8.03***
	Early childhood level[c]	-0.948	0.479	-1.98*
	Elementary level[d]	-0.664	0.469	-1.42
	Middle school level[e]	-1.546	0.316	-4.90*

*$p < .05$; **$p < .01$; ***$p < .001$.

Sources: Texas Education Agency 2002 through 2008 Academic Excellence Indicator System data files, master charter school student file from the fall of 2007; 2008, 2009, and 2010 individual student demographic data files, and 2009 individual student attendance data files.

Notes. Includes only open-enrollment charter school campuses that began operation during the 2001-02 through 2008-09 school years. Analyses included the following student counts. Standard education campuses = 25,799 and alternative education campuses = 4,637. Analyses included the following campus counts. Standard education campuses = 121 and alternative education campuses = 75.

[a]The percentage of students at the campus who passed all Texas Assessment of Knowledge and Skills tests in spring 2008.

[b]The percentage of membership days that a student was present in 2008-09.

[c]The student was in Grades K, 1 or 2 in 2008-09.

[d]The student was in Grades 3, 4, or 5 in 2008-09.

[e]The student was in Grades 6, 7, or 8 in 2008-09.

Table B.15. Variance Decomposition from Conditional HGLM Models of Student Retention, Standard Education Campus (SEC) and Alternative Education Campus (AEC) Charter Schools

Test/Random Effect	Variance Component	*df*	X^2	*p*
SEC Charter Schools				
School mean	0.7907	117	759.55	0.000
2008 attendance -outcome slope	Effect not random			
AEC Charter Schools				
School mean	1.9698	71	675.06	0.000
2008 attendance -outcome slope	0.0024	74	143.33	0.000

Sources: Texas Education Agency 2002 through 2008 Academic Excellence Indicator System data files, master charter school student file from the fall of 2007; 2008, 2009, and 2010 individual student demographic data files, and 2009 individual student attendance data files.

Retention Analyses Limitations

Missing data reductions in the retention analysis were 40.7% for SEC charter schools and 66.7% for AEC charter schools. Again, it is informative to ask whether the partial samples used in the analyses were representative of the populations of open-enrollment charter schools that began operation during the 2001-02 through 2008-09 school years. Table B.16 compares the characteristics of the populations of students in those schools with the samples used in the retention analyses. For both SEC and AEC open-enrollment charter schools, differences in demographics between the populations and the partial samples were small. In SECs, ethnic, gender, LEP, and special education percentages differed by no more than 1 percentage point, and economic percentages differed by about 2 percentage points. In AECs, ethnic, gender, economic, and LEP percentages differed by no more than 1 percentage point, and special education percentages by just over 1 percentage point. Thus, both AEC and SEC partial samples were similar to the AEC and SEC populations.

Table B.16. Demographic Characteristics of Full and Partial Samples, Retention Analyses, Standard Education Campus (SEC) and Alternative Education Campus (AEC) Charter Schools

	SEC Charters		AEC Charters	
Characteristic	Full	Partial	Full	Partial
Percentage minority	78.0%	77.0%	79.9%	80.5%
Percentage female	50.8%	51.2%	49.9%	50.7%
Percentage disadvantaged	66.6%	64.4%	76.5%	75.9%
Percentage LEP	13.9%	13.0%	20.6%	21.6%
Percentage special education	5.3%	5.6%	14.0%	15.2%

Note. The full sample represents all of the students in that category of open-enrollment charter schools. The partial sample represents the students used in analyses.

APPENDIX C
PROPENSITY SCORE MATCHING

PSM is a non-parametric approach to controlling for the effect of selection bias by matching treated and control observations across a spectrum of pre-treatment characteristics and comparing differences in average outcomes across the two groups. This method has an intuitive appeal because it seems clear that the effect of a treatment on outcomes may be distilled if the comparison is made across treated and control units that are identical, or nearly so, in terms of their observed pre-treatment characteristics. The limitation of this approach, as discussed later in this appendix, is that it relies on the assumption that unobserved characteristics do not affect treatment outcomes.

THE PROPENSITY SCORE

Using an example comparing charter and traditional district students' testing outcomes, let X represent a set of observed student characteristics, or covariates, and let D represent a binary variable indicating whether a student attended a charter school (D=1) or did not (D=0). Assume that X contains pretreatment variables related to students' gender, ethnicity, and previous test scores. The propensity score, E[X], is the conditional probability that a student will attend a charter school given his or her pretreatment characteristics. That is,

$$E[X] = Pr(D=1|X). \quad (1)$$

Thus, students in charter and traditional district schools with the same value of E[X] will have, on average, similar backgrounds in terms of observed pretreatment characteristics and the same distribution of X. Exact matching of charter and traditional district students with the same values of E[X] will balance the distributions of X in the two student groups and remove all of the bias in X, permitting an unbiased estimate of the effect of charter schools on test scores.

LIMITATIONS OF PSM

However, as Rosenbaum and Rubin (1985) explain, it is rarely, if ever, possible to remove all of the bias in X. This is because matching on E[X] can only balance the observed covariates included in X. Such matching will not balance unobserved characteristics affecting outcomes unless they are highly correlated with X. Thus, the amount of bias that PSM methods are able to eliminate is determined largely by researchers' ability to identify the functional form of E[X]. In observational studies such as this one, the functional form of E[X] is seldom known and must be estimated using the available data. Therefore, the extent to which bias is reduced will depend heavily on the quality of the control variables used to compute E[X]. Because it is rarely possible to find exact matches in terms of E[X], criteria must be established that allow researchers to identify matches that are sufficiently close in terms of propensity score values. Finally, adjusting for E[X] balances X "only in expectation, that is, averaging over repeated studies. In any particular study, further adjustment for X may be required to control chance imbalances in X" (Rosenbaum & Rubin, p. 35).

ESTIMATING THE PROPENSITY SCORE

Assessing the effect of a treatment, such as charter school attendance, requires consideration of what outcomes would have been if the observed individuals had not chosen the treatment. Therefore, let Y_1 represent observed outcomes with treatment and Y_0 represent outcomes without treatment, so that the effect of the treatment is $\Delta = Y_1 - Y_0$. As noted above, D=1 if an observation unit participated in the treatment and D=0 if otherwise. The parameter τ, representing the ATT is given by:

$$\begin{aligned} \tau &\equiv E[Y_1 - Y_0 | D=1] \qquad (2) \\ &= E[E[Y_1 - Y_0 | D=1, E[X]] \\ &= E[E[Y_1 | D=1, E[X]] - E[Y_0 | D=0, E[X]] \mid D=1] \end{aligned}$$

The Balancing Hypothesis

Following the work of Rosenbaum and Rubin (1983), it can be shown that the following balancing hypothesis must be met in order to derive (2) given (1): [15]

If E[X] is the propensity score, then

$$D \perp X \mid E[X], \qquad (3)$$

where $\perp$ indicates statistical independence and D is the group indicator (D=1for treatment observations and D=0 for comparison observations).

If the Balancing Hypothesis is satisfied, observations with the same propensity score will have identical distributions of observable characteristics independent of whether they participated in the treatment. This implies that treatment is random and that, on average, matched treatment and control units are identical with respect to X. However, in some instances it may not be possible to meet the balancing requirements for all variables included in a PSM model, and, to achieve balance, some variables may need to be omitted.

Binary Outcome

Because E[X] is binary—an observation either receives treatment or does not—it must be estimated using either a probit or logit regression model. The analyses presented in this evaluation use logit regression and estimate E[X] such that:

$$Pr[D_i=1|X_i] = \Phi(h(X_i)), \qquad (4)$$

where Φ is the standard normal cumulative density function and $h(X_i)$ is a model specification that includes all pretreatment covariates as linear terms and does not include interaction or higher order terms. The STATA[16] program used to estimate E[X] in this evaluation splits the propensity score estimates into "k" equally spaced intervals or blocks. STATA tests to ensure that within each interval, the average propensity scores of treated and control observations are the same and that the distribution of each characteristic does not differ across treated and control observations within each block (Becker & Ichino, 2002).

Matching Methods

Because the propensity score is estimated as a continuous index, in principle, it is not possible to identify exact matches between treatment and control units. Given this limitation, a number of methods have been

[15]Rosenbaum and Rubin (1983) and Imbens (2004) provide proofs of the Balancing Hypothesis.
[16]STATA is a statistical analysis software package.

proposed to identify appropriate matches. Some of the most frequently used methods are Stratification Matching, Nearest Neighbor Matching (with replacement or random draw), Kernel Matching, and Radius Matching. Each method involves a tradeoff between the quality of matches identified and the quantity of treatment units retained. Becker and Ichino (2002) assert that none of these methods is "a priori superior to the other " but their "joint consideration offers a way to assess the robustness of the [ATT] estimates" (p. 363). Results presented in this appendix and in chapter 8 incorporate four matching methods: (1) Stratification Matching (ATTS), (2) Nearest Neighbor with Replacement (ATTNW), (3) Nearest Neighbor Random Draw (ATTND), and (4) Kernel Matching (ATTK). These methods are discussed in the sections that follow.

Stratification matching (ATTS). ATTS divides estimation of the propensity score into intervals in which treated and control units have, on average, the same propensity score and then computes the difference between average outcomes of treated and control units. STATA uses the same "k" blocks described above and estimates the ATT as the average of the ATT across blocks, weighted by the distribution of treatment and control units across the blocks (Becker & Ichino, 2002). A drawback of this method is that it drops observations in blocks in which either treated or control units are missing, thus some treatment units may be lost.

Nearest neighbor with replacement matching (ATTNW). The undesirable loss of treatment units associated with stratification matching may be remedied by identifying each treated observation's "nearest neighbor(s)" in terms propensity scores. Using this method of matching, each treatment unit is matched with control unit(s) with the closest propensity score value(s), and control observations may be matched to more than one treatment observation (replacement). Once matches are identified, the ATT is obtained by averaging the difference between the outcomes of treated observations and their control matches. Using the ATTNW approach, all treated units find matches, and matching with replacement reduces the distance between treatment and control matches because each treatment observation is matched to its true "nearest neighbor," which is beneficial in reducing bias (Dehejia & Wahba, 2002).

Nearest neighbor random draw matching (ATTND). ATTND uses the same method as Nearest Neighbor with Matching; however, it restricts each treatment observation to a single comparison match. That is, comparison observations are matched to only one treatment observation, which reduces the overall pool of matches for remaining treatment units. While this approach may produce more precise estimates, it also may increase the likelihood of bias as matches may be identified between observations that have greater distance between estimated propensity scores as the pool of potential matches is reduced. A further limitation of this method is that results are sensitive to the order in which matches are identified in the distribution (Dehejia & Wahba, 2002).

Kernel matching (ATTK). ATTK ensures that all treated observations are matched to control observations using a weighted average approach. The weighted average of all observations included in the control group is used to estimate counterfactual outcomes. Calculated weights represent the distance between a treatment observation and all control observations, with greatest weight given to the closest control observations (Heckman, Ichimura & Todd, 1998).

Region of Common Support

Although each matching method involves trade-offs between the quality and quantity of matches identified, the quality of matches across methods may be improved by ensuring that treatment and control observations fall within a region of common support (Becker & Ichino, 2002; Heckman, Ichimura, & Todd, 1998). Imposing a region of common support requires identifying matches that fall in a region in which there is overlap in the distributions of propensity scores of treatment and control observations. That is,

$$S=Supp(X|D=1) \cap Supp(X|D=0).^{17} \quad (5)$$

Defining a region of common support ensures that combinations of characteristics observed in the treatment group may also be observed in the control group (Caliendo & Kopeinig, 2005); however, as illustrated the next section, restricting analyses to the region of common support necessarily reduces sample size as observations that lie beyond the region's boundaries are omitted from analyses.

MATCHING OPEN-ENROLLMENT CHARTER AND TRADTIONAL DISTRICT SCHOOL STUDENTS

In order to estimate the propensity score, each observed student must contain complete information across the range of characteristics, or variables, included in matching criteria. Although, as discussed in the next section, there are variations in PSM models estimated for each outcome, the evaluation generally sought to match charter students to students who attended the same traditional district school as the charter student during the 2005-06 school year but who remained in traditional district schools rather than transferring to a charter school, and who mirrored the charter students in terms of prior year TAKS reading and math scores, gender, ethnicity, economic disadvantage, and participation in special education and ELL programs. Charter students who lacked information across any of these characteristics were necessarily dropped from analyses because it was not possible to identify traditional district students with matching characteristics.[18] In addition, the evaluation restricts analyses to only those observations that fall within a region of common support, which further reduces the number of charter students included in analyses.

Sample Size Reductions: Incomplete Data and Region of Common Support Restrictions

Table C.1 presents information about the number of charter students included in the evaluation's PSM analyses overall and by grade level. The table presents the total number of students attending Generation 11, 12, and 13 charter schools during the 2008-09 school year by grade level who also attended traditional district schools during the 2005-06 school year, the number of these students with complete information across variables used to estimate the propensity score, the percentage of charter students *with complete information*, and number and percentage of charter students who fall within the *region of common support* for analyses.

[17]See Heckman, Ichimura, & Todd (1998).
[18]Traditional district students who lacked complete information also were omitted from analyses.

Table C.1. Open-Enrollment Charter School Students Included in PSM Analyses as a Percentage of Students with Complete Data and as a Percentage of All Students

Grade Level	Total Students[a]	Students with Complete Data	Percentage of Students with Complete Data	Students *within the RCS* (Included in PSM Analyses)	Percentage of Students *with Complete Data* Included in PSM Analyses	Percentage of *Total* Students Included in PSM Analyses
Grade 4	810	781	96.42%	630	80.67%	77.78%
Grade 5	907	882	97.24%	693	78.57%	76.41%
Grade 6	996	974	97.79%	757	77.72%	76.00%
Grade 7	846	815	96.34%	622	76.32%	73.52%
Grade 8	602	578	96.01%	418	72.32%	69.44%
Grade 9	446	413	92.60%	249	60.29%	55.83%
Grade 10	320	298	93.13%	173	58.05%	54.06%
Grade 11	250	215	86.00%	118	54.88%	47.20%
Total	**5,177**	**4,956**	**95.73%**	**3,660**	**73.85%**	**70.70%**

Source: Texas Education Agency Public Education Information Management System data files 2005-06 to 2008-09.
Note. RCS=Region of Common Support
[a]Students attending Generation 11, 12, and 13 open-enrollment charter schools in 2008-09 who also attended traditional public schools in Texas during the 2005-06 school year.

As presented in Table C.1, 5,177 students in Grades 4 through 11 attended Generation 11, 12, and 13 charter schools during the 2008-09 school year. Of these, 4,956 (about 96%) had complete information across the variables included in the estimation of the propensity score. Of the students with complete information, 3,660 (74%) were matched to students attending traditional district schools and included in PSM analyses.[19] Across all grade levels, about 71% of the *total* number of charter students was included in PSM analyses. The largest percentage of students included for analyses occurred at Grade 4 and the smallest percentage occurred at Grade 11.

The Characteristics of Charter Students Included in PSM Analyses

Across all grade levels, 221 student observations (4.2% of all students) were lost due to incomplete data and another 1,296 observations (25.0% of all students) were lost because they fell outside the region of common support, resulting in a 29.2% loss of observations included in analyses. The loss of observations raises concerns as to whether students included in PSM analyses (N=3,660) are reflective of the larger population of students attending new open-enrollment charter schools during the 2008-09 school year and identified for analyses (N=5,177). Tables C.2, C.3, and C.4 present the demographic characteristics and ELL and special education status of all students attending Generation 11, 12, and 13 open-enrollment charter schools in 2008-09 who also attended traditional district schools during the 2005-06 school year, and the demographic characteristics and ESL and special education status of students with complete data as well as students included in PSM analyses by grade level and aggregated across Grades 4 through 11. The tables also include the results of two-tailed *t*-tests comparing the means of "All Students" and "Students Included in PSM Analyses" across characteristics and grade levels. As discussed in chapter 8, the use of *t*-tests enables researchers to assess whether the samples of students included in PSM analyses were statistically different from the larger population of all students attending new charter schools. Results presented in Tables C.2 though C.4 indicate samples that are statistically different at either the 95% (*$p < 0.05$) or 99% (**$p < 0.01$) level.

[19]It is possible that a match may not be identified for a charter student even though the student has complete information (e.g., outliers).

Table C.2. The Characteristics of All Students Attending New Open-Enrollment Charter Schools, Students with Complete Data, and Students Included in PSM Analyses: Grades 4 through 6

	Grade 4			Grade 5			Grade 6		
Characteristic	All Students[a] (N=810)	Students with Complete Data (n=781)	Students Included in PSM Analyses (n=630)	All Students[a] (N=907)	Students with Complete Data (n=882)	Students Included in PSM Analyses (n=693)	All Students[a] (N=996)	Students with Complete Data (n=974)	Students Included in PSM Analyses (n=757)
Female[b]	46.91%	47.38%	47.60%	52.92%	53.29%	52.67%	51.00%	51.23%	51.25%
Afr. Amer.	13.83%	13.70%	13.96%	19.29%	19.39%	16.738%*	8.94%	9.03%	8.45%
Hispanic	48.27%	48.66%	50.79%	41.68%	41.95%	43.43%	56.83%	56.98%	58.92%
White	26.91%	26.38%	25.55%	28.34%	27.89%	29.15%	25.50%	25.26%	24.83%
Econ. disadv.	52.60%	52.50%	54.28%	50.20%	50.11%	49.35%	44.90%	44.97%	45.84%
English language learner	7.20%	6.91%	6.19%	4.60%	4.54%	3.75%	0.80%	0.62%	0.66%
Special education	5.40%	4.99%	4.92%	4.40%	4.20%	4.04%	4.12%	4.00%	2.25%**

Results of two-tailed *t*-test: *$p < 0.05$; **$p < 0.01$.

Source: Texas Education Agency Public Education Information Management System data files 2008-09.

[a]Students attending Generation 11, 12, and 13 open-enrollment charter schools in 2008-09 who also attended traditional public schools in Texas during the 2005-06 school year.

[b]The percentage of male students is the difference between 100% and the percentage of female students.

Table C.3. The Characteristics of All Students Attending New Open-Enrollment Charter Schools, Students with Complete Data, and Students Included in PSM Analyses (Matched): Grades 7 through 9

Characteristic	Grade 7			Grade 8			Grade 9		
	All Students[a] (N=846)	Students with Complete Data (n=815)	Students Included in PSM Analyses (n=622)	All Students[a] (N=602)	Students with Complete Data (n=578)	Students Included in PSM Analyses (n=418)	All Students[a] (N=446)	Students with Complete Data (n=413)	Students Included in PSM Analyses (n=249)
Female[b]	51.06%	50.67%	50.64%	54.32%	54.67%	55.74%	45.52%	45.76%	48.59%
Afr. Amer.	9.34%	9.20%	9.49%	8.14%	8.13%	7.89%	11.88%	12.59%	12.05%
Hispanic	54.26%	54.85%	56.43%	56.31%	55.71%	58.85%	55.38%	55.69%	60.24%*
White	25.53%	24.79%	22.35%*	25.75%	25.95%	24.40%	25.56%	23.97%	20.48%**
Econ. disadv.	48.70%	49.45%	48.39%	45.00%	44.81%	47.61%	54.26%	56.17%	59.04%*
English language learner	0.35%	0.37%	0.32%	1.99%	2.08%	1.20%	7.62%	7.75%	7.63%
Special education	3.66%	3.07%	0.80%**	4.98%	4.50%	2.63%**	8.74%	7.26%	3.61%**

Results of two-tailed *t*-test: *$p < 0.05$; **$p < 0.01$.

Source: Texas Education Agency Public Education Information Management System data files 2008-09.

[a]Students attending Generation 11, 12, and 13 open-enrollment charter schools in 2008-09 who also attended traditional public schools in Texas during the 2005-06 school year.

[b]The percentage of male students is the difference between 100% and the percentage of female students.

Table C.4. The Characteristics of All Students Attending New Open-Enrollment Charter Schools, Students with Complete Data, and Students Included in PSM Analyses: Grades 10 and 11, and All Grades (Aggregated)

Characteristic	Grade 10			Grade 11			All Grades (4 through 11)		
	All Students[a] (N=320)	Students with Complete Data (n=298)	Students Included in PSM Analyses (n=173)	All Students[a] (N=250)	Students with Complete Data (n=215)	Students Included in PSM Analyses (n=118)	All Students[a] (N=5,177)	Students with Complete Data (n=4,956)	Students Included in PSM Analyses (n=3,660)
Female[b]	50.62%	50.67%	57.23%**	50.40%	52.56%	55.93%*	50.57%	50.87%	51.56%
Afr. Amer.	12.81%	13.09%	8.67%*	11.20%	10.70%	7.63%*	12.09%	12.15%	11.31%*
Hispanic	54.38%	56.04%	68.21%**	26.00%	26.98%	31.36%*	50.59%	51.03%	53.80%**
White	26.56%	24.16%	16.18%**	46.40%	43.72%	42.37%	27.33%	26.53%	25.16%**
Econ. disadv.	55.00%	54.70%	57.80%	17.60%	13.02%	13.56%*	47.77%	47.92%	49.02%*
English language learner	11.25%	11.41%	16.18%**	0.80%	0.47%	0.00%	3.77%	3.67%	3.39%
Special education	8.75%	8.72%	2.89%**	2.40%	1.40%	0.85%*	5.00%	4.54%	2.92%**

Results of two-tailed *t*-test: *$p < 0.05$; **$p < 0.01$.

Source: Texas Education Agency Public Education Information Management System data files 2005-06 to 2008-09.

[a]Students attending Generation 11, 12, and 13 open-enrollment charter schools in 2008-09 who also attended traditional public schools in Texas during the 2005-06 school year.

[b]The percentage of male students is the difference between 100% and the percentage of female students.

ESTIMATING THE EFFECTS OF NEW OPEN-ENROLLMENT CHARTER SCHOOLS USING PSM

The PSM estimates for analyses included in this evaluation were estimated using logit regression methods. Models for each estimated outcome (e.g., TAKS reading at Grade 4, 2008-09 retention rates at Grade 7) varied based on available data and the PSM requirement that control and treatment groups balance across included variables. The sections that follow present information on the model specifications and ATT estimates, including SEs and *t*-statistics, for spring 2008 TAKS reading and math outcomes, students' 2008-09 attendance rates, and whether a student was retained during the 2008-09 school year (i.e., the student was enrolled in the same grade in 2007-08 and 2008-09). The numbers of charter students (treatment observations) included in analyses may vary from the numbers reported in Table C.1 because of variations in matching methodologies. Note that the PSM balancing requirements could not be satisfied for models matching open-enrollment charter school students in Grades 9 through 11 with similar students who attended the same traditional district schools as charter students in 2005-06. For these models, charter students are matched with demographically similar students with similar prior year testing outcomes who attended the set of *all* traditional district schools attended by charter students in 2005-06.

SPRING 2008 READING AND MATH OUTCOMES

As discussed in chapter 8, analyses of students' TAKS outcomes incorporate a standardized score, known as a *T* score, that enables comparisons of tests, such as TAKS, that have different performance standards across grade levels. The following sections present results of PSM analyses estimating the effect of new charter school attendance on students' reading/ELA and math TAKS *T* scores.

Model Specifications

Tables C.5, C.6, and C.7 present the number of treatment and control observations and the variables included in models providing balanced PSM estimates for Grades 4 and 5; Grades 6, 7, and 8; and Grades 9, 10, and 11, respectively. Models seek to match charter students (treatment observations) and traditional district students (control observations) on the school attended during the 2005-06 school year, prior year TAKS reading and math outcomes, gender, ethnicity, economic disadvantage, and participation in special education and ELL programs. Variations in variables included across models reflect differences in the balancing requirements of each specified model.

Table C.5. Treatment and Control Observations and Variables Included in Balanced PSM Estimates, TAKS Reading and Math Outcomes (*T* Scores), Spring 2008: Grades 4 and 5

	Grade 4				Grade 5			
	ATTK/ATTS		ATTND/ATTNW		ATTK/ATTS		ATTND/ATTNW	
Observations/Variables	Reading	Math	Reading	Math	Reading	Math	Reading	Math
Treatment observations	628	630	628	630	693	693	693	693
Control observations	66,733	66,839	6,099	6,076	66,206	66,403	10,313	4,883
	Variables Included in (√) and Omitted from (--) Balanced Models							
Campus attended 2005-06	√	√	√	√	√	√	√	√
TAKS math 2006	NA	NA	NA	NA	NA	NA	NA	NA
TAKS reading 2006	NA	NA	NA	NA	NA	NA	NA	NA
Gender	√	√	√	√	--	√	--	√
Hispanic	√	√	√	√	√	√	√	√
African American	√	√	√	√	√	√	√	√
Economic disadvantage	√	√	√	√	√	√	√	√
English language learner	--	--	--	--	--	√	--	√
Special education status	√	√	√	√	√	--	√	--

Source: Texas Education Agency Public Education Information Management System data files 2005-06 to 2008-09.
Note. NA=Not applicable. Students were not in a grade level in which the TAKS test was administered during the specified year.

Table C.6. Treatment and Control Observations and Variables Included in Balanced PSM Estimates, TAKS Reading and Math Outcomes (*T* Scores), Spring 2008: Grades 6 through 8

Observations/ Variables	Grade 6				Grade 7				Grade 8			
	ATTK/ATTS		ATTND/ATTNW		ATTK/ATTS		ATTND/ATTNW		ATTK/ATTS		ATTND/ATTNW	
	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math
Treatment observations	755	757	755	757	618	622	620	622	418	417	418	417
Control observations	49,003	49,048	865	804	47,722	47,789	663	677	44,650	44,571	12,105	12,095
Variables Included in (√) and Omitted from (--) Balanced Models												
Campus attended 2005-06	√	√	√	√	√	√	√	√	--	--	--	--
TAKS math 2006	√	√	√	√	√	√	√	√	--	--	--	--
TAKS reading 2006	√	√	√	√	√	√	√	√	√	√	√	√
TAKS math 2005	NA	NA	NA	NA	--	--	--	--	--	--	--	--
TAKS reading 2005	NA	NA	NA	NA	--	--	--	--	√	√	√	√
TAKS math 2004	NA	NA	NA	NA	NA	NA	NA	NA	--	--	--	--
TAKS reading 2004	NA	NA	NA	NA	NA	NA	NA	NA	√	√	√	√
Gender	√	√	√	√	√	√	√	√	--	--	--	--
Hispanic	√	√	√	√	√	√	√	√	--	--	--	--
African American	√	√	√	√	√	√	√	√	--	--	--	--
Economic disadvantage	√	√	√	√	√	√	√	√	--	--	--	--
English language learner	√	√	√	√	√	√	√	√	--	--	--	--
Special education status	--	--	--	--	√	√	√	√	--	--	--	--

Source: Texas Education Agency Public Education Information Management System data files 2004-05 to 2008-09.
Note. NA=Not applicable. Students were not in a grade level in which the TAKS test was administered during the specified year.

Table C.7. Treatment and Control Observations and Variables Included in Balanced PSM Estimates, TAKS Reading/ELA and Math Outcomes (*T* Scores), Spring 2008: Grades 9 Through 11

Observations/ Variables	Grade 9				Grade 10				Grade 11			
	ATTK/ATTS		ATTND/ATTNW		ATTK/ATTS		ATTND/ATTNW		ATTK/ATTS		ATTND/ATTNW	
	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math
Treatment observations	248	249	248	249	173	171	173	171	118	115	118	115
Control observations	2,519	2,508	1,500	1,543	428	427	120	126	339	321	67	73
	Variables Included in (√) and Omitted from (--) Balanced Models											
Campus attended 2005-06	--	--	--	--	--	--	--	--	--	--	--	--
TAKS math 2006	√	√	√	√	√	√	√	√	√	√	√	√
TAKS reading 2006	√	√	√	√	√	√	√	√	√	√	√	√
TAKS math 2005	--	--	--	--	√	√	√	√	--	√	--	√
TAKS reading 2005	--	--	--	--	√	√	√	√	√	√	√	√
TAKS math 2004	--	--	--	--	√	√	√	√	--	√	--	√
TAKS reading 2004	--	--	--	--	√	--	√	--	√	√	√	√
Gender	--	--	--	--	√	√	√	√	√	√	√	√
Hispanic	--	--	--	--	√	√	√	√	√	√	√	√
African American	--	--	--	--	√	√	√	√	√	√	√	√
Economic disadvantage	--	--	--	--	√	√	√	√	√	√	√	√
English language learner	--	--	--	--	√	√	√	√	--	--	--	--
Special education status	--	--	--	--	--	--	--	--	--	--	--	--

Source: Texas Education Agency Public Education Information Management System data files 2005-06 to 2008-09.

ATT Estimates

Table C.8 presents the ATT estimates, SEs, and *t*-statistics for each of the four PSM models estimated for TAKS reading/ELA outcomes for students in Grades 4 through 11, and Table C.9 presents the same information for models estimating TAKS math outcomes. Results indicate ATT estimates that are statistically significant at either the 95% (*$p < 0.05$) or 99% (**$p < 0.01$) level.

Table C.8. The Effect of New Open-Enrollment Charter Schools on 2008 Reading/ELA TAKS Outcomes (*T* Scores): Grades 4 Through 11

	Matching Method											
	ATTK			ATTS			ATTND			ATTNW		
Grade Level	ATT	SE	*t*-statistic	ATT	SE	*t*-statistic	ATT	SE	*t*-statistic	ATT	SE	*t*-statistic
Grade 4	-0.381	0.395	-0.965	-1.102**	0.386	-2.857	-1.478**	0.466	-3.169	-1.534**	0.490	-3.130
Grade 5	0.912**	0.389	2.342	-0.303	0.331	-0.917	-0.252	0.420	-0.601	-0.239	0.498	-0.479
Grade 6	2.161**	0.374	5.783	-0.009	0.321	-0.029	-0.389	0.443	-0.879	-0.784*	0.431	-1.818
Grade 7	1.382**	0.472	2.932	-0.562*	0.309	-1.817	-0.237	0.535	-0.444	-0.438	0.482	-0.909
Grade8	1.523**	0.398	3.832	-0.388	0.38	-1.022	-0.926*	0.418	-2.213	-1.155**	0.418	-2.764
Grade 9	-0.954*	0.523	-1.824	-0.985*	0.561	-1.755	-0.321	0.602	-0.532	-0.556	0.556	-0.999
Grade 10	0.365	0.771	0.473	0.481	0.926	0.520	0.360	1.279	0.282	0.360	1.350	0.267
Grade 11	-0.027	0.863	-0.031	-0.370	0.998	-0.371	-1.556	1.402	-1.110	-1.556	1.490	-1.044

*$p < 0.05$; **$p < 0.01$.

Source: Texas Education Agency Public Education Information Management System data files 2004-05 to 2008-09.

Table C.9. The Effect of New Open-Enrollment Charter Schools on 2008 Math TAKS Outcomes (*T* Scores): Grades 4 Through 11

	Matching Method											
	ATTK			ATTS			ATTND			ATTNW		
Grade Level	ATT	SE	*t*-statistic	ATT	SE	*t*-statistic	ATT	SE	*t*-statistic	ATT	SE	*t*-statistic
Grade 4	-2.029**	0.419	-4.844	-2.756**	0.409	-6.741	-2.877**	0.527	-5.463	-2.950**	0.503	-5.863
Grade 5	-2.300**	0.364	-6.310	-3.242**	0.364	-8.911	-3.175**	0.486	-6.535	-3.283**	0.454	-7.233
Grade 6	-0.444	0.322	-1.378	-2.450**	0.330	-7.428	-2.373**	0.465	-5.102	-2.809**	0.475	-5.918
Grade 7	0.242	0.430	0.563	-1.713**	0.365	-4.693	-1.789**	0.538	-3.327	-1.903**	0.536	-3.551
Grade8	-0.656*	0.406	-1.616	-2.368**	0.437	-5.421	-2.857**	0.428	-6.676	-3.068**	0.417	-7.353
Grade 9	1.448**	0.551	2.627	1.409**	0.617	2.282	2.253**	0.663	3.398	1.969**	0.557	3.535
Grade 10	2.607**	0.572	4.555	2.680**	0.826	3.245	2.475*	1.272	1.946	2.475*	1.151	2.149
Grade 11	0.958	0.840	1.140	0.596	0.884	0.674	-0.476	1.276	-0.373	-0.476	1.064	-0.447

*$p < 0.05$; **$p < 0.01$.

Source: Texas Education Agency Public Education Information Management System data files 2004-05 to 2008-09.

ATTENDANCE RATES 2008-09

Model Specifications

Table C.10 presents treatment and control observations and the variables included in balanced PSM estimates for charter schools' effects on students' 2008-08 attendance rates for students in Grades 4 through 8, and Table C.11 presents the same information for students in Grades 9 through 11. Models estimating attendance outcomes matched students on campus attended in 2005-06, previous TAKS reading/ELA and math testing outcomes, gender, ethnicity, economic disadvantage, and participation in special education and ELL programs. Variations in variables included across models reflect differences in the balancing requirements of each specified model.

Table C.10. Treatment and Control Observations and Variables Included in Balanced PSM Estimates, 2008-09 Attendance Rates: Grades 4 Through 8

	Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	ATTK/	ATTND/	ATTK/	ATTND/	ATTK/	ATTND/	ATTK/	ATTND/	ATTK/	ATTND/
Observations/Variables	ATTS	ATTNW	ATTS	ATTNW	ATTS	ATTNW	ATTS	ATTNW	ATTS	ATTNW
Treatment observations	635	635	726	726	775	775	587	587	439	439
Control observations	71,667	698	70,635	767	51,741	888	46,514	578	49,300	431
	Variables Included in (√) and Omitted from (--) Balanced Models									
Campus attended 2005-06	√	√	√	√	√	√	√	√	√	√
TAKS math 2008	√	√	√	√	--	--	√	√	√	√
TAKS reading 2008	√	√	√	√	--	--	√	√	√	√
TAKS math 2007	NA	NA	--	--	--	--	--	--	√	√
TAKS reading 2007	NA	NA	--	--	--	--	√	√	√	√
TAKS math 2006	NA	NA	NA	NA	√	√	√	√	--	--
TAKS reading 2006	NA	NA	NA	NA	√	√	√	√	√	√
TAKS math 2005	NA	NA	NA	NA	NA	NA	--	--	--	--
TAKS reading 2005	NA	NA	NA	NA	NA	NA	--	--	--	--
Gender	√	√	√	√	√	√	√	√	√	√
Hispanic	√	√	√	√	√	√	√	√	√	√
African American	√	√	√	√	√	√	√	√	√	√
Economic disadvantage	√	√	√	√	√	√	√	√	√	√
English language learner	--	--	√	√	√	√	--	--	--	--
Special education status	√	√	--	--	--	--	--	--	√	√

Source: Texas Education Agency Public Education Information Management System data files 2004-05 to 2008-09.
Note. NA=Not applicable. Students were not in a grade level in which the TAKS test was administered during the specified year.

Table C.11. Treatment and Control Observations and Variables Included in Balanced PSM Estimates, 2008-09 Attendance Rates: Grades 9 Through 11

	Grade 9		Grade 10		Grade 11	
Observations/Variables	ATTK/ATTS	ATTND/ATTNW	ATTK/ATTS	ATTND/ATTNW	ATTK/ATTS	ATTND/ATTNW
Treatment observations	410	410	303	303	219	219
Control observations	3,546	3,437	754	714	506	468
	Variables Included in (√) and Omitted from (--) Balanced Models					
Campus attended 2005-06	--	--	--	--	--	--
TAKS math 2008	--	--	--	--	--	--
TAKS reading 2008	--	--	--	--	--	--
TAKS math 2007	--	--	--	--	--	--
TAKS reading 2007	--	--	--	--	--	--
TAKS math 2006	--	--	--	--	--	--
TAKS reading 2006	--	--	--	--	--	--
TAKS math 2005	--	--	--	--	--	--
TAKS reading 2005	--	--	--	--	--	--
Gender	√	√	√	√	√	√
Hispanic	√	√	√	√	√	√
African American	√	√	√	√	√	√
Economic disadvantage	√	√	√	√	√	√
English language learner	√	√	√	√	--	--
Special education status	√	√	√	√	√	√

Source: Texas Education Agency Public Education Information Management System data files 2004-05 to 2008-09.

ATT Estimates

Table C.12 presents the ATT estimates, SEs, and *t*-statistics for each of the four PSM models estimated for 2008-09 attendance rates for students in Grades 4 through 11. Results indicate ATT estimates that are statistically significant at either the 95% (*p < 0.05) or 99% (**p < 0.01) level.

Table C.12. The Effect of New Open-Enrollment Charter Schools on 2008-09 Attendance Rates: Grades 4 Through 11

	Matching Method											
	ATTK			ATTS			ATTND			ATTNW		
Grade Level	ATT	SE	*t*-statistic	ATT	SE	*t*-statistic	ATT	SE	*t*-statistic	ATT	SE	*t*-statistic
Grade 4	-0.235*	0.136	-1.735	-0.298*	0.142	-2.096	-0.372*	0.201	-1.850	-0.458**	0.193	-2.379
Grade 5	-0.206*	0.105	-1.965	-0.049	0.119	-0.414	-0.118	0.188	-0.624	-0.196	0.209	-0.940
Grade 6	0.087	0.126	0.690	0.000	0.116	0.003	0.098	0.184	0.533	0.056	0.185	0.304
Grade 7	0.081	0.147	0.553	-0.020	0.146	-0.134	0.076	0.326	0.232	0.076	0.247	0.307
Grade8	0.039	0.205	0.191	-0.140	0.199	-0.702	0.088	0.356	0.246	0.088	0.365	0.240
Grade 9	1.606**	0.235	6.826	1.851**	0.232	7.980	1.861**	0.273	6.812	1.861**	0.264	7.059
Grade 10	1.314**	0.350	3.751	1.364**	0.345	3.951	1.216**	0.372	3.270	1.216**	0.409	2.971
Grade 11	0.398	0.397	1.004	0.463	0.394	1.176	0.402	0.337	1.193	0.402	0.418	0.961

*$p < 0.05$; **$p < 0.01$.

Source: Texas Education Agency Public Education Information Management System data files 2004-05 to 2008-09.

GRADE LEVEL RETENTION 2008-09

Model Specifications

Table C.13 presents treatment and control observations and the variables included in balanced PSM estimates for charter schools' effects on grade level retention for students in Grades 4 through 8, and Table C.14 presents the same information for students in Grades 9 through 11. Grade level retention is defined as a binary variable, in which students who were retained in 2008-09 are coded "1" and students who progressed to the subsequent grade level are coded "0." Models estimating retention outcomes matched students on campus attended 2005-06, previous TAKS reading/ELA and math testing outcomes, gender, ethnicity, economic disadvantage, and participation in special education and ELL programs. Variations in variables included across models reflect differences in the balancing requirements of each specified model.

Table C.13. Treatment and Control Observations and Variables Included in Balanced PSM Estimates, 2008-09 Grade Level Retention: Grades 4 Through 8

	Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	ATTK/	ATTND/	ATTK/	ATTND/	ATTK/	ATTND/	ATTK/	ATTND/	ATTK/	ATTND/
Observations/Variables	ATTS	ATTNW	ATTS	ATTNW	ATTS	ATTNW	ATTS	ATTNW	ATTS	ATTNW
Treatment observations	635	635	726	726	775	775	587	587	439	439
Control observations	71,667	763	70,635	769	51,741	888	46,514	578	49,300	431
	Variables Included in (√) and Omitted from (--) Balanced Models									
Campus attended 2005-06	√	√	√	√	√	√	√	√	√	√
TAKS math 2008	√	√	√	√	--	--	√	√	√	√
TAKS reading 2008	√	√	√	√	--	--	√	√	√	√
TAKS math 2007	NA	NA	--	--	--	--	--	--	√	√
TAKS reading 2007	NA	NA	--	--	--	--	√	√	√	√
TAKS math 2006	NA	NA	NA	NA	√	√	√	√	--	--
TAKS reading 2006	NA	NA	NA	NA	√	√	√	√	√	√
TAKS math 2005	NA	NA	NA	NA	NA	NA	--	--	--	--
TAKS reading 2005	NA	NA	NA	NA	NA	NA	--	--	--	--
Gender	√	√	√	√	√	√	√	√	√	√
Hispanic	√	√	√	√	√	√	√	√	√	√
African American	√	√	√	√	√	√	√	√	√	√
Economic disadvantage	√	√	√	√	√	√	√	√	√	√
English language learner	--	--	√	√	√	√	--	--	--	--
Special education status	√	√	--	--	--	--	--	--	√	√

Source: Texas Education Agency Public Education Information Management System data files 2004-05 to 2009-10.
Note. NA=Not applicable. Students were not in a grade level in which the TAKS test was administered during the specified year.

Table C.14. Treatment and Control Observations and Variables Included in Balanced PSM Estimates, 2008-09 Grade Level Retention: Grades 9 Through 11

	Grade 9		Grade 10		Grade 11	
Observations/Variables	ATTK/ATTS	ATTND/ATTNW	ATTK/ATTS	ATTND/ATTNW	ATTK/ATTS	ATTND/ATTNW
Treatment observations	413	413	303	303	219	219
Control observations	3,483	3,391	754	714	506	468
	Variables Included in (√) and Omitted from (--) Balanced Models					
Campus attended 2005-06	--	--	--	--	--	--
TAKS math 2008	--	--	--	--	--	--
TAKS reading 2008	--	--	--	--	--	--
TAKS math 2007	--	--	--	--	--	--
TAKS reading 2007	--	--	--	--	--	--
TAKS math 2006	--	--	--	--	--	--
TAKS reading 2006	--	--	--	--	--	--
TAKS math 2005	--	--	--	--	--	--
TAKS reading 2005	--	--	--	--	--	--
Gender	√	√	√	√	√	√
Hispanic	√	√	√	√	√	√
African American	√	√	√	√	√	√
Economic disadvantage	√	√	√	√	√	√
English language learner	√	√	√	√	--	--
Special education status	√	√	√	√	√	√

Source: Texas Education Agency Public Education Information Management System data files 2004-05 to 2009-10.

ATT Estimates

Table C.15 presents the ATT estimates, SEs, and *t*-statistics for each of the four PSM models estimated for charter schools effects on retention rates for students in Grades 4 through 11. Results indicate ATT estimates that are statistically significant at either the 95% (*p < 0.05) or 99% (**p < 0.01) level.

Table C.15. The Effect of New Open-Enrollment Charter Schools on 2008-09 Grade Level Retention: Grades 4 Through 11

	Matching Method											
	ATTK			ATTS			ATTND			ATTNW		
Grade Level	ATT	SE	*t*-statistic	ATT	SE	*t*-statistic	ATT	SE	*t*-statistic	ATT	SE	*t*-statistic
Grade 4	-0.002	0.004	-0.477	0.001	0.004	0.218	0.000	0.007	0.000	0.002	0.006	0.253
Grade 5	0.026**	0.007	3.561	0.03**	0.007	4.485	0.037**	0.009	4.050	0.038**	0.009	4.296
Grade 6	0.002	0.003	0.562	0.004	0.003	1.147	0.003	0.005	0.553	0.003	0.004	0.803
Grade 7	0.000**	0.000	-3.993	0.000**	0.000	-3.604	0.000	0.001	0.000	0.000	0.001	0.000
Grade 8	0.006	0.006	1.079	0.010*	0.005	1.841	0.005	0.008	0.563	0.005	0.007	0.629
Grade 9	-0.011	0.013	-0.856	-0.019	0.013	-1.517	-0.022*	0.012	-1.787	-0.022*	0.012	-1.724
Grade 10	-0.003	0.018	-0.186	0.000	0.016	-0.024	0.003	0.016	0.212	0.003	0.019	0.177
Grade 11	0.136	0.287	0.472	0.004	0.005	0.802	0.005	0.004	1.161	0.000	0.281	0.000

*$p < 0.05$; **$p < 0.01$.

Source: Texas Education Agency Public Education Information Management System data files 2004-05 to 2009-10.

APPENDIX D
PRINCIPAL SURVEY

The evaluation included a voluntary, online survey of principals and teachers in Generation 11, 12, 13, and 14 open-enrollment, university, and campus charter schools administered in spring 2010. The survey asked principals and teachers a common set of questions about their background characteristics (e.g., gender and education), their schools' missions, goals, and working environments, as well as their satisfaction with their choices of employment. Teachers were routed to a separate set of questions probing their professional background, the reasons they chose to work in new charter schools, their experiences working in charter school classrooms, and the types of professional development they may have participated in during the 2009-10 school year. Principals were routed to a separate set of questions addressing issues related to school facilities, teacher and student recruitment, and the challenges and successes they experienced in starting new charter schools. This appendix focuses on the principals who participated in the spring 2010 survey, and Appendix E presents information on teacher respondents. This appendix describes administration processes, response rates, and the characteristics of principals who responded to the survey. In addition, it includes supplementary tables that present additional information referenced in report chapters. A copy of the spring 2010 online survey of new charter school principals and teachers is included in Appendix E.

METHODOLOGY

In spring 2010, the principal of each of the open-enrollment and campus charter school included in Generations 11, 12, 13, and 14 was sent an email inviting their participation in a voluntary, online survey. The email explained the purpose of the survey and provided a link by which principals could access the survey. Principals were given six weeks to complete the survey, and provided multiple reminders to complete the survey. In order to increase response rates, TCER accepted completed surveys through the conclusion of the 2009-10 school year (i.e., May 2010).

PRINCIPAL RESPONSE RATES

Table D.1 presents response rates for the spring 2010 survey of principals by generation, type of charter school, and for all charter schools included in the evaluation. The response rate represents the percentage of charter school principals who responded to the survey. Results indicate that 62% of charter school principals responded to the survey and that principals of open-enrollment charter schools responded at a higher rate than principals of campus charters (66% vs. 59%). Across both types of charter schools, principals of Generation 14 schools had the highest response rates (91%) and principals of Generation 13 charter schools had the lowest response rate (55%).

Table D.1. New Charter School Principal Response Rates, Spring 2010

School Type/Generation	Principals Responding to the Survey	
	N	%
Open-Enrollment Charter Schools		
Generation 11 (n=10)[a]	6	60.0%
Generation 12 (n=10)	7	70.0%
Generation 13 (n=12)[b, c]	6	50.0%
Generation 14 (n= 6)[d]	6	100.0%
Total (N=38)	**25**	**65.7%**
Campus Charter Schools		
Generation 11 (n=8)	5	62.5%
Generation 12 (n=4)[e]	1	25.0%
Generation 13 (n=10)	6	60.0%
Generation 14 (n=5)	4	80.0%
Total (N=27)	**16**	**59.3%**
All New Charter Schools		
Generation 11 (n=18)	11	61.1%
Generation 12 (n=14)	8	57.1%
Generation 13 (n=22)	12	54.5%
Generation 14 (n=11)	10	90.9%
Total (N=65)	**41**	**63.1%**

Source: New Charter School Principal Survey, spring 2010.

[a]Although 11 Generation 11 open-enrollment charter schools operated during the 2009-10 school year, one such school opted not to participate in surveys.

[b]Two Generation 13 open-enrollment charter schools were under construction during the 2009-10 school year and did not enroll students; however, one such school employed a principal who responded to the spring 2010 survey.

[c]The count for Generation13 open-enrollment charters includes one university charter school.

[d]Two Generation 14 open-enrollment charter schools were under construction during the 2009-10 school year and did not enroll students; however, one such school employed a principal who responded to the spring 2010 survey.

[e]Five Generation 12 campus charter schools operated during 2009-10 school year; however, one school opted not to participate in surveys.

CHARACTERISTICS OF SURVEY RESPONDENTS

Table D.2. Characteristics of New Charter School Principals, as a Percentage of Respondents by Generation and Charter Type, 2009-10

Charter Type	Generation	Male		Female		African American		Hispanic		White	
		N	%	N	%	N	%	N	%	N	%
Open-enrollment or university	11-14[a]	12	48.0%	13	52.0%	3	12.0%	5	20.0%	17	68.0%
Campus charter	11-14	3	18.8%	13	81.3%	3	18.8%	8	50.0%	4	25.0%
All charters	11-14	15	36.6%	26	63.4%	6	14.6%	13	31.7%	21	51.2%

Source: New Charter School Principal Survey, spring 2010.
Note. Ethnicity percentages will not total to 100. Other ethnicities are not included in the table.
[a]The count for Generation13 open-enrollment principals includes the principal of one university charter school.

Table D.3. Highest Education Level of New Charter School Principals by Generation and Charter Type, 2009-10

Charter Type	Generation	Less than 4 years of college		Bachelors degree (BA/BS)		BA/BS and graduate courses		Masters degree		Doctorate	
		N	%	N	%	N	%	N	%	N	%
Open-enrollment or university	11-14[a]	0	0.0%	2	8.0%	2	8.0%	18	72.0%	3	12.0%
Campus charter	11-14	0	0.0%	0	0.0%	0	0.0%	15	93.8%	1	6.3%
All charters	11-14	0	0.0%	2	4.9%	2	4.9%	33	80.5%	4	9.8%

Source: New Charter School Principal Survey, spring 2010.
[a]The count for Generation13 open-enrollment principals includes the principal of one university charter school.

Table D.4. New Charter School Principals' Prior Administrative Experience, as a Mean of Years by School Type and Generation, 2009-10

Charter Type	Generation	Administrative Experience in Public Schools in Years		Administrative Experience in Private Schools in Years		Administrative Experience in Charter Schools in Years	
		N	Mean	N	Mean	N	Mean
Open-enrollment or university	11-14[a]	25	3.8	25	0.2	25	4.0
Campus charter	11-14	16	6.4	16	0.3	16	2.5
All charters	11-14	41	4.8	41	0.2	41	3.4

Source: New Charter School Principal Survey, spring 2010.
[a]The count for Generation13 open-enrollment principals includes the principal of one university charter school.

Table D.5. New Charter School Principals' Prior Teaching Experience, as a Mean of Years by School Type and Generation, 2009-10

Charter Type	Generation	Teaching Experience in Public Schools in Years		Teaching Experience in Private Schools in Years		Teaching Experience in Charter Schools in Years	
		N	Mean	N	Mean	N	Mean
Open-enrollment or university	11-14[a]	25	5.1	25	1.5	25	1.2
Campus charter	11-14	16	12.3	16	0.3	16	0.3
All charters	11-14	41	7.9	41	1.0	41	0.8

Source: New Charter School Principal Survey, spring 2010.
[a]The count for Generation13 open-enrollment principals includes the principal of one university charter school.

Table D.6. New Charter School Principals' Tenure and Work Habits, as a Mean of Years, Days, and Hours by Generation and Charter Type, 2009-10

Charter Type	Generation	Including this school year, how many years have you worked in your current charter school?		How many days do you work each year (contracted)?		On average, how many hours per week do you work for this campus?	
		N	Mean	N	Mean	N	Mean
Open-enrollment or university	11-14[a]	25	2.6	25	219.6	25	59.3
Campus charter	11-14	16	3.1	16	200.7	16	64.8
All charters	11-14	41	2.8	41	212.2	41	61.4

Source: New Charter School Principal Survey, spring 2010.
[a]The count for Generation13 open-enrollment principals includes the principal of one university charter school.

Table D.7. New Charter School Principals' Texas Mid-Management Certification Status by Generation and Charter Type, 2009-10

Charter Type	Generation	No		Yes	
		N	%	N	%
Open-enrollment or university	11-14[a]	13	52.0%	12	48.0%
Campus charter	11-14	3	18.8%	13	81.3%
All charters	11-14	16	39.0%	25	61.0%

Source: New Charter School Principal Survey, spring 2010.
[a]The count for Generation13 open-enrollment principals includes the principal of one university charter school.

SUPPLEMENTARY TABLES

Table D.8. New Charter Schools' Missions and Goals, as a Percentage of all Respondents by Generation, 2009-10

Mission	Open-Enrollment or University Principals[a] (n=25)	Campus Charter Principals (n=16)	All Charter Principals (N=41)
Elementary and Middle School Programs			
Focus on science and technology	56.0%	25.0%	43.9%
College preparatory program	56.0%	18.8%	41.5%
Program for at-risk students	32.0%	25.0%	29.3%
Gifted and talented program	28.0%	18.8%	24.4%
Focus on liberal arts	12.0%	18.8%	14.6%
Focus on foreign languages	12.0%	12.5%	12.2%
Montessori program	0.0%	0.0%	0.0%
Other	12.0%	12.5%	12.2%
High School Programs			
College preparatory	60.0%	43.8%	53.7%
Focus on science and technology	36.0%	12.5%	26.8%
Focus on advanced coursework (AP or IB)	20.0%	12.5%	17.1%
Dropout recovery	8.0%	18.8%	12.2%
Technical or career preparation	12.0%	6.3%	9.8%
Focus on liberal arts	8.0%	6.3%	7.3%
Focus on foreign languages	4.0%	0.0%	2.4%
Other	16.0%	6.3%	12.2%

Source: New Charter School Principal Survey, spring 2010.

[a]The count for Generation13 open-enrollment principals includes the principal of one university charter school.

Table D.9. New Charter Schools' Facilities Type, as a Percentage of all Respondents by Generation, 2009-10

Facility Type	Open-Enrollment or University Principals[a] (n=25)	Campus Charter Principals (n=16)	All Charter Principals (N=41)
Former traditional district school	8.0%	56.3%	26.8%
Custom built	20.0%	6.3%	14.6%
College or university building	12.0%	6.3%	9.8%
Warehouse	16.0%	0.0%	9.8%
Church	12.0%	6.3%	9.8%
Retail space/strip mall	4.0%	6.3%	4.9%
Former private school	8.0%	0.0%	4.9%
Community building	0.0%	6.3%	2.4%
Other public building	4.0%	0.0%	2.4%
Other	16.0%	12.5%	14.6%

Source: New Charter School Principal Survey, spring 2010.
[a]The count for Generation13 open-enrollment principals includes the principal of one university charter school.

Table D.10. New Charter Schools' Ability to Accommodate Growth, as a Percentage of all Respondents by Generation, 2009-10

Growth Issue	Open-Enrollment or University Principals[a] (n=25)	Campus Charter Principals (n=16)	All Charter Principals (N=41)
Facility is large enough to accommodate increased enrollment	72.0%	37.5%	58.5%
School plans to expand to serve additional grade levels	72.0%	25.0%	53.7%
Facility space will accommodate additional grade levels	48.0%	18.8%	36.6%
School shares space with another organization	44.0%	25.0%	36.6%

Source: New Charter School Principal Survey, spring 2010.
[a]The count for Generation13 open-enrollment principals includes the principal of one university charter school.

Table D.11. Facilities Issues for New Charter Schools, as a Mean of all Respondents by Generation, 2009-10

Facilities Issue	Open-Enrollment or University Principals[a] (n=25)	Campus Charter Principals (n=16)	All Charter Principals (N=41)
Classroom space	2.0	2.4	2.1
Library space	2.2	2.1	2.1
Library resources (e.g., books, computers)	2.0	2.2	2.1
Office space	1.8	2.2	2.0
Cafeteria space	1.9	1.9	1.9
Grounds/Outdoor maintenance	1.8	1.6	1.8
General maintenance	1.6	1.8	1.7
Cafeteria equipment	1.9	1.5	1.7
Classroom computers	1.5	2.0	1.7
Computer labs	1.4	1.9	1.6
Adequate restrooms	1.6	1.7	1.6
Other	2.8	2.5	2.7

Source: New Charter School Principal Survey, spring 2010.
Note. Mean ratings based on a 4-point scale: (1) *not a problem,* (2) *minor problem,* (3) *moderate problem,* and (4) *serious problem.*
[a]The count for Generation13 open-enrollment principals includes the principal of one university charter school.

Table D.12. Methods of Financing New Charter School Facilities, as a Percentage of all Respondents by Generation, 2009-10

Financing Method	Open-Enrollment or University Principals[a] (n=25)	Campus Charter Principals (n=16)	All Charter Principals (N=41)
Lease	52.0%	25.0%	41.5%
District-provided facilities (campus charter)	4.0%	68.8%	29.3%
Purchase (mortgage/loan)	24.0%	0.0%	14.6%
Month to month rent	8.0%	6.3%	7.3%
Other	12.0%	0.0%	7.3%

Source: New Charter School Principal Survey, spring 2010.
[a]The count for Generation13 open-enrollment principals includes the principal of one university charter school.

Table D.13. New Charter Schools' Methods of Teacher Recruitment, as a Percentage of all Respondents by Generation, 2009-10

Teacher Recruitment Method	Open-Enrollment or University Principals[a] (n=25)	Campus Charter Principals (n=16)	All Charter Principals (N=41)
Word of mouth	56.0%	62.5%	58.5%
Regional teacher recruitment fairs	64.0%	31.3%	51.2%
University recruitment event	60.0%	37.5%	51.2%
Advertisements in newspapers or trade journals	68.0%	12.5%	46.3%
Referrals from districts	8.0%	56.3%	26.8%
Coordination with a teachers' college	28.0%	25.0%	26.8%
Coordination with an independent teacher organization (e.g., Teach for America)	36.0%	12.5%	26.8%
Provided by the district (campus charters)	20.0%	6.3%	14.6%
Other	4.0%	31.3%	14.6%

Source: New Charter School Principal Survey, spring 2010.
Note. Percentages will not total to 100%. Respondents could provide more than one response.
[a]The count for Generation13 open-enrollment principals includes the principal of one university charter school.

Table D.14. New Charter Schools' Staffing Challenges, as a Mean of all Respondents by Generation, 2009-10

Staffing Challenges	Open-Enrollment or University Principals[a] (n=25)	Campus Charter Principals (n=16)	All Charter Principals (N=41)
Difficulty recruiting staff for a particular subject area (e.g., science and math)	2.3	2.1	2.2
Difficulty recruiting experienced staff	2.6	1.7	2.2
Difficulty securing substitute teachers	2.2	2.0	2.1
Level of pay makes it difficult to recruit and retain quality staff	2.3	1.9	2.1
Difficulty recruiting teachers	1.8	1.4	1.7
Training staff in the school's mission and goals	1.7	1.4	1.6
High rate of teacher turnover	1.7	1.5	1.6
High rate of teacher absenteeism	1.4	1.9	1.6
Difficulty recruiting and retaining paraprofessionals	1.5	1.3	1.4
Other	2.0	1.0	1.4

Source: New Charter School Principal Survey, spring 2010.
Note. Mean ratings based on a 4-point scale: (1) *not a problem,* (2) *minor problem,* (3) *moderate problem,* and (4) *serious problem.*
[a]The count for Generation13 open-enrollment principals includes the principal of one university charter school.

Table D.15. New Charter Schools' Methods of Student Recruitment and Average Percent of Enrollment Attracted by Methods, as a Percentage of all Respondents by Generation, 2009-10

Method Used and Percent of Enrollment Drawn (Average)	Open-Enrollment or University Principals[a] (n=25)		Campus Charter Principals (n=16)		All Charter Principals (N=41)	
	Used	Enrollment	Used	Enrollment	Used	Enrollment
Parent/student word of mouth	96.0%	35.1%	87.5%	35.9%	92.7%	35.5%
Flyers, brochures, posters	92.0%	23.8%	81.3%	13.5%	87.8%	19.7%
Community outreach	80.0%	7.9%	81.3%	10.6%	80.5%	9.0%
Print advertising (i.e., newspaper, magazines)	80.0%	18.4%	50.0%	7.8%	68.3%	14.2%
Traditional district referral	20.0%	1.1%	87.5%	28.8%	46.3%	12.2%
Broadcast advertising (i.e., TV, radio)	52.0%	4.9%	25.0%	2.5%	41.5%	4.0%
Coordination with military recruitment entities	12.0%	0.9%	0.0%	0.0%	7.3%	0.5%
Coordination with juvenile justice entities	4.0%	0.2%	0.0%	0.3%	2.4%	0.3%
Other	66.7%	7.8%	25.0%	0.6%	50.0%	4.9%

Source: New Charter School Principal Survey, spring 2010.
Note. Percentages will not total to 100. Respondents could select more than one response.
[a]The count for Generation13 open-enrollment principals includes the principal of one university charter school.

Table D.16. New Charter School Principals' Job Satisfaction, as a Percentage of all Respondents by Generation and Charter Type, 2009-10

Charter Type	Generation	Very Dissatisfied		Dissatisfied		Satisfied		Very Satisfied	
		N	%	N	%	N	%	N	%
Open-enrollment or university	11-14[a]	1	4.0%	0	0.0%	6	24.0%	18	72.0%
Campus charter	11-14	0	0.0%	0	0.0%	5	31.3%	11	68.8%
All charters	11-14	1	2.4%	0	0.0%	11	26.8%	29	70.7%

Source: New Charter School Principal Survey, spring 2010.
[a]The count for Generation13 open-enrollment principals includes the principal of one university charter school.

APPENDIX E
TEACHER SURVEY

As discussed in Appendix D, the evaluation includes information collected through a voluntary, online survey of principals and teachers in Generation 11, 12, 13, and 14 open-enrollment, university, and campus charter schools administered in spring 2010. The survey asked principals and teachers a common set of questions about their background characteristics (e.g., gender and education), their schools' missions, goals, and working environments, as well as their satisfaction with their choices of employment, and then routed principals and teachers to separate sets of questions. Teachers were routed to questions addressing their professional background, the reasons they chose to work in new charter schools, their experiences working in charter school classrooms, and the types of professional development they may have participated in during the 2009-10 school year. Principals were routed to a set of questions addressing management issues in new charter schools. This appendix focuses on the teachers who participated in the spring 2010 survey, and Appendix D presents information on principal respondents. This appendix describes administration processes, response rates, and the characteristics of teachers who responded to the survey. In addition, it includes supplementary tables that present additional information referenced in report chapters and a copy of the spring 2010 online survey of new charter school principals and teachers.

METHODOLOGY

In spring 2010, the principal of each open-enrollment, university, and campus charter school included in Generations 11, 12, 13, and 14 was sent an e-mail containing a link to the survey of new charter school principals and teachers. The e-mail explained the purpose of the survey and principals were asked to forward the e-mail to each teacher working on their campuses. Teachers were given 6 weeks to complete the survey, and principals were provided multiple reminders asking them to encourage teachers' participation in the survey. In order to increase response rates, TCER accepted completed surveys through the conclusion of the 2009-10 school year (i.e., May 2009).

Two Generation 13 and two Generation 14 open-enrollment charter schools were under construction and did not employ teachers during the 2009-10 school year, and one Generation 11 open-enrollment charter school relied on teachers who were employed by a community college and were not charter school staff. Further, a Generation 12 campus charter declined to participate in all spring 2010 surveys. These schools were not identified for the teacher survey.

SCHOOL-LEVEL RESPONSE RATES: TEACHER SURVEY

Table E.1 presents the school-level response rates for teachers responding to the spring 2010 teacher survey, disaggregated by charter school generation, charter school type, and for all charter schools. School-level response rates represent the percentage of schools identified for teacher surveys in which teachers completed surveys. Overall, about 62% of charter schools identified for surveys had teachers who participated in the survey. School-level response rates were higher for campus (63%) than for open-enrollment charter schools (61%). Across both types of charter schools, Generation 14 charters had the highest response rate (90%) and Generation 13 charters had the lowest response rate (55%).

Table E.1. New Charter School-Level Response Rates, Teacher Survey, 2009-10

School Type/Generation	Schools with Teachers Responding to the Survey	
	N	%
Open-Enrollment Charter Schools		
Generation 11 (n=9)[a]	5	55.5%
Generation 12 (n=10)	6	60.0%
Generation 13 (n=12)[b, c]	6	50.0%
Generation 14 (n=5)	5	100.0%
Total (N=36)	**22**	**61.1%**
Campus Charter Schools		
Generation 11 (n=8)	5	62.5%
Generation 12 (n=4)[e]	2	50.0%
Generation 13 (n=10)	6	60.0%
Generation 14 (n=5)	4	80.0%
Total (N=27)	**17**	**62.9%**
All New Charter Schools		
Generation 11 (n=17)	10	58.8%
Generation 12 (n=14)	8	57.1%
Generation 13 (n=22)	12	54.5%
Generation 14 (n=10)	9	90.0%
Total (N=63)	**39**	**61.9%**

Source: New Charter School Teacher Survey, spring 2010.

[a]Although 11 Generation 11 open-enrollment charter schools operated during the 2009-10 school year, one such school opted not to participate in surveys. Another Generation 11 open-enrollment charter relied on teachers who were employees of a local community college and were not employed by the charter school. These teachers did not participate in the survey and the school is not included in the count for Generation 11 open-enrollment charter schools.

[b]Although 13 Generation 13 open-enrollment charter schools were authorized to serve students during the 2009-10 school year, two schools were under construction in did not employ teachers.

[c]The count for Generation13 open-enrollment charters includes one university charter school.

[d]Although 7 Generation 14 open-enrollment charters were authorized to begin serving students in 2009-10, two schools were under construction and did not employ teachers during the school year.

[e]Five Generation 12 campus charter schools operated during 2009-10 school year; however, one school opted not to participate in surveys.

THE CHARACTERISTICS OF SURVEY RESPONDENTS

The following tables present information about the characteristics of teachers who participated in the spring 2010 survey.

Table E.2. Characteristics of New Charter School Teachers, as a Percentage of Respondents by Generation and Charter Type, 2009-10

		Male		Female		African American		Hispanic		White		Other	
Charter Type	Generation	N	%	N	%	N	%	N	%	N	%	N	%
Open-enrollment or university	11	28	27.2%	75	72.8%	3	2.9%	42	40.8%	51	49.5%	7	6.8%
	12	14	24.1%	44	75.9%	7	12.1%	7	12.1%	38	65.5%	6	10.3%
	13[a]	18	25.7%	52	74.3%	4	5.7%	20	28.6%	40	57.1%	6	8.6%
	14	12	21.1%	45	78.9%	2	3.5%	9	15.8%	43	75.4%	3	5.3%
	All	**72**	**25.0%**	**216**	**75.0%**	**16**	**5.6%**	**78**	**27.1%**	**172**	**59.7%**	**22**	**7.6%**
Campus charter	11	12	14.5%	71	85.5%	10	12.0%	49	59.0%	20	24.1%	4	4.8%
	12	4	25.0%	12	75.0%	1	6.3%	4	25.0%	7	43.8%	4	25.0%
	13	30	21.6%	109	78.4%	10	7.2%	89	64.0%	38	27.3%	2	1.4%
	14	3	12.5%	21	87.5%	10	41.7%	5	20.8%	8	33.3%	1	4.2%
	All	**49**	**18.7%**	**213**	**81.3%**	**31**	**11.8%**	**147**	**56.1%**	**73**	**27.9%**	**11**	**4.2%**
All charters	11	40	21.5%	146	78.5%	13	7.0%	91	48.9%	71	38.2%	11	5.9%
	12	18	24.3%	56	75.7%	8	10.8%	11	14.9%	45	60.8%	10	13.5%
	13	48	23.0%	161	77.0%	14	6.7%	109	52.2%	78	37.3%	8	3.8%
	14	15	18.5%	66	81.5%	12	14.8%	14	17.3%	51	63.0%	4	4.9%
	All	**121**	**22.0%**	**429**	**78.0%**	**47**	**8.5%**	**225**	**40.9%**	**245**	**44.5%**	**33**	**6.0%**

Source: New Charter School Teacher Survey, spring 2010.
Note. Percentages may not total to 100 due to rounding.
[a]Results for Generation 13 open-enrollment charters include the responses of teachers working in a Generation 13 university charter.

Table E.3. Highest Education Level of New Charter School Teachers, as a Percentage of Respondents by Generation and Charter Type, 2009-10

Charter Type	Generation	Completed High School		Less Than 4 Years of College		Bachelors Degree (BA/BS)		BA/BS And Graduate Courses		Masters Degree		Doctorate	
		N	%	N	%	N	%	N	%	N	%	N	%
Open-enrollment or university	11	0	0.0%	0	0.0%	64	62.1%	19	18.4%	19	18.4%	1	1.0%
	12	0	0.0%	0	0.0%	26	44.8%	10	17.2%	21	36.2%	1	1.7%
	13[a]	0	0.0%	2	2.9%	39	55.7%	11	15.7%	16	22.9%	2	2.9%
	14	2	3.5%	2	3.5%	37	64.9%	6	10.5%	10	17.5%	0	0.0%
	All	**2**	**0.7%**	**4**	**1.4%**	**166**	**57.6%**	**46**	**16.0%**	**66**	**22.9%**	**4**	**1.4%**
Campus charter	11	0	0.0%	0	0.0%	24	28.9%	14	16.9%	44	53.0%	1	1.2%
	12	0	0.0%	0	0.0%	2	12.5%	5	31.3%	9	56.3%	0	0.0%
	13	0	0.0%	0	0.0%	74	53.2%	18	12.9%	47	33.8%	0	0.0%
	14	0	0.0%	0	0.0%	7	29.2%	7	29.2%	10	41.7%	0	0.0%
	All	**0**	**0.0%**	**0**	**0.0%**	**107**	**40.8%**	**44**	**16.8%**	**110**	**42.0%**	**1**	**0.4%**
All charters	11	0	0.0%	0	0.0%	88	47.3%	33	17.7%	63	33.9%	2	1.1%
	12	0	0.0%	0	0.0%	28	37.8%	15	20.3%	30	40.5%	1	1.4%
	13	0	0.0%	2	1.0%	113	54.1%	29	13.9%	63	30.1%	2	1.0%
	14	2	2.5%	2	2.5%	44	54.3%	13	16.0%	20	24.7%	0	0.0%
	All	**2**	**0.4%**	**4**	**0.7%**	**273**	**49.6%**	**90**	**16.4%**	**176**	**32.0%**	**5**	**0.9%**

Source: New Charter School Teacher Survey, spring 2010.
Note. Percentages may not total to 100 due to rounding.
[a]Results for Generation 13 open-enrollment charters include the responses of teachers working in a Generation 13 university charter.

Table E.4. New Charter School Teacher Certification Status, as a Percentage of Respondents by Generation and Charter Type, 2009-10

		I am currently certified to teach in Texas.				I am currently certified to teach in another state.			
		No		Yes		No		Yes	
Charter Type	Generation	N	%	N	%	N	%	N	%
Open-enrollment or university	11	36	35.0%	67	65.0%	98	95.1%	5	4.9%
	12	19	32.8%	39	67.2%	54	93.1%	4	6.9%
	13[a]	24	34.3%	46	65.7%	67	95.7%	3	4.3%
	14	12	21.1%	45	78.9%	57	100.0%	0	0.0%
	All	**91**	**31.6%**	**197**	**68.4%**	**276**	**95.8%**	**12**	**4.2%**
Campus charter	11	4	4.8%	79	95.2%	74	89.2%	9	10.8%
	12	1	6.3%	15	93.8%	16	100.0%	0	0.0%
	13	8	5.8%	131	94.2%	134	96.4%	5	3.6%
	14	5	20.8%	19	79.2%	24	100.0%	0	0.0%
	All	**18**	**6.9%**	**244**	**93.1%**	**248**	**94.7%**	**14**	**5.3%**
All charters	11	40	21.5%	146	78.5%	172	92.5%	14	7.5%
	12	20	27.0%	54	73.0%	70	94.6%	4	5.4%
	13	32	15.3%	177	84.7%	201	96.2%	8	3.8%
	14	17	21.0%	64	79.0%	81	100.0%	0	0.0%
	All	**109**	**19.8%**	**441**	**80.2%**	**524**	**95.3%**	**26**	**4.7%**

Table Continues

Table E.4. New Charter School Teacher Certification Status, as a Percentage of Respondents by Generation and Charter Type, 2009-10 (Continued)

		I am working to obtain a Texas teaching certification.				I am not certified and not working to obtain certification.			
		No		Yes		No		Yes	
Charter Type	Generation	N	%	N	%	N	%	N	%
Open-enrollment or university	11	71	68.9%	32	31.1%	100	97.1%	3	2.9%
	12	45	77.6%	13	22.4%	55	94.8%	3	5.2%
	13[a]	48	68.6%	22	31.4%	67	95.7%	3	4.3%
	14	47	82.5%	10	17.5%	53	93.0%	4	7.0%
	All	**211**	**73.3%**	**77**	**26.7%**	**275**	**95.5%**	**13**	**4.5%**
Campus charter	11	80	96.4%	3	3.6%	82	98.8%	1	1.2%
	12	15	93.8%	1	6.3%	16	100.0%	0	0.0%
	13	132	95.0%	7	5.0%	138	99.3%	1	0.7%
	14	19	79.2%	5	20.8%	24	100.0%	0	0.0%
	All	**246**	**93.9%**	**16**	**6.1%**	**260**	**99.2%**	**2**	**0.8%**
All charters	11	151	81.2%	35	18.8%	182	97.8%	4	2.2%
	12	60	81.1%	14	18.9%	71	95.9%	3	4.1%
	13	180	86.1%	29	13.9%	205	98.1%	4	1.9%
	14	66	81.5%	15	18.5%	77	95.1%	4	4.9%
	All	**457**	**83.1%**	**93**	**16.9%**	**535**	**97.3%**	**15**	**2.7%**

Source: New Charter School Teacher Survey, spring 2010.
Note. Percentages may not total to 100 due to rounding.
[a]Results for Generation 13 open-enrollment charters include the responses of teachers working in a Generation 13 university charter.

Table E.5. New Charter School Teachers' Route to Certification, as a Percentage of Respondents by Generation and Charter Type, 2009-10

Charter Type	Generation	College/University Undergraduate Certification Program		Alternative Certification Program (ACP)		College/University Post-Bachelor Certification Program	
		N	%	N	%	N	%
Open-enrollment or university	11	25	24.3%	68	66.0%	10	9.7%
	12	19	32.8%	26	44.8%	13	22.4%
	13[a]	30	42.9%	30	42.9%	10	14.3%
	14	29	50.9%	19	33.3%	9	15.8%
	All	**103**	**35.8%**	**143**	**49.7%**	**42**	**14.6%**
Campus charter	11	52	62.7%	17	20.5%	14	16.9%
	12	4	25.0%	6	37.5%	6	37.5%
	13	86	61.9%	34	24.5%	19	13.7%
	14	7	29.2%	11	45.8%	6	25.0%
	All	**149**	**56.9%**	**68**	**26.0%**	**45**	**17.2%**
All charters	11	77	41.4%	85	45.7%	24	12.9%
	12	23	31.1%	32	43.2%	19	25.7%
	13	116	55.5%	64	30.6%	29	13.9%
	14	36	44.4%	30	37.0%	15	18.5%
	All	**252**	**45.8%**	**211**	**38.4%**	**87**	**15.8%**

Source: New Charter School Teacher Survey, spring 2010.
Note. Percentages may not total to 100 due to rounding.
[a]Results for Generation 13 open-enrollment charters include the responses of teachers working in a Generation 13 university charter.

Table E.6. Instructional Levels Taught by New Charter School Teachers, as a Percentage of Respondents by Generation and Charter Type, 2009-10

		Primary (PK-2)				Elementary (3-5)			
		No		Yes		No		Yes	
Charter Type	Generation	N	%	N	%	N	%	N	%
Open-enrollment or university	11	79	76.7%	24	23.3%	69	67.0%	34	33.0%
	12	29	50.0%	29	50.0%	34	58.6%	24	41.4%
	13[a]	45	64.3%	25	35.7%	40	57.1%	30	42.9%
	14	38	66.7%	19	33.3%	38	66.7%	19	33.3%
	All	**191**	**66.3%**	**97**	**33.7%**	**181**	**62.8%**	**107**	**37.2%**
Campus charter	11	42	50.6%	41	49.4%	55	66.3%	28	33.7%
	12	16	100.0%	0	0.0%	16	100.0%	0	0.0%
	13	91	65.5%	48	34.5%	97	69.8%	42	30.2%
	14	24	100.0%	0	0.0%	19	79.2%	5	20.8%
	All	**173**	**66.0%**	**89**	**34.0%**	**187**	**71.4%**	**75**	**28.6%**
All charters	11	121	65.1%	65	34.9%	124	66.7%	62	33.3%
	12	45	60.8%	29	39.2%	50	67.6%	24	32.4%
	13	136	65.1%	73	34.9%	137	65.6%	72	34.4%
	14	62	76.5%	19	23.5%	57	70.4%	24	29.6%
	All	**364**	**66.2%**	**186**	**33.8%**	**368**	**66.9%**	**182**	**33.1%**

Table Continues

Table E.6. Instructional Levels Taught by New Charter School Teachers, as a Percentage of Respondents by Generation and Charter Type, 2009-10 (Continued)

		Middle School (6-8)				High School (9-12)			
		No		Yes		No		Yes	
Charter Type	Generation	N	%	N	%	N	%	N	%
Open-enrollment or university	11	50	48.5%	53	51.5%	56	54.4%	47	45.6%
	12	28	48.3%	30	51.7%	39	67.2%	19	32.8%
	13[a]	40	57.1%	30	42.9%	47	67.1%	23	32.9%
	14	39	68.4%	18	31.6%	43	75.4%	14	24.6%
	All	**157**	**54.5%**	**131**	**45.5%**	**185**	**64.2%**	**103**	**35.8%**
Campus charter	11	69	83.1%	14	16.9%	54	65.1%	29	34.9%
	12	16	100.0%	0	0.0%	0	0.0%	16	100.0%
	13	67	48.2%	72	51.8%	131	94.2%	8	5.8%
	14	3	12.5%	21	87.5%	16	66.7%	8	33.3%
	All	**155**	**59.2%**	**107**	**40.8%**	**201**	**76.7%**	**61**	**23.3%**
All charters	11	119	64.0%	67	36.0%	110	59.1%	76	40.9%
	12	44	59.5%	30	40.5%	39	52.7%	35	47.3%
	13	107	51.2%	102	48.8%	178	85.2%	31	14.8%
	14	42	51.9%	39	48.1%	59	72.8%	22	27.2%
	All	**312**	**56.7%**	**238**	**43.3%**	**386**	**70.2%**	**164**	**29.8%**

Source: New Charter School Teacher Survey, spring 2010.

Note. Percentages will not total; teachers may have entered multiple responses.

[a]Results for Generation 13 open-enrollment charters include the responses of teachers working in a Generation 13 university charter.

Table E.7. Subject Areas Taught by New Charter School Teachers, as a Percentage of Respondents by Generation and Charter Type, 2009-10

		Language Arts				Social Studies				Reading			
		No		Yes		No		Yes		No		Yes	
Charter Type	Generation	N	%	N	%	N	%	N	%	N	%	N	%
Open-enrollment or university	11	67	65.0%	36	35.0%	76	73.8%	27	26.2%	76	73.8%	27	26.2%
	12	29	50.0%	29	50.0%	32	55.2%	26	44.8%	34	58.6%	24	41.4%
	13[a]	37	52.9%	33	47.1%	44	62.9%	26	37.1%	45	64.3%	25	35.7%
	14	32	56.1%	25	43.9%	34	59.6%	23	40.4%	38	66.7%	19	33.3%
	All	**165**	**57.3%**	**123**	**42.7%**	**186**	**64.6%**	**102**	**35.4%**	**193**	**67.0%**	**95**	**33.0%**
Campus charter	11	34	41.0%	49	59.0%	36	43.4%	47	56.6%	38	45.8%	45	54.2%
	12	11	68.8%	5	31.3%	13	81.3%	3	18.8%	16	100.0%	0	0.0%
	13	68	48.9%	71	51.1%	72	51.8%	67	48.2%	72	51.8%	67	48.2%
	14	18	75.0%	6	25.0%	17	70.8%	7	29.2%	22	91.7%	2	8.3%
	All	**131**	**50.0%**	**131**	**50.0%**	**138**	**52.7%**	**124**	**47.3%**	**148**	**56.5%**	**114**	**43.5%**
All charters	11	101	54.3%	85	45.7%	112	60.2%	74	39.8%	114	61.3%	72	38.7%
	12	40	54.1%	34	45.9%	45	60.8%	29	39.2%	50	67.6%	24	32.4%
	13	105	50.2%	104	49.8%	116	55.5%	93	44.5%	117	56.0%	92	44.0%
	14	50	61.7%	31	38.3%	51	63.0%	30	37.0%	60	74.1%	21	25.9%
	All	**296**	**53.8%**	**254**	**46.2%**	**324**	**58.9%**	**226**	**41.1%**	**341**	**62.0%**	**209**	**38.0%**

Table Continues

Table E.7. Subject Areas Taught by New Charter School Teachers, as a Percentage of Respondents by Generation and Charter Type, 2009-10 (Continued)

		Mathematics				Science				Other			
		No		Yes		No		Yes		No		Yes	
Charter Type	Generation	N	%	N	%	N	%	N	%	N	%	N	%
Open-enrollment or university	11	65	63.1%	38	36.9%	75	72.8%	28	27.2%	65	63.1%	38	36.9%
	12	29	50.0%	29	50.0%	28	48.3%	30	51.7%	32	55.2%	26	44.8%
	13[a]	37	52.9%	33	47.1%	42	60.0%	28	40.0%	48	68.6%	22	31.4%
	14	33	57.9%	24	42.1%	33	57.9%	24	42.1%	37	64.9%	20	35.1%
	All	**164**	**56.9%**	**124**	**43.1%**	**178**	**61.8%**	**110**	**38.2%**	**182**	**63.2%**	**106**	**36.8%**
Campus charter	11	32	38.6%	51	61.4%	35	42.2%	48	57.8%	50	60.2%	33	39.8%
	12	13	81.3%	3	18.8%	13	81.3%	3	18.8%	11	68.8%	5	31.3%
	13	59	42.4%	80	57.6%	69	49.6%	70	50.4%	94	67.6%	45	32.4%
	14	19	79.2%	5	20.8%	19	79.2%	5	20.8%	13	54.2%	11	45.8%
	All	**123**	**46.9%**	**139**	**53.1%**	**136**	**51.9%**	**126**	**48.1%**	**168**	**64.1%**	**94**	**35.9%**
All charters	11	97	52.2%	89	47.8%	110	59.1%	76	40.9%	115	61.8%	71	38.2%
	12	42	56.8%	32	43.2%	41	55.4%	33	44.6%	43	58.1%	31	41.9%
	13	96	45.9%	113	54.1%	111	53.1%	98	46.9%	142	67.9%	67	32.1%
	14	52	64.2%	29	35.8%	52	64.2%	29	35.8%	50	61.7%	31	38.3%
	All	**287**	**52.2%**	**263**	**47.8%**	**314**	**57.1%**	**236**	**42.9%**	**350**	**63.6%**	**200**	**36.4%**

Source: New Charter School Teacher Survey, spring 2010.

Note. Percentages will not total; teachers may have entered multiple responses.

[a]Results for Generation 13 open-enrollment charters include the responses of teachers working in a Generation 13 university charter.

Table E.8. New Charter School Teacher Certification Status by Generation and Charter Type, 2009-10

Charter Type	Generation	Are you certified in all of the subject area(s) you currently teach?			
		No		Yes	
		N	%	N	%
Open-enrollment or university	11	30	29.1%	73	70.9%
	12	18	31.0%	40	69.0%
	13[a]	19	27.1%	51	72.9%
	14	14	24.6%	43	75.4%
	All	**81**	**28.1%**	**207**	**71.9%**
Campus charter	11	1	1.2%	82	98.8%
	12	0	0.0%	16	100.0%
	13	6	4.3%	133	95.7%
	14	6	25.0%	18	75.0%
	All	**13**	**5.0%**	**249**	**95.0%**
All charters	11	31	16.7%	155	83.3%
	12	18	24.3%	56	75.7%
	13	25	12.0%	184	88.0%
	14	20	24.7%	61	75.3%
	All	**94**	**17.1%**	**456**	**82.9%**

Source: New Charter School Teacher Survey, spring 2010.

[a]Results for Generation 13 open-enrollment charters include the responses of teachers working in a Generation 13 university charter.

Table E.9. New Charter School Teachers' Average Number of Years Worked by Generation and Charter Type, 2009-10

Charter Type	Generation	Including this school year, how many years have you worked in your current charter school?		How many days do you work each year (contracted)?	
		N	Mean	N	Mean
Open-enrollment or university	11	103	2.2	103	188.7
	12	58	2.1	58	199.2
	13[a]	70	1.9	70	187.1
	14	57	1.2	57	187.6
	All	**288**	**1.9**	**288**	**190.2**
Campus charter	11	83	7.5	83	172.3
	12	16	2.3	16	171.2
	13	139	6.5	139	191.0
	14	24	1.7	24	181.0
	All	**262**	**6.1**	**262**	**183.0**
All charters	11	186	4.5	186	181.4
	12	74	2.1	74	193.1
	13	209	5.0	209	189.7
	14	81	1.4	81	185.6
	All	**550**	**3.9**	**550**	**186.8**

Source: New Charter School Teacher Survey, spring 2010.

[a]Results for Generation 13 open-enrollment charters include the responses of teachers working in a Generation 13 university charter.

Table E.10. New Charter School Teachers' Average Experience, in Mean Years by Generation and Charter Type, 2009-10

Charter Type	Generation	Experience in Traditional Public School		Experience in Private School		Experience in Charter School	
		N	Mean	N	Mean	N	Mean
Open-enrollment or university	11	103	1.4	103	0.7	103	2.3
	12	58	1.8	58	0.5	58	2.4
	13[a]	70	2.9	70	1.2	70	2.6
	14	57	4.2	57	1.2	57	1.3
	All	**288**	**2.4**	**288**	**0.9**	**288**	**2.2**
Campus charter	11	83	12.6	83	1.1	83	3.3
	12	16	6.9	16	0.3	16	1.9
	13	139	10.7	139	0.7	139	2.2
	14	24	5.4	24	0.4	24	1.4
	All	**262**	**10.6**	**262**	**0.7**	**262**	**2.5**
All charters	11	186	6.4	186	0.9	186	2.8
	12	74	2.9	74	0.5	74	2.3
	13[a]	209	8.1	209	0.9	209	2.4
	14	81	4.6	81	0.9	81	1.4
	All	**550**	**6.3**	**550**	**0.8**	**550**	**2.3**

Source: New Charter School Teacher Survey, spring 2010.

[a]Results for Generation 13 open-enrollment charters include the responses of teachers working in a Generation 13 university charter.

SUPPLEMENTARY TABLES

The following tables present supplementary information referenced in report chapters.

Table E.11. The Importance of Factors in the Decision to Seek Employment at a New Charter School, as a Mean of Respondents by Generation, 2009-10

Statement	Generation 11 Teachers (n=186)	Generation 12 Teachers (n=74)	Generation 13[a] Teachers (n=209)	Generation 14 Teachers (n=81)	All Respondents (N=550)
This school's mission and goals	3.4	3.2	3.2	3.6	3.3
Academic reputation/high standards of this school	3.2	3.1	3.1	3.2	3.2
Opportunity to work with like-minded educators	3.2	3.0	3.1	3.3	3.1
Interested in being involved in an educational reform effort	3.1	2.9	2.9	3.3	3.0
Small school size	3.0	3.2	2.5	3.0	2.8
The high level of parent involvement	2.8	2.9	2.7	3.1	2.8
More autonomy at this school	2.8	3.1	2.7	3.0	2.8
Small class sizes at this school	2.9	3.1	2.5	2.9	2.8
Competitive salary and benefits	2.8	2.4	2.7	2.7	2.7
Opportunity to teach and draw retirement pay	2.6	2.6	2.6	2.7	2.6
Opportunity to work with a specific student population	2.7	2.2	2.5	2.6	2.5
Convenient location	2.5	2.5	2.4	2.6	2.5
Less standardized testing pressure	2.0	2.0	2.1	2.0	2.0
Difficulty finding another position	1.9	2.1	1.8	1.7	1.9
Able to teach without certification	1.7	1.8	1.7	1.6	1.7
Other	2.4	2.0	2.1	1.9	2.1

Source: New Charter School Teacher Survey, spring, 2010.

Note. Mean ratings based on a 4-point scale: (1) *not important*, (2) *somewhat important*, (3) *important*, and (4) *very important*.

[a]Results for Generation 13 open-enrollment charters include the responses of teachers working in a Generation 13 university charter.

Table E.12. New Charter School Teachers' Perceptions of the School Environment, as a Mean of Respondents by Generation, 2009-10

Statement	Generation 11 Teachers (n=186)	Generation 12 Teachers (n=74)	Generation 13[a] Teachers (n=209)	Generation 14 Teachers (n=81)	All Respondents (N=550)
School staff, students, and visitors feel safe in the building *during* school.	3.4	3.5	3.3	3.6	3.4
School staff, students, and visitors feel safe in the building *before and after* school.	3.3	3.4	3.2	3.5	3.3
The school building is neat and clean.	3.3	3.4	3.3	3.2	3.3
School administrators communicate often with parents.	3.3	3.3	3.2	3.3	3.3
This school has a positive relationship(s) with the local school district(s).	3.1	3.1	3.1	2.9	3.1
Teachers and parents work together to ensure student success.	3.1	3.2	2.9	3.1	3.1
The school is well managed; things work.	3.0	3.1	3.0	3.0	3.0
Teachers and other staff participate in school decision making.	3.0	3.2	3.0	3.0	3.0
Parents and community members volunteer time for school fundraising efforts.	3.0	3.1	2.9	2.9	3.0
Students in this school are committed to learning.	3.2	3.1	2.9	3.0	3.0
Parents and community members volunteer time to work in the school.	2.9	3.1	2.8	3.0	2.9
Parents and community members attend school meetings and activities.	2.8	3.1	2.7	3.0	2.8
The school has sufficient financial resources.	2.6	2.9	2.6	2.4	2.6
Parents participate in school decision making.	2.6	2.8	2.7	2.6	2.6

Source: New Charter School Teacher Survey, spring, 2010.
Note. Mean ratings based on a 4-point scale: (1) *not important*, (2) *somewhat important*, (3) *important*, and (4) *very important*.
[a]Results for Generation 13 open-enrollment charters include the responses of teachers working in a Generation 13 university charter.

Table E.13. New Charter School Teachers' Perceptions of Their School's Missions and Goals, as a Mean of Respondents by Generation, 2009-10

Statement	Generation 11 Teachers (n=186)	Generation 12 Teachers (n=74)	Generation 13[a] Teachers (n=209)	Generation 14 Teachers (n=81)	All Respondents (N=550)
This school has high standards and expectations for students.	3.4	3.4	3.2	3.3	3.3
School administrators set high expectations and communicate these expectations to students and staff.	3.4	3.3	3.3	3.2	3.3
This school's mission and goals are clear to faculty.	3.3	3.5	3.3	3.2	3.3
This school's mission and goals are clear to students.	3.2	3.2	3.1	3.1	3.2
This school's mission and goals are clear to parents.	3.2	3.2	3.1	3.1	3.1
This school has effective leadership.	3.2	3.2	3.1	3.1	3.1
The community supports the school's mission and goals.	3.0	3.2	2.9	3.0	3.0

Source: New Charter School Teacher Survey, spring, 2010.

Note. Mean ratings based on a 4-point scale: (1) *strongly disagree*, (2) *disagree*, (3) *agree*, and (4) *strongly agree*.

[a]Results for Generation 13 open-enrollment charters include the responses of teachers working in a Generation 13 university charter.

Table E.14. New Charter School Teachers' Perceptions of Their Instructional Programs, as a Mean of Respondents by Generation, 2009-10

Statement	Generation 11 Teachers (n=186)	Generation 12 Teachers (n=74)	Generation 13[a] Teachers (n=209)	Generation 14 Teachers (n=81)	All Respondents (N=550)
This school is meeting students' learning needs that were not addressed at other schools.	3.1	3.0	3.0	3.2	3.1
Students usually are assigned homework.	3.2	3.4	3.0	3.1	3.1
School administration supports teachers' autonomy.	3.1	3.3	3.1	3.2	3.1
I am satisfied with the school's curriculum.	3.1	3.2	3.0	3.0	3.1
The school provides appropriate special education services for students who require it.	2.8	2.8	2.9	3.0	2.9
Taking attendance and other classroom management activities do not interfere with teaching.	2.8	3.0	2.8	2.9	2.8
There are few outside interruptions of class work.	2.7	2.7	2.7	2.7	2.7
I have ample time for planning instruction.	2.7	2.9	2.6	2.5	2.6
Student behavior problems do not disrupt instructional time.	2.5	2.6	2.2	2.4	2.4
I have insufficient classroom resources.	2.3	2.2	2.3	2.7	2.3
Class sizes are too large.	2.3	2.0	2.3	2.0	2.2
This school does not have adequate curriculum guides for the subject(s) I teach.	1.9	1.8	1.9	2.1	1.9

Source: New Charter School Teacher Survey, spring 2010.

Note. Mean ratings based on a 4-point scale: (1) *strongly disagree*, (2) *disagree*, (3) *agree*, and (4) *strongly agree.*

[a]Results for Generation 13 open-enrollment charters include the responses of teachers working in a Generation 13 university charter.

Table E.15. New Charter School Teachers' Methods of Instruction, as a Mean of Respondents by Generation, 2009-10

Instructional Method	Generation 11 Teachers (n=186)	Generation 12 Teachers (n=74)	Generation 13[a] Teachers (n=209)	Generation 14 Teachers (n=81)	All Respondents (N=550)
Students work in pairs or small groups.	3.5	3.4	3.5	3.5	3.5
Students work to improve basic skills (e.g., reading, writing, math computation).	3.4	3.6	3.4	3.3	3.4
I guide interactive discussions with all students.	3.3	3.4	3.3	3.2	3.3
Students work with hands-on activities or manipulatives.	3.3	3.2	3.3	3.2	3.3
Students apply course concepts to solve real world problems.	3.2	3.3	3.1	3.3	3.2
I provide one-on-one instruction.	3.1	3.1	3.1	3.0	3.1
Students complete individual assignments (e.g., workbook or textbook exercise).	3.2	3.2	3.0	3.0	3.1
I direct the whole group (lecture, control pace).	3.0	3.1	3.0	2.9	3.0
Students use computers.	2.9	3.1	2.8	2.6	2.8
Students complete longer-term projects (i.e., lasting more than a week).	2.7	2.9	2.6	2.7	2.7
I make multimedia or PowerPoint presentations.	2.8	2.9	2.7	2.4	2.7
Students present oral reports.	2.7	2.8	2.5	2.7	2.6
Students set individual course goals that address the curriculum.	2.6	2.4	2.5	2.4	2.5
Students use the Internet for classroom assignments.	2.4	2.7	2.4	2.3	2.4
Other	2.5	2.1	2.5	3.2	2.5

Source: New Charter School Teacher Survey, spring 2010.
Note. Mean ratings based on a 4-point scale: (1) *not at all*, (2) *small extent*, (3) *moderate extent*, and (4) *large extent.*
[a]Results for Generation 13 open-enrollment charters include the responses of teachers working in a Generation 13 university charter.

Table E.16. Assessment Methods Used by New Charter School Teachers to Measure Student Performance, as a Mean of Respondents by Generation, 2009-10

Method of Assessment	Generation 11 Teachers (n=186)	Generation 12 Teachers (n=74)	Generation 13[a] Teachers (n=209)	Generation 14 Teachers (n=81)	All Respondents (N=550)
Student demonstrations or performances	3.1	3.3	3.0	2.9	3.1
Teacher-made tests	3.1	3.2	2.9	3.1	3.1
Student writing samples	3.0	3.0	2.9	3.0	3.0
Standardized tests (TAKS, benchmarks)	2.9	2.4	3.0	2.7	2.9
Student projects	2.9	3.0	2.8	2.8	2.8
Student portfolios	2.6	2.7	2.8	2.5	2.7
Student oral presentations (alone or in groups)	2.8	2.8	2.6	2.7	2.7
Textbook or publisher provided tests	2.6	2.4	2.5	2.3	2.5
Other	2.1	1.9	2.1	2.5	2.1

Source: New Charter School Teacher Survey, spring 2010.
Note. Mean ratings based on a 4-point scale: (1) *not at all*, (2) *small extent*, (3) *moderate extent*, and (4) *large extent*.
[a]Results for Generation 13 open-enrollment charters include the responses of teachers working in a Generation 13 university charter.

Table E.17. New Charter School Computer Use, as a Mean of Respondents by Generation and Charter Type, 2009-10

		Internet Access in Classroom				Average Number of Classroom Computers	
		No		Yes			
Charter Type	Generation	N	%	N	%	N	Mean
Open-enrollment or university	11	13	12.6%	90	87.4%	103	2.7
	12	3	5.2%	55	94.8%	58	4.9
	13[a]	6	8.6%	64	91.4%	70	4.9
	14	4	7.0%	53	93.0%	57	3.8
	All	**26**	**9.0%**	**262**	**91.0%**	**288**	**3.9**
Campus charter	11	1	1.2%	82	98.8%	83	4.3
	12	0	0.0%	16	100.0%	16	13.1
	13	2	1.4%	137	98.6%	139	5.8
	14	4	16.7%	20	83.3%	24	10.0
	All	**7**	**2.7%**	**255**	**97.3%**	**262**	**6.2**
All charters	11	14	7.5%	172	92.5%	186	3.4
	12	3	4.1%	71	95.9%	74	6.7
	13	8	3.8%	201	96.2%	209	5.5
	14	8	9.9%	73	90.1%	81	5.7
	All	**33**	**6.0%**	**517**	**94.0%**	**550**	**5.0**

Source: New Charter School Teacher Survey, spring 2010.

[a]Results for Generation 13 open-enrollment charters include the responses of teachers working in a Generation 13 university charter.

Table E.18. New Charter School Teachers' Professional Development, as a Percentage of Respondents by Generation, 2009-10

Type of Professional	Generation 11 Teachers	Generation 12 Teachers	Generation 13[a] Teachers	Generation 14 Teachers	All Respondents (N=550)
Development	(n=186)	(n=74)	(n=209)	(n=81)	
General session sponsored by your school	91.4%	98.6%	95.2%	93.8%	94.2%
Orientation to school's mission and goals	84.9%	91.9%	86.6%	82.7%	86.2%
Teaming or shared conference periods	74.7%	63.5%	81.3%	63.0%	74.0%
Session sponsored by an education service center	72.6%	74.3%	72.7%	79.0%	73.8%
Professional conference	67.2%	68.9%	69.4%	72.8%	69.1%
Peer observation and critique	57.5%	63.5%	63.2%	56.8%	60.4%
Release time for independent training activities	48.9%	55.4%	63.2%	60.5%	56.9%
Session sponsored by a traditional school district	55.4%	44.6%	68.4%	33.3%	55.6%
Release time to work with other school educators	50.5%	54.1%	59.8%	49.4%	54.4%
College or university coursework	28.5%	31.1%	21.1%	18.5%	24.5%
Other	44.4%	50.0%	40.0%	21.4%	41.0%

Source: New Charter School Teacher Survey, spring 2010.

Note. Percentages will not total to 100. Teachers may have participated in multiple types of professional development.

[a]Results for Generation 13 open-enrollment charters include the responses of teachers working in a Generation 13 university charter.

Table E.19. Average Number of Days Teachers Attended Professional Development This School Year by Generation and Charter Type, 2009-10

Charter Type	Generation	N	Mean
Open-enrollment or university	11	103	8.4
	12	58	9.2
	13[a]	70	12.7
	14	57	11.6
	All	**288**	**10.3**
Campus charter	11	83	16.3
	12	16	10.2
	13	139	11.3
	14	24	13.2
	All	**262**	**13.0**
All charters	11	186	11.9
	12	74	9.4
	13	209	11.8
	14	81	12.1
	All	**550**	**11.6**

Source: New Charter School Teacher Survey, spring 2010.
[a]Results for Generation 13 open-enrollment charters include the responses of teachers working in a Generation 13 university charter.

Table E.20. Charter School Teachers Requiring Additional Professional Development, as a Percentage of Respondents by Generation and Charter Type, 2009-10

		No		Yes	
Charter Type	Generation	N	%	N	%
Open-enrollment or university	11	50	48.5%	53	51.5%
	12	30	51.7%	28	48.3%
	13[a]	35	50.0%	35	50.0%
	14	28	49.1%	29	50.9%
	All	**143**	**49.7%**	**145**	**50.3%**
Campus charter	11	48	57.8%	35	42.2%
	12	7	43.8%	9	56.3%
	13	73	52.5%	66	47.5%
	14	8	33.3%	16	66.7%
	All	**136**	**51.9%**	**126**	**48.1%**
All charters	11	98	52.7%	88	47.3%
	12	37	50.0%	37	50.0%
	13	108	51.7%	101	48.3%
	14	36	44.4%	45	55.6%
	All	**279**	**50.7%**	**271**	**49.3%**

Source: New Charter School Teacher Survey, spring 2010.
[a]Results for Generation 13 open-enrollment charters include the responses of teachers working in a Generation 13 university charter.

Table E.21. New Charter Schools' Systems of Teacher Appraisal and Frequency of Appraisals, as a Percentage of Respondents by Generation, 2009-10

	Generation 11 Teachers (n=186)	Generation 12 Teachers (n=74)	Generation 13[a] Teachers (n=209)	Generation 14 Teachers (n=81)	All Respondents (N=550)
Appraisal System					
PDAS	79.0%	62.2%	88.0%	61.7%	77.6%
Another formal system	9.1%	21.6%	7.2%	11.1%	10.4%
No formal system	11.8%	16.2%	4.8%	27.2%	12.0%
Frequency of Evaluations					
Once a year	12.4%	16.2%	3.8%	12.3%	9.6%
Once a semester	23.7%	27.0%	15.8%	38.3%	23.3%
Once a grading period	18.3%	23.0%	14.8%	13.6%	16.9%
Once a week	16.7%	5.4%	41.6%	14.8%	24.4%
Other	29.0%	28.4%	23.9%	21.0%	25.8%

Source: New Charter School Teacher Survey, spring 2010.
[a]Results for Generation 13 open-enrollment charters include the responses of teachers working in a Generation 13 university charter.

Table E. 22. New Charter School Teachers' Plans to Return in 2010-11, as a Percentage of Respondents by Generation and Charter Type, 2009-10

		No		Yes	
Charter Type	Generation	N	%	N	%
Open-enrollment or university charter	11	10	9.7%	93	90.3%
	12	13	22.4%	45	77.6%
	13[a]	6	8.6%	64	91.4%
	14	10	17.5%	47	82.5%
	All	**39**	**13.5%**	**249**	**86.5%**
Campus charter	11	8	9.6%	75	90.4%
	12	0	0.0%	16	100.0%
	13	15	10.8%	124	89.2%
	14	4	16.7%	20	83.3%
	All	**27**	**10.3%**	**235**	**89.7%**
All charters	11	18	9.7%	168	90.3%
	12	13	17.6%	61	82.4%
	13	21	10.0%	188	90.0%
	14	14	17.3%	67	82.7%
	All	**66**	**12.0%**	**484**	**88.0%**

Source: New Charter School Teacher Survey, spring 2010.
[a]Results for Generation 13 open-enrollment charters include the responses of teachers working in a Generation 13 university charter.

This survey is secure socket layer (SSL) protected.
All data are encrypted for transmission.

Evaluation of New Texas Charter Schools
Spring 2010 Principal and Teacher Survey

The Texas Center for Educational Research (TCER) is conducting an evaluation of new Texas charter schools under contract with the Texas Education Agency (TEA). As part of the evaluation, TCER is asking principals and teachers from new charter schools (Generations 11, 12, 13 and 14) to participate in an on-line survey. The purpose of this survey is to collect information about the experiences of teachers and administrators working in new charter schools. The survey is completely voluntary and will take approximately 15 minutes to complete. All information collected through the survey will remain confidential. TCER will not share your individual answers with anyone in your school or at TEA. All survey information will be reported in aggregate and will not be linked to an individual respondent. If you have any questions about this survey or the evaluation, please contact Catherine Maloney at TCER (512-467-3596 or catherine.maloney@tcer.org) or Allen Seay at TEA (512-463-9101 or programeval@tea.state.tx.us).

Click here, then NEXT to begin the survey

TCER
Texas Center for Educational Research

Evaluation of New Texas Charter Schools
Spring 2010 Principal and Teacher Survey

The online survey takes about 15 minutes to complete. If you require a paper and pencil version of the survey, please contact Dana Beebe at 800-580-8237. **Please complete the survey by April 23, 2010**.

GENERAL INFORMATION

First Name: _____

Middle Initial: _____

Last Name: _____

School Name: _____

City Location: _____

What is your gender?

- ○ Male
- ○ Female

What is your race/ethnicity?

- ○ Hispanic
- ○ African American
- ○ White
- ○ Other

(specify)

_____

What is your highest education level?
(**Select only one**.)

- ○ Completed high school
- ○ Less than 4 years of college
- ○ Bachelor's degree (BA/BS)
- ○ BA/BS and graduate courses
- ○ Master's degree
- ○ Doctorate

How many days do you work each year (contracted)?

_____

SCHOOL ENVIRONMENT

To what extent do you agree or disagree with the following statements about your school?

	Strongly Disagree	Disagree	Agree	Strongly Agree
The school building is neat and clean.	○	○	○	○
School administrators set high expectations and communicate these expectations to students and staff.	○	○	○	○
Parents and community members attend school meetings and activities.	○	○	○	○
The community supports the school's mission and goals.	○	○	○	○
The school has sufficient financial resources.	○	○	○	○
The school is well managed; things work.	○	○	○	○
School staff, students, and visitors feel safe in the building *during school*.	○	○	○	○
School staff, students, and visitors feel safe in the building *before and after school*.	○	○	○	○
School administrators communicate often with parents.	○	○	○	○
Parents and community members volunteer time to work in the school.	○	○	○	○
This school has effective leadership.	○	○	○	○
Teachers and other staff participate in school decision making.	○	○	○	○
Parents and community members volunteer time for school fundraising efforts.	○	○	○	○
Parents participate in school decision making.	○	○	○	○
This school has a positive relationship(s) with the local school district(s).	○	○	○	○
Students in this school are committed to learning.	○	○	○	○
Teachers and parents work together to ensure student success.	○	○	○	○

	Teacher	Principal or School Leader
Please indicate your position in this charter school.	○	○

What is your current teaching certification? (**Select all that apply**.)

- ☐ I am currently certified to teach in Texas
- ☐ I am currently certified to teach in another state
- ☐ I am working to obtain Texas teaching certification
- ☐ I am not certified and not working to obtain certification

If you are certified to teach in Texas, what was your certification route?

- ○ College/university undergraduate certification program
- ○ Alternative certification program (ACP)
- ○ College/university post-bachelor certification program

What instructional levels do you currently teach? (**Select all that apply**.)

- ☐ Primary (PK-2)
- ☐ Elementary (3-5)
- ☐ Middle (6-8)
- ☐ High School (9-12)

What subject area(s) do you teach? (**Select all that apply**.)

- ☐ Language Arts
- ☐ Social Studies
- ☐ Reading
- ☐ Mathematics
- ☐ Science
- ☐ Other

(specify)

_____

Are you certified in all of the subject area(s) you currently teach?

- ○ Yes
- ○ No

Including this school year, how many years have you worked in your **current** charter school?

_____

How many years of experience (including the current school year) have you had in each of these types of schools as a teacher?

Traditional Public School _____

Private School _____

Charter School _____

TEACHER EXPERIENCES

How important were the following factors in your decision to seek employment at this school?

	Not Important	Somewhat Important	Important	Very Important
Interested in being involved in an educational reform effort	○	○	○	○
The school's mission and goals	○	○	○	○
Small school size	○	○	○	○
Able to teach without certification	○	○	○	○
Less standardized testing pressure	○	○	○	○
Academic reputation/high standards of this school	○	○	○	○
The high level of parent involvement	○	○	○	○
More autonomy at this school	○	○	○	○
Difficulty finding another position	○	○	○	○
Opportunity to work with like-minded educators	○	○	○	○
Small class sizes at this school	○	○	○	○
Opportunity to work with a specific student population	○	○	○	○
Competitive salary and benefits	○	○	○	○
Opportunity to teach and draw retirement pay	○	○	○	○
Convenient location	○	○	○	○
Other	○	○	○	○

(specify) _____

INSTRUCTIONAL MANAGEMENT

To what extent do you agree or disagree with the following statements about your school?

	Strongly Disagree	Disagree	Agree	Strongly Agree
This school is meeting students' learning needs that were not addressed at other schools.	○	○	○	○
Class sizes are too large.	○	○	○	○
Taking attendance and other classroom management activities do not interfere with teaching.	○	○	○	○
The school provides appropriate special education services for students who require it.	○	○	○	○
This school does not have adequate curriculum guides for the subject(s) I teach.	○	○	○	○
There are few outside interruptions of class work.	○	○	○	○
This school's mission and goals are clear to *faculty*.	○	○	○	○
This school's mission and goals are clear to *students*.	○	○	○	○
This school's mission and goals are clear to *parents*.	○	○	○	○
I have insufficient classroom resources.	○	○	○	○
Students usually are assigned homework.	○	○	○	○
School administration supports teachers' autonomy.	○	○	○	○
I am satisfied with the school's curriculum.	○	○	○	○
This school has high standards and expectations for students.	○	○	○	○
I have ample time for planning instruction.	○	○	○	○
Student behavior problems do not disrupt instructional time.	○	○	○	○

INSTRUCTION AND ASSESSMENT

To what extent do the following occur in your classroom?

	Not at All	Small Extent	Moderate Extent	Large Extent
Students use computers.	○	○	○	○
Students use the Internet for classroom assignments.	○	○	○	○
I guide interactive discussion with all students.	○	○	○	○
Students apply course concepts to solve "real world" problems.	○	○	○	○
I provide one-on-one instruction.	○	○	○	○
Students work in pairs or small groups.	○	○	○	○
Students complete individual assignments (e.g., workbook or textbook exercise).	○	○	○	○
Students present oral reports.	○	○	○	○
I direct the whole group (lecture, control pace).	○	○	○	○
Students work with hands-on activities or manipulatives.	○	○	○	○
Students complete longer-term projects (i.e., lasting more than a week).	○	○	○	○
Students set individual course goals that address the curriculum.	○	○	○	○
I make multimedia or PowerPoint presentations.	○	○	○	○
Students work to improve basic skills (e.g., reading, writing, math computation).	○	○	○	○
Other (specify)	○	○	○	○

To what extent are the following methods of assessment used to measure students' performance in your classroom?

	Not at All	Small Extent	Moderate Extent	Large Extent
Teacher-made tests	○	○	○	○
Textbook or publisher provided tests	○	○	○	○
Student portfolios	○	○	○	○
Student demonstrations or performances	○	○	○	○
Student oral presentations - alone or in groups	○	○	○	○
Student projects	○	○	○	○
Student writing samples	○	○	○	○
Standardized tests (TAKS, benchmarks)	○	○	○	○
Other (specify)	○	○	○	○

_____

Does your classroom have Internet access?

○ Yes
○ No

How many computers do you have in your classroom?

_____

PROFESSIONAL DEVELOPMENT

What professional development activities have you attended this school year?

	Yes	No
Orientation to school's mission and goals	○	○
General session sponsored by your school	○	○
Session sponsored by an *education service center*	○	○
Session sponsored by a *traditional school district*	○	○
Professional conference	○	○
Peer observation and critique	○	○
Release time to work with other school educators	○	○
Release time for independent training activities	○	○
Teaming or shared conference periods	○	○
College or university coursework	○	○
Other	○	○

(specify)

_____

How many days of professional development have you attended this school year? _____

Do you need additional professional development and training?	Yes	No
	○	○

If yes, please describe the type of training you need.

_____

Does your school have a formal teacher appraisal process?

○ No
○ Yes, we use the state system (Professional Development and Appraisal System or PDAS).
○ Yes, we use another system.

(please describe)

_____

How often do school administrators observe in your classroom?

- ○ Once a year
- ○ Once a semester
- ○ Once a grading period
- ○ Once a week
- ○ Other

(specify)

_____

GENERAL COMMENTS

What have been the primary *benefits* of teaching at your charter school this school year?

_____

_____

_____

What have been the primary *challenges* of teaching at your charter school this school year?

_____

_____

_____

Are you planning on teaching at this charter school next year?

Yes ○ No ○

Why?

_____

_____

_____

Click here, then next ○

Your job title: _____

	Yes	No
Do you have TX mid-management certification?	○	○

How many years of experience (including the current school year) have you had in each of these types of schools as an administrator and as a teacher?

Years as an ADMINISTRATOR

Traditional Public School _____

Private School _____

Charter School _____

Years as a TEACHER

Traditional Public School _____

Private School _____

Charter School _____

Including this school year, how many years have you worked in your **current** charter school?

_____

On average, how many hours per week do you work for this campus?

_____

SCHOOL MISSION AND GOALS

Please indicate which of the following statements best reflect your school's mission and goals. (**Mark all that apply**.)

High School Programs (Grades 9-12)

- ☐ College preparatory program
- ☐ Technical and/or career preparation
- ☐ Dropout recovery program
- ☐ Focus on Advanced Placement or International Baccalaureate coursework
- ☐ Focus on science and technology
- ☐ Focus on liberal arts
- ☐ Focus on foreign languages
- ☐ Other

(specify)

_____

Elementary and Middle School Programs (Grades PK-8)

- ☐ College preparatory program
- ☐ Montessori program
- ☐ Talented and gifted program
- ☐ Program for at-risk students
- ☐ Focus on science and technology
- ☐ Focus on liberal arts
- ☐ Focus on foreign languages
- ☐ Other

(specify)

_____

SCHOOL FACILITIES

Mark the response below that best describes your school's building type. (**Mark only one**.)

- ○ Custom built
- ○ Former traditional public school
- ○ Office space
- ○ Retail space/Strip mall
- ○ Former private school
- ○ Church building
- ○ Community building
- ○ Other public building
- ○ College or university building
- ○ Former warehouse
- ○ Other

(specify)

_____

	Yes	No
Is there room in your current facility to accommodate increased enrollment?	○	○
Does your charter school plan to expand to include additional grade levels?	○	○
Is there space in your current facility to accommodate additional grade levels?	○	○
Does your school share its facility with another organization?	○	○

To what extent is each of the following facilities issues a problem at your school?

	Not a Problem	Minor Problem	Moderate Problem	Serious Problem
Classroom space	○	○	○	○
Office space	○	○	○	○
General maintenance	○	○	○	○
Library space	○	○	○	○
Library resources (e.g., books, computers)	○	○	○	○
Computer labs	○	○	○	○
Classroom computers	○	○	○	○
Grounds/Outdoor maintenance	○	○	○	○
Cafeteria space	○	○	○	○
Cafeteria equipment	○	○	○	○
Adequate restrooms	○	○	○	○
Other	○	○	○	○

(specify)

_____

How are you financing your school facility? (**Mark only one**.)

○ Month to month rent
○ Lease
○ Purchase (loan/mortgage)
○ Lease to own
○ Donated
○ Not applicable: School is located in district-provided facilities (campus charter)
○ Other

(specify)

_____

Please describe your greatest challenge with respect to facilities.

_____

_____

_____

STAFFING

Please indicate the methods your charter school uses to recruit teachers. (**Mark all that apply**.)

- ☐ Regional teacher recruitment fairs
- ☐ University recruitment events
- ☐ Advertisements in newspapers or trade journals
- ☐ Word of mouth
- ☐ Coordination with a teachers college
- ☐ Coordination with an independent teacher organization (e.g., Teach for America)
- ☐ Referrals from districts
- ☐ Not applicable: Staff is provided by the district (campus charters)
- ☐ Other

(specify)

_____

To what extent is each of the following staffing issues a problem at your school?

	Not a Problem	Minor Problem	Moderate Problem	Serious Problem
Difficulty recruiting teachers	○	○	○	○
High rate of teacher turnover	○	○	○	○
High rate of teacher absenteeism	○	○	○	○
Difficulty securing substitute teachers	○	○	○	○
Difficulty recruiting and retaining paraprofessionals	○	○	○	○
Level of pay makes it difficult to recruit and retain quality staff	○	○	○	○
Training staff in the school's mission and goals	○	○	○	○
Difficulty recruiting qualified staff for particular subject areas (e.g., science and math)	○	○	○	○
Difficulty recruiting experienced staff	○	○	○	○
Other (specify)	○	○	○	○

_____

Please describe your greatest challenges with respect to staffing.

_____

_____

_____

STUDENT RECRUITMENT

Indicate whether your school uses each of the following recruitment methods.

	Use	Do Not Use
Broadcast advertising (i.e., TV, radio)	○	○
Print advertising (i.e., newspaper, magazines)	○	○
Flyers, brochures, posters	○	○
Community outreach (i.e., meetings with youth groups, community or parent organizations, etc.)	○	○
Coordination with juvenile justice entities	○	○
Coordination with military recruitment entities	○	○
Traditional district referral	○	○
Parent/student word of mouth	○	○
Other	○	○

(specify) _____

If the following recruitment methods were used by your school, please indicate the resulting percent of students that your school has recruited with each method. Percents should total to 100.

_____ Broadcast advertising (i.e., TV, radio)

_____ Print advertising (i.e., newspaper, magazines)

_____ Flyers, brochures, posters

_____ Community outreach (i.e., meetings with youth groups, community or parent organizations, etc.)

_____ Coordination with juvenile justice entities

_____ Coordination with military recruitment entities

_____ Traditional district referral

_____ Parent/student word of mouth

_____ Other

_____

_____ TOTAL (out of 100)

Please describe your greatest challenges with respect to student recruitment.

OTHER START UP CHALLENGES

Please describe other *challenges* you have experienced in implementing your charter school's educational program during this school year.

Please describe the greatest *successes* you have experienced in implementing your charter school's educational program during this school year.

Please rate your level of satisfaction with your experience working in this charter school for this school year.

Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied
○	○	○	○

To complete the survey hit submit

APPENDIX F
STUDENT SURVEY

The evaluation incorporates information gathered through voluntary, paper and pencil surveys of students attending Generation 11, 12, 13, and 14 open-enrollment, university, and campus charter schools administered in spring 2010. Separate surveys were provided for students in Grades 4 and 5 and for students in Grades 6 through 12 in order to accommodate for differences in students' reading levels. Both surveys asked students about the reasons they or their families chose new charter schools, their perceptions of their schools' learning environments, and the types of grades they earned. The survey of students in Grades 6 through 12 asked students about the amount of time they spent on homework, their plans after high school, and included open-ended items asking what students liked most and least about attending new charter schools. This appendix contains information about survey administration processes, response rates, and the characteristics of students who responded to the survey. It also includes supplementary tables that present information referenced in report chapters and copies of the surveys for students in Grades 4 and 5 and students in Grades 6 through 12.

METHODOLOGY

In spring 2010, TCER sent packets containing paper and pencil surveys to the principals of all Generation 11, 12, 13, and 14 charter schools that served students during the 2009-10 school year. In addition to surveys, packets contained instructions for survey administration and a postage paid label enabling schools to return surveys to TCER using the United Parcel Service (UPS). Principals were provided with 6 weeks to administer the surveys and received multiple reminders to complete the survey during the administration period. However, TCER accepted surveys through the end of the school year (i.e., May 2009) as a means to increase response rates.

RESPONSE RATES

School-Level Response Rates

Table F.1 presents the school-level response rates for all open-enrollment charter schools serving students in Grades 4 and 5, Grades 6 through 12, and for the total number of schools identified for student surveys, disaggregated by generation, and Table F.2 presents the same information for campus charter schools. Table F.3 presents information aggregated across both types of charters. School-level response rates represent the percentage of charter schools targeted for surveys that had students who responded to surveys. Charter schools were identified for surveys if they enrolled students in the grade levels addressed by surveys in 2009-10.[20] Across all charter schools identified for student surveys, 65% had students who completed surveys. School-level response rates were highest among Generation 12 and 14 charter schools (91% response rate for each generation) and lowest for Generation 13 charter schools (45%). Campus charter schools had a higher overall response rate than open-enrollment charters (73% vs. 59%)

[20]Two Generation 13 and two Generation 14 open-enrollment charters and did not enroll students during the 2009-10 school year. One Generation 11open-enrollment charter and one Generation 12 campus charter declined to participate in surveys. One Generation 13 and two Generation 12 open-enrollment charters, as well as one campus charter did not enroll students in Grades 4 and 5 or Grades 6 through 12 during the 2009-10 school year (i.e., early elementary programs).

Table F.1. School-Level Response Rates, Open-Enrollment Charter Schools, Spring 2010

	Schools Serving Grades 4-5	Schools Serving Grades 6-12	Total Schools[a]
Generation 11 open-enrollment charter schools			
Schools targeted for surveys[b]	7	7	10
Schools submitting surveys[c]	2	4	5
School-level response rates	28.6%	57.1%	50.0%
Generation 12 open-enrollment charter schools			
Schools targeted for surveys[d]	8	6	8
Schools submitting surveys[e]	7	5	7
School-level response rates	87.5%	83.3%	87.5%
Generation 13 open-enrollment charter schools[f]			
Schools targeted for surveys[g]	6	10	11
Schools submitting surveys[h]	4	4	4
School-level response rates	66.7%	40.0%	36.4%
Generation 14 open-enrollment charter schools			
Schools targeted for surveys[i]	2	4	5
Schools submitting surveys[j]	2	3	4
School-level response rates	100.0%	75.0%	80.0%
All open-enrollment charter schools			
Schools targeted for surveys	23	27	34
Schools submitting surveys[k]	15	16	20
Total school-level response rates	**65.2%**	**59.3%**	**58.8%**

Source: New Charter School Student Survey, spring 2010.

Note. The grade ranges listed were selected to match the student survey analysis and are not necessarily inclusive of the full grade span served by the campuses.

[a]Four targeted Generation 11 charter schools, six targeted Generation 12, five targeted Generation 13, and one Generation 14 charter schools served both grade levels.

[b]One Generation 11 open-enrollment charter schools that served students in 2009-10 indicated it would not participate in the evaluation. This school is not included in Generation 11schools targeted for surveys.

[c]Of the five Generation 11 schools submitting surveys, one served students in both grade levels.

[d]Two Generation 12 open-enrollment charter schools served students in grades not identified for surveys (i.e., PK through 3), and were targeted for surveys.

[e]Of the Generation 12 open-enrollment charter schools submitting surveys, five served both grade levels.

[f]One university charter school is included in counts for Generation 13 open-enrollment charters.

[g]Two Generation 13 open-enrollment charters did not serve students in 2009-10, and one school did not serve students in Grades 4 through 12 in 2009-10.

[h]Of the Generation 13 open-enrollment charter schools submitting surveys, four served both grade levels.

[i]Two Generation 14 open-enrollment charter schools did not serve students in 2009-10.

[j]Of the Generation 14 open-enrollment charter schools submitting surveys, one served both grade levels.

[k]Of all open-enrollment charter schools submitting surveys, 11 served both grade levels.

Table F.2. School-Level Response Rates, Campus Charter Schools, Spring 2010

	Schools Serving Grades 4-5	Schools Serving Grades 6-12	Total Schools[a]
Generation 11 campus charter schools			
Schools targeted for surveys	4	6	8
Schools submitting surveys[b]	2	4	5
School-level response rates	50.0%	66.7%	62.5%
Generation 12 campus charter schools			
Schools targeted for surveys[c]	0	3	3
Schools submitting surveys	--	3	3
School-level response rates	--	100.0%	100.0%
Generation 13 campus charter schools			
Schools targeted for surveys	3	7	9
Schools submitting surveys[d]	2	4	5
School-level response rates	66.7%	57.1%	55.6%
Generation 14 campus charter schools			
Schools targeted for surveys	2	6	6
Schools submitting surveys[e]	2	6	6
School-level response rates	100.0%	100.0%	100.0%
All campus charter schools			
Schools targeted for surveys	9	22	26
Schools submitting surveys[f]	6	17	19
Total school-level response rates	**66.7%**	**77.3%**	**73.1%**

Source: New Charter School Student Survey, spring 2010.

Note. The grade ranges listed were selected to match the student survey analysis and are not necessarily inclusive of the full grade span served by the campuses.

[a]Two targeted Generation 11, zero targeted Generation 12, one Generation 13, and two Generation 14 campus charter school served both grade levels.

[b]Of the Generation 11 campus charter schools submitting surveys, one served both grade levels.

[c]One Generation 12 campus charter school declined to participate in surveys and another did not serve students in Grades 4 through12.

[d]Of the Generation 13 campus charter schools submitting surveys, one served both grade levels.

[e]Of the Generation 14campus charter schools submitting surveys, two served both grade levels.

[f]Of all campus charter schools submitting surveys, four served both grade levels.

Table F.3. School-Level Response Rates, All New Charter Schools, Spring 2010

	Schools Serving Grades 4-5	Schools Serving Grades 6-12	Total Schools[a]
Generation 11 charter schools			
Schools targeted for surveys	11	13	18
Schools submitting surveys[b]	4	8	10
School-level response rates	36.4%	61.5%	55.6%
Generation 12 charter schools			
Schools targeted for surveys	8	9	11
Schools submitting surveys[c]	7	8	10
School-level response rates	87.5%	88.9%	90.9%
Generation 13 charter schools			
Schools targeted for surveys	9	17	20
Schools submitting surveys[d]	6	8	9
School-level response rates	66.7%	47.1%	45.0%
Generation 14 charter schools			
Schools targeted for surveys	4	10	11
Schools submitting surveys[e]	4	9	10
School-level response rates	100.0%	90.0%	90.9%
All charter schools			
Schools targeted for surveys	32	49	60
Schools submitting surveys[f]	21	33	39
Total school-level response rates	**65.6%**	**67.3%**	**65.0%**

Source: New Charter School Student Survey, spring 2010.
Note. The grade ranges listed were selected to match the student survey analysis and are not necessarily inclusive of the full grade span served by the campuses.
[a]Six Generation 11, six targeted Generation 12, six Generation 13, and three Generation 14charter schools targeted for surveys served both grade levels.
[b]Of the Generation 11 charter schools submitting surveys, two served both grade levels.
[c]Of the Generation 12 charter schools submitting surveys, five served both grade levels.
[d]Of the Generation 13 charter schools submitting surveys, five served both grade levels.
[e]Of the Generation 14 charter schools submitting surveys, three served both grade levels.
[e]Of all charter schools submitting surveys, 15 served both grade levels.

Student-Level Response Rates

Table F.4 presents the student level response rates to the spring 2010 survey for all students and for students disaggregated by charter school type and generation. Student-level response rates represent the ratio of students who responded to student surveys to all students in the identified grade levels who were expected to respond, expressed as a percentage. Researchers used PEIMS data to identify the number of students in the specified grade levels at each new charter school identified for student surveys in spring 2010, and calculated response rates using the number of students who responded to surveys. Across charter school types and generations, about half (49%) of students responded to surveys. Students in Grades 6 through 12 and in Grades 4 and 5 had roughly similar response rates (48% vs. 50%, respectively). Generation 12 charter schools had the highest student-level response rate (67%) followed by Generation 14 (55%), Generation 13 (45%), and Generation 11 (42%) charter schools. Overall, students in campus charters tended to have higher response rates than students attending open-enrollment charters (53% vs. 44%).

Table F.4. Student Level Response Rates, New Charter Schools Targeted for Surveys, Spring 2010

School Type/Generation	Students Grades 4 and 5		Students Grades 6-12		All Students (Grades 4-12)	
	N	% Responding	N	% Responding	N	% Responding
Open-Enrollment Charter Schools						
Generation 11	918	24.9%	2,390	47.2%	3,308	41.1%
Generation 12	457	64.8%	539	62.0%	996	63.3%
Generation 13[a]	514	59.7%	1,013	40.6%	1,527	47.0%
Generation 14	182	70.9%	1,057	25.8%	1,239	32.4%
Total	**2,071**	**46.4%**	**4,999**	**42.9%**	**7,070**	**44.0%**
Campus Charter Schools						
Generation 11	434	54.6%	1,330	42.0%	1,764	45.1%
Generation 12	0	--	1,097	69.5%	1,097	69.5%
Generation 13	402	58.7%	3,398	42.9%	3,800	44.6%
Generation 14	51	80.4%	742	89.6%	793	89.0%
Total	**887**	**57.9%**	**6,567**	**52.4%**	**7,454**	**53.1%**
All Charter Schools						
Generation 11	1,352	34.5%	3,720	45.3%	5,072	42.4%
Generation 12	457	64.8%	1,636	67.0%	2,093	66.5%
Generation 13[a]	916	59.3%	4,411	42.4%	5,327	45.3%
Generation 14	233	73.0%	1,799	52.1%	2,032	54.5%
Total	**2,958**	**49.9%**	**11,566**	**48.3%**	**14,524**	**48.7%**

Source: New Charter School Student Survey, spring 2010.
Notes. Student counts (Ns) were calculated using students reported enrolled in selected grade ranges in the Public Education Information Management System data for identified charter schools for the 2009-10 school year.
[a]Students attending a Generation 13 university charter school are included in counts for students in Grades 4 and 5 attending Generation 13 open-enrollment charters.

CHARACTERISTICS OF SURVEY RESPONDENTS

The following sections present the characteristics of students who responded to spring 2010 surveys. Results are disaggregated by generation and type of charter school.

Students in Grades 4 and 5

Table F.5. Gender of Grades 4 and 5 Student Survey Respondents by Generation and Charter Type, 2009-10

Charter Type	Generation	Male		Female	
		N	%	N	%
Open-enrollment or university	11	117	51.1%	112	48.9%
	12	164	55.4%	132	44.6%
	13[a]	149	48.5%	158	51.5%
	14	65	50.4%	64	49.6%
	All	**495**	**51.5%**	**466**	**48.5%**
Campus charter	11	126	53.2%	111	46.8%
	12[b]	0	--	0	--
	13	116	49.2%	120	50.8%
	14	27	65.9%	14	34.1%
	All	**269**	**52.3%**	**245**	**47.7%**
All charters	11	243	52.1%	223	47.9%
	12	164	55.4%	132	44.6%
	13	265	48.8%	278	51.2%
	14	92	54.1%	78	45.9%
	All	**764**	**51.8%**	**711**	**48.2%**

Source: New Charter School Student Survey, spring 2010.
[a]Results for Generation 13 open-enrollment charter schools include responses from students attending a university charter school.
[b]Of the Generation 12 campus charter schools responding to the survey, none enrolled student in Grades 4 and 5.

Table F.6. Ethnicity of Grades 4 and 5 Student Survey Respondents by Generation and Charter Type, 2009-10

Charter Type	Generation	African American		Hispanic		White		Other	
		N	%	N	%	N	%	N	%
Open-enrollment or university	11	12	5.3%	168	73.7%	24	10.5%	24	10.5%
	12	75	25.3%	80	27.0%	105	35.5%	36	12.2%
	13[a]	15	4.9%	183	59.2%	66	21.4%	45	14.6%
	14	18	14.2%	32	25.2%	42	33.1%	35	27.6%
	All	**120**	**12.5%**	**463**	**48.2%**	**237**	**24.7%**	**140**	**14.6%**
Campus charter	11	3	1.3%	222	94.1%	9	3.8%	2	0.8%
	12[b]	0	--	0	--	0	--	0	--
	13	9	3.9%	194	84.3%	14	6.1%	13	5.7%
	14	14	32.6%	29	67.4%	0	--	0	--
	All	**26**	**5.1%**	**445**	**87.4%**	**23**	**4.5%**	**15**	**2.9%**
All charters	11	15	3.2%	390	84.1%	33	7.1%	26	5.6%
	12	75	25.3%	80	27.0%	105	35.5%	36	12.2%
	13	24	4.5%	377	69.9%	80	14.8%	58	10.8%
	14	32	18.8%	61	35.9%	42	24.7%	35	20.6%
	All	**146**	**9.9%**	**908**	**61.8%**	**260**	**17.7%**	**155**	**10.6%**

Source: New Charter School Student Survey, spring 2010.
[a]Results for Generation 13 open-enrollment charter schools include responses from students attending a university charter school.
[b]Of the Generation 12 campus charter schools responding to the survey, none enrolled students in Grades 4 and 5.

Table F.7. Grade Levels of Grades 4 and 5 Student Survey Respondents by Generation and Charter Type, 2009-10

Charter Type	Generation	Grade 4		Grade 5	
		N	%	N	%
Open-enrollment or university	11	103	46.2%	120	53.8%
	12	148	50.9%	143	49.1%
	13[a]	130	43.2%	171	56.8%
	14	42	33.9%	82	66.1%
	All	**423**	**45.0%**	**516**	**55.0%**
Campus charter	11	127	54.3%	107	45.7%
	12[b]	0	--	0	--
	13	108	46.4%	125	53.6%
	14	0	--	38	100.0%
	All	**235**	**46.5%**	**270**	**53.5%**
All charters	11	230	50.3%	227	49.7%
	12	148	50.9%	143	49.1%
	13	238	44.6%	296	55.4%
	14	42	25.9%	120	74.1%
	All	**658**	**45.6%**	**786**	**54.4%**

Source: New Charter School Student Survey, spring 2010.
[a]Results for Generation 13 open-enrollment charter schools include responses from students attending a university charter school.
[b]Of the Generation 12 campus charter schools responding to the survey, none enrolled students in Grades 4 and 5.

Students in Grades 6 through 12

Table F.8. Gender of Grades 6 to 12 Student Survey Respondents by Generation and Charter Type, 2009-10

Charter Type	Generation	Male		Female	
		N	%	N	%
Open-enrollment or university	11	562	49.8%	567	50.2%
	12	152	45.5%	182	54.5%
	13	209	50.9%	202	49.1%
	14	132	48.4%	141	51.6%
	All	**1,055**	**49.1%**	**1,092**	**50.9%**
Campus charter	11	262	47.0%	296	53.0%
	12	299	39.2%	463	60.8%
	13	754	51.7%	705	48.3%
	14	252	37.9%	413	62.1%
	All	**1,567**	**45.5%**	**1,877**	**54.5%**
All charters	11	824	48.8%	863	51.2%
	12	451	41.1%	645	58.9%
	13	963	51.5%	907	48.5%
	14	384	40.9%	554	59.1%
	All	**2,622**	**46.9%**	**2,969**	**53.1%**

Source: New Charter School Student Survey, spring 2010.

Table F.9. Grade Groupings of Grades 6 to 12 Student Survey Respondents by Generation and Charter Type, 2009-10

Charter Type	Generation	Grades 6-8		Grades 9-12	
		N	%	N	%
Open-enrollment or university	11	552	48.9%	577	51.1%
	12	294	88.3%	39	11.7%
	13	363	88.8%	46	11.2%
	14	123	44.9%	151	55.1%
	All	**1,332**	**62.1%**	**813**	**37.9%**
Campus charter	11	2	0.4%	556	99.6%
	12	0	--	760	100.0%
	13	1,386	95.0%	73	5.0%
	14	294	44.3%	370	55.7%
	All	**1,682**	**48.9%**	**1,759**	**51.1%**
All charters	11	554	32.8%	1,133	67.2%
	12	294	26.9%	799	73.1%
	13	1,749	93.6%	119	6.4%
	14	417	44.5%	521	55.5%
	All	**3,014**	**54.0%**	**2,572**	**46.0%**

Source: New Charter School Student Survey, spring 2010.

Table F.10. Ethnicity of Grades 6 to 12 Student Survey Respondents by Generation and Charter Type, 2009-10

Charter Type	Generation	African American		Hispanic		White		Other	
		N	%	N	%	N	%	N	%
Open-enrollment or university	11	56	5.0%	674	59.9%	242	21.5%	154	13.7%
	12	29	8.7%	87	26.1%	164	49.2%	53	15.9%
	13	16	3.9%	298	72.3%	50	12.1%	48	11.7%
	14	20	7.3%	157	57.3%	79	28.8%	18	6.6%
	All	**121**	**5.6%**	**1,216**	**56.7%**	**535**	**24.9%**	**273**	**12.7%**
Campus charter	11	27	4.8%	507	90.5%	10	1.8%	16	2.9%
	12	53	7.0%	408	53.7%	191	25.1%	108	14.2%
	13	62	4.2%	1,333	91.4%	24	1.6%	40	2.7%
	14	216	32.7%	352	53.3%	37	5.6%	56	8.5%
	All	**358**	**10.4%**	**2,600**	**75.6%**	**262**	**7.6%**	**220**	**6.4%**
All charters	11	83	4.9%	1,181	70.0%	252	14.9%	170	10.1%
	12	82	7.5%	495	45.3%	355	32.5%	161	14.7%
	13	78	4.2%	1,631	87.2%	74	4.0%	88	4.7%
	14	236	25.2%	509	54.4%	116	12.4%	74	7.9%
	All	**479**	**8.6%**	**3,816**	**68.3%**	**797**	**14.3%**	**493**	**8.8%**

Source: New Charter School Student Survey, spring 2010.

SUPPLEMENTARY TABLES

The following sections present supplementary tables referenced in report chapters.

Students in Grades 4 and 5

Table F.11. Previous School Attended of Grades 4 and 5 Student Survey Respondents by Generation and Charter Type, 2009-10

Charter Type	Generation	Public School		Private School		Home Schooled	
		N	%	N	%	N	%
Open-enrollment or university	11	159	77.2%	23	11.2%	5	2.4%
	12	214	76.4%	33	11.8%	9	3.2%
	13[a]	229	79.8%	25	8.7%	6	2.1%
	14	92	73.6%	26	20.8%	5	4.0%
	All	**694**	**77.3%**	**107**	**11.9%**	**25**	**2.8%**
Campus charter	11	144	78.3%	5	2.7%	1	0.5%
	12[b]	0	--	0	--	0	--
	13	119	73.5%	15	9.3%	5	3.1%
	14	41	95.3%	0	--	1	2.3%
	All	**304**	**78.1%**	**20**	**5.1%**	**7**	**1.8%**
All charters	11	303	77.7%	28	7.2%	6	1.5%
	12	214	76.4%	33	11.8%	9	3.2%
	13	348	77.5%	40	8.9%	11	2.4%
	14	133	79.2%	26	15.5%	6	3.6%
	All	**998**	**77.5%**	**127**	**9.9%**	**32**	**2.5%**

Table Continues

Table F.11. Previous School Attended of Grades 4 and 5 Student Survey Respondents by Generation and Charter Type, 2009-10 (Continued)

Charter Type	Generation	Another Charter School		Did Not Attend School	
		N	%	N	%
Open-enrollment or university	11	16	7.8%	3	1.5%
	12	24	8.6%	0	--
	13[a]	27	9.4%	0	--
	14	1	0.8%	1	0.8%
	All	**68**	**7.6%**	**4**	**0.4%**
Campus charter	11	4	2.2%	30	16.3%
	12[b]	0	--	0	--
	13	13	8.0%	10	6.2%
	14	1	2.3%	0	--
	All	**18**	**4.6%**	**40**	**10.3%**
All charters	11	20	5.1%	33	8.5%
	12	24	8.6%	0	--
	13	40	8.9%	10	2.2%
	14	2	1.2%	1	0.6%
	All	**86**	**6.7%**	**44**	**3.4%**

Source: New Charter School Student Survey, spring 2010.

[a]Results for Generation 13 open-enrollment charter schools include responses from students attending a university charter school.

[b]Of the Generation 12 campus charter schools responding to the survey, none enrolled students in Grades 4 and 5.

Table F.12. Reasons Grades 4 and 5 Students and Their Families Chose Charter Schools, 2009-10

Charter Type	Generation	This school is close to my home.					
		Not Sure		Disagree		Agree	
		N	%	N	%	N	%
Open-enrollment or university	11	44	19.2%	87	38.0%	98	42.8%
	12	47	15.8%	129	43.4%	121	40.7%
	13[a]	42	13.6%	161	52.3%	105	34.1%
	14	14	10.9%	93	72.7%	21	16.4%
	All	**147**	**15.3%**	**470**	**48.9%**	**345**	**35.9%**
Campus charter	11	20	8.4%	51	21.5%	166	70.0%
	12[b]	0	--	0	--	0	--
	13	31	13.1%	61	25.8%	144	61.0%
	14	3	7.0%	26	60.5%	14	32.6%
	All	**54**	**10.5%**	**138**	**26.7%**	**324**	**62.8%**
All charters	11	64	13.7%	138	29.6%	264	56.7%
	12	47	15.8%	129	43.4%	121	40.7%
	13	73	13.4%	222	40.8%	249	45.8%
	14	17	9.9%	119	69.6%	35	20.5%
	All	**201**	**13.6%**	**608**	**41.1%**	**669**	**45.3%**

Table Continues

Table F.12. Reasons Grades 4 and 5 Students and Their Families Chose Charter Schools, 2009-10 (Continued)

Charter Type	Generation	My parents think this school is better for me.					
		Not Sure		Disagree		Agree	
		N	%	N	%	N	%
Open-enrollment or university	11	43	18.9%	18	7.9%	166	73.1%
	12	54	18.2%	19	6.4%	223	75.3%
	13[a]	41	13.4%	15	4.9%	251	81.8%
	14	24	18.6%	6	4.7%	99	76.7%
	All	**162**	**16.9%**	**58**	**6.0%**	**739**	**77.1%**
Campus charter	11	41	17.4%	10	4.2%	185	78.4%
	12[b]	0	--	0	--	0	--
	13	71	30.2%	8	3.4%	156	66.4%
	14	11	25.6%	8	18.6%	24	55.8%
	All	**123**	**23.9%**	**26**	**5.1%**	**365**	**71.0%**
All charters	11	84	18.1%	28	6.0%	351	75.8%
	12	54	18.2%	19	6.4%	223	75.3%
	13	112	20.7%	23	4.2%	407	75.1%
	14	35	20.3%	14	8.1%	123	71.5%
	All	**285**	**19.3%**	**84**	**5.7%**	**1,104**	**74.9%**

Table Continues

Table F.12. Reasons Grades 4 and 5 Students and Their Families Chose Charter Schools, 2009-10 (Continued)

Charter Type	Generation	I was not getting good grades at my old school.					
		Not Sure		Disagree		Agree	
		N	%	N	%	N	%
Open-enrollment or university	11	29	12.8%	148	65.5%	49	21.7%
	12	29	9.9%	226	76.9%	39	13.3%
	13[a]	30	9.7%	249	80.6%	30	9.7%
	14	12	9.4%	100	78.1%	16	12.5%
	All	**100**	**10.4%**	**723**	**75.5%**	**134**	**14.0%**
Campus charter	11	37	15.7%	164	69.8%	34	14.5%
	12[b]	0	--	0	--	0	--
	13	43	23.0%	120	64.2%	24	12.8%
	14	7	16.3%	28	65.1%	8	18.6%
	All	**87**	**18.7%**	**312**	**67.1%**	**66**	**14.2%**
All charters	11	66	14.3%	312	67.7%	83	18.0%
	12	29	9.9%	226	76.9%	39	13.3%
	13	73	14.7%	369	74.4%	54	10.9%
	14	19	11.1%	128	74.9%	24	14.0%
	All	**187**	**13.2%**	**1,035**	**72.8%**	**200**	**14.1%**

Table Continues

Table F.12. Reasons Grades 4 and 5 Students and Their Families Chose Charter Schools, 2009-10 (Continued)

Charter Type	Generation	I got into trouble at my old school.					
		Not Sure		Disagree		Agree	
		N	%	N	%	N	%
Open-enrollment or university	11	15	6.6%	163	71.2%	51	22.3%
	12	17	5.8%	204	69.6%	72	24.6%
	13[a]	23	7.5%	248	81.3%	34	11.1%
	14	10	7.8%	90	69.8%	29	22.5%
	All	**65**	**6.8%**	**705**	**73.7%**	**186**	**19.5%**
Campus charter	11	20	8.5%	169	71.6%	47	19.9%
	12[b]	0	--	0	--	0	--
	13	22	11.8%	119	64.0%	45	24.2%
	14	3	7.1%	29	69.0%	10	23.8%
	All	**45**	**9.7%**	**317**	**68.3%**	**102**	**22.0%**
All charters	11	35	7.5%	332	71.4%	98	21.1%
	12	17	5.8%	204	69.6%	72	24.6%
	13	45	9.2%	367	74.7%	79	16.1%
	14	13	7.6%	119	69.6%	39	22.8%
	All	**110**	**7.7%**	**1,022**	**72.0%**	**288**	**20.3%**

Table Continues

Table F.12. Reasons Grades 4 and 5 Students and Their Families Chose Charter Schools, 2009-10 (Continued)

Charter Type	Generation	This school is smaller.					
		Not Sure		Disagree		Agree	
		N	%	N	%	N	%
Open-enrollment or university	11	42	18.5%	133	58.6%	52	22.9%
	12	35	11.8%	97	32.8%	164	55.4%
	13[a]	50	16.3%	161	52.4%	96	31.3%
	14	14	10.9%	62	48.4%	52	40.6%
	All	**141**	**14.7%**	**453**	**47.3%**	**364**	**38.0%**
Campus charter	11	57	24.2%	152	64.4%	27	11.4%
	12[b]	0	--	0	--	0	--
	13	37	17.5%	129	61.1%	45	21.3%
	14	4	9.3%	8	18.6%	31	72.1%
	All	**98**	**20.0%**	**289**	**59.0%**	**103**	**21.0%**
All charters	11	99	21.4%	285	61.6%	79	17.1%
	12	35	11.8%	97	32.8%	164	55.4%
	13	87	16.8%	290	56.0%	141	27.2%
	14	18	10.5%	70	40.9%	83	48.5%
	All	**239**	**16.5%**	**742**	**51.2%**	**467**	**32.3%**

Table Continues

Table F.12. Reasons Grades 4 and 5 Students and Their Families Chose Charter Schools, 2009-10 (Continued)

Charter Type	Generation	Teachers at my old school did not help me enough.					
		Not Sure		Disagree		Agree	
		N	%	N	%	N	%
Open-enrollment or university	11	30	13.1%	110	48.0%	89	38.9%
	12	23	7.8%	188	63.7%	84	28.5%
	13[a]	35	11.4%	204	66.4%	68	22.1%
	14	7	5.4%	86	66.7%	36	27.9%
	All	**95**	**9.9%**	**588**	**61.3%**	**277**	**28.9%**
Campus charter	11	42	17.9%	175	74.8%	17	7.3%
	12[b]	0	--	0	--	0	--
	13	18	9.9%	136	74.7%	28	15.4%
	14	5	11.9%	24	57.1%	13	31.0%
	All	**65**	**14.2%**	**335**	**73.1%**	**58**	**12.7%**
All charters	11	72	15.6%	285	61.6%	106	22.9%
	12	23	7.8%	188	63.7%	84	28.5%
	13	53	10.8%	340	69.5%	96	19.6%
	14	12	7.0%	110	64.3%	49	28.7%
	All	**160**	**11.3%**	**923**	**65.1%**	**335**	**23.6%**

Table Continues

Table F.12. Reasons Grades 4 and 5 Students and Their Families Chose Charter Schools, 2009-10 (Continued)

Charter Type	Generation	There are good teachers at this school.					
		Not Sure		Disagree		Agree	
		N	%	N	%	N	%
Open-enrollment or university	11	26	11.5%	18	7.9%	183	80.6%
	12	38	12.8%	24	8.1%	235	79.1%
	13[a]	27	8.9%	22	7.2%	255	83.9%
	14	14	10.9%	8	6.3%	106	82.8%
	All	**105**	**11.0%**	**72**	**7.5%**	**779**	**81.5%**
Campus charter	11	12	5.1%	12	5.1%	212	89.8%
	12[b]	0	--	0	--	0	--
	13	21	8.9%	12	5.1%	202	86.0%
	14	8	18.6%	13	30.2%	22	51.2%
	All	**41**	**8.0%**	**37**	**7.2%**	**436**	**84.8%**
All charters	11	38	8.2%	30	6.5%	395	85.3%
	12	38	12.8%	24	8.1%	235	79.1%
	13	48	8.9%	34	6.3%	457	84.8%
	14	22	12.9%	21	12.3%	128	74.9%
	All	**146**	**9.9%**	**109**	**7.4%**	**1,215**	**82.7%**

Table Continues

Table F.12. Reasons Grades 4 and 5 Students and Their Families Chose Charter Schools, 2009-10 (Continued)

Charter Type	Generation	This school has fewer fights between students.					
		Not Sure		Disagree		Agree	
		N	%	N	%	N	%
Open-enrollment or university	11	57	25.0%	93	40.8%	78	34.2%
	12	82	27.7%	107	36.1%	107	36.1%
	13[a]	78	25.4%	80	26.1%	149	48.5%
	14	35	27.6%	48	37.8%	44	34.6%
	All	**252**	**26.3%**	**328**	**34.2%**	**378**	**39.5%**
Campus charter	11	53	22.5%	54	22.9%	129	54.7%
	12[b]	0	--	0	--	0	--
	13	79	35.6%	67	30.2%	76	34.2%
	14	16	38.1%	11	26.2%	15	35.7%
	All	**148**	**29.6%**	**132**	**26.4%**	**220**	**44.0%**
All charters	11	110	23.7%	147	31.7%	207	44.6%
	12	82	27.7%	107	36.1%	107	36.1%
	13	157	29.7%	147	27.8%	225	42.5%
	14	51	30.2%	59	34.9%	59	34.9%
	All	**400**	**27.4%**	**460**	**31.6%**	**598**	**41.0%**

Table Continues

Table F.12. Reasons Grades 4 and 5 Students and Their Families Chose Charter Schools, 2009-10 (Continued)

Charter Type	Generation	I wanted to do more in my classes.					
		Not Sure		Disagree		Agree	
		N	%	N	%	N	%
Open-enrollment or university	11	48	21.1%	57	25.0%	123	53.9%
	12	48	16.2%	88	29.7%	160	54.1%
	13[a]	64	21.0%	74	24.3%	167	54.8%
	14	17	13.4%	42	33.1%	68	53.5%
	All	**177**	**18.5%**	**261**	**27.3%**	**518**	**54.2%**
Campus charter	11	24	10.2%	83	35.3%	128	54.5%
	12[b]	0	--	0	--	0	--
	13	55	26.7%	49	23.8%	102	49.5%
	14	8	19.0%	2	4.8%	32	76.2%
	All	**87**	**18.0%**	**134**	**27.7%**	**262**	**54.2%**
All charters	11	72	15.6%	140	30.2%	251	54.2%
	12	48	16.2%	88	29.7%	160	54.1%
	13	119	23.3%	123	24.1%	269	52.6%
	14	25	14.8%	44	26.0%	100	59.2%
	All	**264**	**18.3%**	**395**	**27.4%**	**780**	**54.2%**

Table Continues

Table F.12. Reasons Grades 4 and 5 Students and Their Families Chose Charter Schools, 2009-10 (Continued)

Charter Type	Generation	My friends are going to this school.					
		Not Sure		Disagree		Agree	
		N	%	N	%	N	%
Open-enrollment or university	11	26	11.3%	66	28.7%	138	60.0%
	12	21	7.1%	90	30.4%	185	62.5%
	13[a]	34	11.1%	106	34.5%	167	54.4%
	14	7	5.6%	51	40.5%	68	54.0%
	All	**88**	**9.2%**	**313**	**32.6%**	**558**	**58.2%**
Campus charter	11	44	18.9%	45	19.3%	144	61.8%
	12[b]	0	--	0	--	0	--
	13	44	19.8%	33	14.9%	145	65.3%
	14	5	11.6%	14	32.6%	24	55.8%
	All	**93**	**18.7%**	**92**	**18.5%**	**313**	**62.9%**
All charters	11	70	15.1%	111	24.0%	282	60.9%
	12	21	7.1%	90	30.4%	185	62.5%
	13	78	14.7%	139	26.3%	312	59.0%
	14	12	7.1%	65	38.5%	92	54.4%
	All	**181**	**12.4%**	**405**	**27.8%**	**871**	**59.8%**

Table Continues

Table F.12. Reasons Grades 4 and 5 Students and Their Families Chose Charter Schools, 2009-10 (Continued)

Charter Type	Generation	This school has smaller classes.					
		Not Sure		Disagree		Agree	
		N	%	N	%	N	%
Open-enrollment or university	11	52	22.8%	126	55.3%	50	21.9%
	12	41	13.8%	119	40.1%	137	46.1%
	13[a]	57	18.8%	151	49.7%	96	31.6%
	14	16	12.6%	41	32.3%	70	55.1%
	All	**166**	**17.4%**	**437**	**45.7%**	**353**	**36.9%**
Campus charter	11	43	18.5%	130	56.0%	59	25.4%
	12[b]	0	--	0	--	0	--
	13	50	22.6%	114	51.6%	57	25.8%
	14	4	9.3%	9	20.9%	30	69.8%
	All	**97**	**19.6%**	**253**	**51.0%**	**146**	**29.4%**
All charters	11	95	20.7%	256	55.7%	109	23.7%
	12	41	13.8%	119	40.1%	137	46.1%
	13	107	20.4%	265	50.5%	153	29.1%
	14	20	11.8%	50	29.4%	100	58.8%
	All	**263**	**18.1%**	**690**	**47.5%**	**499**	**34.4%**

Table Continues

Table F.12. Reasons Grades 4 and 5 Students and Their Families Chose Charter Schools, 2009-10 (Continued)

Charter Type	Generation	This school has special classes I like.					
		Not Sure		Disagree		Agree	
		N	%	N	%	N	%
Open-enrollment or university	11	24	10.6%	33	14.5%	170	74.9%
	12	34	11.8%	46	16.0%	207	72.1%
	13[a]	31	10.4%	43	14.5%	223	75.1%
	14	17	13.3%	30	23.4%	81	63.3%
	All	**106**	**11.3%**	**152**	**16.2%**	**681**	**72.5%**
Campus charter	11	24	10.5%	26	11.4%	179	78.2%
	12[b]	0	--	0	--	0	--
	13	23	10.0%	30	13.0%	177	77.0%
	14	12	27.9%	16	37.2%	15	34.9%
	All	**59**	**11.8%**	**72**	**14.3%**	**371**	**73.9%**
All charters	11	48	10.5%	59	12.9%	349	76.5%
	12	34	11.8%	46	16.0%	207	72.1%
	13	54	10.2%	73	13.9%	400	75.9%
	14	29	17.0%	46	26.9%	96	56.1%
	All	**165**	**11.5%**	**224**	**15.5%**	**1,052**	**73.0%**

Table Continues

Table F.12. Reasons Grades 4 and 5 Students and Their Families Chose Charter Schools, 2009-10 (Continued)

Charter Type	Generation	Other					
		Not Sure		Disagree		Agree	
		N	%	N	%	N	%
Open-enrollment or university	11	4	18.2%	1	4.5%	17	77.3%
	12	4	12.9%	3	9.7%	24	77.4%
	13[a]	4	8.3%	6	12.5%	38	79.2%
	14	0	--	5	38.5%	8	61.5%
	All	**12**	**10.5%**	**15**	**13.2%**	**87**	**76.3%**
Campus charter	11	0	--	1	20.0%	4	80.0%
	12[b]	0	--	0	--	0	--
	13	1	14.3%	1	14.3%	5	71.4%
	14	0	--	0	--	3	100.0%
	All	**1**	**6.7%**	**2**	**13.3%**	**12**	**80.0%**
All charters	11	4	14.8%	2	7.4%	21	77.8%
	12	4	12.9%	3	9.7%	24	77.4%
	13	5	9.1%	7	12.7%	43	78.2%
	14	0	--	5	31.3%	11	68.8%
	All	**13**	**10.1%**	**17**	**13.2%**	**99**	**76.7%**

Source: New Charter School Student Survey, spring 2010.
[a]Results for Generation 13 open-enrollment charter schools include responses from students attending a university charter school.
[b]Of the Generation 12 campus charter schools responding to the survey, none enrolled students in Grades 4 and 5.

Table F.13. Grades 4 and 5 Students' Opinions About Their New Charter Schools, 2009-10

Charter Type	Generation	My grades are better at this school.					
		Not Sure		Disagree		Agree	
		N	%	N	%	N	%
Open-enrollment or university	11	52	22.7%	45	19.7%	132	57.6%
	12	70	23.6%	71	23.9%	156	52.5%
	13[a]	79	25.6%	64	20.8%	165	53.6%
	14	35	27.3%	29	22.7%	64	50.0%
	All	**236**	**24.5%**	**209**	**21.7%**	**517**	**53.7%**
Campus charter	11	49	20.9%	32	13.7%	153	65.4%
	12[b]	0	--	0	--	0	--
	13	43	19.6%	44	20.1%	132	60.3%
	14	14	32.6%	12	27.9%	17	39.5%
	All	**106**	**21.4%**	**88**	**17.7%**	**302**	**60.9%**
All charters	11	101	21.8%	77	16.6%	285	61.6%
	12	70	23.6%	71	23.9%	156	52.5%
	13	122	23.1%	108	20.5%	297	56.4%
	14	49	28.7%	41	24.0%	81	47.4%
	All	**342**	**23.5%**	**297**	**20.4%**	**819**	**56.2%**

Table Continues

Table F.13. Grades 4 and 5 Students' Opinions About Their New Charter School, 2009-10 (Continued)

Charter Type	Generation	I have more homework than at my old school.					
		Not Sure		Disagree		Agree	
		N	%	N	%	N	%
Open-enrollment or university	11	18	7.9%	100	43.7%	111	48.5%
	12	27	9.1%	122	40.9%	149	50.0%
	13[a]	44	14.3%	121	39.4%	142	46.3%
	14	8	6.3%	79	62.2%	40	31.5%
	All	**97**	**10.1%**	**422**	**43.9%**	**442**	**46.0%**
Campus charter	11	46	19.5%	67	28.4%	123	52.1%
	12[b]	0	--	0	--	0	--
	13	34	17.0%	87	43.5%	79	39.5%
	14	7	16.3%	12	27.9%	24	55.8%
	All	**87**	**18.2%**	**166**	**34.7%**	**226**	**47.2%**
All charters	11	64	13.8%	167	35.9%	234	50.3%
	12	27	9.1%	122	40.9%	149	50.0%
	13	78	15.4%	208	41.0%	221	43.6%
	14	15	8.8%	91	53.5%	64	37.6%
	All	**184**	**12.8%**	**588**	**40.8%**	**668**	**46.4%**

Table Continues

Table F.13. Grades 4 and 5 Students' Opinions About Their New Charter School, 2009-10 (Continued)

Charter Type	Generation	I am learning more here than at my old school.					
		Not Sure		Disagree		Agree	
		N	%	N	%	N	%
Open-enrollment or university	11	34	14.8%	33	14.3%	163	70.9%
	12	44	14.8%	49	16.4%	205	68.8%
	13[a]	53	17.3%	39	12.7%	214	69.9%
	14	24	19.0%	23	18.3%	79	62.7%
	All	**155**	**16.1%**	**144**	**15.0%**	**661**	**68.9%**
Campus charter	11	47	20.0%	32	13.6%	156	66.4%
	12[b]	0	--	0	--	0	--
	13	41	20.7%	29	14.6%	128	64.6%
	14	8	19.0%	16	38.1%	18	42.9%
	All	**96**	**20.2%**	**77**	**16.2%**	**302**	**63.6%**
All charters	11	81	17.4%	65	14.0%	319	68.6%
	12	44	14.8%	49	16.4%	205	68.8%
	13	94	18.7%	68	13.5%	342	67.9%
	14	32	19.0%	39	23.2%	97	57.7%
	All	**251**	**17.5%**	**221**	**15.4%**	**963**	**67.1%**

Table Continues

Table F.13. Grades 4 and 5 Students' Opinions About Their New Charter School, 2009-10 (Continued)

Charter Type	Generation	Students in this school like learning.					
		Not Sure		Disagree		Agree	
		N	%	N	%	N	%
Open-enrollment or university	11	104	45.2%	56	24.3%	70	30.4%
	12	109	37.2%	72	24.6%	112	38.2%
	13[a]	120	39.9%	57	18.9%	124	41.2%
	14	43	33.6%	44	34.4%	41	32.0%
	All	**376**	**39.5%**	**229**	**24.1%**	**347**	**36.4%**
Campus charter	11	48	20.4%	49	20.9%	138	58.7%
	12[b]	0	--	0	--	0	--
	13	109	46.6%	45	19.2%	80	34.2%
	14	19	45.2%	12	28.6%	11	26.2%
	All	**176**	**34.4%**	**106**	**20.7%**	**229**	**44.8%**
All charters	11	152	32.7%	105	22.6%	208	44.7%
	12	109	37.2%	72	24.6%	112	38.2%
	13	229	42.8%	102	19.1%	204	38.1%
	14	62	36.5%	56	32.9%	52	30.6%
	All	**552**	**37.7%**	**335**	**22.9%**	**576**	**39.4%**

Table Continues

Table F.13. Grades 4 and 5 Students' Opinions About Their New Charter School, 2009-10 (Continued)

Charter Type	Generation	This school has enough extra activities, like gym, music, or art class.					
		Not Sure		Disagree		Agree	
		N	%	N	%	N	%
Open-enrollment or university	11	21	9.2%	44	19.2%	164	71.6%
	12	9	3.0%	99	33.3%	189	63.6%
	13[a]	24	7.8%	70	22.8%	213	69.4%
	14	8	6.3%	50	39.1%	70	54.7%
	All	**62**	**6.5%**	**263**	**27.4%**	**636**	**66.2%**
Campus charter	11	19	8.1%	43	18.3%	173	73.6%
	12[b]	0	--	0	--	0	--
	13	32	13.8%	51	22.0%	149	64.2%
	14	2	4.7%	39	90.7%	2	4.7%
	All	**53**	**10.4%**	**133**	**26.1%**	**324**	**63.5%**
All charters	11	40	8.6%	87	18.8%	337	72.6%
	12	9	3.0%	99	33.3%	189	63.6%
	13	56	10.4%	121	22.4%	362	67.2%
	14	10	5.8%	89	52.0%	72	42.1%
	All	**115**	**7.8%**	**396**	**26.9%**	**960**	**65.3%**

Table Continues

Table F.13. Grades 4 and 5 Students' Opinions About Their New Charter School, 2009-10 (Continued)

Charter Type	Generation	I wish this school had classes in more subjects.					
		Not Sure		Disagree		Agree	
		N	%	N	%	N	%
Open-enrollment or university	11	27	11.9%	103	45.4%	97	42.7%
	12	32	10.9%	158	53.7%	104	35.4%
	13[a]	48	15.7%	140	45.8%	118	38.6%
	14	11	8.7%	51	40.5%	64	50.8%
	All	**118**	**12.4%**	**452**	**47.4%**	**383**	**40.2%**
Campus charter	11	13	5.5%	72	30.5%	151	64.0%
	12[b]	0	--	0	--	0	--
	13	35	15.6%	74	32.9%	116	51.6%
	14	4	9.5%	10	23.8%	28	66.7%
	All	**52**	**10.3%**	**156**	**31.0%**	**295**	**58.6%**
All charters	11	40	8.6%	175	37.8%	248	53.6%
	12	32	10.9%	158	53.7%	104	35.4%
	13	83	15.6%	214	40.3%	234	44.1%
	14	15	8.9%	61	36.3%	92	54.8%
	All	**170**	**11.7%**	**608**	**41.8%**	**678**	**46.6%**

Table Continues

Table F.13. Grades 4 and 5 Students' Opinions About Their New Charter School, 2009-10 (Continued)

Charter Type	Generation	There is a computer for students to use in my classroom.					
		Not Sure		Disagree		Agree	
		N	%	N	%	N	%
Open-enrollment or university	11	19	8.3%	39	17.0%	172	74.8%
	12	16	5.4%	129	43.6%	151	51.0%
	13[a]	32	10.4%	137	44.6%	138	45.0%
	14	13	10.2%	15	11.7%	100	78.1%
	All	**80**	**8.3%**	**320**	**33.3%**	**561**	**58.4%**
Campus charter	11	15	6.4%	56	23.7%	165	69.9%
	12[b]	0	--	0	--	0	--
	13	16	6.8%	45	19.1%	174	74.0%
	14	4	9.5%	22	52.4%	16	38.1%
	All	**35**	**6.8%**	**123**	**24.0%**	**355**	**69.2%**
All charters	11	34	7.3%	95	20.4%	337	72.3%
	12	16	5.4%	129	43.6%	151	51.0%
	13	48	8.9%	182	33.6%	312	57.6%
	14	17	10.0%	37	21.8%	116	68.2%
	All	**115**	**7.8%**	**443**	**30.1%**	**916**	**62.1%**

Table Continues

Table F.13. Grades 4 and 5 Students' Opinions About Their New Charter School, 2009-10 (Continued)

Charter Type	Generation	I feel safe at this school.					
		Not sure		Disagree		Agree	
		N	%	N	%	N	%
Open-enrollment or university	11	39	17.0%	39	17.0%	152	66.1%
	12	46	15.5%	60	20.2%	191	64.3%
	13[a]	53	17.2%	34	11.0%	221	71.8%
	14	27	21.3%	24	18.9%	76	59.8%
	All	**165**	**17.2%**	**157**	**16.3%**	**640**	**66.5%**
Campus charter	11	14	5.9%	22	9.3%	200	84.7%
	12[b]	0	--	0	--	0	--
	13	42	18.0%	20	8.6%	171	73.4%
	14	9	21.4%	21	50.0%	12	28.6%
	All	**65**	**12.7%**	**63**	**12.3%**	**383**	**75.0%**
All charters	11	53	11.4%	61	13.1%	352	75.5%
	12	46	15.5%	60	20.2%	191	64.3%
	13	95	17.6%	54	10.0%	392	72.5%
	14	36	21.3%	45	26.6%	88	52.1%
	All	**230**	**15.6%**	**220**	**14.9%**	**1,023**	**69.5%**

Table Continues

Table F.13. Grades 4 and 5 Students' Opinions About Their New Charter School, 2009-10 (Continued)

Charter Type	Generation	My teachers ask me to think about my future.					
		Not Sure		Disagree		Agree	
		N	%	N	%	N	%
Open-enrollment or university	11	49	21.3%	91	39.6%	90	39.1%
	12	53	18.0%	130	44.1%	112	38.0%
	13[a]	69	22.6%	135	44.3%	101	33.1%
	14	24	18.8%	58	45.3%	46	35.9%
	All	**195**	**20.4%**	**414**	**43.2%**	**349**	**36.4%**
Campus charter	11	23	9.8%	32	13.6%	180	76.6%
	12[b]	0	--	0	--	0	--
	13	51	21.7%	25	10.6%	159	67.7%
	14	6	14.3%	16	38.1%	20	47.6%
	All	**80**	**15.6%**	**73**	**14.3%**	**359**	**70.1%**
All charters	11	72	15.5%	123	26.5%	270	58.1%
	12	53	18.0%	130	44.1%	112	38.0%
	13	120	22.2%	160	29.6%	260	48.1%
	14	30	17.6%	74	43.5%	66	38.8%
	All	**275**	**18.7%**	**487**	**33.1%**	**708**	**48.2%**

Table Continues

Table F.13. Grades 4 and 5 Students' Opinions About Their New Charter School, 2009-10 (Continued)

Charter Type	Generation	My teachers help me a lot.					
		Not Sure		Disagree		Agree	
		N	%	N	%	N	%
Open-enrollment or university	11	26	11.4%	24	10.5%	179	78.2%
	12	29	9.9%	37	12.6%	228	77.6%
	13[a]	39	12.7%	27	8.8%	241	78.5%
	14	18	14.1%	15	11.7%	95	74.2%
	All	**112**	**11.7%**	**103**	**10.8%**	**743**	**77.6%**
Campus charter	11	3	1.3%	12	5.1%	221	93.6%
	12[b]	0	--	0	--	0	--
	13	25	10.6%	12	5.1%	198	84.3%
	14	10	23.8%	12	28.6%	20	47.6%
	All	**38**	**7.4%**	**36**	**7.0%**	**439**	**85.6%**
All charters	11	29	6.2%	36	7.7%	400	86.0%
	12	29	9.9%	37	12.6%	228	77.6%
	13	64	11.8%	39	7.2%	439	81.0%
	14	28	16.5%	27	15.9%	115	67.6%
	All	**150**	**10.2%**	**139**	**9.4%**	**1,182**	**80.4%**

Table Continues

Table F.13. Grades 4 and 5 Students' Opinions About Their New Charter School, 2009-10 (Continued)

Charter Type	Generation	Students at this school help me learn.					
		Not sure		Disagree		Agree	
		N	%	N	%	N	%
Open-enrollment or university	11	46	20.1%	81	35.4%	102	44.5%
	12	49	16.6%	115	39.0%	131	44.4%
	13[a]	60	19.6%	86	28.1%	160	52.3%
	14	24	18.8%	48	37.5%	56	43.8%
	All	**179**	**18.7%**	**330**	**34.4%**	**449**	**46.9%**
Campus charter	11	31	13.1%	55	23.3%	150	63.6%
	12[b]	0	--	0	--	0	--
	13	44	19.0%	58	25.1%	129	55.8%
	14	4	9.5%	28	66.7%	10	23.8%
	All	**79**	**15.5%**	**141**	**27.7%**	**289**	**56.8%**
All charters	11	77	16.6%	136	29.2%	252	54.2%
	12	49	16.6%	115	39.0%	131	44.4%
	13	104	19.4%	144	26.8%	289	53.8%
	14	28	16.5%	76	44.7%	66	38.8%
	All	**258**	**17.6%**	**471**	**32.1%**	**738**	**50.3%**

Table Continues

Table F.13. Grades 4 and 5 Students' Opinions About Their New Charter School, 2009-10 (Continued)

Charter Type	Generation	Most teachers at this school know my name.					
		Not Sure		Disagree		Agree	
		N	%	N	%	N	%
Open-enrollment or university	11	34	15.0%	22	9.7%	171	75.3%
	12	28	9.6%	33	11.3%	232	79.2%
	13[a]	27	8.8%	25	8.2%	254	83.0%
	14	16	12.6%	22	17.3%	89	70.1%
	All	**105**	**11.0%**	**102**	**10.7%**	**746**	**78.3%**
Campus charter	11	33	14.0%	36	15.3%	166	70.6%
	12[b]	0	--	0	--	0	--
	13	45	19.2%	33	14.1%	156	66.7%
	14	1	2.6%	2	5.1%	36	92.3%
	All	**79**	**15.6%**	**71**	**14.0%**	**358**	**70.5%**
All charters	11	67	14.5%	58	12.6%	337	72.9%
	12	28	9.6%	33	11.3%	232	79.2%
	13	72	13.3%	58	10.7%	410	75.9%
	14	17	10.2%	24	14.5%	125	75.3%
	All	**184**	**12.6%**	**173**	**11.8%**	**1,104**	**75.6%**

Table Continues

Table F.13. Grades 4 and 5 Students' Opinions About Their New Charter School, 2009-10 (Continued)

Charter Type	Generation	This is a good school for me.					
		Not Sure		Disagree		Agree	
		N	%	N	%	N	%
Open-enrollment or university	11	44	19.3%	28	12.3%	156	68.4%
	12	47	15.9%	41	13.9%	208	70.3%
	13[a]	46	14.9%	16	5.2%	247	79.9%
	14	18	14.2%	25	19.7%	84	66.1%
	All	**155**	**16.1%**	**110**	**11.5%**	**695**	**72.4%**
Campus charter	11	17	7.3%	17	7.3%	200	85.5%
	12[b]	0	--	0	--	0	--
	13	41	17.6%	20	8.6%	172	73.8%
	14	16	38.1%	8	19.0%	18	42.9%
	All	**74**	**14.5%**	**45**	**8.8%**	**390**	**76.6%**
All charters	11	61	13.2%	45	9.7%	356	77.1%
	12	47	15.9%	41	13.9%	208	70.3%
	13	87	16.1%	36	6.6%	419	77.3%
	14	34	20.1%	33	19.5%	102	60.4%
	All	**229**	**15.6%**	**155**	**10.6%**	**1,085**	**73.9%**

Table Continues

Table F.13. Grades 4 and 5 Students' Opinions About Their New Charter School, 2009-10 (Continued)

Charter Type	Generation	Students in this school are well behaved.					
		Not Sure		Disagree		Agree	
		N	%	N	%	N	%
Open-enrollment or university	11	89	38.7%	98	42.6%	43	18.7%
	12	92	31.2%	122	41.4%	81	27.5%
	13[a]	126	40.8%	92	29.8%	91	29.4%
	14	50	39.1%	49	38.3%	29	22.7%
	All	**357**	**37.1%**	**361**	**37.5%**	**244**	**25.4%**
Campus charter	11	72	30.6%	73	31.1%	90	38.3%
	12[b]	0	--	0	--	0	--
	13	85	36.5%	105	45.1%	43	18.5%
	14	8	19.0%	34	81.0%	0	--
	All	**165**	**32.4%**	**212**	**41.6%**	**133**	**26.1%**
All charters	11	161	34.6%	171	36.8%	133	28.6%
	12	92	31.2%	122	41.4%	81	27.5%
	13	211	38.9%	197	36.3%	134	24.7%
	14	58	34.1%	83	48.8%	29	17.1%
	All	**522**	**35.5%**	**573**	**38.9%**	**377**	**25.6%**

Source: New Charter School Student Survey, spring 2010.

[a]Results for Generation 13 open-enrollment charter schools include responses from students attending a university charter school.

[b]Of the Generation 12 campus charter schools responding to the survey, none enrolled student in Grades 4 and 5.

Students in Grades 6 through 12

Table F.14. Previous School Attended of Grades 6 to 12 Student Survey Respondents by Generation and Charter Type, 2009-10

Charter Type	Generation	Public School		Private School		Home Schooled		Another Charter School		Did Not Attend School	
		N	%	N	%	N	%	N	%	N	%
Open-enrollment or university	11	831	74.9%	176	15.9%	28	2.5%	72	6.5%	3	0.3%
	12	265	81.5%	24	7.4%	15	4.6%	20	6.2%	1	0.3%
	13	352	86.3%	27	6.6%	11	2.7%	17	4.2%	1	0.2%
	14	184	68.7%	37	13.8%	17	6.3%	30	11.2%	0	--
	All	**1,632**	**77.3%**	**264**	**12.5%**	**71**	**3.4%**	**139**	**6.6%**	**5**	**0.2%**
Campus charter	11	507	90.5%	17	3.0%	1	0.2%	27	4.8%	8	1.4%
	12	703	93.4%	19	2.5%	7	0.9%	22	2.9%	2	0.3%
	13	1,291	91.7%	27	1.9%	4	0.3%	73	5.2%	13	0.9%
	14	469	71.6%	138	21.1%	5	0.8%	43	6.6%	0	--
	All	**2,970**	**88.0%**	**201**	**6.0%**	**17**	**0.5%**	**165**	**4.9%**	**23**	**0.7%**
All charters	11	1,338	80.1%	193	11.6%	29	1.7%	99	5.9%	11	0.7%
	12	968	89.8%	43	4.0%	22	2.0%	42	3.9%	3	0.3%
	13	1,643	90.5%	54	3.0%	15	0.8%	90	5.0%	14	0.8%
	14	653	70.7%	175	19.0%	22	2.4%	73	7.9%	0	--
	All	**4,602**	**83.9%**	**465**	**8.5%**	**88**	**1.6%**	**304**	**5.5%**	**28**	**0.5%**

Source: New Charter School Student Survey, spring 2010.

Table F.15. Satisfaction with Current School of Grades 6 to 12 Student Survey Respondents by Generation and Charter Type, 2009-10

Charter Type	Generation	Not Satisfied		Satisfied		Very Satisfied	
		N	%	N	%	N	%
Open-enrollment or university	11	342	31.8%	541	50.3%	193	17.9%
	12	102	31.2%	154	47.1%	71	21.7%
	13	83	20.4%	224	55.2%	99	24.4%
	14	49	18.9%	137	52.9%	73	28.2%
	All	**576**	**27.9%**	**1,056**	**51.1%**	**436**	**21.1%**
Campus charter	11	50	9.2%	291	53.4%	204	37.4%
	12	63	8.5%	403	54.7%	271	36.8%
	13	231	16.3%	919	65.0%	264	18.7%
	14	75	11.5%	397	60.8%	181	27.7%
	All	**419**	**12.5%**	**2,010**	**60.0%**	**920**	**27.5%**
All charters	11	392	24.2%	832	51.3%	397	24.5%
	12	165	15.5%	557	52.3%	342	32.1%
	13	314	17.3%	1,143	62.8%	363	19.9%
	14	124	13.6%	534	58.6%	254	27.9%
	All	**995**	**18.4%**	**3,066**	**56.6%**	**1,356**	**25.0%**

Source: New Charter School Student Survey, spring 2010.

Table F.16. Time New Charter School Students in Grades 6 Through 12 Spent on Homework, as a Percentage of Respondents by Generation, 2009-10

Time	Generation 11 Students (n=1,687)	Generation 12 Students (n=1,094)	Generation 13 Students (n=1,866)	Generation 14 Students (n=935)	All Respondents (N=5,582)
Less than 30 minutes	21.6%	16.3%	48.8%	22.5%	29.8%
30-60 minutes	33.1%	32.4%	38.7%	37.2%	35.5%
1-2 hours	27.4%	31.4%	8.8%	27.7%	22.0%
More than 2 hours	17.8%	19.9%	3.7%	12.6%	12.6%

Source: New Charter School Student Survey, spring 2010.
Note. The number of respondents (N) represents the number of students responding to this item. The (N) is lower than the student response rate to the survey.

Table F.17. Reasons Grades 6 to 12 Students and Their Families Chose Charter Schools, as Mean of Respondents, 2009-10

Charter Type	Generation	This school is close to my home.		My parents think this school is better for me.		I was not getting good grades at my old school.		I got into trouble at my old school.	
		N	Mean	N	Mean	N	Mean	N	Mean
Open-enrollment or university	11	1,120	2.1	1,114	3.0	1,104	1.8	1,105	1.7
	12	330	1.9	329	2.9	324	1.8	317	1.5
	13	411	2.0	407	3.2	401	2.1	405	1.8
	14	269	1.8	268	3.1	267	2.0	262	1.8
	All	**2,130**	**2.0**	**2,118**	**3.0**	**2,096**	**1.9**	**2,089**	**1.7**
Campus charter	11	553	2.2	555	3.3	549	2.0	542	1.8
	12	740	1.9	735	3.1	726	1.6	725	1.4
	13	1,448	2.2	1,443	2.4	1,417	2.1	1,409	1.7
	14	659	2.2	658	3.2	650	2.0	647	1.7
	All	**3,400**	**2.1**	**3,391**	**2.9**	**3,342**	**2.0**	**3,323**	**1.7**
All charters	11	1,673	2.1	1,669	3.1	1,653	1.9	1,647	1.7
	12	1,070	1.9	1,064	3.0	1,050	1.7	1,042	1.4
	13	1,859	2.2	1,850	2.6	1,818	2.1	1,814	1.7
	14	928	2.1	926	3.2	917	2.0	909	1.7
	All	**5,530**	**2.1**	**5,509**	**2.9**	**5,438**	**1.9**	**5,412**	**1.7**

Table Continues

Table F.17. Reasons Grades 6 to 12 Students and Their Families Chose a Charter School, as Mean of Respondents, 2009-10 (Continued)

Charter Type	Generation	This school is smaller.		Teachers at my old school did not help me enough.		There are good teachers at this school.		This school has fewer fights between students.	
		N	Mean	N	Mean	N	Mean	N	Mean
Open-enrollment or university	11	1,114	2.0	1,110	2.1	1,113	2.7	1,105	2.3
	12	323	2.2	316	2.1	323	2.6	320	2.2
	13	407	2.2	403	2.3	403	2.9	404	2.5
	14	266	2.3	268	2.2	266	2.9	268	2.4
	All	**2,110**	**2.1**	**2,097**	**2.1**	**2,105**	**2.7**	**2,097**	**2.3**
Campus charter	11	549	2.4	548	2.2	553	3.3	555	2.9
	12	739	2.3	731	2.1	736	3.1	733	2.6
	13	1,423	1.5	1,421	2.1	1,433	2.7	1,413	2.0
	14	656	2.2	656	2.2	655	3.0	646	2.5
	All	**3,367**	**2.0**	**3,356**	**2.1**	**3,377**	**2.9**	**3,347**	**2.4**
All charters	11	1,663	2.1	1,658	2.2	1,666	2.9	1,660	2.5
	12	1,062	2.3	1,047	2.1	1,059	2.9	1,053	2.5
	13	1,830	1.7	1,824	2.1	1,836	2.8	1,817	2.1
	14	922	2.2	924	2.2	921	3.0	914	2.5
	All	**5,477**	**2.0**	**5,453**	**2.1**	**5,482**	**2.9**	**5,444**	**2.4**

Table Continues

Table F.17. Reasons Grades 6 to 12 Students and Their Families Chose a Charter School, as Mean of Respondents, 2009-10 (Continued)

Charter Type	Generation	I wanted more challenging classes.		My friends are going to this school.		This school has smaller classes.		This school offers special classes in a subject that I enjoy.	
		N	Mean	N	Mean	N	Mean	N	Mean
Open-enrollment or university	11	1,118	2.1	1,105	2.1	1,109	2.0	1,094	2.2
	12	323	2.1	324	2.2	319	2.2	311	2.2
	13	406	2.0	404	2.1	402	2.1	400	2.3
	14	268	1.9	261	2.1	267	2.2	260	2.0
	All	**2,115**	**2.1**	**2,094**	**2.1**	**2,097**	**2.1**	**2,065**	**2.2**
Campus charter	11	550	2.7	548	2.3	551	2.5	535	2.6
	12	735	2.7	730	1.9	732	2.3	732	2.6
	13	1,432	1.9	1,409	2.6	1,407	1.7	1,387	2.4
	14	657	2.4	654	2.0	654	2.2	644	2.3
	All	**3,374**	**2.3**	**3,341**	**2.3**	**3,344**	**2.1**	**3,298**	**2.5**
All charters	11	1,668	2.3	1,653	2.2	1,660	2.2	1,629	2.3
	12	1,058	2.5	1,054	2.0	1,051	2.3	1,043	2.5
	13	1,838	1.9	1,813	2.5	1,809	1.8	1,787	2.4
	14	925	2.3	915	2.0	921	2.2	904	2.2
	All	**5,489**	**2.2**	**5,435**	**2.2**	**5,441**	**2.1**	**5,363**	**2.4**

Table Continues

Table F.17. Reasons Grades 6 to 12 Students and Their Families Chose a Charter School, as Mean of Respondents, 2009-10 (Continued)

Charter Type	Generation	This school offers a flexible schedule that allows me to attend school in the morning or afternoon.		This school offers a credit recovery program.		Other	
		N	Mean	N	Mean	N	Mean
Open-enrollment or university	11	1,109	1.9	1,081	2.2	257	2.7
	12	321	1.6	312	1.8	65	3.4
	13	407	1.9	390	2.2	92	3.3
	14	264	1.7	257	1.8	38	3.1
	All	**2,101**	**1.9**	**2,040**	**2.1**	**452**	**3.0**
Campus charter	11	554	2.3	542	2.6	69	3.3
	12	733	2.0	721	2.2	113	3.5
	13	1,377	1.9	1,324	2.1	355	2.1
	14	656	1.9	636	2.4	74	3.3
	All	**3,320**	**2.0**	**3,223**	**2.2**	**611**	**2.6**
All charters	11	1,663	2.0	1,623	2.3	326	2.8
	12	1,054	1.9	1,033	2.1	178	3.5
	13	1,784	1.9	1,714	2.1	447	2.4
	14	920	1.9	893	2.2	112	3.2
	All	**5,421**	**1.9**	**5,263**	**2.2**	**1,063**	**2.8**

Source: New Charter School Student Survey, spring 2010.
Note. Mean ratings based on a 4-point scale: (1) *not important*, (2) *somewhat important*, (3) *important*, and (4) *very important*. The minimum = 1.0, mid-point = 2.5, maximum = 4.0.

Table F.18. New Charter School Students' Perceptions of Their Charter Schools, as a Mean of Respondents in Grades 6 Through 12 by Generation, 2009-10

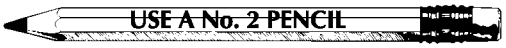
Statement	Generation 11 Students (n=1,666)	Generation 12 Students (n=1,064)	Generation 13 Students (n=1,818)	Generation 14 Students (n=933)	All Respondents (N=5,481)
Most teachers at this school know me by name.	3.2	3.5	3.1	3.5	3.3
I wish there were more courses/subjects I could choose from.	3.1	3.0	3.0	3.1	3.1
My teachers encourage me to think about my future.	3.1	3.2	3.0	3.3	3.1
My teachers help me understand things we are learning about in class.	3.1	3.1	3.0	3.2	3.1
I have more homework at this school than I had at my previous school.	3.2	3.4	2.4	3.0	3.0
I am learning more here than at my previous school.	3.1	3.2	2.8	3.0	3.0
This school is a good choice for me.	3.0	3.2	2.8	3.1	3.0
My grades are better at this school.	2.7	2.6	2.9	2.8	2.7
I get a lot of individual attention from my teachers.	2.7	2.9	2.5	2.8	2.7
Students in this school are interested in learning.	2.7	2.8	2.3	2.6	2.6
I have a computer available in my classroom when I need one.	2.5	2.9	2.2	2.4	2.5
I feel safe at this school.	2.5	2.9	2.2	2.4	2.5
Students at this school help me learn.	2.7	2.8	2.3	2.6	2.5
Students in this school are well behaved.	2.5	2.6	2.0	2.4	2.4
This school has enough extracurricular activities.	2.1	2.0	2.5	2.3	2.3

Source: New Charter School Student Survey, spring 2010.

*Note*s. Mean ratings for students in grades 6 through 12 are based on a 4-point scale: (1) *strongly disagree*, (2) *disagree*, (3) *agree*, and (4) *strongly agree*.

Evaluation of New Texas Charter Schools Spring 2010
Survey of 4th and 5th Grade Charter School Students

Marking Directions: Please fill in the circles using a **number 2 pencil only**. Make dark marks that fill the circle completely. Erase cleanly any marks you wish to change. Make no stray marks.



CORRECT: ● INCORRECT: ⊘ ⊗ ◒ ◔

GENERAL INFORMATION

Are you a boy or a girl? ○Boy ○Girl

What grade are you in? ○4th ○5th

Which of the following best describes you?

- ○ Hispanic/Latino/Mexican American
- ○ African American
- ○ White
- ○ Other (describe) _____

Did you attend this school last year?

○Yes ○No

What kind of school did you attend **before this school**?

- ○ Public school
- ○ Private school
- ○ Home schooled
- ○ Another charter school
- ○ Did not attend school
- ○ Other (describe) _____

YOUR CURRENT SCHOOL

Think about why you and your family chose this school. How much do you agree or disagree with each statement below? Choose only **one** answer for each statement.

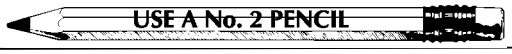
	Agree	Disagree	Not Sure
This school is close to my home	○	○	○
My parents think this school is better for me	○	○	○
I was not getting good grades at my old school	○	○	○
I got into trouble at my old school	○	○	○
This school is smaller	○	○	○
Teachers at my old school did not help me enough	○	○	○
There are good teachers at this school	○	○	○
This school has fewer conflicts between students	○	○	○
I wanted to do more in my classes	○	○	○
My friends are going to this school	○	○	○
This school has smaller classes	○	○	○
This school has special classes I like	○	○	○
Other (specify) _____	○	○	○

Think about your current school. How much you agree or disagree with each statement below? Choose only **one** answer for each statement.

	Agree	Disagree	Not Sure
My grades are better at this school	○	○	○
I have more homework than I had at my old school	○	○	○
I am learning more here than at my old school	○	○	○
Students in this school like learning	○	○	○
This school has enough extra activities (like gym, music, or art class)	○	○	○
I wish this school had classes in more subjects	○	○	○
There is a computer for students to use in my classroom	○	○	○
I feel safe at this school	○	○	○
My teachers ask me to think about my future	○	○	○
My teachers help me a lot	○	○	○
Students at this school help me learn	○	○	○
Most teachers at this school know my name	○	○	○
This is a good school for me	○	○	○
Students in this school are well behaved	○	○	○

Evaluation of New Texas Charter Schools Spring 2010
Survey of 6th through 12th Grade Charter School Students

Marking Directions: Please fill in the circles using a **number 2 pencil only**. Make dark marks that fill the circle completely. Erase cleanly any marks you wish to change. Make no stray marks.



CORRECT: ● INCORRECT: ⊘ ⊗ ◒ ◔

GENERAL INFORMATION

What is your gender?

- ○ Male
- ○ Female

Which of the following best describes you?

- ○ Hispanic/Latino/Mexican American
- ○ African American
- ○ White
- ○ Other (describe) _____

What grade are you in?

- ○ 6th
- ○ 7th
- ○ 8th
- ○ 9th
- ○ 10th
- ○ 11th
- ○ 12th

What kind of school did you attend before this school?

- ○ Public school
- ○ Private school
- ○ Home schooled
- ○ Another charter school
- ○ Did not attend school
- ○ Other (describe) _____

How much time do you typically spend on school homework at night?

- ○ Less than 30 minutes
- ○ 30-60 minutes
- ○ 1-2 hours
- ○ More than 2 hours

How satisfied are you with this school?

- ○ Very satisfied
- ○ Satisfied
- ○ Not satisfied

What do you like most about this charter school?

_____
_____
_____
_____

What is the biggest problem or the thing you dislike most at this school?

_____
_____
_____
_____

CONTINUED ON BACK

YOUR CURRENT SCHOOL

Think about why you and your family chose this school. For each statement, choose how important it was in selecting this school. Choose only **one** answer for each statement.

	Not Important	Somewhat Important	Important	Very Important
This school is close to my home	①	②	③	④
My parents think this school is better for me	①	②	③	④
I was not getting good grades at my previous school	①	②	③	④
I got into trouble at my previous school	①	②	③	④
This school is smaller	①	②	③	④
Teachers at my previous school did not help me enough	①	②	③	④
There are good teachers at this school	①	②	③	④
This school has fewer conflicts between students	①	②	③	④
I wanted more challenging classes	①	②	③	④
My friends are attending this school	①	②	③	④
This school has small classes	①	②	③	④
This school offers special classes in a subject that I enjoy	①	②	③	④
This school offers a flexible schedule that allows me to attend school in the morning or afternoon	①	②	③	④
This school offers a credit recovery program	①	②	③	④
Other (specify) _____	①	②	③	④

Think about your current school. For each statement, choose how much you agree or disagree. Choose only **one** answer for each statement.

	Strongly Disagree	Disagree	Agree	Strongly Agree
My grades are better at this school	①	②	③	④
I have more homework at this school than I had at my previous school	①	②	③	④
I am learning more here than at my previous school	①	②	③	④
Students in this school are interested in learning	①	②	③	④
This school has enough extracurricular activities	①	②	③	④
I wish there were more courses/subjects I could choose from	①	②	③	④
I have a computer available in my classroom when I need one	①	②	③	④
I feel safe at this school	①	②	③	④
My teachers encourage me to think about my future	①	②	③	④
I get a lot of individual attention from my teachers	①	②	③	④
My teachers help me understand things we are learning about in class	①	②	③	④
Students at this school help me learn	①	②	③	④
Most teachers at this school know me by name	①	②	③	④
This school is a good choice for me	①	②	③	④
Students in this school are well behaved	①	②	③	④

APPENDIX G
PARENT SURVEY

The evaluation includes information gathered through a voluntary, telephone survey of parents of students attending Generation 11, 12, 13, and 14 campus, university, and open-enrollment charter schools. The parent survey was administered in spring 2010 and collected information about parents' background characteristics, their sources of information about new charter school programs, the reasons they chose new charter schools for their children, their participation in school activities, as well as their satisfaction with their choices of schooling. The survey was administered in English and in Spanish for Spanish-speaking parents. This appendix describes administration procedures, the characteristics of survey respondents, and presents supplementary tables containing information referenced in report chapters. The appendix also includes a copy of the survey transcript.

METHODOLOGY

Parent Contact Information

In February 2009, TCER sent the principals of the Generation 11, 12, 13, and 14 campus, university, and open-enrollment charter schools that served students during the 2009-10 school year an e-mail requesting that each charter school provide researchers with parent contact information, including telephone number and address, for each student enrolled in the school at that time.[21] The e-mail explained that contact information would be used to conduct a telephone survey as part of the Evaluation of New Texas Charter Schools. The e-mail contained two attachments: (1) an Excel spreadsheet formatted to serve as a template for the collection of parent contact information, and (2) a document providing detailed instructions for entering contact information. Schools were given 6 weeks to complete templates, and TCER accepted templates submitted after the established submission date. In order to ensure that parent survey results were not identifiable by school, parent contact information for the one Generation 13 university charter school were combined with contact information for Generation 13 open-enrollment charters, and survey results for Generation 13 open-enrollment charter schools presented in this appendix and in report chapters include the responses of parents of students attending the university charter school.

Twenty-four schools provided parent contact information (13 open-enrollment charters[22] and 11 campus charters). Table G.1 presents the number and percentage of schools submitting databases by generation and charter school type. Overall, about 38% of schools submitted parent contact information. Submission rates were somewhat higher for campus charters than for open-enrollment charters (41% vs. 36%).

[21]In one Generation 13 open-enrollment charter school, nearly all students were wards of the state. TCER did not request parent contact information from this school.
[22]One university charter is included in the count for open-enrollment charter schools.

Table G.1. Number and Percentage of New Charter Schools Submitting Parent Contact Information, by Generation and School Type, Spring 2010

School Type/Generation	Schools Submitting Databases	
	N	%
Open-Enrollment Charter Schools		
Generation 11 (n=10)[a]	3	30.0%
Generation 12 (n=10)	4	40.0%
Generation 13 (n=11)[b, c]	2	18.2%
Generation 14 (n=5)[d]	4	80.0%
Total (N=36)	**13**	**36.1%**
Campus Charter Schools		
Generation 11 (n=8)	1	12.5%
Generation 12 (n=4)[e]	2	50.0%
Generation 13 (n=10)	6	60.0%
Generation 14 (n=5)	2	40.0%
Total (N=27)	**11**	**40.7%**
All Charter Schools		
Generation 11 (n=18)	4	22.2%
Generation 12 (n=14)	6	42.8%
Generation 13 (n=21)[c]	8	38.1%
Generation 14 (n=10)	6	60.0%
Total (N=63)	**24**	**38.1%**

Source: Texas Center for Educational Research, parent contact database, spring 2010.
[a]Although 11 Generation 11 open-enrollment charter schools operated during the 2009-10 school year, one such school opted not to participate in surveys.
[b]Two Generation 13 open-enrollment charter schools did not serve students in 2009-10, and one school enrolled students who were wards of the state. TCER did not request parent contact information from these schools, and they are not included in total counts for Generation 13 charter schools.
[c]The count for Generation13 open-enrollment charters includes one university charter school.
[d]Two Generation 14 open-enrollment charters did not serve students in 2009-10. These schools were not targeted for parent surveys.
[e]Five Generation 12 campus charter operated during 2009-10 school year; however, one school opted not to participate in surveys.

Stratified Random Sample

Researchers combined parent contact information into an aggregate database made up of more than 9,000 parent records. From the combined data, researchers identified a random sample of approximately 2,000 parents stratified by charter school type (i.e., open-enrollment/university or campus charter), school size, generation, and students' grade levels. TCER provided the database containing the stratified random sample of parent contact information to its research partner, Border Research Solutions (BRS), a Texas firm specializing in the administration of telephone surveys, requesting that BRS administer the survey to approximately 500 parents. The database provided to BRS included the number of surveys needed per campus and provided contact information in excess of the number of desired surveys in order to allow for wrong or disconnected numbers, households in which no one answered the phone, and parents or guardians who did not wish to participate in the survey. Prior to survey administration, all parents included in the survey database were sent a postcard providing information about the purpose of the survey and notifying parents that they may receive a phone call from BRS survey administrators. The

postcard also contained TCER contact information for parents who had additional questions about the survey.

Survey Administration

BRS administered the telephone survey to 509 parents of students in spring 2010. All BRS interviewers were bilingual (Spanish and English) and trained in identifying appropriate survey respondents (i.e., a parent or guardian). BRS interviewers called between 9 a.m. and 7 p.m. on weekdays and between 10 a.m. and 2 p.m. on Saturdays. Interviewers made seven attempts to reach a respondent at a given telephone number (e.g., no answers, answering machines, busy signals) before selecting a replacement from the database that matched stratification criteria (e.g., student attending the same school and grade level). Further, interviewers who reached an inappropriate respondent (e.g., a child or relative) called again at another day and time in an attempt to reach a parent or guardian. Upon reaching a parent or guardian, BRS interviewers explained the purpose of the survey and clarified that participation was voluntary. If a parent declined to participate in the survey, interviewers selected a replacement with the same stratification criteria from the database. BRS interviewers accommodated parents and guardians who desired to participate in the survey, but requested that interviewers contact them at a different time. BRS interviewers recorded participants' survey responses on forms, and information was subsequently entered into a database which was provided to TCER in May 2010.

Table G.2 presents the number and percentage of all parents participating in the spring 2010 survey by generation and disaggregated by the type of charter school students attended. Results indicate that proportionately more parents of students attending open-enrollment charter schools than campus charter schools participated in the survey (53% vs. 47%). Variations in the number of parents participating in the survey reflect differences in the size of schools represented in the parent database.

Table G.2. Number and Percentage of Surveyed Parents, by Generation and School Type, Spring 2010

School Type/Generation	Surveyed Parents (N=509)	
	N	%
Open-Enrollment Charter Schools		
Generation 11	91	17.9%
Generation 12	78	15.3%
Generation 13[a]	42	8.3%
Generation 14	60	11.8%
All open-enrollment parents	**271**	**53.2%**
Campus Charter Schools		
Generation 11	46	9.0%
Generation 12	34	6.7%
Generation 13	138	27.1%
Generation 14	20	3.9%
All campus charter school parents	**238**	**46.8%**
All Charter School Parents		
Generation 11	137	26.9%
Generation 12	112	22.0%
Generation 13[a]	180	35.4%
Generation 14	80	15.7%
All charter school parents	**509**	**100.0%**

Source: New Charter School Parent Survey, spring 2010.
[a]Results for Generation 13 open-enrollment charter schools include the parents of students attending a university charter school.

THE CHARACTERISTICS OF SURVEY RESPONDENTS

The following tables present information about the characteristics of parents who participated in the spring 2010 survey.

Table G.3. New Charter School Parents' Genders, as a Percentage of Respondents by Generation and Charter Type, 2009-10

		Male		Female	
Charter Type	Generation	N	%	N	%
Open-enrollment or university	11	26	28.6%	65	71.4%
	12	17	21.8%	61	78.2%
	13[a]	11	26.2%	31	73.8%
	14	19	31.7%	41	68.3%
	All	**73**	**26.9%**	**198**	**73.1%**
Campus charter	11	12	26.1%	34	73.9%
	12	6	17.6%	28	82.4%
	13	29	21.0%	109	79.0%
	14	5	25.0%	15	75.0%
	All	**52**	**21.8%**	**186**	**78.2%**
All charters	11	38	27.7%	99	72.3%
	12	23	20.5%	89	79.5%
	13[a]	40	22.2%	140	77.8%
	14	24	30.0%	56	70.0%
	All	**125**	**24.6%**	**384**	**75.4%**

Source: New Charter School Parent Survey, spring 2010.
Note. Percentages may not total to 100 due to rounding.
[a]Results for Generation 13 open-enrollment charter schools include the responses of parents of students attending a Generation 13 university charter school.

Table G.4. New Charter School Parents' Ethnicities, as a Percentage of Respondents by Generation and Charter Type, 2009-10

Charter Type	Generation	White		African American		Hispanic		Other		Refused	
		N	%	N	%	N	%	N	%	N	%
Open-enrollment or university	11	12	13.2%	5	5.5%	66	72.5%	6	6.6%	2	2.2%
	12	11	14.1%	6	7.7%	58	74.4%	2	2.6%	1	1.3%
	13[a]	6	14.3%	3	7.1%	32	76.2%	0	0.0%	1	2.4%
	14	12	20.0%	6	10.0%	40	66.7%	1	1.7%	1	1.7%
	All	**41**	**15.1%**	**20**	**7.4%**	**196**	**72.3%**	**9**	**3.3%**	**5**	**1.8%**
Campus charter	11	10	21.7%	2	4.3%	34	73.9%	0	0.0%	0	0.0%
	12	7	20.6%	5	14.7%	21	61.8%	0	0.0%	1	2.9%
	13	20	14.5%	13	9.4%	100	72.5%	2	1.4%	3	2.2%
	14	2	10.0%	1	5.0%	15	75.0%	0	0.0%	2	10.0%
	All	**39**	**16.4%**	**21**	**8.8%**	**170**	**71.4%**	**2**	**0.8%**	**6**	**2.5%**
All charters	11	22	16.1%	7	5.1%	100	73.0%	6	4.4%	2	1.5%
	12	18	16.1%	11	9.8%	79	70.5%	2	1.8%	2	1.8%
	13[a]	26	14.4%	16	8.9%	132	73.3%	2	1.1%	4	2.2%
	14	14	17.5%	7	8.8%	55	68.8%	1	1.3%	3	3.8%
	All	**80**	**15.7%**	**41**	**8.1%**	**366**	**71.9%**	**11**	**2.2%**	**11**	**2.2%**

Source: New Charter School Parent Survey, spring 2010.
Note. Percentages may not total to 100 due to rounding.
[a]Results for Generation 13 open-enrollment charter schools include the responses of parents of students attending a Generation 13 university charter school.

Table G.5. New Charter School Parents' Primary Home Languages, as a Percentage of Respondents by Generation and Charter Type, 2009-10

Charter Type	Generation	English		Spanish		Other	
		N	%	N	%	N	%
Open-enrollment or university	11	69	75.8%	20	22.0%	2	2.2%
	12	55	70.5%	23	29.5%	0	0.0%
	13[a]	29	69.0%	13	31.0%	0	0.0%
	14	45	75.0%	15	25.0%	0	0.0%
	All	**198**	**73.1%**	**71**	**26.2%**	**2**	**0.7%**
Campus charter	11	36	78.3%	10	21.7%	0	0.0%
	12	26	76.5%	8	23.5%	0	0.0%
	13	108	78.3%	30	21.7%	0	0.0%
	14	14	70.0%	6	30.0%	0	0.0%
	All	**184**	**77.3%**	**54**	**22.7%**	**0**	**0.0%**
All charters	11	105	76.6%	30	21.9%	2	1.5%
	12	81	72.3%	31	27.7%	0	0.0%
	13[a]	137	76.1%	43	23.9%	0	0.0%
	14	59	73.8%	21	26.3%	0	0.0%
	All	**382**	**75.0%**	**125**	**24.6%**	**2**	**0.4%**

Source: New Charter School Parent Survey, spring 2010.
Note. Percentages may not total to 100 due to rounding.
[a]Results for Generation 13 open-enrollment charter schools include the responses of parents of students attending a Generation 13 university charter school.

Table G.6. New Charter School Parents' Education Levels, as a Percentage of Respondents by Generation and Charter Type, 2009-10

Charter Type	Generation	Did Not Complete High School		Completed High School		Less Than 4 Years Of College		College Graduate (BA/BS)	
		N	%	N	%	N	%	N	%
Open-enrollment or university	11	22	24.2%	22	24.2%	17	18.7%	21	23.1%
	12	24	30.8%	10	12.8%	25	32.1%	16	20.5%
	13[a]	17	40.5%	7	16.7%	10	23.8%	5	11.9%
	14	20	33.3%	10	16.7%	10	16.7%	15	25.0%
	All	**83**	**30.6%**	**49**	**18.1%**	**62**	**22.9%**	**57**	**21.0%**
Campus charter	11	15	32.6%	7	15.2%	13	28.3%	7	15.2%
	12	9	26.5%	8	23.5%	6	17.6%	8	23.5%
	13	35	25.4%	23	16.7%	40	29.0%	32	23.2%
	14	7	35.0%	3	15.0%	7	35.0%	3	15.0%
	All	**66**	**27.7%**	**41**	**17.2%**	**66**	**27.7%**	**50**	**21.0%**
All charters	11	37	27.0%	29	21.2%	30	21.9%	28	20.4%
	12	33	29.5%	18	16.1%	31	27.7%	24	21.4%
	13[a]	52	28.9%	30	16.7%	50	27.8%	37	20.6%
	14	27	33.8%	13	16.3%	17	21.3%	18	22.5%
	All	**149**	**29.3%**	**90**	**17.7%**	**128**	**25.1%**	**107**	**21.0%**

Table Continues

Table G.6. New Charter School Parents' Education Levels, as a Percentage of Respondents by Generation and Charter Type, 2009-10 (Continued)

Charter Type	Generation	Graduate Courses, No Degree		Graduate/Professional Degree		Don't Know		Refused	
		N	%	N	%	N	%	N	%
Open-enrollment or university	11	0	0.0%	9	9.9%	0	0.0%	0	0.0%
	12	0	0.0%	2	2.6%	1	1.3%	0	0.0%
	13[a]	1	2.4%	2	4.8%	0	0.0%	0	0.0%
	14	1	1.7%	4	6.7%	0	0.0%	0	0.0%
	All	**2**	**0.7%**	**17**	**6.3%**	**1**	**0.4%**	**0**	**0.0%**
Campus charter	11	2	4.3%	2	4.3%	0	0.0%	0	0.0%
	12	2	5.9%	1	2.9%	0	0.0%	0	0.0%
	13	3	2.2%	3	2.2%	0	0.0%	2	1.4%
	14	0	0.0%	0	0.0%	0	0.0%	0	0.0%
	All	**7**	**2.9%**	**6**	**2.5%**	**0**	**0.0%**	**2**	**0.8%**
All charters	11	2	1.5%	11	8.0%	0	0.0%	0	0.0%
	12	2	1.8%	3	2.7%	1	0.9%	0	0.0%
	13[a]	4	2.2%	5	2.8%	0	0.0%	2	1.1%
	14	1	1.3%	4	5.0%	0	0.0%	0	0.0%
	All	**9**	**1.8%**	**23**	**4.5%**	**1**	**0.2%**	**2**	**0.4%**

Source: New Charter School Parent Survey, spring 2010.
Note. Percentages may not total to 100 due to rounding.
[a]Results for Generation 13 open-enrollment charter schools include the responses of parents of students attending a Generation 13 university charter school.

Table G.7. New Charter School Parent Household Types, as a Percentage of Respondents by Generation and Charter Type, 2009-10

Charter Type	Generation	Two Parents Or Guardians		Single Parent Or Guardian		Other	
		N	%	N	%	N	%
Open-enrollment or university	11	65	71.4%	26	28.6%	0	0.0%
	12	52	66.7%	25	32.1%	1	1.3%
	13[a]	30	71.4%	10	23.8%	2	4.8%
	14	48	80.0%	11	18.3%	1	1.7%
	All	**195**	**72.0%**	**72**	**26.6%**	**4**	**1.5%**
Campus charter	11	28	60.9%	18	39.1%	0	0.0%
	12	22	64.7%	12	35.3%	0	0.0%
	13	93	67.4%	43	31.2%	2	1.4%
	14	13	65.0%	7	35.0%	0	0.0%
	All	**156**	**65.5%**	**80**	**33.6%**	**2**	**0.8%**
All charters	11	93	67.9%	44	32.1%	0	0.0%
	12	74	66.1%	37	33.0%	1	0.9%
	13[a]	123	68.3%	53	29.4%	4	2.2%
	14	61	76.3%	18	22.5%	1	1.3%
	All	**351**	**69.0%**	**152**	**29.9%**	**6**	**1.2%**

Source: New Charter School Parent Survey, spring 2010.
Note. Percentages may not total to 100 due to rounding.
[a]Results for Generation 13 open-enrollment charter schools include the responses of parents of students attending a Generation 13 university charter school.

Table G.8. New Charter School Parents' Annual Household Income, as a Percentage of Respondents by Generation and Charter Type, 2009-10

Charter Type	Generation	Less Than $10,000		$10,000 - $14,999		$15,000 - $24,999		$25,000 - $34,999	
		N	%	N	%	N	%	N	%
Open-enrollment or university	11	12	13.2%	6	6.6%	7	7.7%	10	11.0%
	12	7	9.0%	4	5.1%	12	15.4%	12	15.4%
	13[a]	3	7.1%	4	9.5%	6	14.3%	9	21.4%
	14	6	10.0%	1	1.7%	4	6.7%	5	8.3%
	All	**28**	**10.3%**	**15**	**5.5%**	**29**	**10.7%**	**36**	**13.3%**
Campus charter	11	4	8.7%	4	8.7%	7	15.2%	5	10.9%
	12	4	11.8%	4	11.8%	3	8.8%	2	5.9%
	13	12	8.7%	9	6.5%	17	12.3%	21	15.2%
	14	2	10.0%	1	5.0%	3	15.0%	2	10.0%
	All	**22**	**9.2%**	**18**	**7.6%**	**30**	**12.6%**	**30**	**12.6%**
All charters	11	16	11.7%	10	7.3%	14	10.2%	15	10.9%
	12	11	9.8%	8	7.1%	15	13.4%	14	12.5%
	13[a]	15	8.3%	13	7.2%	23	12.8%	30	16.7%
	14	8	10.0%	2	2.5%	7	8.8%	7	8.8%
	All	**50**	**9.8%**	**33**	**6.5%**	**59**	**11.6%**	**66**	**13.0%**

Table Continues

Table G.8. New Charter School Parents' Annual Household Income, as a Percentage of Respondents by Generation and Charter Type, 2009-10 (Continued)

Charter Type	Generation	$35,000 - $49,999		$50,000 or More		Don't Know		Refused	
		N	%	N	%	N	%	N	%
Open-enrollment or university	11	6	6.6%	26	28.6%	13	14.3%	11	12.1%
	12	5	6.4%	14	17.9%	10	12.8%	14	17.9%
	13[a]	2	4.8%	4	9.5%	11	26.2%	3	7.1%
	14	9	15.0%	16	26.7%	11	18.3%	8	13.3%
	All	**22**	**8.1%**	**60**	**22.1%**	**45**	**16.6%**	**36**	**13.3%**
Campus charter	11	8	17.4%	7	15.2%	5	10.9%	6	13.0%
	12	5	14.7%	6	17.6%	3	8.8%	7	20.6%
	13	17	12.3%	29	21.0%	18	13.0%	15	10.9%
	14	1	5.0%	2	10.0%	6	30.0%	3	15.0%
	All	**31**	**13.0%**	**44**	**18.5%**	**32**	**13.4%**	**31**	**13.0%**
All charters	11	14	10.2%	33	24.1%	18	13.1%	17	12.4%
	12	10	8.9%	20	17.9%	13	11.6%	21	18.8%
	13[a]	19	10.6%	33	18.3%	29	16.1%	18	10.0%
	14	10	12.5%	18	22.5%	17	21.3%	11	13.8%
	All	**53**	**10.4%**	**104**	**20.4%**	**77**	**15.1%**	**67**	**13.2%**

Source: New Charter School Parent Survey, spring 2010.
Note. Percentages may not total to 100 due to rounding.
[a]Results for Generation 13 open-enrollment charter schools include the responses of parents of students attending a Generation 13 university charter school.

SUPPLEMENTARY TABLES

The tables presented in this section present supplementary information referenced in report chapters.

Table G.9. New Charter School Parents' Reasons for Choosing Charter Schools, as a Mean of All Respondents by Generation, 2009-10

Factors Affecting Decisions	Generation 11 Parents (n=137)	Generation 12 Parents (n=112)	Generation 13 Parents (n=180)	Generation 14 Parents (n=80)	All Respondents (N=509)
The educational program of this school	3.6	3.7	3.6	3.7	3.6
Good teachers	3.7	3.7	3.6	3.6	3.6
Academic reputation of the school	3.5	3.5	3.5	3.6	3.5
The school's approach to discipline	3.5	3.5	3.5	3.5	3.5
The teaching of moral values similar to mine	3.4	3.6	3.5	3.5	3.5
The school's ability to serve child's specific educational need (e.g., special education)	3.5	3.6	3.4	3.6	3.5
Reputation of school staff	3.5	3.5	3.4	3.4	3.4
Small school size	3.2	3.3	3.2	3.3	3.2
Convenient location	2.7	2.7	2.7	2.6	2.7
Neighborhood school	2.6	2.8	2.6	2.4	2.6
Recommendation from a family member or friend	2.4	2.3	2.3	2.3	2.4
Poor academic performance at previous school	2.4	2.2	2.1	2.1	2.2
Dissatisfaction with previous school	2.3	2.2	2.0	2.0	2.1
Recommendation from teachers at previous school	2.2	2.0	1.8	1.8	2.0

Source: New Charter School Parent Survey, spring 2010.
Note. Mean ratings based on a 4-point scale: (1) *not important*, (2) *somewhat important*, (3) *important*, and (4) *very important*.

Table G.10. New Charter School Parents' Sources of Information about New Open-Enrollment Charter Schools, as a Percentage of Respondents by Generation, 2009-10

Information Source	Generation 11 Parents (n=137)	Generation 12 Parents (n=112)	Generation 13 Parents (n=180)	Generation 14 Parents (n=80)	All Respondents (N=509)
Information from parents with children at the school	66.4%	59.8%	61.7%	62.5%	62.7%
Written brochures or descriptions of charter programs	50.4%	50.9%	45.6%	46.3%	48.1%
The school's accountability rating	40.9%	36.6%	34.4%	35.0%	36.7%
Academic performance of the school's students	43.1%	32.1%	34.4%	32.5%	36.0%
Information from the school's website	32.8%	24.1%	27.2%	25.0%	27.7%

Source: New Charter School Parent Survey, spring 2010.
Note. Percentages may not total to 100. Parents may have indicated more than one information source.

Table G.11. New Charter School Parents' Perceptions: Effective Implementation of Charter School Programs, as a Mean of Respondents by Generation, 2009-10

Statement	Generation 11 Parents (n=137)	Generation 12 Parents (n=112)	Generation 13 Parents (n=180)	Generation 14 Parents (n=80)	All Respondents (N=509)
I am satisfied with this school's basic educational program (including reading, language arts, math, science, social studies).	3.2	3.2	3.3	3.2	3.2
I am satisfied with the instruction offered.	3.2	3.2	3.3	3.2	3.2
I am satisfied with this school's enriched educational programs (including music, art, and foreign language).	3.1	3.2	3.2	3.2	3.2
This school has high expectations and standards for students.	3.2	3.2	3.3	3.2	3.2
Teachers and school leaders are accountable for student achievement.	3.2	3.1	3.2	3.1	3.2
My child receives sufficient individual attention.	3.2	3.2	3.2	3.1	3.2
This school regularly keeps me informed about how my child is performing academically.	3.2	3.2	3.2	3.1	3.2
I am satisfied with the school's approach to student discipline.	3.1	3.2	3.3	3.2	3.2
The rate of staff turnover at this school is acceptable.	3.1	3.0	3.2	3.1	3.1
This school has small class sizes.	3.1	3.0	3.1	3.1	3.1
I am satisfied with the building and grounds of my child's school.	3.1	3.0	3.1	3.0	3.1
This school provides adequate support services (such as counseling, healthcare, social services).	3.1	3.1	3.1	3.1	3.1
This school emphasizes educational content more than test preparation (e.g., TAKS).	3.1	3.0	3.2	3.2	3.1
Teachers are qualified (or certified) to teach in the areas they teach.	3.2	3.1	3.2	3.1	3.1
I am satisfied with the kinds of extracurricular activities offered at this school.	3.0	3.0	3.1	3.0	3.0
The charter school meets the needs of my child that were not addressed at his/her previous school.	3.0	3.0	3.0	3.0	3.0
This school has sufficient financial resources.	3.0	2.8	3.0	2.9	2.9
My child's grades have improved since attending [school name].	2.9	2.9	3.0	3.0	2.9
My child's TAKS scores have improved since attending [school name].	2.9	2.8	2.9	2.9	2.9

Source: New Charter School Parent Survey, spring 2010.
Note. Mean ratings based on a 4-point scale: (1) *strongly disagree*, (2) *disagree*, (3) *agree*, and (4) *strongly agree*.

Table G.12. New Charter School Parents' Participation in School Activities at Their Students' Previous Schools vs. Current Charter Schools, as a Percentage of Respondents by Generation, 2009-10

	Generation 11 Parents (n=137)		Generation 12 Parents (n=112)		Generation 13 Parents (n=180)		Generation 14 Parents (n=80)		All Respondents (N=509)	
Parent Activity	Previous	Current	Previous	Current	Previous	Current	Previous	Current	Previous	Current
Assisted with or monitored my child's homework at home.	98.1%	95.6%	96.6%	95.5%	95.8%	95.0%	98.2%	92.5%	96.9%	94.9%
Communicated with teachers or administrators by telephone or in writing	94.3%	93.4%	92.1%	92.9%	93.0%	94.4%	98.2%	95.0%	93.9%	93.9%
Attended parent-teacher conferences.	98.1%	92.0%	94.4%	85.7%	92.3%	88.9%	98.2%	98.8%	95.2%	90.6%
Tutored my child at home using materials and instructions provided by the teacher.	95.3%	94.2%	94.4%	87.5%	92.3%	88.9%	92.9%	86.3%	93.6%	89.6%
Observed/ visited my child's classroom.	86.8%	81.0%	91.0%	83.9%	88.0%	83.9%	96.4%	91.3%	89.6%	84.3%
Signed a contract or agreement about participation in my child's education.	73.6%	81.0%	76.4%	74.1%	74.6%	79.4%	75.0%	73.8%	74.8%	77.8%
Read with my child at home.	84.0%	75.2%	79.8%	78.6%	77.5%	78.3%	76.8%	77.5%	79.6%	77.4%
Helped with fundraising.	65.1%	60.6%	68.5%	59.8%	66.2%	61.7%	66.1%	68.8%	66.4%	62.1%
Attended PTA meetings.	75.5%	59.1%	69.7%	63.4%	66.9%	57.8%	58.9%	63.8%	68.7%	60.3%
Assisted my child in making college plans and choosing courses to support these plans.	62.3%	69.3%	57.3%	58.9%	51.4%	55.0%	57.1%	53.8%	56.5%	59.5%
Volunteered for school activities.	50.9%	43.8%	47.2%	49.1%	43.0%	43.9%	37.5%	52.5%	45.3%	46.4%
Attended a school board meeting.	28.3%	25.5%	23.6%	24.1%	15.5%	18.3%	16.1%	22.5%	20.9%	22.2%
Helped make educational program or curricular decisions.	11.3%	16.1%	15.7%	15.2%	12.7%	7.8%	10.7%	8.8%	12.7%	11.8%
Served as a member of the school's governing board or school-related committee.	8.5%	11.7%	11.2%	13.4%	6.3%	6.1%	10.7%	5.0%	8.7%	9.0%

Source: New Charter School Parent Survey, spring 2010.
Note. Percentages may not total to 100. Parents may have participated in more than one type of activity.

Table G.13. New Charter School Parents' Overall Satisfaction with Their Students' Current Charter Schools, as a Percentage of Respondents by Generation and Charter Type, 2009-10.

		Very Dissatisfied		Dissatisfied		Satisfied		Very Satisfied	
Charter Type	Generation	N	%	N	%	N	%	N	%
Open-enrollment or university	11	2	2.2%	2	2.2%	36	39.6%	51	56.0%
	12	1	1.3%	1	1.3%	29	37.2%	47	60.3%
	13[a]	0	0.0%	1	2.4%	19	45.2%	22	52.4%
	14	0	0.0%	3	5.0%	17	28.3%	40	66.7%
	All	**3**	**1.1%**	**7**	**2.6%**	**101**	**37.3%**	**160**	**59.0%**
Campus charter	11	0	0.0%	4	8.7%	16	34.8%	26	56.5%
	12	0	0.0%	3	8.8%	16	47.1%	15	44.1%
	13	4	2.9%	9	6.5%	49	35.5%	76	55.1%
	14	0	0.0%	1	5.0%	9	45.0%	10	50.0%
	All	**4**	**1.7%**	**17**	**7.1%**	**90**	**37.8%**	**127**	**53.4%**
All charters	11	2	1.5%	6	4.4%	52	38.0%	77	56.2%
	12	1	0.9%	4	3.6%	45	40.2%	62	55.4%
	13[a]	4	2.2%	10	5.6%	68	37.8%	98	54.4%
	14	0	0.0%	4	5.0%	26	32.5%	50	62.5%
	All	**7**	**1.4%**	**24**	**4.7%**	**191**	**37.5%**	**287**	**56.4%**

Source: New Charter School Parent Survey, spring 2010.
Note. Percentages may not total to 100 due to rounding.
[a]Results for Generation 13 open-enrollment charter schools include the responses of parents of students attending a Generation 13 university charter school.

Table G.14. New Charter Schools Students' Attendance Before Enrolling in New Charter Schools, as a Percentage of All Respondents by Generation, 2009-10

Previous School Attended by Student	Generation 11 Parents (n=137)	Generation 12 Parents (n=112)	Generation 13 Parents (n=180)	Generation 14 Parents (n=80)	All Respondents (N=509)
Traditional public school	70.8%	76.8%	76.1%	65.0%	73.1%
Did not attend school	19.7%	18.8%	16.1%	27.5%	19.4%
Private school	6.6%	2.7%	1.7%	5.0%	3.7%
Home schooled	1.5%	0.0%	1.1%	0.0%	0.8%
Another charter school	0.0%	0.0%	1.1%	0.0%	0.4%

Source: New Charter School Parent Survey, spring 2010.
Note. Percentages may not total to 100 due to rounding.

Table G.15. New Charter School Parents' Overall Satisfaction with Their Students' Previous Schools, as a Percentage of Respondents by Generation and Charter Type, 2009-10

		Very Dissatisfied		Dissatisfied		Satisfied		Very Satisfied	
Charter Type	Generation	N	%	N	%	N	%	N	%
Open-enrollment or university	11	2	2.8%	8	11.3%	51	71.8%	10	14.1%
	12	1	1.6%	9	14.1%	45	70.3%	9	14.1%
	13[a]	5	17.9%	5	17.9%	15	53.6%	3	10.7%
	14	2	4.9%	5	12.2%	32	78.0%	2	4.9%
	All	**10**	**4.9%**	**27**	**13.2%**	**143**	**70.1%**	**24**	**11.8%**
Campus charter	11	1	2.9%	6	17.1%	22	62.9%	6	17.1%
	12	3	12.5%	3	12.5%	18	75.0%	0	0.0%
	13	6	5.4%	13	11.6%	78	69.6%	15	13.4%
	14	0	0.0%	2	13.3%	10	66.7%	3	20.0%
	All	**10**	**5.4%**	**24**	**12.9%**	**128**	**68.8%**	**24**	**12.9%**
All charters	11	3	2.8%	14	13.2%	73	68.9%	16	15.1%
	12	4	4.5%	12	13.6%	63	71.6%	9	10.2%
	13[a]	11	7.9%	18	12.9%	93	66.4%	18	12.9%
	14	2	3.6%	7	12.5%	42	75.0%	5	8.9%
	All	**20**	**5.1%**	**51**	**13.1%**	**271**	**69.5%**	**48**	**12.3%**

Source: New Charter School Parent Survey, spring 2010.
Note. Percentages may not total to 100 due to rounding.
[a]Results for Generation 13 open-enrollment charter schools include the responses of parents of students attending a Generation 13 university charter school.

Evaluation of New Texas Charter Schools
SURVEY OF NEW CHARTER SCHOOL PARENTS
School Year 2009-10

ENGLISH

Introduction

Hello! My name is **[interviewer's name]**. I am calling on behalf of the Texas Center for Educational Research.

We are conducting a survey with parents of students who are attending **[school name]** to obtain parents' perceptions of and experiences with the school.

May I speak with the parent or guardian of **[child's name]** or the adult in your household who is most involved in decisions about the education of this child?

We would like to talk with you about **[child's name]**'s experiences at school.

Your name has been randomly selected to participate in this survey. All answers will be kept completely confidential. Your participation is voluntary, and if there is a question you don't wish to answer, please let us know and we'll go on to the next question.

SURVEY ID #_____

Are you at least 18 years old?
❍ Yes ❍ No
{If "no", end survey.}
{Please note gender of respondent.}
❍ Female ❍ Male

1. Was **[child's name]** enrolled in **[school name]** this school year?
❍ Yes ❍ No

{If no} 1.a. Did you have another child attending **[school name]** this school year? *{If "no", end survey.}*
❍ Yes ❍ No

{If yes} 1.b. Is **[child's name]** still enrolled at this school?
❍ Yes ❍ No

2. How many years has **[child's name]** attended this school, including the current year?

_____ # of years

3. Think about when you first decided to enroll your child in **[school name]**. How important were the following factors in your decision to choose this school? Please respond with not important, somewhat important, important, or very important.

	Not Important	Somewhat Important	Important	Very Important
Neighborhood school.	❍	❍	❍	❍
Convenient location.	❍	❍	❍	❍
Academic reputation of this school.	❍	❍	❍	❍
Small school size.	❍	❍	❍	❍
The school's discipline approach.	❍	❍	❍	❍
The educational program of this school.	❍	❍	❍	❍
The teaching of moral values similar to mine.	❍	❍	❍	❍
The school's ability to effectively serve my child's specific educational needs (such as special education, dyslexia, dropout recovery).	❍	❍	❍	❍
Good teachers.	❍	❍	❍	❍
Reputation of school administrators or staff.	❍	❍	❍	❍
My child's poor performance at his/her previous school.	❍	❍	❍	❍
Dissatisfaction with the educational program and instruction at my child's previous school.	❍	❍	❍	❍
Recommendations from teachers or staff from my child's previous school.	❍	❍	❍	❍
Recommendations from a family member or friend.	❍	❍	❍	❍

4. Are there any factors I haven't mentioned?
   ❍ Yes ❍ No

{If yes, what are those other factors?}

_____

_____

5. When you were considering sending your child to [school name], what types of information did you use to make the decision? I will read a list of information sources. Please answer "yes" or "no" to indicate whether you gathered this information prior to enrolling your child in this school.

	Yes	No
Written brochures or descriptions of this charter school	❍	❍
Information from the charter school's website	❍	❍
Academic performance of this school's students	❍	❍
The school's accountability rating	❍	❍
Information from parents with children at this school	❍	❍

6. To what extent do you agree or disagree with the following statements about your child's school? Please respond with strongly disagree, disagree, agree, or strongly agree.

	Strongly Disagree	Disagree	Agree	Strongly Agree
This school has sufficient financial resources.	❍	❍	❍	❍
I am satisfied with this school's basic educational program (including reading, language arts, math, science, social studies).	❍	❍	❍	❍
I am satisfied with the instruction offered.	❍	❍	❍	❍
The rate of staff turnover at this school is acceptable.	❍	❍	❍	❍
I am satisfied with this school's enriched educational programs (including music, art, foreign language).	❍	❍	❍	❍
This school has high expectations and standards for students.	❍	❍	❍	❍
This school has small class sizes.	❍	❍	❍	❍
I am satisfied with the building and grounds of my child's school.	❍	❍	❍	❍
This school provides adequate support services (such as counseling, healthcare, social services).	❍	❍	❍	❍
Teachers and school leaders are accountable for student achievement.	❍	❍	❍	❍
My child receives sufficient individual attention.	❍	❍	❍	❍
I am satisfied with the kinds of extracurricular activities offered at this school.	❍	❍	❍	❍
This school emphasizes educational content more than test preparation (TAKS).	❍	❍	❍	❍
This school regularly keeps me informed about how my child is performing academically.	❍	❍	❍	❍
The charter school meets the needs of my child that were not addressed at his/her previous school.	❍	❍	❍	❍
My child's grades have improved since attending [school name].	❍	❍	❍	❍
My child's TAAS/TAKS scores have improved since attending [school name].	❍	❍	❍	❍
Teachers are qualified (or certified) to teach in the areas they teach.	❍	❍	❍	❍
I am satisfied with the school's approach to student discipline.	❍	❍	❍	❍

7. Have you participated in any activities at your child's school? I will read a list of activities. Please answer "yes" or "no" to indicate whether you participated in these activities at **[school name]**.

	Yes	No
Attended PTA meetings.	❍	❍
Volunteered for school activities.	❍	❍
Attended a school board meeting.	❍	❍
Served as a member of the school's governing board or a school-related committee.	❍	❍
Helped make educational program or curricular decisions.	❍	❍
Helped with fundraising.	❍	❍
Attended parent-teacher conferences.	❍	❍
Observed/visited your child's classroom.	❍	❍
Signed a contract or agreement about participation in your child's education.	❍	❍
Communicated with teachers or administrators by telephone or in writing.	❍	❍
Assisted with or monitored your child's homework at home.	❍	❍
Tutored your child at home using materials and instructions provided by the teacher.	❍	❍
Read with your child at home.	❍	❍
Assisted your child in making college plans and choosing courses to support these plans.	❍	❍

8. Thinking about you and your child's experiences at **[school name]**, please rate your level of satisfaction with the 2009-10 school year.

❍ Very dissatisfied ❍ Dissatisfied ❍ Satisfied ❍ Very satisfied

9. Is there anything else you'd like to share about your child's experiences at **[school name]**?

_____

_____

_____

_____

Now let's talk about the school your child previously attended.

10. What kind of school did your child/children attend before this charter school?

- ❍ Public school (traditional)
- ❍ Private school
- ❍ Another charter school
- ❍ Home schooled *{if home schooled, skip to demographic questions}*
- ❍ Did not attend school *{if did not attend, skip to demographic questions}*

11. In what activities did you participate at your child's previous school? I will read a list of activities. Please answer "yes" or "no" to indicate whether you participated in these activities at your child's previous school.

	Yes	No
Attended PTA meetings.	❍	❍
Volunteered for school activities.	❍	❍
Attended a school board meeting.	❍	❍
Served as a member of the school's governing board or a school-related committee.	❍	❍
Helped make educational program or curricular decisions.	❍	❍
Helped with fundraising.	❍	❍
Attended parent-teacher conferences.	❍	❍
Observed/visited your child's classroom.	❍	❍
Signed a contract or agreement about participation in your child's education.	❍	❍
Communicated with teachers or administrators by telephone or in writing.	❍	❍
Assisted with or monitored your child's homework at home.	❍	❍
Tutored your child at home using materials and instructions provided by the teacher.	❍	❍
Read with your child at home.	❍	❍
Assisted your child in making college plans and choosing courses to support these plans.	❍	❍

12. Thinking about you and your child's experiences at that previous school, please rate your level of satisfaction.

❍ Very dissatisfied ❍ Dissatisfied ❍ Satisfied ❍ Very satisfied

Finally, I'd like to finish by asking you a few brief background questions.
{Demographic Questions}

13. What is your race/ethnicity?

❍ White
❍ African American
❍ Hispanic
❍ Other _____
❍ Don't know
❍ Refused

14. Which of the following languages are primarily spoken in your home?

❍ English
❍ Spanish
❍ Chinese
❍ Vietnamese
❍ Other_____
❍ Don't know
❍ Refused

15. How much formal education have you had?

❍ Did not complete high school
❍ Completed high school
❍ Less than four years of college
❍ College graduate (BA/BS)
❍ Graduate courses, no degree
❍ Graduate/professional degree
❍ Don't know
❍ Refused

16. Which best describes your household?

- ❍ Two parents or guardians
- ❍ Single parent or guardian
- ❍ Other _____
- ❍ Don't know
- ❍ Refused

17. What is the estimated annual income of your household/family?

- ❍ Less than $10,000
- ❍ $10,000 - $14,999
- ❍ $15,000 - $24,999
- ❍ $25,000 - $34,999
- ❍ $35,000 - $49,999
- ❍ $50,000 or more
- ❍ Don't know
- ❍ Refused

Your responses have been very helpful. Your participation in this survey will help your school district better understand the needs of their students. Thank you for completing this survey!

**********END OF PARENT SURVEY**********

APPENDIX H

CHARACTERISTICS OF NEW CHARTER SCHOOLS IN TEXAS

This appendix contains supplementary tables referenced in chapter 2. The tables present information aggregated across both open-enrollment and campus charter schools.

NEW CHARTER SCHOOL CHARACTERISTICS BY GENERATION

Instructional Program

Table H.1. All Charter School Campuses by Generation and Accountability Procedures, 2009-10

	Standard Accountability Procedures		Alternative Education Accountability Procedures		All Campuses	
Generation	N	%	N	%	N	%
Generation 11	16	84.2%	3	15.8%	19	100.0%
Generation 12	15	100.0%	0	0.0%	15	100.0%
Generation 13[a]	18	85.7%	3	14.3%	21	100.0%
Generation 14[b]	9	81.8%	2	18.2%	11	100.0%
Generations 11-14	58	87.9%	8	12.1%	66	100.0%
Generations 1-10	279	59.5%	190	40.5%	469	100.0%

Sources: Texas Education Agency 2010 Public Education Information Management System (PEIMS) individual student demographic data file and 2010 Texas Education Directory (AskTED) data.

[a]Two Generation 13 open-enrollment charter schools have no students enrolled in fall 2009.

[b]Two Generation 14 open-enrollment charter schools have no students enrolled in fall 2009.

Grade Levels Served

Table H.2. All Charter School Campuses by Generation and Grade Levels Served, 2009-10

	Elementary School		Middle School		Secondary School		Both[a]		Total	
Generation	N	%	N	%	N	%	N	%	N	%
Generation 11	8	42.1%	0	0.0%	6	31.6%	5	26.3%	19	100.1%
Generation 12	6	40.0%	1	6.7%	4	26.7%	4	26.7%	15	100.0%
Generation 13	9	42.9%	4	19.0%	6	28.6%	2	9.5%	21	100.0%
Generation 14	1	9.1%	3	27.3%	5	45.5%	2	18.2%	11	100.0%
Generations 11-14	24	36.4%	8	12.1%	21	31.8%	13	19.7%	66	100.0%
Other charters	168	35.7%	48	10.2%	120	25.5%	134	28.5%	470	100.0%

Sources: Texas Education Agency 2010 Public Education Information Management System (PEIMS) individual student demographic data file and 2010 Texas Education Directory (AskTED) data.
Note: School type was taken from the 2008-09 AEIS campus reference file, or, if missing, from 2010 AskTED.
[a]Spans elementary to senior high school grades.

GRADE LEVEL ENROLLMENTS

Table H.3. Grade Level Distributions for All Charter Schools by Charter School Generation, 2009-10

Grade	Generation 11		Generation 12		Generation 13		Generation 14		Generations 11-14		Generations 1-10	
Level	N	%	N	%	N	%	N	%	N	%	N	%
EC	1	0.0%	0	0.0%	5	0.1%	0	0.0%	6	0.0%	204	0.2%
PK	232	2.7%	351	8.8%	204	2.5%	0	0.0%	787	3.5%	12,940	10.3%
K	582	6.9%	329	8.2%	533	6.7%	160	7.4%	1,604	7.1%	9,574	7.6%
1	559	6.6%	320	8.0%	516	6.4%	116	5.4%	1,511	6.7%	9,069	7.2%
2	574	6.8%	299	7.5%	508	6.3%	100	4.6%	1,481	6.6%	7,996	6.4%
3	557	6.6%	262	6.6%	479	6.0%	76	3.5%	1,374	6.1%	7,975	6.3%
4	655	7.7%	213	5.3%	473	5.9%	83	3.9%	1,424	6.3%	7,512	6.0%
5	765	9.0%	285	7.1%	523	6.5%	143	6.6%	1,716	7.6%	8,045	6.4%
6	757	8.9%	253	6.3%	1,324	16.5%	303	14.1%	2,637	11.7%	10,550	8.4%
7	634	7.5%	184	4.6%	1,374	17.2%	172	8.0%	2,364	10.5%	9,170	7.3%
8	526	6.2%	161	4.0%	1,207	15.1%	190	8.8%	2,084	9.2%	8,307	6.6%
9	688	8.1%	408	10.2%	391	4.9%	385	17.9%	1,872	8.3%	10,659	8.5%
10	549	6.5%	387	9.7%	261	3.3%	306	14.2%	1,503	6.6%	7,980	6.4%
11	675	8.0%	354	8.9%	163	2.0%	70	3.3%	1,262	5.6%	8,923	7.1%
12	705	8.3%	190	4.8%	40	0.5%	49	2.3%	984	4.4%	6,763	5.4%
Total	**8,459**	**100.0%**	**3,996**	**100.0%**	**8,001**	**100.0%**	**2,153**	**100.0%**	**22,609**	**100.0%**	**125,667**	**100.0%**

Source: Texas Education Agency 2010 Public Education Information Management System (PEIMS) individual student demographic data file.
Notes. NS = no students.

STUDENT DEMOGRAPHICS

Table H.4. Charter School Student Demographic Information by Generation, 2009-10

Student Group	Generation 11	Generation 12	Generation 13	Generation 14	Generations 11-14	Other Charter Campuses[a]
Native American	0.3%	0.4%	0.2%	0.1%	0.3%	0.3%
Asian	8.8%	4.1%	5.7%	5.5%	6.5%	2.8%
African American	13.3%	21.4%	8.7%	18.1%	13.5%	28.5%
Hispanic	64.1%	43.6%	77.9%	50.9%	63.4%	52.7%
White	14.8%	30.0%	7.3%	22.3%	15.6%	15.8%
Economically disadvantaged	63.8%	61.4%	77.4%	56.1%	67.6%	72.4%
Special education	4.8%	3.6%	8.8%	4.2%	6.0%	8.2%
Limited-English proficient	13.1%	6.1%	13.5%	12.1%	11.9%	16.9%
Gifted and talented	10.5%	9.4%	5.7%	4.9%	8.0%	2.7%
Number of students	**8,459**	**3,996**	**8,001**	**2,153**	**22,609**	**109,996**

Source: Texas Education Agency 2010 Public Education Information Management System (PEIMS) individual student demographic data file.
[a]Other charter campuses are campuses from Generations 1 through 10.

STAFF CHARACTERISTICS

Table H.5. Staff Characteristics for All Charter Schools by Generation, 2008-09

	Generation 11		Generation 12		Generation 13		Generations 11, 12, and 13		Other Charter Campuses[a]	
Staff Characteristic	N	Value	N	Value	N	Value	N	Value	N	Value
Central administration[b]	19	0.7%	16	0.9%	20	0.7%	55	0.7%	453	0.7%
Campus administration[b]	19	2.5%	16	2.7%	20	2.5%	55	2.5%	453	2.8%
Average central administrator[b] salary	13	$90,097	10	$69,038	16	$66,908	39	$75,184	406	$87,127
Average campus administrator salary[c]	18	$71,655	15	$65,961	16	$62,715	49	$66,993	369	$58,186
Average teacher salary[c]	18	$44,687	15	$39,090	17	$44,126	50	$42,817	413	$39,975
Average staff FTE[c]	19	29.3	15	18.0	17	31.0	51	26.5	431	20.9
Average teacher FTE[c]	19	23.5	15	14.3	17	22.5	51	20.4	431	15.5
Teachers[c]	19	80.1%	15	79.2%	17	72.6%	51	77.0%	431	73.8%
Students per teacher[c]	18	16.0	15	15.4	17	15.1	50	15.5	412	15.7

Sources: Texas Education Agency (TEA) 2009 Academic Excellence Indicator System (AEIS) district staff statistics file and 2009 AEIS campus staff statistics file.

Notes. Charter school personnel percentages were based on full time equivalent (FTE) counts in the 2009 AEIS district staff statistics file and the 2009 AEIS campus staff statistics file. This follows procedures used in the 2009 State AEIS report.

[a]Other charter campuses are campuses from Generations 1 through 10.

[b]2009 TEA AEIS district staff statistics file.

[c]2009 TEA AEIS campus staff statistics file.

TEACHER CHARACTERISTICS

Table H.6. Teacher Characteristics for All Charter Schools by Generation, 2008-09

Teacher Characteristic	Generation 11		Generation 12		Generation 13		Generations 11, 12, and 13		Other Charter Campuses[a]	
	N	Value	N	Value	N	Value	N	Value	N	Value
Minority teachers[b]	19	49.7%	15	21.8%	17	59.7%	51	47.6%	431	50.5%
African-American	19	16.5%	15	8.0%	17	7.0%	51	11.3%	431	28.1%
Hispanic	19	33.2%	15	13.8%	17	52.7%	51	36.4%	431	22.4%
White	19	46.0%	15	74.1%	17	38.8%	51	49.1%	431	45.8%
Teacher average years of experience[b]	18	6.9	15	5.0	17	8.1	50	6.7	413	5.8
Teacher tenure in years[b]	18	4.5	15	1.6	17	4.0	50	3.5	413	2.0
Beginning teachers	19	18.8%	15	28.0%	17	18.5%	51	20.6%	431	23.5%
1-5 years experience	19	49.9%	15	43.8%	17	30.5%	51	41.5%	431	44.3%
6-10 years experience	19	10.1%	15	14.4%	17	16.4%	51	13.3%	431	15.4%
11-20 years experience	19	9.4%	15	8.8%	17	16.9%	51	12.0%	431	10.9%
More than 20 years experience	19	11.8%	15	4.9%	17	17.8%	51	12.6%	431	5.9%
Teachers with no degree[c]	19	0.5%	16	0.9%	20	0.4%	55	0.5%	453	0.7%
Teachers with advanced degrees[c]	19	30.3%	16	28.6%	20	31.6%	55	30.6%	453	28.4%
Teacher annual turnover rate[d]	18	24.9%	15	32.0%	10	13.7%	43	24.7%	446	37.6%

Sources: Texas Education Agency (TEA) 2009 Academic Excellence Indicator System (AEIS) district staff statistics file and 2009 AEIS campus staff statistics file.

Note. Charter school personnel percentages were based on full time equivalent (FTE) counts in the 2009 AEIS campus staff statistics file.

[a]Other charter campuses are campuses from Generations 1 through 10.

[b]2009 TEA AEIS campus staff statistics file.

[c]2009 TEA AEIS district staff statistics file.

[d]Teacher turnover rate for 2008-09 was based on the total FTE count of teachers from 2007-08. Because many Generation 13 charter schools were not in operation in 2007-08, there is data from only 10 Generation 13 districts.

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