



findings—comparing SBOE-authorized and ISD-authorized charter school campuses with matched traditional public school campuses—include aggregate outcome measures related to attrition; State of Texas Assessments of Academic Readiness (STAAR®) exams; graduation rates; and college, career, and military readiness (CCMR).

Attrition Rates

For the purposes of this report, the attrition rate is defined as the percentage of students enrolled in the fall of 2022 who did not return to the same campus in the fall of 2023.⁵ The attrition rates for this report, along with the numerators and denominators, were provided by the Texas Education Agency (TEA) for all active campuses for the 2022–23 school year.

SBOE-authorized charter school campuses reported higher attrition compared with their matched traditional public school campuses overall (24% vs. 21%) and at each school level: 23% vs. 22% at elementary school campuses; 24% vs. 19% at middle school campuses; and 26% vs. 19% at high school campuses. ISD-authorized charter school campuses also reported higher attrition than matched traditional public school campuses overall (24% vs. 20%). Attrition at ISD-authorized elementary charter school campuses was lower than matched traditional elementary public school campuses (22% vs. 23%) and was higher at middle school campuses (19% vs. 17%) and high school campuses (30% vs. 18%) than matched traditional public school campuses.

standard on STAAR-Mathematics exams (12% vs. 13%) and a higher percentage achieved the Masters Grade Level standard on the STAAR Algebra I EOC exam (19% vs. 16%) than matched traditional public school campuses. For STAAR-RLA exams, 71% of students achieved the Approaches Grade Level standard at ISD-authorized charter school campuses, compared with 73% of students at matched traditional public school campuses. For the STAAR English I exam, 76% of students achieved the Approaches Grade Level standard at ISD-authorized charter school campuses, compared with 67% of students at matched traditional public school campuses. For the English II EOC exam, 78% of students achieved the Approaches Grade Level standard at ISD-authorized charter school campuses, compared with 70% of students at matched traditional public school campuses. Higher percentages of students at ISD-authorized charter school campuses achieved the Masters Grade Level standard on STAAR-RLA exams (19% vs. 18%), the STAAR English I EOC exam (13% vs. 10%), and the STAAR English II EOC exam (9% vs. 6%) than students at matched traditional public school campuses.

Graduation Rates

SBOE-authorized charter school campuses evaluated under standard accountability provisions had a four-year longitudinal graduation rate of 96%, compared with matched traditional public school campuses, which had a rate of 93%. The four-year longitudinal graduation rate at ISD-authorized charter school campuses evaluated under standard accountability provisions was 91%, compared with 90% at matched traditional public school campuses. Additionally, four-year longitudinal graduation rates for campuses evaluated under alternative education accountability (AEA) provisions were examined; the graduation rate at SBOE-authorized charter school campuses was 78%, compared with 100% at their matched traditional public school campuses. For ISD-authorized charter school campuses evaluated under AEA provisions, the graduation rate was masked due to the limited number of schools (one) operating under these provisions and was thus ineligible for this analysis; the rate for matched traditional public school campuses was 100%.

College, Career, and Military Readiness Outcomes

Under TEC § 39.053(c) (2024), for accountability purposes, high school graduates can demonstrate readiness for college, a career, or the military through a number of achievements outlined in detail in Appendix A.

SBOE-authorized charter school campuses reported higher percentages of graduates on three CCMR outcomes compared with their matched traditional public school campuses: 46% of graduates met Texas Success Initiative (TSI) college readiness benchmarks in both RLA and mathematics, compared with 42% from matched traditional public school campuses; 29% of graduates met the criterion score on an Advanced Placement (AP) or International Baccalaureate (IB) exam in any subject, compared with 18% from matched traditional public school campuses; and 6% of special education students graduated under an advanced diploma plan, compared with 4% from matched traditional public school campuses. For all other CCMR outcomes, matched traditional public school campuses reported higher percentages of CCMR graduates.⁸

ISD-authorized charter school campuses reported the same or higher percentages of graduates for all except one CCMR outcome when compared with their matched traditional public school campuses. A lower percentage of graduates from ISD-authorized charter school campuses completed Individualized Education Program (IEP) and workforce readiness (1% vs. 2%) than matched traditional public school campuses. ISD-authorized charter school campuses and matched traditional public school campuses reported equal percentages of graduates meeting the criterion score on an AP or IB exam in any subject area (18%) and earning a Level I or Level II certificate in any workforce education area (1%). For all other CCMR outcomes, ISD-authorized charter school campuses reported higher percentages than matched traditional public school campuses.

⁸ Per the [TEA 2023 Accountability Manual](#) (page 10; PDF e-page 14): The military enlistment indicator is scheduled to return for 2024 accountability standards based on a new data collection as explained in the [September 8, 2022, "To The Administrator Addressed" correspondence](#).

Key Findings for COE-Authorized Charter School Campuses

Aggregate outcome measures related to attrition and STAAR exams were reported for COE-authorized charter school campuses and matched traditional public school campuses. Because of the small number of COE-authorized charter school campuses, aggregate outcome measures related to graduation rates and CCMR outcomes were not reported.

Attrition Rates

The attrition rate for COE-authorized charter school campuses was 32%, compared with 24% at their matched traditional public school campuses.

STAAR Results

Analyzed in this report are the percentages of students achieving the Approaches Grade Level standard and Masters Grade Level standard on STAAR-RLA and STAAR-Mathematics exams taken by elementary and middle school students in Grades 3–8, the STAAR Algebra I EOC exam taken by middle and high school students, and the STAAR English I and English II EOC exams taken by middle and high school students.

At COE-authorized charter school campuses, lower percentages of students achieved the Approaches Grade Level standard on STAAR-Mathematics exams (66% vs. 69%) and the STAAR Algebra I EOC exam (77% vs. 84%) than students at matched traditional public school campuses. Lower percentages of students at COE-authorized charter school campuses achieved the Masters Grade Level standard on STAAR-Mathematics exams (13% vs. 16%) and the STAAR Algebra I EOC exam (17% vs. 27%) than students at matched traditional public school campuses. For the STAAR-RLA exams, a higher percentage of students at COE-authorized charter school campuses achieved the Approaches Grade Level standard (77% vs. 73%) and lower percentages achieved the Approaches Grade Level standard on the STAAR English I EOC exam (75% vs. 80%) and STAAR English II EOC exam (76% vs. 78%) than students at matched traditional public school campuses. A higher percentage of students at COE-authorized charter school campuses achieved the Masters Grade Level standard on the STAAR-RLA exams (22% vs. 19%), and lower percentages achieved the Masters Grade Level standard on the STAAR English I EOC exam (13% vs. 18%) and STAAR English II EOC exam (10% vs. 11%) than students at matched traditional public school campuses.

Study Limitations

This report provides a detailed description of charter school campuses and matched traditional public school campuses intended for comparison of school types. While a combination of sampling techniques was used to identify demographically similar traditional public school campuses as the matched set for comparison, inferences regarding the performance of charter schools relative to traditional public schools cannot be made using this report. In order to suggest the performance of one type of school is consistently better or worse than another, statistical tools controlling for observed and unobserved characteristics influencing performance would need to be in place and inferential statistical analysis employed. Additionally, careful interpretation of the comparisons with COE-authorized and ISD-authorized charter school campuses provided in this report is necessary because of the small number of campuses in each category.

Because of the award of new charters and the expansion of existing charters, this report should be carefully compared with previously published *Texas Charter Authorizer Accountability* reports. In 2012, the state of Texas introduced a new standardized test, STAAR. Over the years since this annual report began, STAAR passing standards have been phased-in or modified, administration has been suspended due to the COVID-19 pandemic (2019–20), exam participation was below normal rates (2020–21), and STAAR was redesigned and changed entirely to online administration (2022–23). In addition, a new A–F accountability rating system was introduced in 2018–19 for campuses and continues to evolve. The changes over the years to the STAAR testing and changes to the accountability system should be taken into consideration when comparing the results of this report to previous reports.