TEXAS CHARTER AUTHORIZER ACCOUNTABILITY REPORT

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Texas Charter Authorizer Accountability Report 2024–25 School Year

Education Research Center
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List of Acronyms Used in This Report

Advanced Placement (AP)

Alternative Education Accountability (AEA)

College, Career, and Military Readiness (CCMR)

Commissioner of Education (COE)

Disciplinary Alternative Education Program (DAEP)

End-of-Course (EOC)

English Language Arts (ELA)

Independent School District (ISD)

Individualized Education Program (IEP)

International Baccalaureate (IB)

Juvenile Justice Alternative Education Program (JJAEP)

Public Education Information Management System (PEIMS)

Reading Language Arts (RLA)

Residential Treatment Facility (RTF)

Senate Bill (SB)

State Board of Education (SBOE)

State of Texas Assessments of Academic Readiness (STAAR®)

Texas Administrative Code (TAC)

Texas Certificate of High School Equivalency (TxCHSE)

Texas Education Agency (TEA)

Texas Education Code (TEC)

Texas Essential Knowledge and Skills (TEKS)

Texas Success Initiative (TSI)

University of Houston Education Research Center (UH ERC)

Executive Summary

Background

The first charter schools were established in the United States in 1991 to provide students with a tuition-free alternative to traditional public schools. Their purpose: to create additional flexibility and innovation in education. Minnesota was the first state to usher in charter schools, and other states quickly followed; charter schools now operate in 44 states and the District of Columbia, Puerto Rico, and Guam. The number of charter schools operating nationally increased from 4,396 to 8,140 between the academic years 2007–08 and 2023–24. Student enrollment in charter schools also experienced substantial growth during that period, rising from about 1.3 million students in 2007–08 to more than 3.8 million students in 2023–24 (White, 2025).

Texas charter schools were first established in 1995 by the 74th Texas Legislature with the addition of Texas Education Code (TEC) Chapter 12. The state proposed charter schools as a means to improve student learning, increase the choice of learning opportunities within the public school system, create professional opportunities to attract new teachers to the public school system, and encourage different and innovative learning methods (TEC § 12.001, 2025). Texas charter schools are subject to fiscal and academic accountability, though they have fewer regulations than traditional public schools to encourage innovation and flexibility.

Five subchapters within TEC Chapter 12 (2025) codify the different types of charter schools in Texas:

- **Home-rule school district charter schools** (TEC Chapter 12, Subchapter B, § § 12.011-12.030, 2025), which are not in existence to date;
- **Campus or campus program charter schools** (TEC Chapter 12, Subchapter C, § § 12.051-12.065, 2025), which are authorized by Texas Independent School District (ISD) school boards and serve students within the district;
- **Open-enrollment charter schools** (TEC Chapter 12, Subchapter D, § § 12.101-12.141, 2025), which are authorized by the commissioner of education (COE), are operated by 501(c)(3) tax-exempt organizations or governmental entities, and can enroll students from any school district in Texas;
- **College, university, or junior college charter schools** (TEC Chapter 12, Subchapter E, § § 12.151-12.156, 2025), which are authorized by the COE, are operated by institutions of higher education, and can enroll students from any school district in Texas; and
- **Adult high school charter schools** (TEC Chapter 12, Subchapter G, § § 12.251-12.265, 2025), which are authorized by the COE and operated by 501(c)(3) tax-exempt organizations to provide services and instruction below the college level for adults.

Contemporary charter school legislation demonstrates the state's effort to balance quality with growing charter school demand. In 2013, the 83rd Texas Legislature passed Senate Bill (SB) 2, which made significant changes to the state's charter school legislation. The bill added TEC §12.115 (a)-(d) (2025)—Charter Revocation or Modification of Governance—to the TEC, which placed charter schools under stricter financial and academic accountability expectations and enacted the requirement that the commissioner revoke a school's charter should it fail to meet the stated accountability benchmarks for three consecutive years. Since the passage of SB 2 in 2013, 60 charter schools have closed, and the number of charters granted annually has decreased.[1, 2] SB 2 also increased the cap on the maximum number of

1 In reports prior to the 2022–23 school year, the number of charter schools reported closed since the passage of SB 2 in 2013 inconsistently counted charter consolidations in the closure number. In some years, consolidations were reported as one charter closure, and in other years, consolidations were counted as multiple closures. Starting with the 2022–23 report, the reported number reflects consolidations as one charter closure (Texas Education Agency, Personal Communication, March 6, 2025).

2 In the 2024–25 report, the total number of closures was updated to account for two additional closures in 2015 and 2024 that were not counted in previous reports.

open-enrollment charter schools from 215 to 305 by September 2019 (TEC § 12.101, 2025). Another significant change introduced in SB 2 was the transfer of authority in granting open-enrollment and university charters from the State Board of Education (SBOE) to the COE (TEC § 12.101 (a), 2025). The commissioner must still submit notification to the SBOE regarding which charters are proposed, and the SBOE may veto any new charter proposed within 90 days of the notification of the commissioner's decision (TEC § 12.101(b-0), 2025). Along with this change, the legislature added a requirement (TEC § 12.1013 (a)-(d), 2025) for a report on the performance of open-enrollment and university charter school campuses by authorizer type that compares the results of each with matched traditional public school campuses.

In 2017, the 85th Texas Legislature passed SB 1882, providing incentives to school districts to partner with open-enrollment charter schools and certain eligible entities to open campuses within their district.[3] The bill provided two incentives to promote district partnerships with open-enrollment charter schools and eligible entities. The first was a two-year relief from campus sanctions imposed at schools with low academic performance; the second was access to potentially increased state funding. Both of these benefits incentivized districts to enter into partnerships with outside entities. Also in 2017, the Texas Legislature passed House Bill 21, allowing public charter schools, for the first time in Texas, to receive up to $60 million in state funding annually for facilities (TEC § 12.106 (d)-(2), 2025).

After a 2020 court ruling that nullified flexible provisions to address low-performing schools, the 87th Texas Legislature passed SB 1365 in 2021 to grant explicit authority for revocation, as well as a specific timeline for particular interventions and sanctions. Included in SB 1365 was language that made clear that *D* ratings in the state's academic rating system, in addition to *F* ratings, would make schools eligible for closure (TEC § 12.1141(b) and (d), 2025).

Overview of Texas Charter School Campuses

In the 2024–25 academic year, 9,084 Texas public school campuses were in operation. Approximately 12% (1,055) of those campuses were charter school campuses, including ISD-authorized charter school campuses and campuses operated by SBOE-authorized charter schools and COE-authorized charter schools. In 2024–25, most charter school campuses operated under SBOE-authorized charter schools (863).[4] Additionally, 97 campuses were ISD-authorized, and 95 campuses operated under COE-authorized charter schools.[5] A total of 489,894 students were enrolled in charter school campuses in 2024–25, representing approximately 9% of the 5,544,048 total students enrolled in Texas public schools.

The aggregate performance outcomes presented in this report include 813 campuses operated by SBOE-authorized charter schools, 97 ISD-authorized charter school campuses, and 91 campuses operated by COE-authorized charter schools.[6]

Key Findings for SBOE-Authorized and ISD-Authorized Charter School Campuses

For the purposes of this report, charter schools and their respective campuses are categorized by their original authorizer. Campus or campus program charter schools are reported as ISD-authorized. Open-enrollment and college, university, or junior college charter school campuses are reported as SBOE-

3 SB 1882 Texas partnership schools are classified as ISD-authorized charter schools for the purposes of this report.

4 The 863 campuses associated with SBOE-authorized charter schools include campuses approved by the COE through the approval of expansion amendment requests to add new campuses under existing charter schools originally authorized by the SBOE.

5 Seven campuses newly operating as ISD-authorized (Subchapter C) campuses in 2024–25 were not yet identified as ISD-authorized campuses in time to be included in the report and therefore were not included in the report's counts or analyses. These campuses were either receiving Texas Partnership (SB 1882) benefits or a Charter School Program grant.

6 Residential treatment facilities (RTFs) at charter school campuses (SBOE-authorized charter schools n=50; COE-authorized charter schools n=4) and RTFs at traditional public school campuses (n=76), as well as traditional public school disciplinary alternative education programs (n=139) and traditional public school juvenile justice alternative education programs (n=138) are not included in the performance outcome reporting.

authorized or COE-authorized, depending on the year in which the charter schools were authorized; the COE replaced the SBOE as the state charter authorizer for open-enrollment and university charter schools in 2013. Since then, campus expansions for charters originally authorized by the SBOE are approved by the COE. To date, Texas does not have any home-rule school district charter schools on which to report. These 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; college, career, and military readiness (CCMR) outcomes, and accountability domain scores and overall accountability ratings.

Attrition Rates

For the purposes of this report, the attrition rate is defined as the percentage of students enrolled in the fall of 2024 who did not return to the same campus in the fall of 2025.[7] 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 2024–25 school year.

SBOE-authorized charter school campuses reported higher overall attrition rates compared with their matched traditional public school campuses (23% vs. 22%). SBOE-authorized charter elementary school campuses reported the same attrition rate as matched traditional public elementary school campuses (23%). SBOE-authorized charter middle school campuses (23% vs. 17%) and SBOE-authorized charter high school campuses (26% vs. 19%) reported higher attrition rates than matched traditional public middle and high school campuses. ISD-authorized charter school campuses also reported higher overall attrition rates than their matched traditional public school campuses (22% vs. 21%). The attrition rate at ISD-authorized charter elementary school campuses was lower than matched traditional public elementary school campuses (20% vs. 22%); the rate was higher at ISD-authorized charter middle school campuses (18% vs. 16%) and charter high school campuses (26% vs. 18%) than 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-Reading Language Arts (RLA) and STAAR-Mathematics exams taken by elementary and middle school students in Grades 3–8, the STAAR Algebra I end-of-course (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.[8, 9]

At SBOE-authorized charter school campuses, a higher percentage of students in Grades 3–8 achieved the Approaches Grade Level standard on the STAAR-RLA exams (78% vs. 76%) than students at matched traditional public school campuses, and a lower percentage of students at SBOE-authorized charter school campuses achieved the Approaches Grade Level standard on the STAAR English I EOC exam (69% vs. 71%) and STAAR English II EOC exam (72% vs. 74%) than students at matched traditional public school campuses. A higher percentage of students at SBOE-authorized charter school campuses achieved the Masters Grade Level standard on STAAR-RLA exams (26% vs. 23%) than students at matched traditional public school campuses; a lower percentage of students at SBOE-authorized charter school campuses achieved the Masters Grade Level standard on the STAAR English I EOC exam (13% vs. 15%) than students at matched traditional public school campuses; and the same percentage of SBOE-authorized charter school and matched traditional public school students achieved the Masters Grade Level standard on the STAAR English II EOC exam (8%). At SBOE-authorized charter school campuses, 67% of students taking the STAAR-Mathematics exams and 78% of students taking the STAAR Algebra I EOC exam met the Approaches Grade Level standard, compared with 68% and 83%, respectively, at matched traditional

7 See Appendix A for a detailed description of the attrition analysis.

8 The Approaches Grade Level standard is a STAAR performance level indicating that the student is likely to succeed in the next grade or course with targeted academic intervention. The Approaches Grade Level standard serves as the state's passing standard.

9 A more difficult achievement level to attain, the Masters Grade Level standard is a STAAR performance level descriptor indicating that the student is expected to succeed in the next grade or course with little or no academic intervention.

public school campuses. Lower percentages of students at SBOE-authorized charter school campuses achieved the Masters Grade Level standard on STAAR-Mathematics exams (16% vs. 18%) and the STAAR Algebra I EOC exam (24% vs. 36%) compared with those at matched traditional public school campuses.

At ISD-authorized charter school campuses, 73% of students achieved the Approaches Grade Level standard on STAAR-RLA exams compared with 76% of students at matched traditional public school campuses. For the STAAR English I exam, 69% of students achieved the Approaches Grade Level standard at ISD-authorized charter school campuses, compared with 64% of students at matched traditional public school campuses. For the STAAR English II EOC exam, 72% 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. A higher percentage of students at ISD-authorized charter school campuses achieved the Masters Grade Level standard on STAAR-RLA exams than students at matched traditional public school campuses (24% vs. 20%). A higher percentage of students at ISD-authorized charter school campuses achieved the Masters Grade Level standard on the STAAR English I EOC exam (13% vs. 10%) and the STAAR English II EOC exam (7% vs. 5%) than students at matched traditional public school campuses. At ISD-authorized charter school campuses, 63% of students achieved the Approaches Grade Level standard on STAAR-Mathematics exams, compared with 68% of students at matched traditional public school campuses, and 75% of students achieved the Approaches Grade Level standard on the STAAR Algebra I EOC exam, compared with 82% at matched traditional public school campuses. A lower percentage of students at ISD-authorized charter school campuses achieved the Masters Grade Level standard on STAAR-Mathematics exams (15% vs. 17%) and the STAAR Algebra I EOC exam (25% vs. 34%) than students at matched traditional public school campuses.

Graduation Rates

SBOE-authorized charter school campuses evaluated under standard accountability provisions had a class of 2024 four-year longitudinal graduation rate of 96%, compared with 92% at matched traditional public school campuses. The four-year longitudinal graduation rate at ISD-authorized charter school campuses evaluated under standard accountability provisions was 95%, compared with 91% at matched traditional public school campuses. Additionally, four-year longitudinal graduation rates for campuses evaluated under AEA provisions were examined; the graduation rate at SBOE-authorized charter school campuses was 69%, compared with 92% at matched traditional public school campuses. For ISD-authorized charter school campuses evaluated under AEA provisions and their matched traditional public school campuses, the graduation rates were masked due to the limited number of campuses operating under these provisions and thus ineligible for this analysis.

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: 73% of graduates met Texas Success Initiative (TSI) college readiness benchmarks in both RLA and mathematics, compared with 66% from matched traditional public school campuses; 39% of graduates met the criterion score on an Advanced Placement (AP) or International Baccalaureate (IB) exam in any subject area, compared with 21% from matched traditional public school campuses; and 8% of special education students graduated under an advanced diploma plan, compared with 6% from matched traditional public school campuses. Matched traditional public school campuses reported higher percentages of CCMR outcomes than SBOE-authorized charter school campuses for graduates earning dual course credits (41% vs. 19%); graduates earning an industry-based certification (35% vs. 11%); graduates earning a Level I or Level II certificate in any workforce education area (2% vs. <1%); graduates completing and earning credit for an English Language Arts (ELA) college prep course (29% vs. 23%); graduates completing and earning credit for a mathematics college prep course (31% vs. 28%); graduates completing an OnRamps dual enrollment course and earning at least three college credits (6% vs. 5%); graduates earning an associate's degree while

in high school (14% vs. 3%); and graduates completing an Individualized Education Program (IEP) and demonstrating workforce readiness (2% vs. 1%). The same percentage of graduates at SBOE-authorized charter school campuses and their matched traditional public school campuses (<1%) enlisted in the Armed Forces.

ISD-authorized charter school campuses reported higher percentages of graduates on two CCMR outcomes compared with their matched traditional public school campuses: graduates earning dual course credits (30% vs. 27%) and graduates earning a Level I or Level II certificate in any workforce education area (2% vs. 1%). ISD-authorized charter school campuses reported lower percentages than their matched traditional public school campuses for graduates satisfying the TSI college readiness benchmarks in both RLA and mathematics (58% vs. 62%); graduates earning industry-based certifications (23% vs. 37%); graduates completing and earning credit for an ELA college prep course (29% vs. 39%); graduates completing and earning credit for a mathematics college prep course (39% vs. 43%); graduates earning an associate's degree while in high school (5% vs. 6%); and graduates completing an IEP and demonstrating workforce readiness (1% vs. 3%). ISD-authorized charter school campuses reported the same percentages as matched traditional public school campuses for graduates meeting the criterion score on an AP or IB exam in any subject area (17%); graduates completing an OnRamps dual enrollment course and earning at least three college credits (8%); special education students graduating under an advanced diploma plan (7%); and graduates enlisting in the Armed Forces (<1%).

TEA Accountability Domain Scores

For SBOE-authorized charter school campuses, the average Student Achievement Domain score was 76, compared with 74 for matched traditional public school campuses. SBOE-authorized charter school campuses had a lower average School Progress Domain, Academic Growth score than matched traditional public schools (74 vs. 77) but a higher average School Progress Domain, Relative Performance score than matched traditional public school campuses (77 vs. 75). SBOE-authorized charter school campuses and matched traditional public school campuses both had average scores of 80 for the Closing the Gaps Domain. Overall, SBOE-authorized charter school campuses averaged higher overall accountability rating scores than matched traditional public school campuses (81 vs. 80).

ISD-authorized charter school campuses had a higher average Student Achievement Domain score than matched traditional public school campuses (74 vs. 72); a lower average School Progress Domain, Academic Growth score compared with matched traditional public school campuses (75 vs. 77); a higher School Progress Domain, Relative Performance score than matched traditional public school campuses (77 vs. 75); and a higher average Closing the Gaps Domain score than matched traditional public school campuses (80 vs. 79). ISD-authorized charter school campuses averaged higher overall accountability rating scores than matched traditional public school campuses (81 vs. 79).

Key Findings for COE-Authorized Charter School Campuses

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

Attrition Rates

The attrition rate for COE-authorized charter school campuses was 33%, compared with 21% 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-RLA exams (73% vs. 79%), the STAAR English I EOC exam (68% vs. 80%), and the STAAR English II EOC exam (70% vs. 80%) 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-RLA exams (21% vs. 26%), the STAAR English I EOC exam (13% vs. 22%), and the STAAR English II EOC exam (8% vs. 12%) than students at matched traditional public school campuses. At COE-authorized charter school campuses, lower percentages of students achieved the Approaches Grade Level standard on STAAR-Mathematics exams (60% vs. 71%) and the STAAR Algebra I EOC exam (75% vs. 84%) than students at matched traditional public school campuses. Likewise, lower percentages of students at COE-authorized charter school campuses achieved the Masters Grade Level standard on STAAR-Mathematics exams (12% vs. 22%) and the STAAR Algebra I EOC exam (21% vs. 31%) than students at matched traditional public school campuses.

College, Career, and Military Readiness Outcomes

COE-authorized charter school campuses reported higher percentages of graduates completing an OnRamps dual enrollment course (8% vs. 2%) and special education students graduating under an advanced diploma plan (5% vs. 4%) than matched traditional public school campuses. For all other CCMR outcomes, matched traditional public school campuses reported higher percentages of graduates than COE-authorized charter school campuses.

TEA Accountability Domain Scores

The average Student Achievement Domain score for COE-authorized charter school campuses was 67, compared with 75 for matched traditional public school campuses. When compared with their matched traditional public school campuses, COE-authorized charter school campuses had a lower average School Progress Domain, Academic Growth score (69 vs. 79), average School Progress Domain, Relative Performance score (63 vs. 75), and average Closing the Gaps Domain score (71 vs. 80). COE-authorized charter school campuses averaged lower overall accountability rating scores than matched traditional public school campuses (72 vs. 81).

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 differences in STAAR performance standards, changes to the Texas Accountability Rating System, the award of new charters, and the expansion of existing charters over the years, comparisons with prior year published *Texas Charter Authorizer Accountability Reports* should be made with caution. 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; its administration was suspended due to the COVID-19 pandemic in 2019–20; exam participation was below normal rates in 2020–21; and STAAR was redesigned and changed entirely to an online administration in 2022–23. In addition, a new *A* through *F* accountability rating system was introduced in 2018–19 for campuses and is refreshed approximately every five years. The changes over the years to STAAR exam and accountability system should be taken into consideration when comparing the results of this report to prior year reports.

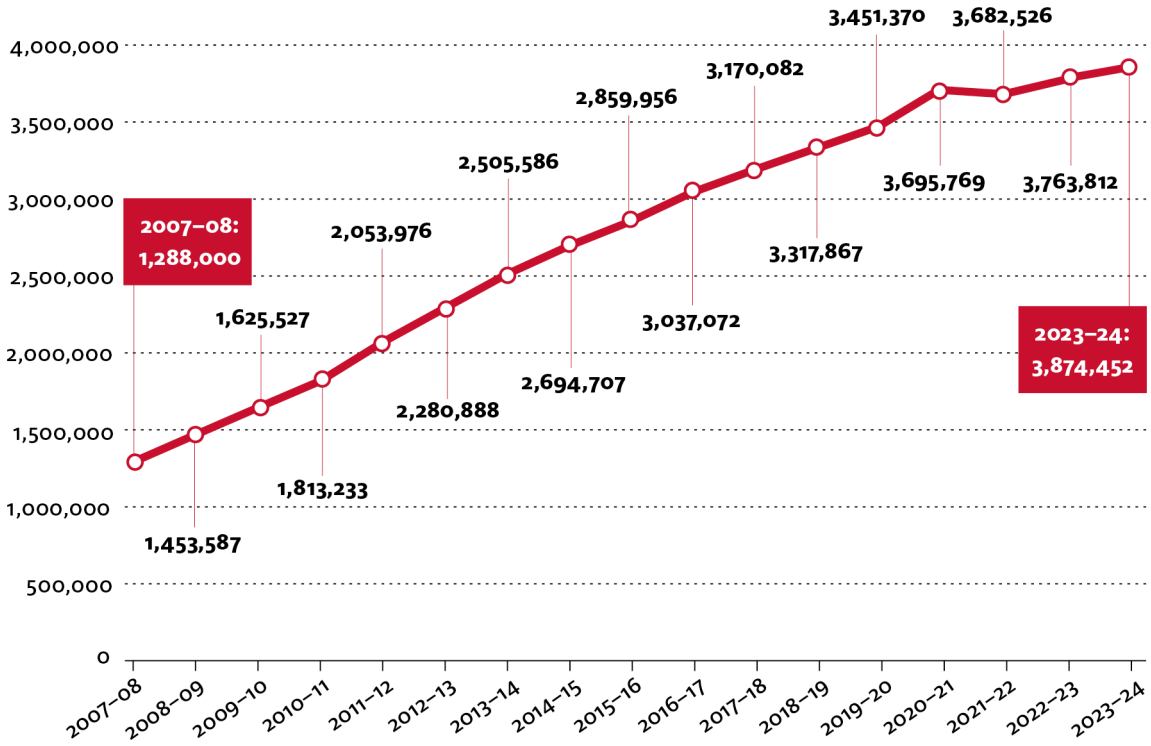
Section 1: Introduction

National Charter School Overview

The first charter schools were established in the United States in 1991 to provide students with a tuition-free alternative to traditional public schools. Their purpose: to create additional flexibility and innovation in education. Minnesota was the first state to usher in charter schools, and other states quickly followed; charter schools now operate in 44 states and the District of Columbia, Puerto Rico, and Guam. The number of charter schools operating across the nation has nearly doubled over the past 17 years—from approximately 4,396 schools in the 2007–08 academic year to 8,140 schools in 2023–24. Student enrollment has also experienced marked growth, increasing from about 1.3 million students in 2007–08 to more than 3.8 million students in 2023–24 (White, 2025).

FIGURE 1.1

Number of Students Enrolled in Charter Schools in the United States, 2007–08 to 2023–24



Source. National Alliance for Public Charter Schools, 2026.

Note. The 2023–24 school year data is the most recent available from the National Alliance for Public Charter Schools.

The literature documenting the contribution of charter schools to the quality of the public school system is mixed (Betts & Tang, 2019; Spees & Lauen, 2019; Zimmer et al., 2012). Conducted both nationally and within specific states, there are studies indicating that charter schools are efficient producers of public education outcomes (Wolf et al., 2014), studies that demonstrate the increased learning gains of students enrolled in charter schools (Center for Research on Education Outcomes, 2017; Hoxby & Rockoff, 2004), studies that report the increased performance of nearby traditional public schools following

the introduction of charter school competition (Booker et al., 2008; Winters, 2012), and studies that demonstrate improvement in the overall performance of the charter school sector over time (Baude et al., 2020). In contrast, there are also national and state-specific studies that demonstrate little or no significant outcomes for charter school students (Cohodes & Parham, 2021; Gleason et al., 2010; Zimmer et al., 2012), studies that show charter school competition has no effect on the performance of traditional public schools (Bifulco & Ladd, 2006; Han & Keefe, 2020; Uttermark et al., 2023), studies that highlight wide variations in effect by different charter schools and different student groups (Sass, 2006; Shakeel & Peterson, 2020), and studies that point to charter school policies and practices as mechanisms of selecting only high-performing or highly motivated students (Angrist et al., 2013; Lubienski et al., 2009). In summary, charter school outcomes and effects, like the state policies that govern them, vary widely.

Texas Charter Schools

Texas charter schools were first established in 1995 by the 74th Texas Legislature with the addition of Texas Education Code (TEC) Chapter 12. The state proposed charter schools as a means to improve student learning, increase the choice of learning opportunities within the public school system, create professional opportunities to attract new teachers to the public school system, and encourage different and innovative learning methods (TEC § 12.001, 2025). Texas charter schools are subject to fiscal and academic accountability, though they have fewer regulations than traditional public schools to encourage innovation and flexibility. Texas charter schools grew to serve 489,894 students in 1,055 campuses in the 2024–25 school year (Tables 2.1 and 2.2).

Five subchapters within TEC Chapter 12 (2025) codify the different types of charter schools in Texas:

- **Home-rule school district charter schools** (TEC Chapter 12, Subchapter B, § § 12.011-12.030, 2025), which are not in existence to date;
- **Campus or campus program charter schools** (TEC Chapter 12, Subchapter C, § § 12.051-12.065, 2025), which are authorized by Texas Independent School District (ISD) school boards and serve students within the district;
- **Open-enrollment charter schools** (TEC Chapter 12, Subchapter D, § § 12.101-12.141, 2025), which are authorized by the commissioner of education (COE), are operated by 501(c)(3) tax-exempt organizations or governmental entities, and can enroll students from any school district in Texas;
- **College, university, or junior college charter schools** (TEC Chapter 12, Subchapter E, § § 12.151-12.156, 2025), which are authorized by the COE, are operated by institutions of higher education, and can enroll students from any school district in Texas; and
- **Adult high school charter schools** (TEC Chapter 12, Subchapter G, § § 12.251-12.265, 2025), which are authorized by the COE and operated by eligible entities to provide services and instruction below the college level for adults.[10]

For the purposes of this report, charter schools and their respective campuses are categorized by their original authorizer. Campus or campus program charter schools are reported as ISD-authorized. Open-enrollment charter schools, adult high school charter schools, and college, university, or junior college charter school campuses are reported as State Board of Education (SBOE)-authorized or COE-authorized, depending on the year in which the charter schools were authorized; the COE replaced the SBOE as the state charter authorizer for open-enrollment and university charter schools in 2013. Since then, campus expansions for charters originally authorized by the SBOE are approved by the COE. To date, Texas does not have any home-rule school district charter schools, thus none were reported.

Like traditional public schools, charter schools are required to implement the Texas Essential Knowledge and Skills (TEKS) standards, and charter school students take the same State of Texas Assessments of

10 In 2023, the Texas Legislature passed Senate Bill 2032, which expanded the adult high school charter program by allowing additional entities to establish adult charter schools, increasing educational opportunities for adult learners.

Academic Readiness (STAAR®) exams as traditional public school students. Texas charter schools are also held to the same academic accountability as traditional public schools under the Texas Accountability Rating System. Though all charter schools and traditional public schools are evaluated similarly, important differences exist between open-enrollment charter schools and traditional public schools: Teachers in open-enrollment charter schools must hold a bachelor's degree but are not required to hold a teaching certificate unless they are a special education or bilingual education/English as a second language teacher or the governing body of a charter school has set the qualifications for teachers at a standard above what state law requires. Also, charter school salary schedules are set by each individual charter school board, and charter schools can establish their own class sizes. Open-enrollment charter schools can enroll students from any district within the geographic boundary approved in their charters, and they can choose to deny enrollment for certain disciplinary reasons, as most of the provisions in TEC Chapter 37 (2025) do not apply.

In order to ensure quality in charter schools, the Texas Legislature has increased performance regulations over the years. It has also mandated the closure of charter schools for poor performance and encouraged growth by providing them with access to facilities funding.

Contemporary Texas Charter Legislation

Contemporary charter school legislation demonstrates the state's effort to balance quality with growing charter school demand. In 2013, the 83rd Texas Legislature passed Senate Bill (SB) 2, which made significant changes to the state's charter school legislation. The bill added TEC §12.115 (a)-(d) (2025)—Charter Revocation or Modification of Governance—to the TEC, which placed charter schools under stricter financial and academic accountability expectations and enacted the requirement that the commissioner revoke a school's charter should it fail to meet the stated accountability benchmarks for three consecutive years. Since the passage of SB 2 in 2013, 60 charter schools have closed, and due to the increased selectivity of the commissioner's process for awarding charters, combined with the SBOE's veto authority, the number of charters granted annually has decreased.[11, 12] SB 2 also increased the cap on the maximum number of open-enrollment charter schools from 215 to 305 by September 2019 (TEC § 12.101, 2025). Another significant change introduced in SB 2 was the transfer of authority in granting open-enrollment and university charters from the SBOE to the COE (TEC § 12.101 (a), 2025). The commissioner must still submit notification to the SBOE regarding which charters are proposed, and the SBOE may veto any new charter proposed within 90 days of the notification of the commissioner's decision (TEC § 12.101(b-0), 2025). Along with this change, the legislature added a requirement (TEC § 12.1013 (a)-(d), 2025) for a report on the performance of open-enrollment and university charter school campuses by authorizer type that compares the results of each with matched traditional public school campuses.

In 2017, the 85th Texas Legislature passed SB 1882, providing incentives to school districts to partner with open-enrollment charter schools and certain eligible entities to open campuses within their district.[13] The bill provided two incentives to promote district partnerships with open-enrollment charter schools and eligible entities. The first was a two-year relief from campus sanctions imposed at schools with low academic performance; the second was access to potentially increased state funding. Both of these benefits incentivized districts to enter into partnerships with outside entities. Also in 2017, the Texas Legislature passed House Bill 21, allowing public charter schools, for the first time in Texas, to receive up to $60 million in state funding annually for facilities (TEC § 12.106(d)-(2), 2025).

After a 2020 court ruling that nullified flexible provisions to address low-performing schools, the 87th

11 In reports prior to the 2022–23 school year, the number of charter schools reported closed since the passage of SB 2 in 2013 inconsistently counted charter consolidations in the closure number. In some years, consolidations were reported as one charter closure, and in other years, consolidations were counted as multiple closures. Starting with the 2022–23 report, the reported number reflects consolidations as one charter closure (Texas Education Agency, Personal Communication, March 6, 2025).

12 In the 2024–25 report, the total number of closures was updated to account for two additional closures in 2015 and 2024 that were not counted in previous reports.

13 SB 1882 Texas partnership schools are classified as ISD-authorized charter schools for the purposes of this report.

Texas Legislature passed SB 1365 in 2021 to grant explicit authority for revocation, as well as a specific timeline for particular interventions and sanctions. Included in SB 1365 was language that made clear that *D* ratings in the state's academic rating system, in addition to *F* ratings, would make schools eligible for closure (TEC § 12.1141(b) and (d), 2025).

Purpose of the Report

In accordance with TEC § 12.1013(a)-(d) (2025), the Texas Education Agency (TEA) selected the University of Houston Education Research Center (UH ERC) to prepare a report that compares the performances of the following types of schools: charter school campuses operating under charter schools granted by the SBOE (SBOE-authorized), charter school campuses granted by ISDs (ISD-authorized), charter school campuses operating under charter schools granted by the COE (COE-authorized), and matched traditional public school campuses. This report includes performance data for all charter school campuses operating in the 2024–25 school year, including those operated by charters granted between 1996 and 2012 (Generations 1 through 17) by the SBOE, those granted between 2013 and 2023 (Generations 18 through 28) by the COE, and all charter school campuses authorized by ISDs.[14]

Data Sources, Definitions, and Research Methods

The data and methods used in this report are intended to present descriptive information for the comparison of charter school campuses with matched traditional public school campuses. While the information presented provides the opportunity for comparison, inferences about the effectiveness of charter schools and matched traditional public schools are outside the scope of this report. A description of report data is provided in the sections that follow, and a summary of methods are further detailed in Appendix A.

Data Sources

The following sources and types of campus-level data were used in this report:

- **Texas Academic Performance Reports:** Publicly available via the TEA website, the *Texas Academic Performance Reports* disaggregate enrollment and performance results for all Texas public schools by campus, student demographic group, student program, grade level, and subject area. For this report, the 2024–25 campus-level reference file, student information file, STAAR Assessment Data files for grades 3-8 and EOCs, four-year longitudinal graduation rate file, and CCMR files were downloaded and combined into one campus-level data file.
- **Texas Accountability Rating System Reports:** Publicly available via the TEA website, the Texas Accountability Rating System reports provide downloadable data used in the calculation of accountability ratings for all campuses, including residential treatment facilities (RTFs), juvenile justice alternative education programs (JJAEPs), and disciplinary alternative education programs (DAEPs). For this report, the 2025 campus-level Accountability Summary, Graduation Rate, and College, Career, and Military Readiness (CCMR) files were downloaded and combined into one campus-level data file.
- **Charter School Authorization Data:** Data regarding the authorizer type, start date, status, and closure date of all charter school campuses were provided by the TEA Charter School Authorizing Division.
- **2024–25 Annual Attrition Rates:** The annual attrition rates for this report, along with the numerators and the denominators, were calculated from Public Education Information Management System (PEIMS) data and provided by TEA for all active campuses for the 2024–25 school year. See Appendix A for detailed information regarding the attrition rate calculation. Data identifying ISD-authorized charter school campuses were also obtained from PEIMS data and were provided by TEA for this report.

14 Though charter schools were granted in 2024 and 2025 (Generations 29 and 30), they were not in operation for the 2024–25 school year and thus not included in this report. Charter schools granted in Generations E and G and serving students in 2024–25 were included in this report based on the year they were authorized.

Definitions

This section describes variables in the data and key terms used throughout the report.

School Classification Definitions

- **Alternative Education Accountability (AEA):** The specific provisions by which the performance of alternative education campuses is determined and accountability ratings are assigned. AEA campuses have a modified graduation rate calculation for accountability ratings.
- **AEA Provisions:** Alternative performance measures for campuses serving at-risk students were first implemented in the 1995–96 academic year. Over time, these measures have expanded to include charter schools that serve large populations of at-risk students. Accountability advisory groups consistently recommend evaluating these types of campuses by separate AEA provisions because of the large number of students served in alternative education programs on campuses and to ensure these unique campus settings are appropriately evaluated for accountability. To register to be considered under AEA provisions, campuses must meet specific criteria listed in the *2025 Accountability Manual* (TEA, 2025a) or qualify as community-based dropout recovery campuses established in accordance with TEC § 29.081(e) (2025).[15]
- **Charter Authorizer Type:** Charter school campuses are reported by the authorizer that granted the original charter school.
    - **SBOE-Authorized Charter School:** From 1995 to 2012, the SBOE served as the authorizer for open-enrollment and university charter schools. All SBOE-authorized charter school campuses in this report exist under charters originally granted between 1996 and 2012.
    - **ISD-Authorized Charter School:** At times referred to as district charters, district campus charters, or campus charters, ISD-authorized charter schools are under the oversight of the district school board that authorized them. Also under this category are the ISD-authorized charter schools associated with the more recent SB 1882 partnerships.
    - **COE-Authorized Charter School:** In 2013, the COE became the authorizer for open-enrollment and university charter schools. All COE-authorized charter school campuses in this report exist under charters granted after 2012.
- **Disciplinary Alternative Education Program (DAEP):** A system of instruction provided in a setting other than a regular classroom that is located on or off a regular campus, provides for the educational and behavioral needs of students, and provides specialized supervision and counseling for its students.[16]
- **Juvenile Justice Alternative Education Program (JJAEP):** A campus operated under the authority of a county juvenile justice board.[17]
- **Matched Traditional Public School Campuses:** For the purposes of this report, a combination of sampling techniques was used to identify a set of traditional public school campuses to serve as demographic peers for charter school comparison. The details of the matching procedure are explained in Appendix A.
- **Residential Treatment Facility (RTF):** A live-in private center and program or detention center and correctional facility operated by the Texas Juvenile Justice Department that provides educational services to students who reside in the facility.[18]
- **School Level:** Maintaining accordance with the prior *Texas Charter Authorizer Accountability Report* (Templeton et al., 2025), schools are classified as elementary, middle, or high school campuses based on the proportion of students served in each grade level. Schools serving equal proportions of two grade-level types are classified into the higher grade-level category. For example, a school serving 50% of students in kindergarten through Grade 5 and 50% of students in Grades 6–8 is classified as a middle school.
    - **Elementary schools** serve a larger proportion of students in kindergarten through Grade 5,

15 Criteria are listed in Chapter 7 of the TEA 2025 Accountability Manual.

16 As defined in 19 Texas Administrative Code (TAC) § 103.1201 (2025).

17 As defined in 37 TAC § 348.102 (9) (2025).

18 As defined in 12 Texas Human Resources Code § 221.056 (2025).

- **Middle schools** serve a larger proportion of students in Grades 6–8, and
- **High schools** serve a larger proportion of students in Grades 9–12.

Outcome Measure Definitions

- **Attrition Rate:** For the purposes of this report, the attrition rate is defined as the percentage of students enrolled in the fall of 2024 who did not return to the same campus in the fall of 2025.[19] The attrition rates for this report were provided by TEA.
- **STAAR Grades 3–8 Exams:** These are the standardized exams given in Grades 3–8. STAAR-Reading Language Arts (RLA) and STAAR-Mathematics exams are administered in Grades 3–8; STAAR-Science exams are administered in Grade 5 and 8; and the STAAR-Social Studies exam is administered in Grade 8. Specifically, this report analyzed the STAAR exams included in the *2024–25 Texas Academic Performance Report*. Prior years of this report included STAAR-Writing exams and reported aggregate performances for Grade 4 and 7. As of the 2021–22 school year, the STAAR-Writing exam became a part of the STAAR-RLA exam, and this report no longer separately displays STAAR-Writing performance.
- **STAAR End-of-Course (EOC) Exams:** STAAR EOC exams are standardized exams administered after the completion of Algebra I, English I, English II, U.S. History, and Biology courses. Typically administered in high school grades, these exams can be given to students below Grade 9 if the student has taken the course. It should be noted that some students could have taken both an EOC exam and a STAAR grade-level exam, as local district policy dictates student action. For example, an eighth-grade student taking Algebra I could have taken both the STAAR Algebra I EOC exam and the STAAR-Mathematics exam for Grade 8. Specifically, this report analyzed the STAAR EOC exams included in the *2024–25 Texas Academic Performance Report.*
- **Approaches Grade Level Standard:** The STAAR performance level indicating that the student is likely to succeed in the next grade or course with targeted academic intervention. It serves as the state's passing standard.[20]
- **Masters Grade Level Standard:** The STAAR performance level indicating that the student is expected to succeed in the next grade or course with little or no academic intervention.[21]
- **Graduation Rate:** The graduation rate in this report is the class of 2024 longitudinal four-year graduation rate calculated for state accountability purposes; it follows a cohort of first-time Grade 9 students into the fall after their expected graduation date (or, in cases of extended rates, the fall one or two years after their expected graduation date) (TEA, 2024b).[22] For schools evaluated under the standard accountability system, the total number of graduates is divided by the total number of graduates, continuers, Texas Certificate of High School Equivalency (TxCHSE) recipients, and dropouts in the class. For schools evaluated under the AEA system, students who previously dropped out are included in state accountability rate calculations if the students graduate, continue, or receive a TxCHSE. Graduates, continuers, and TxCHSE recipients who previously dropped out (and are not eligible for any other exclusions) are included in the numerator, but not the denominator, of the four-year graduation, continuation, or TxCHSE recipient rate.
- **College, Career, and Military Readiness (CCMR) Outcomes:** Under TEC § 39.053(c) (2024), graduates can demonstrate CCMR for state accountability purposes in several ways. For this report, the following CCMR outcomes are reported for 2024 graduates:[23, 24]
    - Meeting Texas Success Initiative (TSI) criteria in RLA and mathematics
    - Meeting criteria on the Advanced Placement (AP) or International Baccalaureate (IB)

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19 See Appendix A for a detailed description of the attrition analysis.

20 See STAAR Performance Labels and Policy Definitions for more information about the Approaches Grade Level standard.

21 See STAAR Performance Labels and Policy Definitions for more information about the Masters Grade Level standard.

22 See the *Secondary School Completion and Dropouts in Texas Public Schools 2023–24* report for more about the calculation of the class of 2024 longitudinal graduation rate.

23 Appendix A describes CCMR outcome measures in detail.

24 Per the TEA 2025 Accountability Manual (page 10; PDF e-page 14): The military enlistment indicator returned to 2024 accountability standards based on Department of Defense Form 4 submissions from local education agencies for military enlistment as of December 31, 2024.

examination
- Earning dual course credits
- Earning an industry-based certification
- Earning a Level I or Level II certificate
- Completing and earning credit for an English Language Arts (ELA) college prep course
- Completing and earning credit for a mathematics college prep course
- Completing an OnRamps dual enrollment course
- Earning an associate's degree
- Completing an Individualized Education Program (IEP) and demonstrating workforce readiness
- Being identified as a current special education student with an advanced diploma plan
- Enlisting in the Armed Forces

Accountability Rating System Definitions

- **Texas Accountability Rating System:** According to the *2025 Accountability Manual* (TEA, 2025a), the Texas Accountability Rating System evaluates performance across three domains:[25]
  - **Student Achievement Domain** evaluates performance across all subjects for all students using general and alternate assessments, CCMR indicators, and graduation rates.
  - **School Progress Domain** measures campus outcomes in two areas:
    - **Part A: Academic Growth:** Percentage of students who grew at least one year academically as measured by STAAR results (Annual Growth) and percentage of students who earned Did Not Meet Grade Level in the prior year and Approaches Grade Level or above in the current year (Accelerated Learning).
    - **Part B: Relative Performance:** The achievement of students relative to campuses with similar economically disadvantaged percentages. For AEA campuses, Part B: Retest Growth is the percentage of students who earned Approaches Grade Level or above on an EOC retest during the accountability cycle.
  - **Closing the Gaps Domain** uses disaggregated data to demonstrate differentials in progress to interim and long-term goals among racial/ethnic groups, socioeconomic backgrounds, and other factors. The indicators included in this domain, as well as the domain's construction, align the state accountability system with the Every Student Succeeds Act..
- **TEA Overall Accountability Rating:** In addition to receiving individual domain scores, schools receive an overall rating based on a weighted combination of the better of the Student Achievement Domain or School Progress Domain (weighted 70%) and Closing the Gaps Domain (weighted 30%).[26] The TEA overall accountability rating is reported to fulfill the requirement to rate the aggregate performance of campuses under TEC §12.1013(d)(2) (2025).

Research Methods

In order to fulfill the legislative requirements of this report, several analytic methods were employed. Under TEC § 12.1013(a)-(d) (2025), the *Texas Charter Authorizer Accountability Report* must provide an opportunity for the public to compare the performance of SBOE-authorized, ISD-authorized, and COE-authorized charter schools with the performance of matched traditional public school campuses. Specific performance metrics codified under TEC § 39.053(c) (2025) and attrition rates are required to be included in the report, disaggregated by grade level served. Each method is briefly described below and in detail in Appendix A.

School Matching Procedures

In order to fulfill the statutory requirement of identifying a matched group of traditional public school campuses for charter school performance comparison (TEC § 12.1013(b), 2025), TEA selected a combination of sampling techniques as the preferred matching procedure. By identifying traditional

25 Domain scores are described in Chapters 2-4 of the TEA 2025 Accountability Manual.

26 TEA overall accountability ratings are described in Chapter 5 of the TEA 2025 Accountability Manual.

public school campuses similar in size, teaching staff, and student characteristics, the matching technique is intended to eliminate bias in performance comparisons due to observed covariates. Appendix A details the matching procedure variables and specifications, and Appendix D details the performance results for each charter school included in the report. RTFs, JJAEPs, and DAEPs were not included in the matching procedure, nor in the performance analyses. RTFs were excluded because the unique student populations served in instructional settings are far different from other schools. JJAEPs and DAEPs were excluded because the performance of their student populations is attributed back to the students' home campuses.

Attrition Analysis

The annual attrition rates for this report, along with the numerators and denominators, were provided by TEA for all active campuses included in this report for the 2024–25 school year. Students enrolled in the fall of 2024 were cross-referenced to their fall enrollment in 2025. Students whose fall 2024 campus was different from their fall 2025 campus or who were not found in any fall 2025 campuses were considered attritted and counted in the numerator of the attrition rate calculation. The denominator of the attrition rate calculation comprised all students enrolled in the fall of the 2024–25 academic year at a particular campus. This calculation was adjusted to account for the grade levels available to students at each campus as well as additional factors. Appendix A details the reasons students were excluded from attrition rate calculations.

Outcome Measure Calculation

For attrition rates, STAAR performance, graduation rates, and CCMR rates, results were calculated using the number of students at each campus in the group that contributed to the outcome measure. Rather than averaging the campus-level rates for all campuses in a group for each metric, numerators and denominators for each metric were summed and then divided to provide an overall rate for the group. This prevents results from being significantly influenced by extreme performance results for very small campuses.

Study Limitations

This report provides a detailed description of charter school campuses and matched traditional public school campuses intended for public 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. Interpretation of results for COE-authorized charter school campuses should take into consideration that all COE-authorized charters in this report were authorized between 2013 and 2023 and thus may have been operating for a shorter amount of time compared with other charter school campuses. As a final note of caution, although the passage of SB 2 in 2013 resulted in the policy process change in charter school authorization, the reader is cautioned against attributing differences presented in this report solely to this change. Rather, differences may be attributable to other changes occurring over time, such as differences in the charter school applicant makeup, other process changes, and/or changes in leadership—none of which could be accounted for within the scope of this report.

Because of the differences in STAAR performance standards, changes to the Texas Accountability Rating System, the award of new charters, and the expansion of existing charters over the years, comparisons with prior year published *Texas Charter Authorizer Accountability Reports* should be made with caution. 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; its administration was suspended due to the COVID-19 pandemic in 2019–20; exam participation was below normal rates in 2020–21; and STAAR was redesigned and changed entirely to an online administration in 2022–23.

In addition, a new *A* through *F* accountability rating system was introduced in 2018–19 for campuses and is refreshed approximately every five years. The changes over the years to the STAAR exam and accountability system should be taken into consideration when comparing the results of this report to prior year reports.

Additionally, each year, new charter school campuses are opened, low-performing charter school campuses are closed, and existing charters are expanded. Thus, *Texas Charter Authorizer Accountability Reports* from two different years contain different subsets of charter schools, and results should be compared with caution.[27]

Organization of the Report

The rest of the report is organized into six sections. **Section 2** provides a description of the charter school and traditional public school campuses disaggregated by school type and school level. **Section 3** presents the aggregate performance of SBOE-authorized and ISD-authorized charter school campuses and matched traditional public school campuses. **Section 4** disaggregates the performance comparisons presented in Section 3 by school level. **Section 5** presents the aggregate performance of COE-authorized charter school campuses and matched traditional public school campuses. **Section 6** disaggregates the performance comparisons presented in Section 5 by school level. And **Section 7** gives an overview of the report's findings, presents a summary of results, and reviews the limitations of the study.

Following the main body of the report, several appendices provide additional, detailed information. **Appendix A** describes in detail the analytical methods used in the creation of the report. **Appendix B** displays tables comparing charter school campuses evaluated under AEA provisions. **Appendix C** presents the aggregate performance on STAAR-Science/Biology and STAAR-Social Studies/U.S. History exams of SBOE-authorized and ISD-authorized charter school campuses and matched traditional public school campuses. **Appendix D** details the performance results for each charter school campus included in the report. And **Appendix E**, available on the TEA website, includes a list of matched traditional public school campuses included in the report and their outcome measures.

27 See the Charter School Reports page of the TEA website for more on the award, expansion, and closure of charter schools.

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

This section of the report describes the distribution of Texas public schools by school type and school level. Table 2.1 displays the types of Texas public school campuses that were in operation during the 2024–25 academic year. There were 9,084 public schools in operation during the year, 12% (1,055) of which were

TABLE 2.1

Texas Public School Campuses by School Type, 2024–25

Campus Type	Elementary School	Middle School	High School	Total
SBOE-Authorized Charter Not Residential Treatment Facilities	433	154	226	813
ISD-Authorized Charter	56	21	20	97
COE-Authorized Charter Not Residential Treatment Facilities	41	8	42	91
SBOE-Authorized Charter Residential Treatment Facilities	4	3	43	50
COE-Authorized Charter Residential Treatment Facilities	—	1	3	4
Total Charter School Campuses	**534**	**187**	**334**	**1,055**
Traditional Public School Campuses	4,678	1,529	1,471	7,678
DAEP Campuses	13	19	107	139
JJAEP Campuses	—	15	123	138
Residential Treatment Facilities	3	5	68	76
Total Traditional Public Schools	**4,694**	**1,568**	**1,767***	**8,029***
Total Public School Campuses in Texas	**5,228**	**1,755**	**2,101***	**9,084***

Sources. State Accountability Rating System Data Downloads, Texas Education Agency, 2024–25, and Texas Academic Performance Reports, Texas Education Agency, 2024–25.

Key. SBOE = State Board of Education; ISD = Independent School District; COE = commissioner of education; DAEP = Disciplinary Alternative Education Program; JJAEP = Juvenile Justice Alternative Education Program.

Notes. There are no ISD-authorized charter school campus residential treatment facilities.
*Two campuses labeled as both a JJAEP and a residential treatment facility were included in each respective category but were not double counted in the total.

charter school campuses.[28] Among the different charter school authorizers, the SBOE authorized most of the charters in operation. For both charter schools and traditional public schools, RTFs made up a small proportion of the total campuses in operation, and more elementary school campuses were in operation than middle schools and high schools.

Student Enrollment

Table 2.2, on the next page, describes enrollment in Texas public schools by school type. In the 2024–25 academic year, 489,894 students were enrolled in charter school campuses, and 5,054,154 students were enrolled in traditional public schools. Charter school enrollment accounted for approximately 9% of the total public school population. Following the same patterns of distribution identified in Table 2.1, SBOE-authorized charter school campuses enrolled the overwhelming majority of charter school students.

28 Seven campuses newly operating as ISD-authorized (Subchapter C) campuses in 2024–25 were not yet identified as ISD-authorized campuses in time to be included in the report and therefore were not included in the report's counts or analyses. These campuses were either receiving Texas Partnership (SB 1882) benefits or a Charter School Program grant.

TABLE 2.2

Student Enrollment in Texas Public School Campuses by School Type, 2024–25

Campus Type	Elementary School	Middle School	High School	Total
SBOE-Authorized Charter Not Residential Treatment Facilities	251,734	73,647	83,837	409,218
ISD-Authorized Charter	25,121	9,850	18,892	53,863
COE-Authorized Charter Not Residential Treatment Facilities	17,906	1,623	4,772	24,301
SBOE-Authorized Charter Residential Treatment Facilities	68	31	1,938	2,037
COE-Authorized Charter Residential Treatment Facilities	—	125	350	475
Total Students Enrolled in Charter School Campuses	**294,829**	**85,276**	**109,789**	**489,894**
Traditional Public School Campuses	2,423,314	1,048,140	1,573,194	5,044,648
DAEP Campuses	76	969	5,655	6,700
JJAEP Campuses	—	21	678	699
Residential Treatment Facilities	242	114	1,753	2,109
Total Students Enrolled in Traditional Public Schools	**2,423,632**	**1,049,244**	**1,581,278***	**5,054,154***
Total Students Enrolled in Texas Public Schools	**2,718,461**	**1,134,520**	**1,691,067***	**5,544,048***

Sources. State Accountability Rating System Data Downloads, Texas Education Agency, 2024–25, and Texas Academic Performance Reports, Texas Education Agency, 2024–25.

Key. SBOE = State Board of Education; ISD = Independent School District; COE = commissioner of education; DAEP = Disciplinary Alternative Education Program; JJAEP = Juvenile Justice Alternative Education Program.

Notes. There are no ISD-authorized charter school campus residential treatment facilities.
*Enrollment for two campuses labeled as both a JJAEP and a residential treatment facility were included in each respective category but were not double counted in the total.

Table 2.3, on the next page, summarizes the demographic characteristics of students enrolled in charter school campuses and traditional public school campuses in 2024–25. In traditional public school campuses, Hispanic students were the largest racial or ethnic group (53%), followed by White students (26%), African American students (12%), Asian students (6%), students identifying as two or more races (3%), American Indian or Alaska Native students (<1%), and Native Hawaiian or Pacific Islander students (<1%). Charter school campuses followed the same general distribution of racial and ethnic groups, though SBOE- and ISD-authorized charter school campuses enrolled larger proportions of Hispanic and African American students and smaller proportions of White students, while COE-authorized charter schools had a larger proportion of African American students and smaller proportions of Hispanic and White students than traditional public school campuses.

With respect to other student characteristics, traditional public school campuses served a student population that was majority economically disadvantaged (59%) with a smaller representation of students at risk of dropping out of school (53%) and emergent bilingual students (23%). Both SBOE-authorized and ISD-authorized charter school campuses enrolled larger proportions of economically disadvantaged students (71% and 73%, respectively), emergent bilingual students (36% and 25%, respectively), and students at risk of dropping out of school (59% and 57%, respectively). COE-authorized charter school campuses served smaller proportions of students at risk of dropping out of school (50%), economically disadvantaged students (57%), and emergent bilingual students (19%) than traditional public school campuses. Generally, charter school campuses served smaller populations of students receiving special education services than traditional public school campuses.

TABLE 2.3

Demographic Characteristics of Students Enrolled in Texas Public School Campuses, 2024–25

	Traditional Public School Campuses	Traditional Public School DAEP Campuses	Traditional Public School JJAEP Campuses	Traditional Public School Residential Treatment Facilities	SBOE-Authorized Charter School Campuses	SBOE-Authorized Charter School Campuses, Residential Treatment Facilities	COE-Authorized Charter School Campuses	COE-Authorized Charter School Campuses, Residential Treatment Facilities	ISD-Authorized Charter School Campuses
Race/Ethnicity									
African American	12%	23%	29%	24%	16%	28%	19%	15%	14%
American Indian or Alaska Native	<1%	<1%	0%	<1%	<1%	<1%	<1%	<1%	<1%
Asian	6%	1%	<1%	1%	6%	<1%	5%	<1%	2%
Hispanic	53%	61%	56%	42%	64%	40%	50%	32%	66%
Native Hawaiian or Pacific Islander	<1%	<1%	<1%	<1%	<1%	<1%	<1%	<1%	<1%
Two or more races	3%	3%	3%	3%	2%	3%	4%	6%	2%
White	26%	11%	11%	30%	11%	28%	22%	45%	14%
Other Student Characteristics									
At-Risk	53%	95%	95%	85%	59%	96%	50%	98%	57%
Economically Disadvantaged	59%	80%	69%	53%	71%	84%	57%	<1%	73%
Emergent Bilingual	23%	24%	22%	10%	36%	7%	19%	3%	25%
Program Participation									
Special Education	16%	23%	25%	40%	11%	37%	12%	36%	13%
Total Students	**5,044,648**	**6,700**	**699**	**2,109**	**409,218**	**2,037**	**24,301**	**475**	**53,863**

Source. Texas Academic Performance Reports, Texas Education Agency, 2024–25.

Key. SBOE = State Board of Education; ISD = Independent School District; COE = commissioner of education; DAEP = Disciplinary Alternative Education Program; JJAEP = Juvenile Justice Alternative Education Program.

Note. There are no ISD-authorized charter school campus residential treatment facilities.

Section 3: Aggregate Performance of SBOE-Authorized and ISD-Authorized Charter School Campuses and Matched Traditional Public School Campuses

This section of the report presents a comparison of the aggregate academic outcomes of SBOE-authorized and ISD-authorized charter school campuses and matched traditional public school campuses. It provides results for aggregate outcome measures related to attrition, STAAR exams, graduation rates, CCMR rates, and accountability domain scores and overall accountability ratings.[29] Campuses that did not have sufficient 2024–25 STAAR data to be included in the analytical sample of charter school campuses were excluded from the aggregate performance analysis.

Campuses Included in the Aggregate Performance Analysis

Table 3.1, on the next page, summarizes the demographic characteristics of SBOE-authorized and ISD-authorized charter school campuses and the matched traditional public school campuses used in the aggregate performance analysis. After employing the purposive sampling technique described in detail in Appendix A, the population of traditional public schools was narrowed to those most similar in demographic characteristics to charter school campuses included in the report. Though the traditional public school campuses matched to SBOE-authorized charter school campuses generally mimicked the characteristics of the SBOE-authorized charter school campuses in the study, the matched traditional public school campuses included smaller proportions of Hispanic students (56% vs. 64%), economically disadvantaged students (68% vs. 71%), and emergent bilingual students (32% vs. 36%) and larger proportions of African American students (17% vs. 16%), Asian students (7% vs. 6%), students identifying as two or more races (3% vs. 2%), White students (17% vs. 11%), students at risk of dropping out of school (60% vs. 59%), and special education students (14% vs. 11%). When the sampling technique was conducted on the subset of traditional public school campuses matched to ISD-authorized charter school campuses, the matched traditional public school campuses served student populations that included smaller proportions of Hispanic students (63% vs. 66%) and economically disadvantaged students (72% vs. 73%) and larger proportions of Asian students (3% vs. 2%), students identifying as two or more races (3% vs. 2%), White students (16% vs. 14%), students at risk of dropping out of school (61% vs. 57%), emergent bilingual students (32% vs. 25%), and students receiving special education services (17% vs. 13%).

29 STAAR EOC exams reported in this section are aggregated performance results of all students taking EOCs and not limited to only high school students.

TABLE 3.1

Demographic Characteristics of Charter School Campuses and Matched Traditional Public School Campuses That Were Included in Performance Analyses, 2024–25

	SBOE-Authorized Charter School Campuses	Traditional Public School Campuses Matched to SBOE-Authorized Charter School Campuses	ISD-Authorized Charter School Campuses	Traditional Public School Campuses Matched to ISD-Authorized Charter School Campuses
Race/Ethnicity				
African American	16%	17%	14%	14%
American Indian or Alaska Native	<1%	<1%	<1%	<1%
Asian	6%	7%	2%	3%
Hispanic	64%	56%	66%	63%
Native Hawaiian or Pacific Islander	<1%	<1%	<1%	<1%
Two or more races	2%	3%	2%	3%
White	11%	17%	14%	16%
Other Student Characteristics				
At-Risk	59%	60%	57%	61%
Economically Disadvantaged	71%	68%	73%	72%
Emergent Bilingual	36%	32%	25%	32%
Program Participation				
Special Education	11%	14%	13%	17%
Total Students	**409,218**	**1,107,022**	**53,863**	**1,603,659**
Number of Schools	**813**	**1,896**	**97**	**2,760**

Source. Texas Academic Performance Reports, Texas Education Agency, 2024–25.

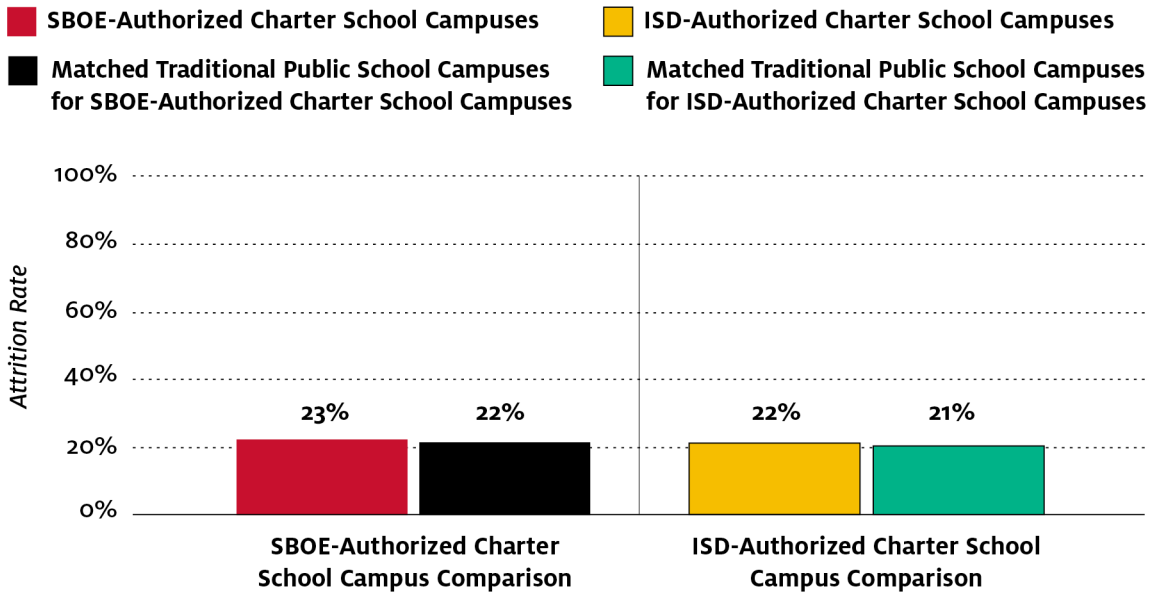
Note. The number of schools includes the total number of traditional public school campuses matched to State Board of Education (SBOE)-authorized charter school campuses and Independent School District (ISD)-authorized charter school campuses, respectively.

Attrition Rates

Student attrition rates between the 2024–25 and 2025–26 academic years are displayed for SBOE-authorized and ISD-authorized charter school campuses and their matched traditional public school campuses in Figure 3.1. The attrition rate for SBOE-authorized charter school campuses was 23%, compared with 22% at matched traditional public school campuses. The attrition rate for ISD-authorized charter school campuses was 22%, compared with 21% at matched traditional public school campuses.

FIGURE 3.1

Student Attrition Rates Between 2024–25 and 2025–26 by Charter Authorizer Type and Matched Traditional Public School Campuses



Sources. Texas Academic Performance Reports, Texas Education Agency, 2024–25; Public Education Information Management System, Texas Education Agency, 2024–25 and 2025–26.

Note. A total of 789 State Board of Education (SBOE)-authorized charter school campuses, 1,858 traditional public school campuses matched to SBOE-authorized charter school campuses, 94 Independent School District (ISD)-authorized charter school campuses, and 2,707 traditional public school campuses matched to ISD-authorized charter school campuses were included in this attrition analysis.

STAAR Results

This subsection of the analysis provides details on 2024–25 STAAR exam performance for SBOE-authorized and ISD-authorized charter school campuses and matched traditional public school campuses. Figures in this section detail the percentage of students achieving the Approaches Grade Level standard and Masters Grade Level standard on STAAR-RLA and STAAR-Mathematics exams (Grades 3–8) and STAAR English I, English II, and Algebra I EOC exams. The Approaches Grade Level standard serves as the state's passing standard.[30] A more difficult achievement level to attain, the Masters Grade Level standard, is a STAAR performance level indicating that the student is expected to succeed in the next grade or course with little or no academic intervention.[31] Performance on STAAR-Science/Biology and

30 See STAAR Performance Labels and Policy Definitions for more information about the Approaches Grade Level standard.

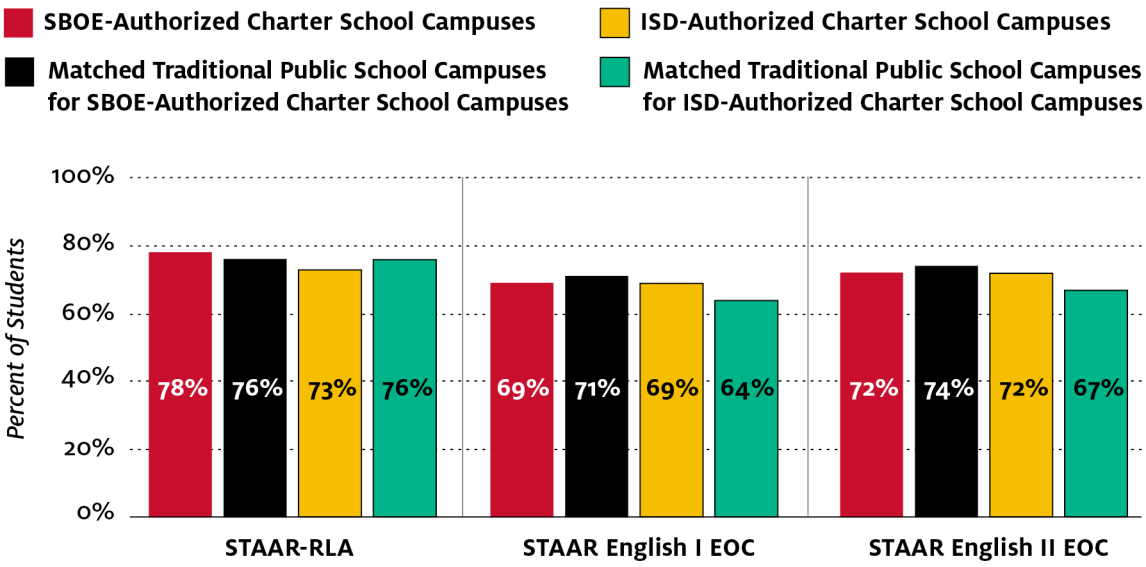
31 See STAAR Performance Labels and Policy Definitions for more information about the Masters Grade Level standard.

STAAR-Social Studies/U.S. History exams can be found in Appendix C.

Figure 3.2 displays the percentage of students achieving the Approaches Grade Level standard on the STAAR-RLA/ELA exams by charter authorizer type and matched traditional public school campuses. A higher percentage of students in Grades 3–8 at SBOE-authorized charter school campuses achieved the Approaches Grade Level standard on the STAAR-RLA exams than students at matched traditional public school campuses (78% vs. 76%), and a lower percentage of students in Grades 3–8 at ISD-authorized charter school campuses achieved the Approaches Grade Level standard on the STAAR-RLA exams than students at matched traditional public school campuses (73% vs. 76%). On the STAAR English I EOC exam, a lower percentage of students at SBOE-authorized charter school campuses achieved the Approaches Grade Level standard than students at matched traditional public school campuses (69% vs. 71%), and a larger percentage of students at ISD-authorized charter school campuses (69% vs. 64%) achieved the Approaches Grade Level standard than students at matched traditional public school campuses. On the STAAR English II EOC exam, a lower percentage of students at SBOE-authorized charter school campuses achieved the Approaches Grade Level standard than students at matched traditional public school campuses (72% vs 74%), and a higher percentage of students at ISD-authorized campuses (72% vs. 67%) achieved the Approaches Grade Level standard than students at matched traditional public school campuses.

FIGURE 3.2

Percent of Students Achieving the Approaches Grade Level Standard on the STAAR-RLA/ELA Exams by Charter Authorizer Type and Matched Traditional Public School Campuses, 2024–25



Source. Texas Academic Performance Reports, Texas Education Agency, 2024–25.

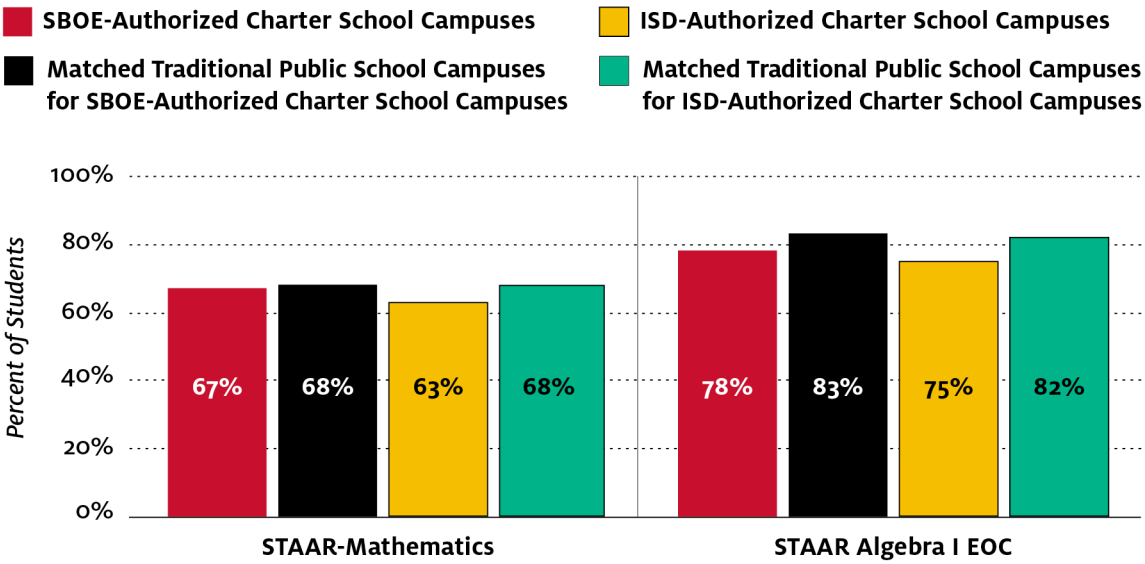
Key. ELA = English Language Arts.

Note. A total of 631 State Board of Education (SBOE)-authorized charter school campuses and 70 Independent School District (ISD)-authorized charter school campuses were included in the State of Texas Assessments of Academic Readiness (STAAR®)-Reading Language Arts (RLA) analysis, with 1,583 traditional public school campuses matched to SBOE-authorized charter school campuses and 2,504 traditional public school campuses matched to ISD-authorized charter school campuses. A total of 390 SBOE-authorized charter school campuses and 30 ISD-authorized charter school campuses were included in the STAAR English I end-of-course (EOC) analysis, with 269 traditional public school campuses matched to SBOE-authorized charter school campuses and 174 traditional public school campuses matched to ISD-authorized charter school campuses. A total of 356 SBOE-authorized charter school campuses and 25 ISD-authorized charter school campuses were included in the STAAR English II EOC analysis, with 241 traditional public school campuses matched to SBOE-authorized charter school campuses and 137 traditional public school campuses matched to ISD-authorized charter school campuses.

Figure 3.3 shows the percentage of students achieving the Approaches Grade Level standard on the STAAR-Mathematics exams by charter authorizer type and matched traditional public school campuses. Lower percentages of students in Grades 3–8 at SBOE-authorized charter school campuses (67% vs. 68%) and at ISD-authorized charter school campuses (63% vs. 68%) achieved the Approaches Grade Level standard on STAAR-Mathematics exams than students at matched traditional public school campuses. On the STAAR Algebra I EOC exam, a lower percentage of students at SBOE-authorized charter school campuses achieved the Approaches Grade Level standard than students at matched traditional public school campuses (78% vs. 83%), and a lower percentage of students at ISD-authorized charter school campuses achieved the Approaches Grade Level standard than students at matched traditional public school campuses (75% vs. 82%).

FIGURE 3.3

Percent of Students Achieving the Approaches Grade Level Standard on the STAAR-Mathematics Exams by Charter Authorizer Type and Matched Traditional Public School Campuses, 2024–25



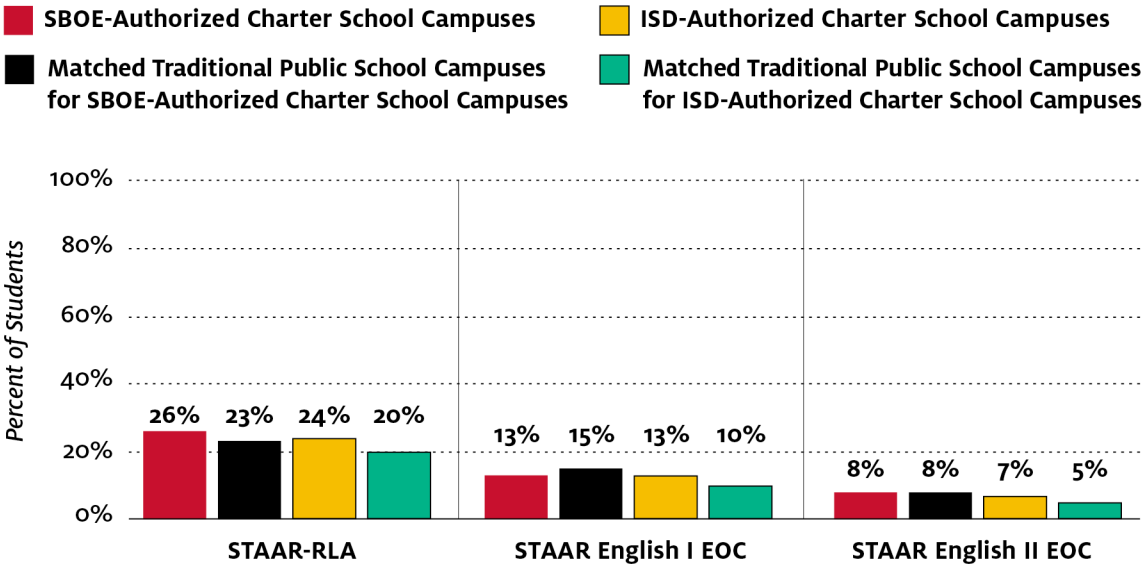
Source. Texas Academic Performance Reports, Texas Education Agency, 2024–25.

Note. A total of 630 State Board of Education (SBOE)-authorized charter school campuses and 70 Independent School District (ISD)-authorized charter school campuses were included in the State of Texas Assessments of Academic Readiness (STAAR®)-Mathematics analysis, with 1,580 traditional public school campuses matched to SBOE-authorized charter school campuses and 2,504 traditional public school campuses matched to ISD-authorized charter school campuses. A total of 472 SBOE-authorized charter school campuses and 48 ISD-authorized charter school campuses were included in the STAAR Algebra I end-of-course (EOC) analysis, with 580 traditional public school campuses matched to SBOE-authorized charter school campuses and 524 traditional public school campuses matched to ISD-authorized charter school campuses.

Figure 3.4 displays the percentage of students achieving the Masters Grade Level standard on the STAAR-RLA/ELA exams by charter authorizer type and matched traditional public school campuses. On the STAAR-RLA exams, a higher percentage of students in Grades 3–8 at SBOE-authorized charter school campuses achieved the Masters Grade Level standard than students at matched traditional public school campuses (26% vs. 23%), and a higher percentage of students at ISD-authorized charter school campuses achieved the standard than students at matched traditional public school campuses (24% vs. 20%). At SBOE-authorized charter school campuses, a lower percentage of students taking the STAAR English I EOC exam (13% vs. 15%) and the same percentage of students taking the STAAR English II EOC exam (8%) achieved the Masters Grade Level standard when compared with students at matched traditional public school campuses. Larger percentages of students at ISD-authorized charter school campuses achieved the Masters Grade Level standard on the STAAR English I EOC exam (13% vs. 10%) and the STAAR English II EOC exam (7% vs. 5%) than students at matched traditional public school campuses.

FIGURE 3.4

Percent of Students Achieving the Masters Grade Level Standard on the STAAR-RLA/ELA Exams by Charter Authorizer Type and Matched Traditional Public School Campuses, 2024–25



Source. Texas Academic Performance Reports, Texas Education Agency, 2024–25.

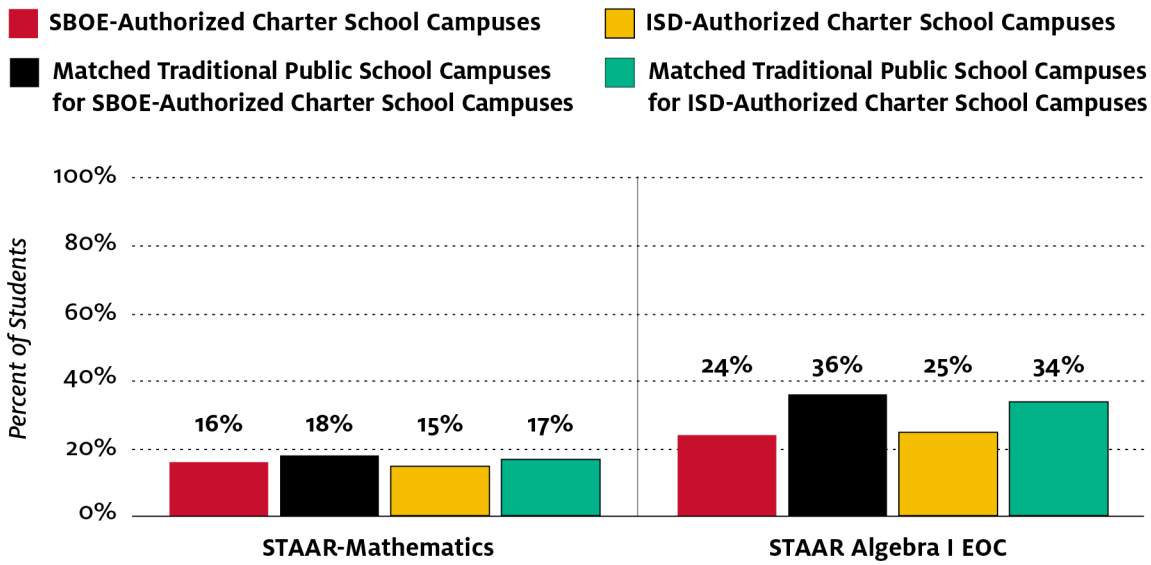
Key. ELA = English Language Arts.

Note. A total of 631 State Board of Education (SBOE)-authorized charter school campuses and 70 Independent School District (ISD)-authorized charter school campuses were included in the State of Texas Assessments of Academic Readiness (STAAR®)-Reading Language Arts (RLA) analysis, with 1,541 traditional public school campuses matched to SBOE-authorized charter school campuses and 2,260 traditional public school campuses matched to ISD-authorized charter school campuses. A total of 390 SBOE-authorized charter school campuses and 30 ISD-authorized charter school campuses were included in the STAAR English I end-of-course (EOC) analysis, with 280 traditional public school campuses matched to SBOE-authorized charter school campuses and 239 traditional public school campuses matched to ISD-authorized charter school campuses. A total of 356 SBOE-authorized charter school campuses and 25 ISD-authorized charter school campuses were included in the STAAR English II EOC analysis, with 242 traditional public school campuses matched to SBOE-authorized charter school campuses and 197 traditional public school campuses matched to ISD-authorized charter school campuses.

Figure 3.5 shows the percentage of students achieving the Masters Grade Level standard on the STAAR-Mathematics exams by charter authorizer type and matched traditional public school campuses. For STAAR-Mathematics, lower percentages of students in Grades 3–8 at both SBOE-authorized charter school campuses (16% vs. 18%) and ISD-authorized charter school campuses (15% vs. 17%) achieved the Masters Grade Level standard than students at matched traditional public school campuses. On the STAAR Algebra I EOC exam, lower percentages of students at both SBOE-authorized charter school campuses (24% vs. 36%) and ISD-authorized charter school campuses (25% vs. 34%) achieved the Masters Grade Level standard than students at matched traditional public school campuses.

FIGURE 3.5

Percent of Students Achieving the Masters Grade Level Standard on the STAAR-Mathematics Exams by Charter Authorizer Type and Matched Traditional Public School Campuses, 2024–25



Source. Texas Academic Performance Reports, Texas Education Agency, 2024–25.

Note. A total of 630 State Board of Education (SBOE)-authorized charter school campuses and 70 Independent School District (ISD)-authorized charter school campuses were included in the State of Texas Assessments of Academic Readiness (STAAR®)-Mathematics analysis, with 1,580 traditional public school campuses matched to SBOE-authorized charter school campuses and 2,504 traditional public school campuses matched to ISD-authorized charter school campuses. A total of 472 SBOE-authorized charter school campuses and 48 ISD-authorized charter school campuses were included in the STAAR Algebra I end-of-course (EOC) analysis, with 580 traditional public school campuses matched to SBOE-authorized charter school campuses and 524 traditional public school campuses matched to ISD-authorized charter school campuses.

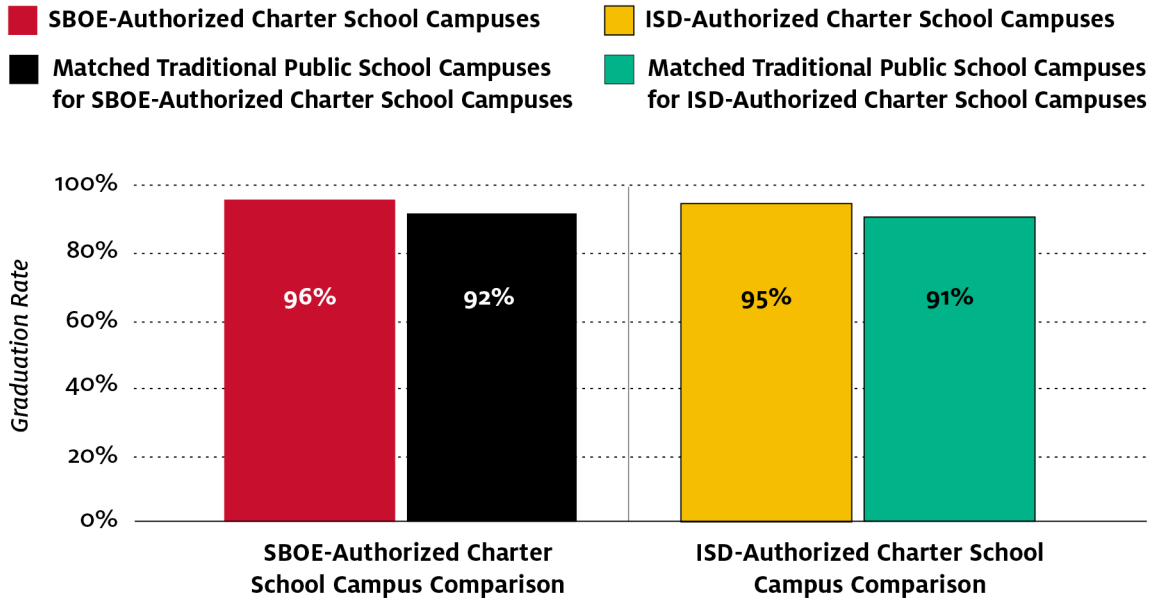
Graduation Rates

The following subsection of this report compares the graduation rates of SBOE-authorized and ISD-authorized charter school campuses with the graduation rates of matched traditional public school campuses for the class of 2024. For the purposes of this report, the graduation rate reported is the four-year longitudinal graduation rate calculated for state accountability purposes.

Figure 3.6 provides a comparison of the four-year longitudinal graduation rates at SBOE-authorized and ISD-authorized charter school campuses and their matched traditional public school campuses evaluated under standard accountability provisions. SBOE-authorized charter school campuses had a 96% four-year longitudinal graduation rate, while the matched traditional public school campuses had a 92% four-year longitudinal graduation rate. ISD-authorized charter school campuses had a 95% four-year longitudinal graduation rate compared with 91% at matched traditional public school campuses.

FIGURE 3.6

Grade 9 Four-Year Longitudinal Graduation Rates by Charter Authorizer Type and Matched Traditional Public School Campuses, Evaluated Under Standard Accountability Provisions, Class of 2024



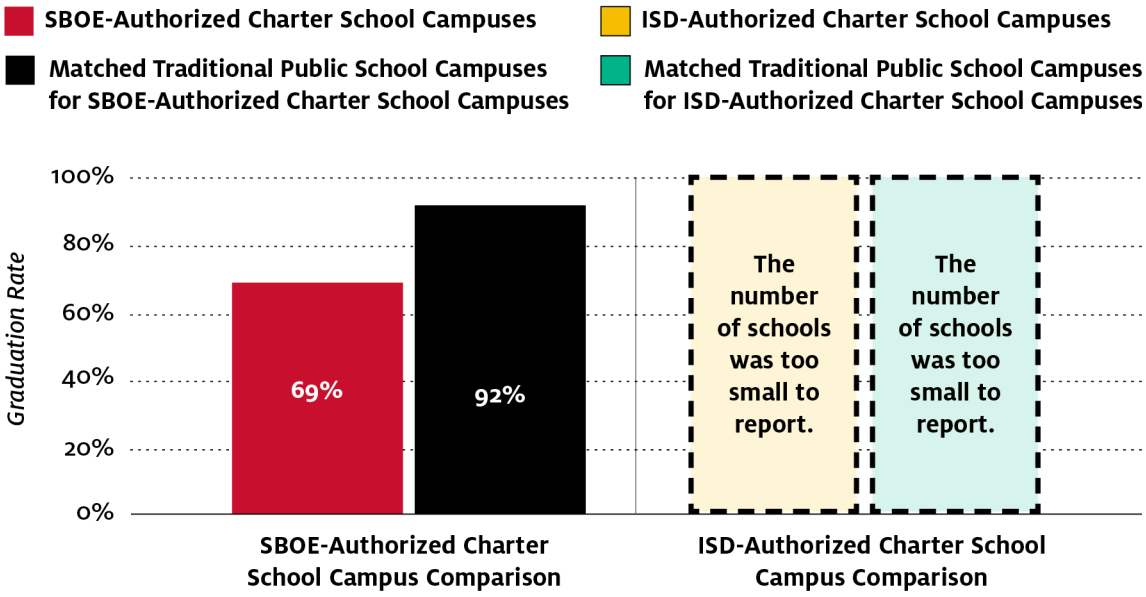
Source. Texas Academic Performance Reports, Texas Education Agency, 2024–25.

Note. A total of 169 State Board of Education (SBOE)-authorized charter school campuses, 165 traditional public school campuses matched to SBOE-authorized charter school campuses, 19 Independent School District (ISD)-authorized charter school campuses, and 120 traditional public school campuses matched to ISD-authorized charter school campuses were included in this analysis.

Figure 3.7 shows the four-year longitudinal graduation rates at SBOE-authorized and ISD-authorized charter school campuses and their matched traditional public school campuses evaluated under AEA provisions for the class of 2024 (see Table B.4 in Appendix B for the demographic characteristics of students attending campuses evaluated under AEA provisions included in this analysis). For schools evaluated under AEA provisions, the graduation rate calculation includes graduates, continuing students, and TxCHSE recipients, including students who previously dropped out of school but returned and achieved these outcomes.[32] As shown in the figure, AEA SBOE-authorized charter school campuses had a 69% four-year longitudinal graduation rate, while the matched traditional public school campuses had a 92% four-year longitudinal graduation rate. The number of ISD-authorized charter school campuses evaluated under AEA provisions and the number of matched traditional public school campuses reporting graduation rates were too small to report in the figure (values for groups of less than 10 schools are masked).

FIGURE 3.7

Grade 9 Four-Year Longitudinal Graduation Rates by Charter Authorizer Type and Matched Traditional Public School Campuses, Evaluated Under Alternative Education Accountability Provisions, Class of 2024



Source. Texas Academic Performance Reports, Texas Education Agency, 2024–25.

Notes. A total of 93 State Board of Education (SBOE)-authorized charter school campuses, 47 traditional public school campuses matched to SBOE-authorized charter school campuses, one Independent School District (ISD)-authorized charter school campus, and six traditional public school campuses matched to the ISD-authorized charter school campus were included in this analysis. Beginning with the 2023 accountability cycle, students who previously dropped out of school are now included in state accountability rate calculations for Alternative Education Accountability (AEA) campuses if the students graduate, continue, or receive a State of Texas Certificate of High School Equivalency (TxCHSE). Graduates, continuers, and TxCHSE recipients who previously dropped out (and are not eligible for any other exclusions) are included in the numerator, but not the denominator, of the longitudinal graduation, continuation, or TxCHSE recipient rate (AEA graduated, continued, or received TxCHSE) calculation if AEA procedures apply.

32 See Appendix A for a detailed description of the graduation rate calculation.

College, Career, and Military Readiness Outcomes

The following subsection compares the percentages of CCMR outcomes at SBOE-authorized and ISD-authorized charter school campuses with their matched traditional public school campuses for graduates in 2024. Table 3.2, on the next page, displays the performance for each of the CCMR outcomes defined under TEC § 39.053(c) (2024). See Appendix A for a detailed description of CCMR outcome measures.[33]

- Meeting TSI criteria in RLA and mathematics
- Meeting criteria on the AP or IB examination
- Earning dual course credits
- Earning an industry-based certification
- Earning a Level I or Level II certificate
- Completing and earning credit for an ELA college prep course
- Completing and earning credit for a mathematics college prep course
- Completing an OnRamps dual enrollment course
- Earning an associate's degree
- Completing an IEP and demonstrating workforce readiness
- Being identified as a current special education student with an advanced diploma plan
- Enlisting in the Armed Forces

Table 3.2, on the next page, shows the CCMR outcomes at SBOE-authorized and ISD-authorized charter school campuses and their matched traditional public school campuses. SBOE-authorized charter school campuses reported higher percentages of graduates on three CCMR outcomes compared with their matched traditional public school campuses: 73% of graduates met TSI college readiness benchmarks in both RLA and mathematics, compared with 66% from matched traditional public school campuses; 39% of graduates met the criterion score on an AP or IB exam in any subject area, compared with 21% from matched traditional public school campuses; and 8% of special education students graduated under an advanced diploma plan, compared with 6% from matched traditional public school campuses. Matched traditional public school campuses reported higher percentages of CCMR outcomes than SBOE-authorized charter school campuses for graduates earning dual course credits (41% vs. 19%); graduates earning an industry-based certification (35% vs. 11%); graduates earning a Level I or Level II certificate in any workforce education area (2% vs. <1%); graduates completing and earning credit for an ELA college prep course (29% vs. 23%); graduates completing and earning credit for a mathematics college prep course (31% vs. 28%); graduates completing an OnRamps dual enrollment course and earning at least three college credits (6% vs. 5%); graduates earning an associate's degree while in high school (14% vs. 3%); and graduates completing an IEP and demonstrating workforce readiness (2% vs. 1%). The same percentage of graduates at SBOE-authorized charter school campuses and their matched traditional public school campuses (<1%) enlisted in the Armed Forces.

ISD-authorized charter school campuses reported higher percentages of graduates on two CCMR outcomes compared with their matched traditional public school campuses: graduates earning dual course credits (30% vs. 27%) and graduates earning a Level I or Level II certificate in any workforce education area (2% vs. 1%). ISD-authorized charter school campuses reported lower percentages than their matched traditional public school campuses for graduates satisfying the TSI college readiness benchmarks in both RLA and mathematics (58% vs. 62%); graduates earning industry-based certifications (23% vs. 37%); graduates completing and earning credit for an ELA college prep course (29% vs. 39%); graduates completing and earning credit for a mathematics college prep course (39% vs. 43%); graduates earning an associate's degree while in high school (5% vs. 6%); and graduates completing an IEP and demonstrating workforce readiness (1% vs. 3%). ISD-authorized charter school campuses reported the same percentages as matched traditional public school campuses for graduates meeting the criterion score on an AP or IB exam in any subject area (17%); graduates completing an OnRamps dual enrollment course and earning at least three college credits (8%); special education students graduating under an advanced diploma plan (7%); and graduates enlisting in the Armed Forces (<1%).

33 Per the TEA 2025 Accountability Manual (page 10; PDF e-page 14): The military enlistment indicator returned to 2024 accountability standards based on Department of Defense Form 4 submissions from local education agencies for military enlistment as of December 31, 2024.

TABLE 3.2

Percent of College, Career, and Military Ready Graduates by Charter Authorizer Type and Matched Traditional Public School Campuses, Evaluated Under Standard Accountability Provisions, 2024–25

	SBOE-Authorized Charter School Campuses	Traditional Public School Campuses Matched to SBOE-Authorized Charter School Campuses	ISD-Authorized Charter School Campuses	Traditional Public School Campuses Matched to ISD-Authorized Charter School Campuses
Satisfying the Texas Success Initiative College Readiness Benchmarks in Both Reading Language Arts and Mathematics	73%	66%	58%	62%
Meeting Criterion Score on an Advanced Placement or International Baccalaureate Exam in Any Subject Area	39%	21%	17%	17%
Earning College Credit for at Least 3 Credit Hours in ELA or Mathematics or at Least 9 Credit Hours in Any Subject	19%	41%	30%	27%
Earning an Industry-Based Certification	11%	35%	23%	37%
Earning Level I or Level II Certificate in Any Workforce Education Area	<1%	2%	2%	1%
Completing and Earning Credit for an ELA College Prep Course	23%	29%	29%	39%
Completing and Earning Credit for a Mathematics College Prep Course	28%	31%	39%	43%
Completing OnRamps Dual Enrollment Course and Qualifying for at Least 3 Hours of College Credit	5%	6%	8%	8%
Earning an Associate's Degree While in High School	3%	14%	5%	6%
Completing Individualized Education Program and Workforce Readiness	1%	2%	1%	3%
Under an Advanced Diploma Plan and Identified as a Current Special Education Student	8%	6%	7%	7%
Enlisting in the Armed Forces	<1%	<1%	<1%	<1%

Source. Texas Academic Performance Reports, Texas Education Agency, 2024–25.

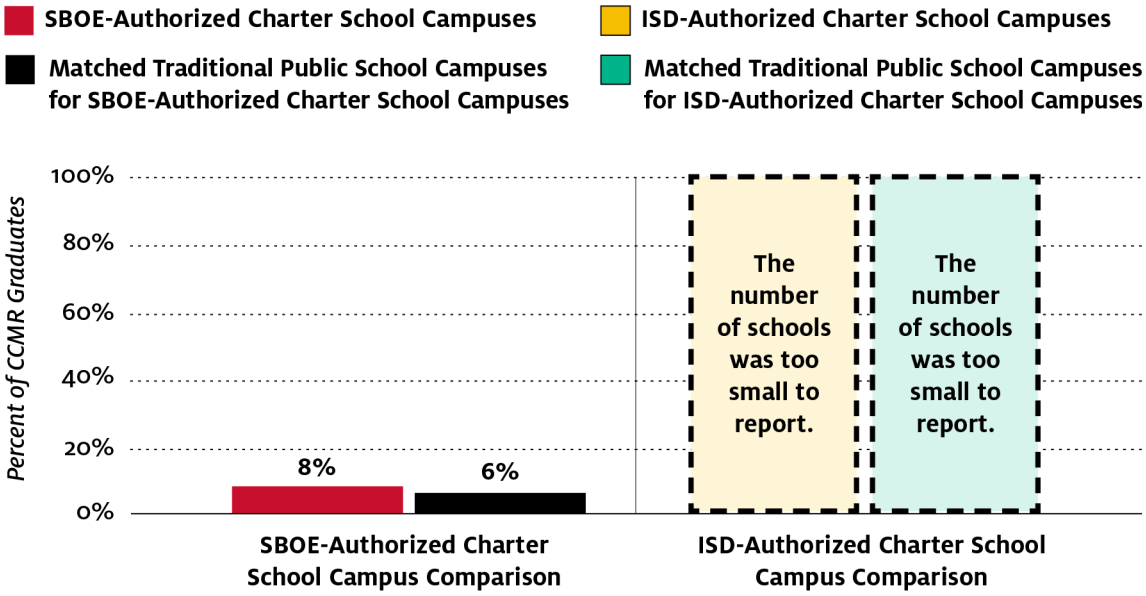
Key. ELA = English Language Arts.

Note. A total of 197 State Board of Education (SBOE)-authorized charter school campuses, 226 traditional public school campuses matched to SBOE-authorized charter school campuses, 23 Independent School District (ISD)-authorized charter school campuses, and 125 traditional public school campuses matched to ISD-authorized charter school campuses were included in this analysis.

Figure 3.8 shows the percentage of CCMR graduates at SBOE-authorized and ISD-authorized charter school campuses and their matched traditional public school campuses evaluated under alternative accountability provisions. For campuses evaluated under AEA provisions, aggregated CCMR rates are reported in accordance with the *2025 Accountability Manual* (TEA, 2025a). Different from the rates reported for each of the CCMR indicators for campuses evaluated under standard accountability provisions, the aggregate CCMR rates reported for campuses evaluated under AEA provisions are calculated by dividing the total number of annual graduates who accomplished any one of the CCMR indicators by the total number of annual graduates. Previous dropouts who earn CCMR are only included in the numerator. SBOE-authorized charter school campuses reported higher percentages of CCMR graduate outcomes compared with their matched traditional public school campuses (8% vs. 6%). The number of ISD-authorized charter school campuses and matched traditional public school campuses evaluated under alternative accountability provisions was too small to display (values for groups of less than 10 schools are masked).

FIGURE 3.8

Percent of College, Career, and Military Ready (CCMR) Graduates by Charter Authorizer Type and Matched Traditional Public School Campuses, Evaluated Under Alternative Accountability Provisions, 2024–25



Source. State Accountability Rating System Data Downloads, Texas Education Agency, 2024–25.

Notes. A total of 105 State Board of Education (SBOE)-authorized charter school campuses, 52 traditional public school campuses matched to SBOE-authorized charter school campuses, two Independent School District (ISD)-authorized charter school campus, and seven traditional public school campuses matched to ISD-authorized charter school campuses were included in this analysis.

TEA Accountability Domain Scores

This subsection of the report outlines the results of campus performance according to the TEA overall accountability rating and individual domain scores of the 2025 Texas Accountability Rating System. The TEA overall accountability rating is reported to fulfill the requirement to rate the aggregate performance of campuses under TEC §12.1013(d)(2) (2025).

- **Texas Accountability Rating System:** According to the *2025 Accountability Manual* (TEA, 2025a), the Texas Accountability Rating System evaluates performance across three domains:[34]
    - **Student Achievement Domain** evaluates performance across all subjects for all students using general and alternate assessments, CCMR indicators, and graduation rates.
    - **School Progress Domain** measures campus outcomes in two areas:
        - **Part A: Academic Growth:** Percentage of students who grew at least one year academically as measured by STAAR results (Annual Growth) and percentage of students who earned Did Not Meet Grade Level in the prior year and Approaches Grade Level or above in the current year (Accelerated Learning).
        - **Part B: Relative Performance:** The achievement of students relative to campuses with similar economically disadvantaged percentages. For AEA campuses, Part B: Retest Growth is the percentage of students who earned Approaches Grade Level or above on an EOC retest during the accountability cycle.
    - **Closing the Gaps Domain** uses disaggregated data to demonstrate differentials in progress to interim and long-term goals among racial/ethnic groups, socioeconomic backgrounds, and other factors. The indicators included in this domain, as well as the domain's construction, align the state accountability system with the Every Student Succeeds Act..
- **TEA Overall Accountability Rating:** In addition to receiving individual domain scores, schools receive an overall rating based on a weighted combination of the better of the Student Achievement Domain or School Progress Domain (weighted 70%) and Closing the Gaps Domain (weighted 30%).[35] The TEA overall accountability rating is reported to fulfill the requirement to rate the aggregate performance of campuses under TEC §12.1013(d)(2) (2025).

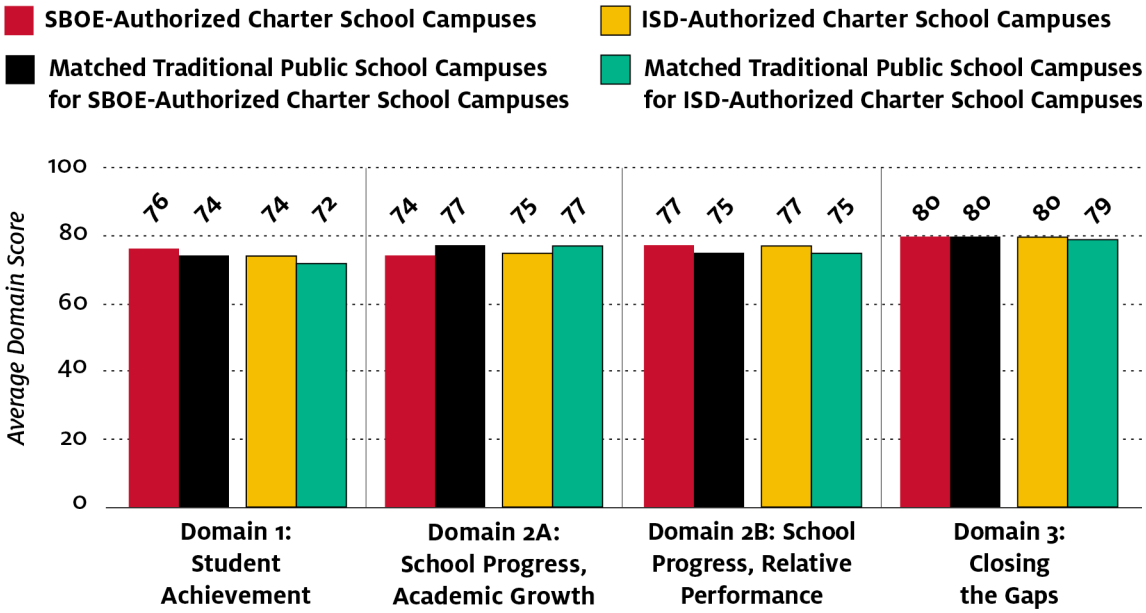
34 Domain scores are described in Chapters 2-4 of the TEA 2025 Accountability Manual.

35 TEA overall accountability ratings are described in Chapter 5 of the TEA 2025 Accountability Manual.

Figure 3.9 provides comparisons of TEA accountability domain scores by charter authorizer type and matched traditional public school campuses. The average Student Achievement Domain score for SBOE-authorized charter school campuses was 76, compared with 74 for matched traditional public school campuses. ISD-authorized charter school campuses also had a higher average Student Achievement Domain score than matched traditional public school campuses (74 vs. 72). SBOE-authorized charter school campuses had a lower average School Progress Domain, Academic Growth score than matched traditional public schools (74 vs. 77), and ISD-authorized charter school campuses also had a lower average score compared with matched traditional public school campuses (75 vs. 77). The average School Progress Domain, Relative Performance score for SBOE-authorized charter school campuses was higher than matched traditional public school campuses (77 vs. 75), as it was for ISD-authorized charter school campuses compared with matched traditional public school campuses (77 vs. 75). SBOE-authorized charter school campuses and matched traditional public school campuses both had average scores of 80 for the Closing the Gaps Domain, and ISD-authorized charter school campuses had a higher average Closing the Gaps Domain score than matched traditional public school campuses (80 vs. 79).

FIGURE 3.9

TEA Accountability Domain Scores by Charter Authorizer Type and Matched Traditional Public School Campuses, 2024–25



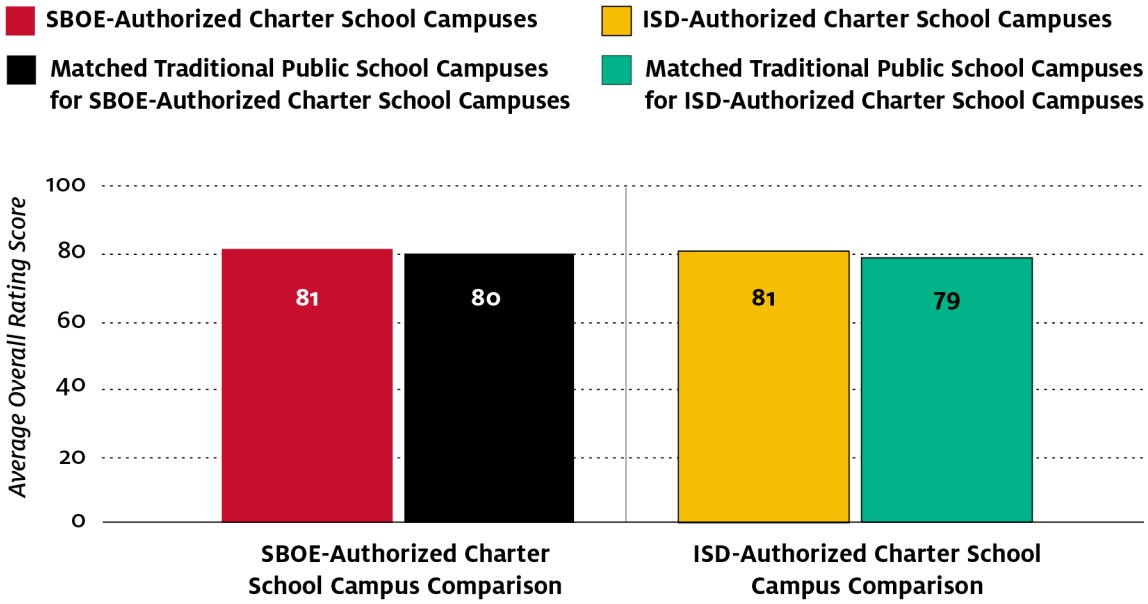
Source. State Accountability Rating System Data Downloads, Texas Education Agency (TEA), 2024–25.

Note. A total of 790 State Board of Education (SBOE)-authorized charter school campuses and 84 Independent School District (ISD)-authorized charter school campuses were included in this analysis, with 1,798 traditional public school campuses matched to SBOE-authorized charter school campuses and 2,624 traditional public school campuses matched to ISD-authorized charter school campuses.

Figure 3.10 displays the average overall accountability rating score for charter schools and matched traditional public school campuses. SBOE-authorized charter school campuses averaged higher overall accountability rating scores than matched traditional public school campuses (81 vs. 80), as did ISD-authorized charter school campuses over matched traditional public school campuses (81 vs. 79).

FIGURE 3.10

TEA Overall Accountability Rating by Charter Authorizer Type and Matched Traditional Public School Campuses, 2024–25



Source. State Accountability Rating System Data Downloads, Texas Education Agency (TEA), 2024–25.

Note. A total of 790 State Board of Education (SBOE)-authorized charter school campuses and 95 Independent School District (ISD)-authorized charter school campuses were included in this analysis, with 1,880 traditional public school campuses matched to SBOE-authorized charter school campuses and 2,747 traditional public school campuses matched to ISD-authorized charter school campuses.

Section 4: Aggregate Performance of SBOE-Authorized and ISD-Authorized Charter School Campuses and Matched Traditional Public School Campuses by School Level

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

In accordance with the prior *Texas Charter Authorizer Accountability Report* (Templeton et al., 2025), schools are classified as elementary, middle, or high school campuses based on the proportion of students served in each grade level. Schools serving equal proportions of two grade-level types are classified into the higher grade-level category. For example, a school serving 50% of students in kindergarten through Grade 5 and 50% of students in Grades 6–8 is classified as a middle school.

- **Elementary schools** serve a larger proportion of students in kindergarten through Grade 5,
- **Middle schools** serve a larger proportion of students in Grades 6–8, and
- **High schools** serve a larger proportion of students in Grades 9–12.

This section provides results for aggregate outcome measures related to attrition, STAAR exams, and accountability domain scores.[36]

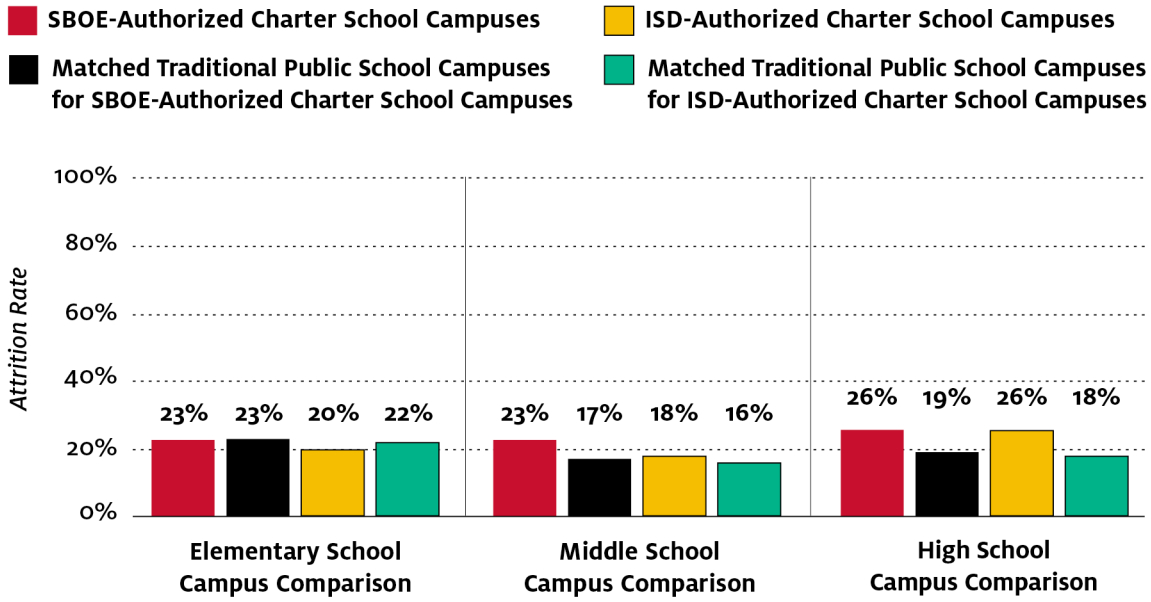
36 Graduation and CCMR outcomes are reported for high schools in Section 3.

Attrition Rates Disaggregated by School Level

In Figure 4.1, student attrition rates between the 2024–25 and 2025–26 academic years are displayed by school level for SBOE-authorized and ISD-authorized charter school campuses and their matched traditional public school campuses. SBOE-authorized charter elementary school campuses reported the same attrition rate as matched traditional public school campuses (23%), and SBOE-authorized charter middle school campuses (23% vs. 17%) and SBOE-authorized charter high school campuses (26% vs. 19%) reported higher attrition rates than matched traditional public school campuses. ISD-authorized charter elementary school campuses reported a lower attrition rate than their matched traditional public school campuses (20% vs. 22%), but there were higher attrition rates at the middle school (18% vs. 16%) and high school (26% vs. 18%) levels compared with matched traditional public school campuses.

FIGURE 4.1

Student Attrition Rates Between 2024–25 and 2025–26 for Charter School Campuses and Matched Traditional Public School Campuses, by Authorizer Type and School Level



Sources. Texas Academic Performance Reports, Texas Education Agency, 2024–25; Public Education Information Management System, Texas Education Agency, 2024–25 and 2025–26.

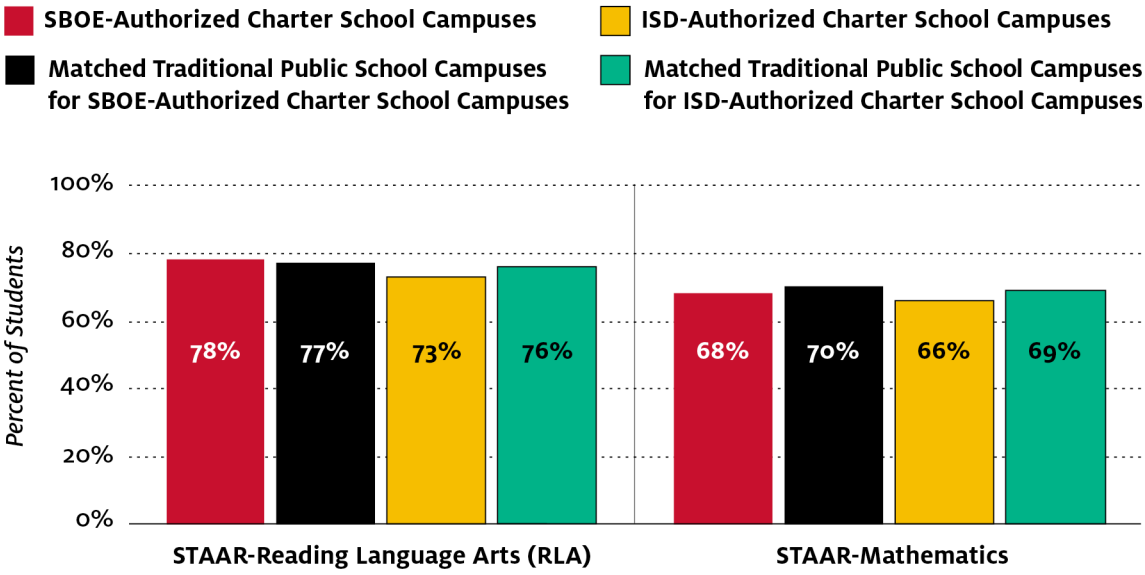
Note. The number of State Board of Education (SBOE)-authorized campuses included in the analyses: elementary (n=415); middle (n=152); high (n=222). The number of matched traditional public school campuses for SBOE-authorized charter school campuses included in the analyses: elementary (n=1,266); middle (n=350); high (n=242). The number of Independent School District (ISD)-authorized campuses included in the analyses: elementary (n=54); middle (n=21); high (n=19). The number of matched traditional public school campuses for ISD-authorized charter school campuses included in the analyses: elementary (n=2,186); middle (n=386); high (n=135).

STAAR Results Disaggregated by School Level

When STAAR performance among SBOE-authorized and ISD-authorized charter school campuses is disaggregated at the school level and compared with matched traditional public school campuses, some differences in performance surface. Figure 4.2 displays the percentage of students in elementary schools meeting the Approaches Grade Level standard on STAAR-RLA and STAAR-Mathematics exams. At SBOE-authorized charter elementary school campuses, a higher percentage of students in Grades 3–8 achieved the Approaches Grade Level standard on the STAAR-RLA exams than students at matched traditional public elementary school campuses (78% vs 77%), and a lower percentage of students achieved the Approaches Grade Level standard on the STAAR-Mathematics exams (68% vs. 70%) than students at matched traditional public elementary school campuses. On both the STAAR-RLA (73% vs. 76%) and STAAR-Mathematics (66% vs. 69%) exams, lower percentages of students in Grades 3–8 at ISD-authorized charter elementary school campuses achieved the Approaches Grade Level standard than students at matched traditional public elementary school campuses.

FIGURE 4.2

Percent of Students Achieving the Approaches Grade Level Standard on the 2024–25 STAAR-RLA and STAAR-Mathematics Exams by Charter Authorizer Type and Matched Traditional Public School Campuses (Elementary School Campuses)



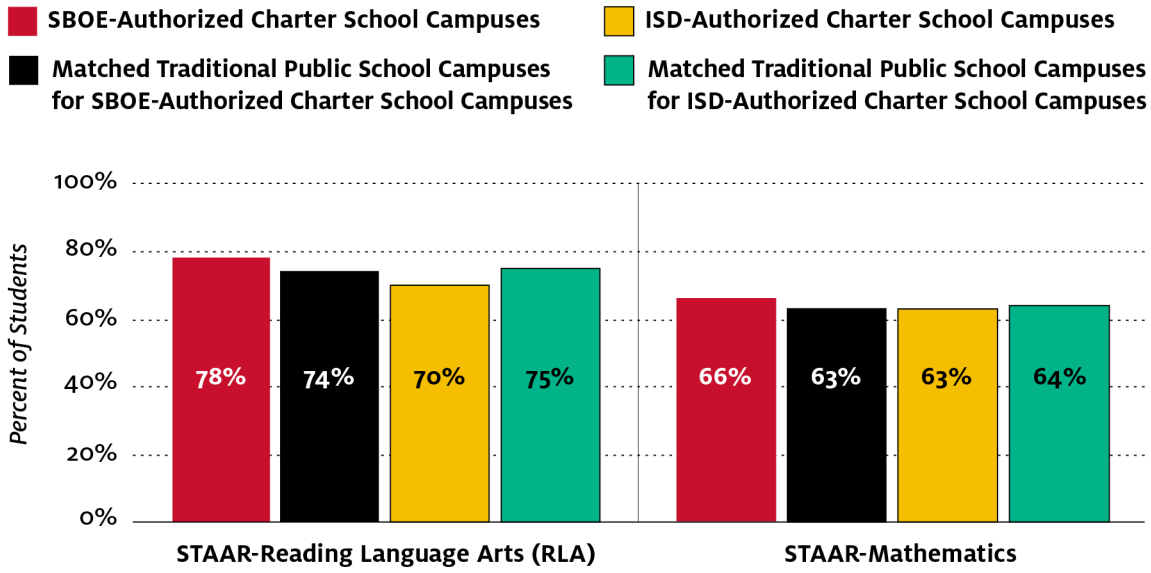
Source. Texas Academic Performance Reports, Texas Education Agency, 2024–25.

Note. A total of 415 State Board of Education (SBOE)-authorized charter school campuses and 45 Independent School District (ISD)-authorized charter school campuses were included in these State of Texas Assessments of Academic Readiness (STAAR®) analyses, with 1,204 traditional public school campuses matched to SBOE-authorized charter school campuses and 2,099 traditional public school campuses matched to ISD-authorized charter school campuses.

Figure 4.3 displays the percentage of students in middle schools meeting the Approaches Grade Level standard on STAAR-RLA and STAAR-Mathematics exams. At the middle school level, 78% of students at SBOE-authorized charter middle school campuses achieved the Approaches Grade Level standard on the STAAR-RLA exams, compared with 74% at matched traditional public middle school campuses, and 66% of students at SBOE-authorized charter middle school campuses achieved the Approaches Grade Level standard on the STAAR-Mathematics exams, compared with 63% at matched traditional public middle school campuses. At ISD-authorized charter middle school campuses, 70% of students achieved the Approaches Grade Level standard on STAAR-RLA exams, compared with 75% at matched traditional public middle school campuses, and 63% of students achieved the Approaches Grade Level standard on STAAR-Mathematics exams, compared with 64% at matched traditional public middle school campuses.

FIGURE 4.3

Percent of Students Achieving the Approaches Grade Level Standard on the 2024–25 STAAR-RLA and STAAR-Mathematics Exams by Charter Authorizer Type and Matched Traditional Public School Campuses (Middle School Campuses)



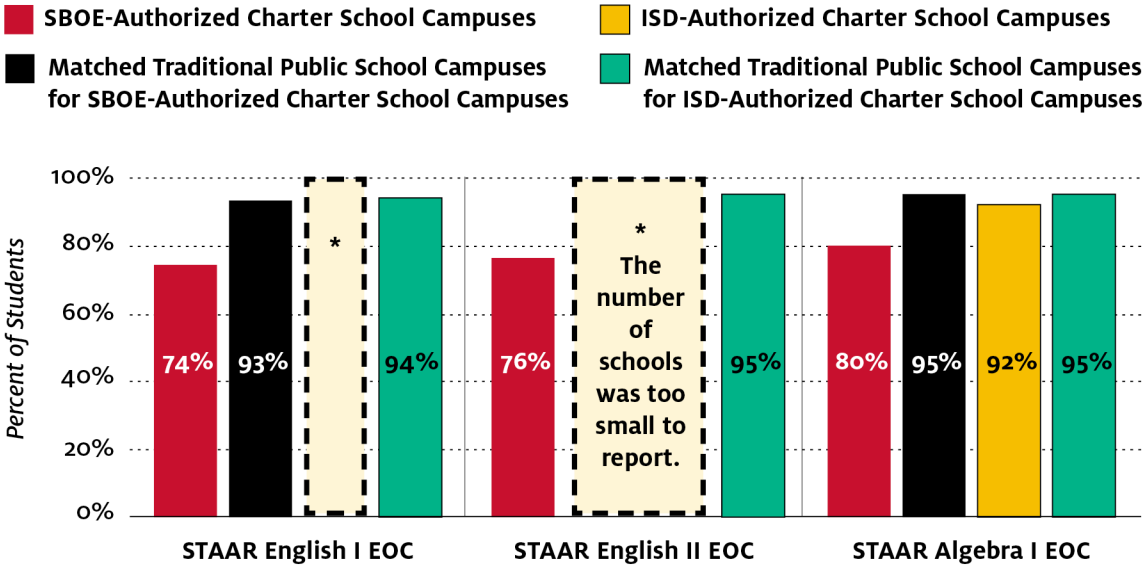
Source. Texas Academic Performance Reports, Texas Education Agency, 2024–25.

Note. A total of 154 State Board of Education (SBOE)-authorized charter school campuses and 21 Independent School District (ISD)-authorized charter school campuses were included in these State of Texas Assessments of Academic Readiness (STAAR®) analyses, with 359 traditional public school campuses matched to SBOE-authorized charter school campuses and 397 traditional public school campuses matched to ISD-authorized charter school campuses.

Figure 4.4 displays the percentage of students in middle schools meeting the Approaches Grade Level standard on the STAAR English I, English II, and Algebra I EOC exams. At SBOE-authorized charter middle school campuses, 74% of students achieved the Approaches Grade Level standard on the STAAR English I EOC exam, compared with 93% at matched traditional public middle school campuses. On the STAAR English II EOC exam, 76% of students at SBOE-authorized charter middle school campuses achieved the Approaches Grade Level standard, but the number of matched traditional public middle school campuses was too small to report (values for groups of less than 10 schools are masked). The number of ISD-authorized charter middle school campuses reporting performance on the STAAR English I EOC exam was too small to report, but 94% of students at their matched traditional public middle school campuses met the Approaches Grade Level standard. For the STAAR English II EOC exam, the number of ISD-authorized charter middle school campuses was too small to report, but 95% of students at matched traditional public middle school campuses achieved the Approaches Grade Level standard. A lower percentage of students at SBOE-authorized charter middle school campuses achieved the Approaches Grade Level standard on the STAAR Algebra I EOC exam than students at matched traditional public middle school campuses (80% vs. 95%). At ISD-authorized charter middle school campuses, 92% of students achieved the Approaches Grade Level standard on the STAAR Algebra I EOC exam compared with 95% of students at matched traditional public middle school campuses.

FIGURE 4.4

Percent of Students Achieving the Approaches Grade Level Standard on the 2024–25 STAAR English I, English II, and Algebra I EOC Exams by Charter Authorizer Type and Matched Traditional Public School Campuses (Middle School Campuses)



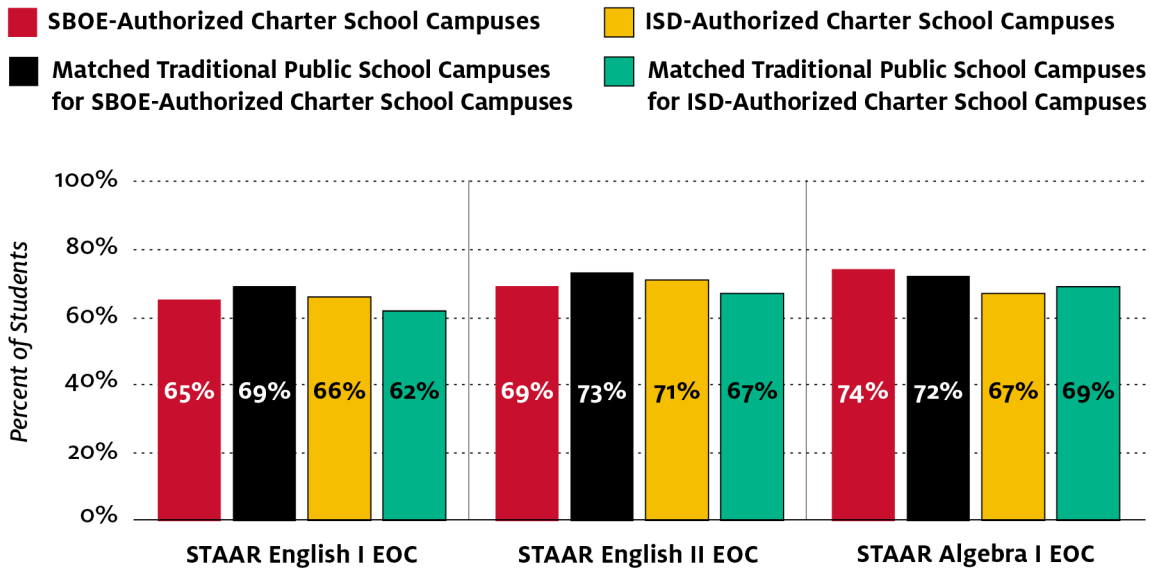
Source. Texas Academic Performance Reports, Texas Education Agency, 2024–25.

Note. A total of 92 State Board of Education (SBOE)-authorized charter school campuses and seven Independent School District (ISD)-authorized charter school campuses were included in the State of Texas Assessments of Academic Readiness (STAAR®) English I end-of-course (EOC) analysis, with 38 traditional public school campuses matched to SBOE-authorized charter school campuses and 43 traditional public school campuses matched to ISD-authorized charter school campuses. A total of 68 SBOE-authorized charter school campuses and four ISD-authorized charter school campuses were included in the STAAR English II EOC analysis, with seven traditional public school campuses matched to SBOE-authorized charter school campuses and 10 traditional public school campuses matched to ISD-authorized charter school campuses. A total of 143 SBOE-authorized charter school campuses and 18 ISD-authorized charter school campuses were included in the STAAR Algebra I EOC analysis, with 330 traditional public school campuses matched to SBOE-authorized charter school campuses and 358 traditional public school campuses matched to ISD-authorized charter school campuses.

Figure 4.5 displays the percentage of students in high schools meeting the Approaches Grade Level standard on the STAAR English I, English II, and Algebra I EOC exams. Compared with students at matched traditional public high school campuses, a lower percentage of students at SBOE-authorized charter high school campuses met the Approaches Grade Level standard on the STAAR English I EOC exam (65% vs. 69%) and the STAAR English II EOC exam (69% vs. 73%). A higher percentage of students at SBOE-authorized charter high school campuses met the Approaches Grade Level standard on the STAAR Algebra I EOC exam (74% vs. 72%) than students at matched traditional public high school campuses. When compared with matched traditional public high school campuses, higher percentages of students at ISD-authorized charter high school campuses achieved the Approaches Grade Level standard on the STAAR English I EOC exam (66% vs. 62%) and the STAAR English II EOC exam (71% vs. 67%), and a lower percentage of students at ISD-authorized charter high school campuses achieved the Approaches Grade Level standard on the STAAR Algebra I EOC exam (67% vs. 69%).

FIGURE 4.5

Percent of Students Achieving the Approaches Grade Level Standard on the 2024–25 STAAR English I, English II, and Algebra I EOC Exams by Charter Authorizer Type and Matched Traditional Public School Campuses (High School Campuses)



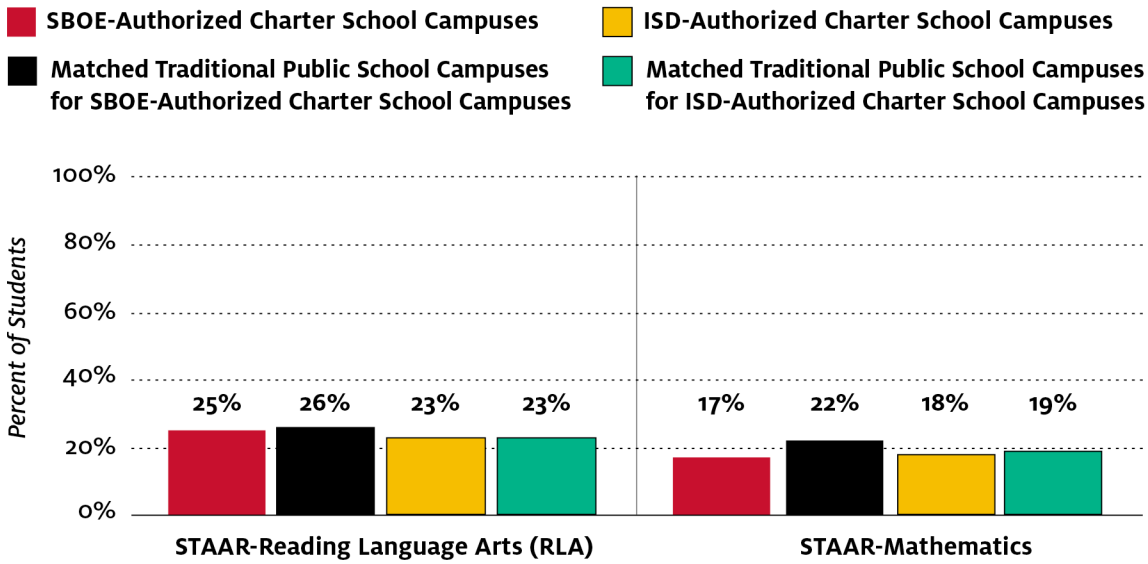
Sources. Texas Academic Performance Reports, Texas Education Agency, 2024–25.

Note. A total of 218 State Board of Education (SBOE)-authorized charter school campuses and 18 Independent School District (ISD)-authorized charter school campuses were included in the State of Texas Assessments of Academic Readiness (STAAR®) English I end-of-course (EOC) analysis, with 226 traditional public school campuses matched to SBOE-authorized charter school campuses and 126 traditional public school campuses matched to ISD-authorized charter school campuses. A total of 216 SBOE-authorized charter school campuses and 17 ISD-authorized charter school campuses were included in the STAAR English II EOC analysis, with 229 traditional public school campuses matched to SBOE-authorized charter school campuses and 124 traditional public school campuses matched to ISD-authorized charter school campuses. A total of 213 SBOE-authorized charter school campuses and 17 ISD-authorized charter school campuses were included in the STAAR Algebra I EOC analysis, with 220 traditional public school campuses matched to SBOE-authorized charter school campuses and 125 traditional public school campuses matched to ISD-authorized charter school campuses.

Figure 4.6 shows the percentage of students in elementary schools achieving the Masters Grade Level standard on STAAR-RLA and STAAR-Mathematics exams. Lower percentages of students at SBOE-authorized charter elementary school campuses achieved the Masters Grade Level standard than students at matched traditional public elementary school campuses on the STAAR-RLA exam (25% vs. 26%) and the STAAR-Mathematics exam (17% vs. 22%). At both ISD-authorized charter elementary school campuses and matched traditional public elementary school campuses, 23% of students achieved the Masters Grade Level standard on the STAAR-RLA exams. At ISD-authorized charter elementary school campuses, 18% of students achieved the Masters Grade Level standard on STAAR-Mathematics exams, compared with 19% at matched traditional public elementary school campuses.

FIGURE 4.6

Percent of Students Achieving the Masters Grade Level Standard on the 2024–25 STAAR-RLA and STAAR-Mathematics Exams by Charter Authorizer Type and Matched Traditional Public School Campuses (Elementary School Campuses)



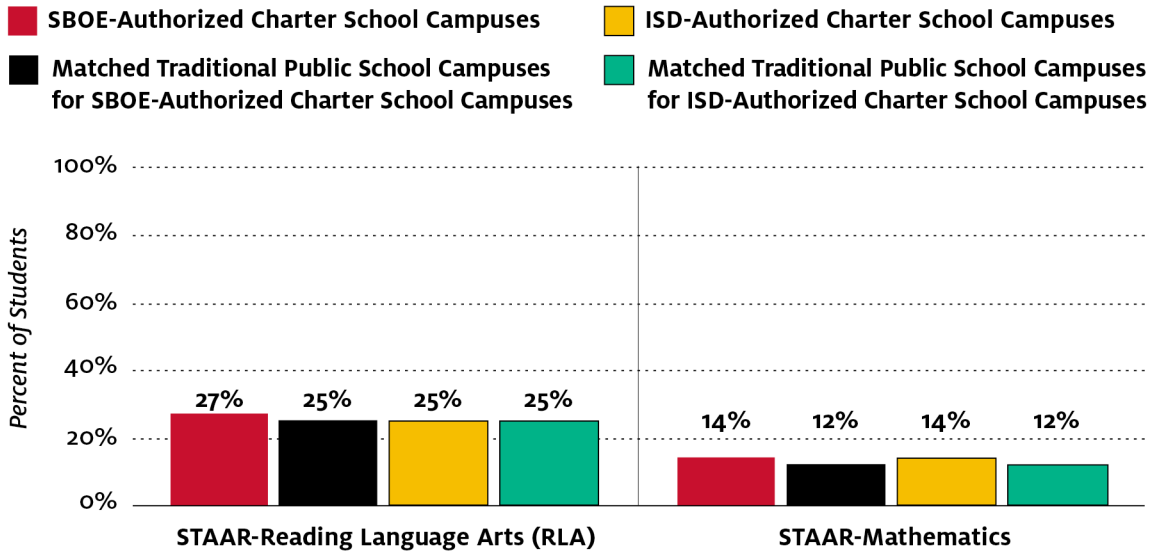
Source. Texas Academic Performance Reports, Texas Education Agency, 2024–25.

Note. A total of 415 State Board of Education (SBOE)-authorized charter school campuses and 45 Independent School District (ISD)-authorized charter school campuses were included in these State of Texas Assessments of Academic Readiness (STAAR®) analyses, with 1,204 traditional public school campuses matched to SBOE-authorized charter school campuses and 2,099 traditional public school campuses matched to ISD-authorized charter school campuses.

Figure 4.7 shows the percentage of students in middle schools achieving the Masters Grade Level standard on STAAR-RLA and STAAR-Mathematics exams. Higher percentages of students at SBOE-authorized charter middle school campuses achieved the Masters Grade Level standard on the STAAR-RLA (27% vs. 25%) and STAAR-Mathematics (14% vs. 12%) exams than students at matched traditional public middle school campuses. At ISD-authorized charter middle school campuses, the same percentage of students achieved the Masters Grade Level standard on STAAR-RLA exams as students at matched traditional public middle school campuses (25%). A higher percentage of students at ISD-authorized charter middle school campuses achieved the Masters Grade Level standard on STAAR-Mathematics exams than students at matched traditional public middle school campuses (14% vs. 12%).

FIGURE 4.7

Percent of Students Achieving the Masters Grade Level Standard on the 2024–25 STAAR-RLA and STAAR-Mathematics Exams by Charter Authorizer Type and Matched Traditional Public School Campuses (Middle School Campuses)



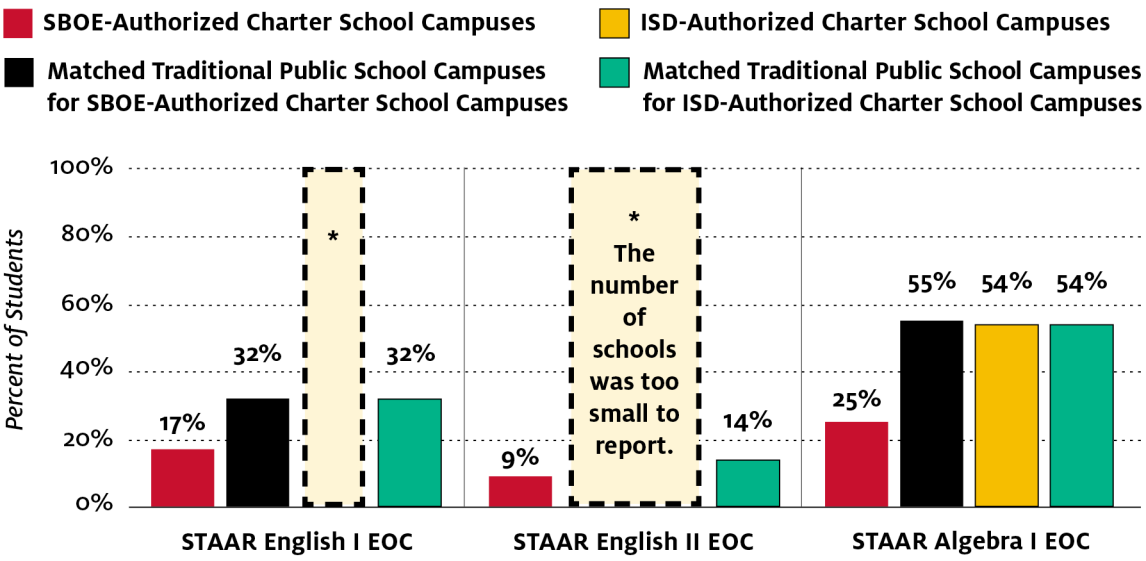
Source. Texas Academic Performance Reports, Texas Education Agency, 2024–25.

Note. A total of 154 State Board of Education (SBOE)-authorized charter school campuses and 21 Independent School District (ISD)-authorized charter school campuses were included in these State of Texas Assessments of Academic Readiness (STAAR®) analyses, with 359 traditional public school campuses matched to SBOE-authorized charter school campuses and 397 traditional public school campuses matched to ISD-authorized charter school campuses.

Figure 4.8 shows the percentage of students in middle schools achieving the Masters Grade Level standard on the STAAR English I, English II, and Algebra I EOC exams. At SBOE-authorized charter middle school campuses, 17% achieved the Masters Grade Level standard on the STAAR English I EOC exam, compared with 32% at traditional matched public middle school campuses. On the STAAR English II EOC exam, 9% of students at SBOE-authorized charter middle school campuses achieved the Masters Grade Level standard, but the number of matched traditional public middle school campuses was too small to report (values for groups of less than 10 schools are masked). The number of ISD-authorized charter middle school campuses reporting performances on STAAR English I and English II EOC exams were too small to report, but 32% of students at matched traditional public middle school campuses achieved the Masters Grade Level standard on the STAAR English I EOC exam, and 14% of students at matched traditional public middle school campuses achieved the Masters Grade Level standard on the STAAR English II EOC exam. On the STAAR Algebra I EOC exam, 25% of students at SBOE-authorized charter middle school campuses and 55% of students at their matched traditional public middle school campuses achieved the Masters Grade Level standard, whereas 54% of students at ISD-authorized charter middle school campuses and their matched traditional public middle school campuses achieved the Masters Grade Level standard.

FIGURE 4.8

Percent of Students Achieving the Masters Grade Level Standard on the 2024–25 STAAR English I, English II, and Algebra I EOC Exams by Charter Authorizer Type and Matched Traditional Public School Campuses (Middle School Campuses)



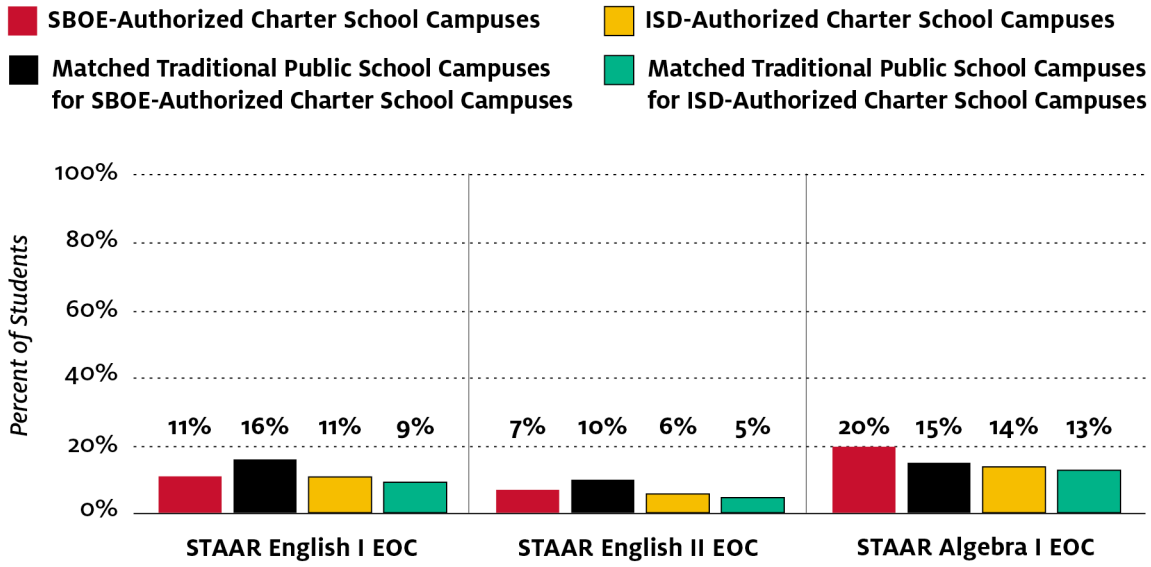
Source. Texas Academic Performance Reports, Texas Education Agency, 2024–25.

Note. A total of 92 State Board of Education (SBOE)-authorized charter school campuses and seven Independent School District (ISD)-authorized charter school campuses were included in the State of Texas Assessments of Academic Readiness (STAAR®) English I end-of-course (EOC) analysis, with 38 traditional public school campuses matched to SBOE-authorized charter school campuses and 43 traditional public school campuses matched to ISD-authorized charter school campuses. A total of 68 SBOE-authorized charter school campuses and four ISD-authorized charter school campuses were included in the STAAR English II EOC analysis, with seven traditional public school campuses matched to SBOE-authorized charter school campuses and 10 traditional public school campuses matched to ISD-authorized charter school campuses. A total of 143 SBOE-authorized charter school campuses and 18 ISD-authorized charter school campuses were included in the STAAR Algebra I EOC analysis, with 330 traditional public school campuses matched to SBOE-authorized charter school campuses and 358 traditional public school campuses matched to ISD-authorized charter school campuses.

Figure 4.9 shows the percentage of students in high schools achieving the Masters Grade Level standard on the STAAR English I, English II, and Algebra I EOC exams. At SBOE-authorized charter high school campuses, 11% of students achieved the Masters Grade Level standard on the STAAR English I EOC exam, compared with 16% at matched traditional public high school campuses, and 7% achieved the Masters Grade Level standard on the STAAR English II EOC exam, compared with 10% at matched traditional public high school campuses. A higher percentage of students at SBOE-authorized charter high school campuses achieved the Masters Grade Level standard on the STAAR Algebra I EOC exam (20%) than students at matched traditional public high school campuses (15%). Higher percentages of students at ISD-authorized charter high school campuses achieved the Masters Grade Level standard on the STAAR English I EOC exam (11% vs. 9%), the STAAR English II EOC exam (6% vs. 5%), and the STAAR Algebra I EOC exam (14% vs. 13%) than students at matched traditional public high school campuses.

FIGURE 4.9

Percent of Students Achieving the Masters Grade Level Standard on the 2024–25 STAAR English I, English II, and Algebra I EOC Exams by Charter Authorizer Type and Matched Traditional Public School Campuses (High School Campuses)



Source. Texas Academic Performance Reports, Texas Education Agency, 2024–25.

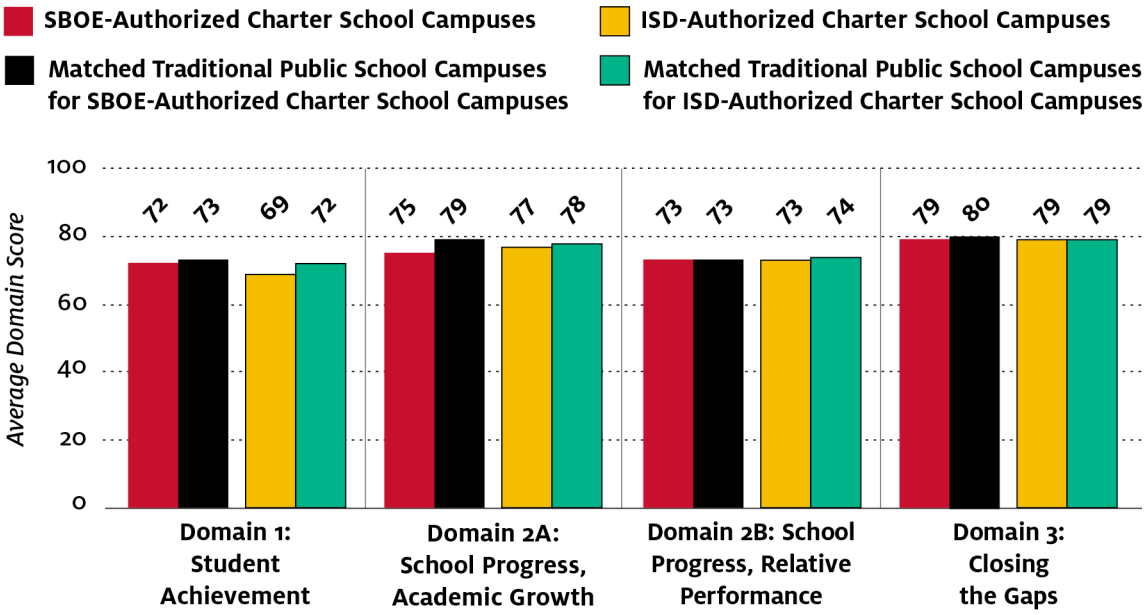
Note. A total of 218 State Board of Education (SBOE)-authorized charter school campuses and 18 Independent School District (ISD)-authorized charter school campuses were included in the State of Texas Assessments of Academic Readiness (STAAR®) English I end-of-course (EOC) analysis, with 226 traditional public school campuses matched to SBOE-authorized charter school campuses and 126 traditional public school campuses matched to ISD-authorized charter school campuses. A total of 216 SBOE-authorized charter school campuses and 17 ISD-authorized charter school campuses were included in the STAAR English II EOC analysis, with 229 traditional public school campuses matched to SBOE-authorized charter school campuses and 124 traditional public school campuses matched to ISD-authorized charter school campuses. A total of 213 SBOE-authorized charter school campuses and 17 ISD-authorized charter school campuses were included in the STAAR Algebra I EOC analysis, with 220 traditional public school campuses matched to SBOE-authorized charter school campuses and 125 traditional public school campuses matched to ISD-authorized charter school campuses.

TEA Accountability Domain Scores Disaggregated by School Level

Figure 4.10 displays accountability domain scores for SBOE-authorized and ISD-authorized charter elementary school campuses and their matched traditional public elementary school campuses. SBOE-authorized charter elementary school campuses had an average Student Achievement Domain score of 72, compared with 73 for matched traditional public elementary school campuses. SBOE-authorized charter elementary school campuses had a lower average School Progress Domain, Academic Growth score than matched traditional public elementary school campuses (75 vs. 79), the same average School Progress Domain, Relative Performance score as matched traditional public elementary school campuses (73), and a lower average Closing the Gaps Domain score than matched traditional public elementary school campuses (79 vs. 80). ISD-authorized charter elementary school campuses had an average Student Achievement Domain score of 69, compared with 72 for matched traditional public elementary school campuses. ISD-authorized charter elementary school campuses had a lower average School Progress Domain, Academic Growth score than matched traditional public elementary school campuses (77 vs. 78), a lower average School Progress Domain, Relative Performance score than matched traditional public elementary school campuses (73 vs. 74), and the same Closing the Gaps Domain score as matched traditional public elementary school campuses (79).

FIGURE 4.10

TEA Accountability Domain Scores by Charter Authorizer Type and Matched Traditional Public School Campuses, 2024–25 (Elementary School Campuses)



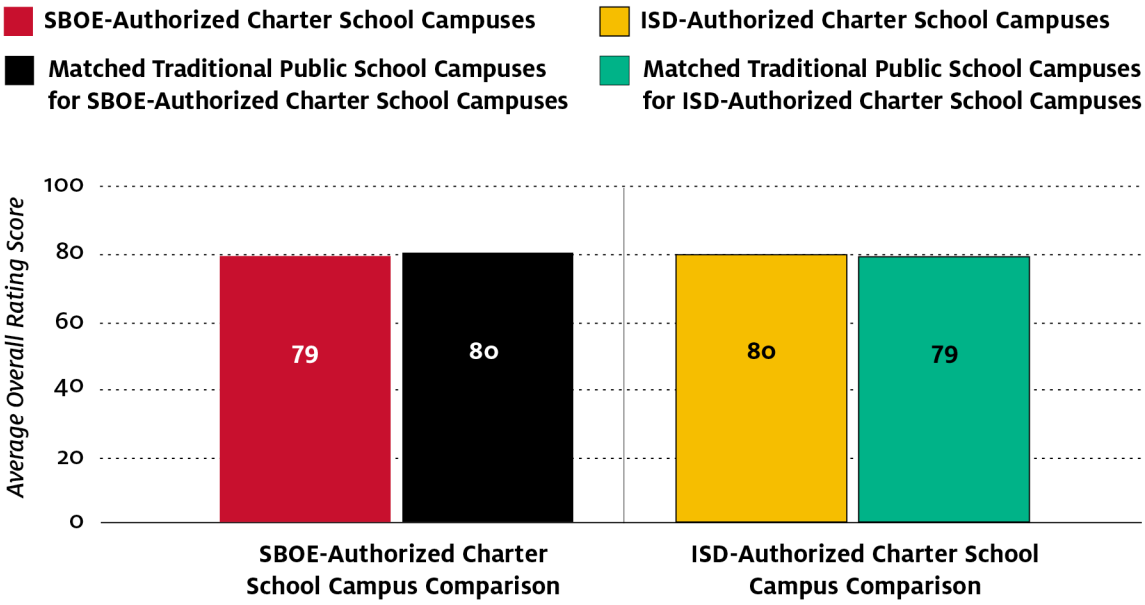
Source. State Accountability Rating System Data Downloads, Texas Education Agency (TEA), 2024–25.

Note. A total of 415 State Board of Education (SBOE)-authorized charter elementary school campuses and 45 Independent School District (ISD)-authorized charter elementary school campuses were included in this analysis, with 1,204 traditional public elementary school campuses matched to SBOE-authorized charter elementary school campuses and 2,100 traditional public elementary school campuses matched to ISD-authorized charter elementary school campuses.

Figure 4.11 displays the overall accountability ratings for SBOE- and ISD-authorized charter elementary school campuses and their matched traditional public elementary school campuses. SBOE-authorized charter elementary school campuses had a lower average overall rating score than matched traditional public elementary school campuses (79 vs. 80), and ISD-authorized charter elementary school campuses had a higher average overall rating score than matched traditional public elementary school campuses (80 vs. 79).

FIGURE 4.11

TEA Overall Accountability Rating by Charter Authorizer Type and Matched Traditional Public School Campuses, 2024–25 (Elementary School Campuses)



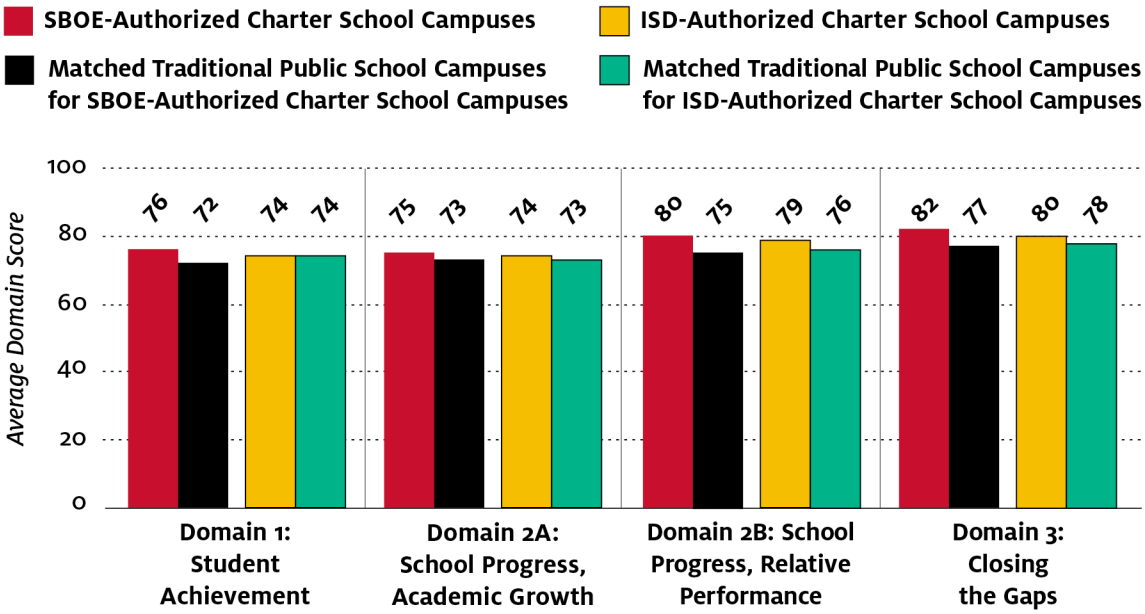
Source. State Accountability Rating System Data Downloads, Texas Education Agency (TEA), 2024–25.

Note. A total of 415 State Board of Education (SBOE)-authorized charter elementary school campuses and 56 Independent School District (ISD)-authorized charter elementary school campuses were included in this analysis, with 1,286 traditional public elementary school campuses matched to SBOE-authorized charter elementary school campuses and 2,223 traditional public elementary school campuses matched to ISD-authorized charter elementary school campuses.

Figure 4.12 shows accountability domain scores for SBOE-authorized and ISD-authorized charter middle school campuses and their matched traditional public middle school campuses. SBOE-authorized charter middle school campuses had an average Student Achievement Domain score of 76, compared with 72 for matched traditional public middle school campuses. SBOE-authorized charter middle school campuses had a higher average School Progress Domain, Academic Growth score than matched traditional public middle school campuses (75 vs. 73), a higher average School Progress Domain, Relative Performance score than matched traditional public middle school campuses (80 vs. 75), and a higher average Closing the Gaps Domain score than matched traditional public middle school campuses (82 vs. 77). ISD-authorized charter middle school campuses had the same average Student Achievement Domain score as matched traditional public middle school campuses (74). ISD-authorized charter middle school campuses had a higher average School Progress Domain, Academic Growth score than matched traditional public middle school campuses (74 vs. 73), a higher average School Progress Domain, Relative Performance score than matched traditional public middle school campuses (79 vs. 76), and a higher Closing the Gaps Domain score than matched traditional public middle school campuses (80 vs. 78).

FIGURE 4.12

TEA Accountability Domain Scores by Charter Authorizer Type and Matched Traditional Public School Campuses, 2024–25 (Middle School Campuses)



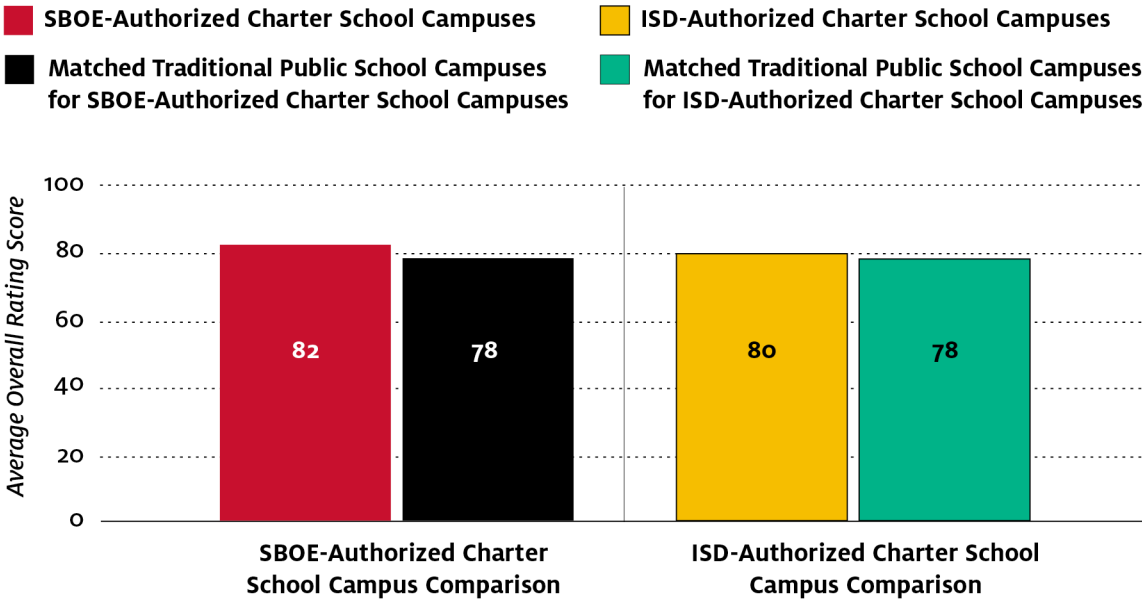
Source. State Accountability Rating System Data Downloads, Texas Education Agency (TEA), 2024–25.

Note. A total of 154 State Board of Education (SBOE)-authorized charter middle school campuses and 21 Independent School District (ISD)-authorized charter middle school campuses were included in this analysis, with 359 traditional public middle school campuses matched to SBOE-authorized charter middle school campuses and 397 traditional public middle school campuses matched to ISD-authorized charter middle school campuses.

Figure 4.13 displays the overall accountability ratings for SBOE- and ISD-authorized charter middle school campuses and their matched traditional public middle school campuses. SBOE-authorized charter middle school campuses had a higher average overall rating score than matched traditional public middle school campuses (82 vs. 78), and ISD-authorized charter middle school campuses had a higher average overall rating score than matched traditional public middle school campuses (80 vs. 78).

FIGURE 4.13

TEA Overall Accountability Rating by Charter Authorizer Type and Matched Traditional Public School Campuses, 2024–25 (Middle School Campuses)



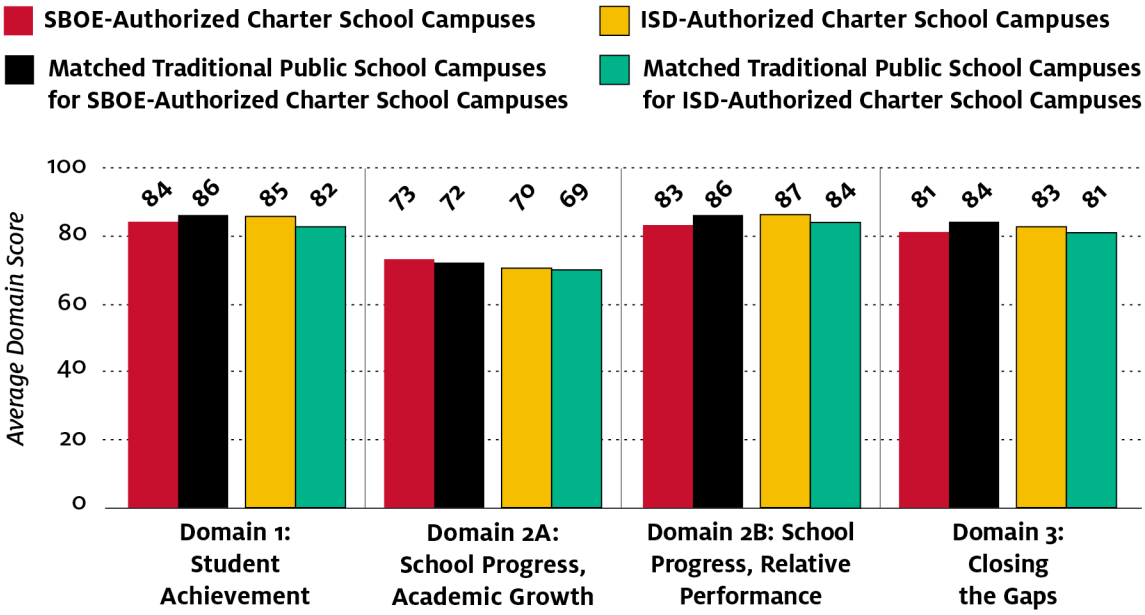
Source. State Accountability Rating System Data Downloads, Texas Education Agency (TEA), 2024–25.

Note. A total of 154 State Board of Education (SBOE)-authorized charter middle school campuses and 21 Independent School District (ISD)-authorized charter middle school campuses were included in this analysis, with 359 traditional public middle school campuses matched to SBOE-authorized charter middle school campuses and 397 traditional public middle school campuses matched to ISD-authorized charter middle school campuses.

Figure 4.14 shows accountability domain scores for SBOE-authorized and ISD-authorized charter high schools and their matched traditional public high school campuses. SBOE-authorized charter high school campuses had an average Student Achievement Domain score of 84, compared with 86 for matched traditional public high school campuses. SBOE-authorized charter high school campuses had a higher average School Progress Domain, Academic Growth score than matched traditional public high school campuses (73 vs. 72), a lower average School Progress Domain, Relative Performance score than matched traditional public high school campuses (83 vs. 86), and a lower average Closing the Gaps Domain score than matched traditional public high school campuses (81 vs. 84). ISD-authorized charter high school campuses had a higher average Student Achievement Domain score than matched traditional public high school campuses (85 vs. 82). ISD-authorized charter high school campuses had a higher average School Progress Domain, Academic Growth score than matched traditional public high school campuses (70 vs. 69), a higher average School Progress Domain, Relative Performance score than matched traditional public high school campuses (87 vs. 84), and a higher Closing the Gaps Domain score than matched traditional public high school campuses (83 vs. 81).

FIGURE 4.14

TEA Accountability Domain Scores by Charter Authorizer Type and Matched Traditional Public School Campuses, 2024–25 (High School Campuses)



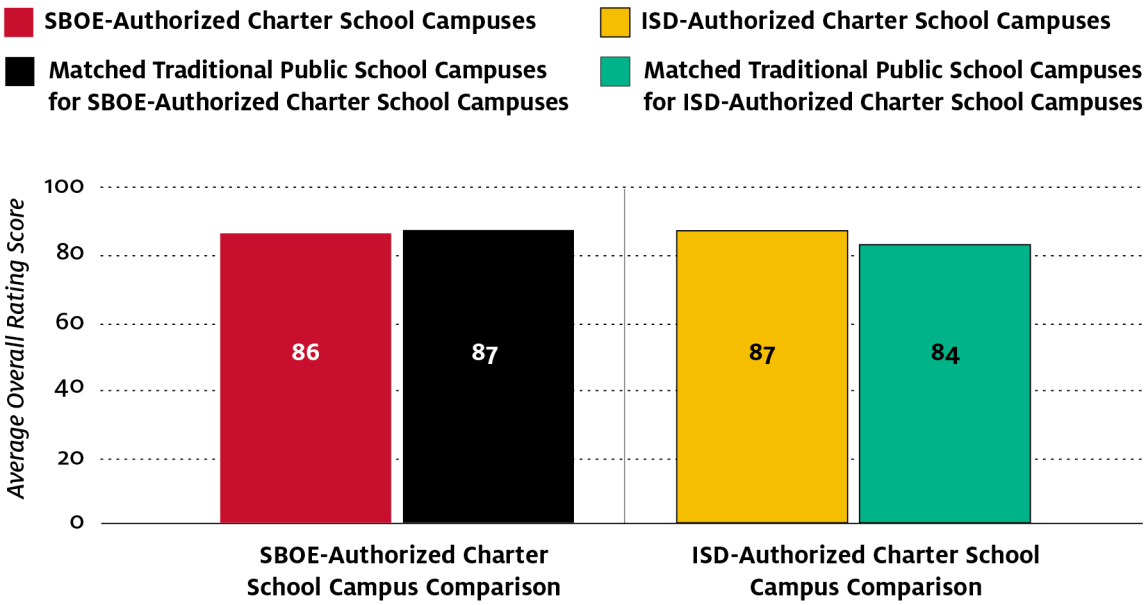
Source. State Accountability Rating System Data Downloads, Texas Education Agency (TEA), 2024–25.

Note. A total of 221 State Board of Education (SBOE)-authorized charter high school campuses and 18 Independent School District (ISD)-authorized charter high school campuses were included in this analysis, with 235 traditional public high school campuses matched to SBOE-authorized charter high school campuses and 127 traditional public high school campuses matched to ISD-authorized charter high school campuses.

Figure 4.15 displays the overall accountability ratings for SBOE- and ISD-authorized charter high school campuses and their matched traditional public school high school campuses. SBOE-authorized charter high school campuses had a lower average overall rating score than matched traditional public high school campuses (86 vs. 87), and ISD-authorized charter high school campuses had a higher average overall rating score than matched traditional public high school campuses (87 vs. 84).

FIGURE 4.15

TEA Overall Accountability Rating by Charter Authorizer Type and Matched Traditional Public School Campuses, 2024–25 (High School Campuses)



Source. State Accountability Rating System Data Downloads, Texas Education Agency (TEA), 2024–25.

Note. A total of 221 State Board of Education (SBOE)-authorized charter high school campuses and 18 Independent School District (ISD)-authorized charter high school campuses were included in this analysis, with 235 traditional public high school campuses matched to SBOE-authorized charter high school campuses and 127 traditional public high school campuses matched to ISD-authorized charter high school campuses.

Section 5: Aggregate Performance of COE-Authorized Charter School Campuses and Matched Traditional Public School Campuses

Presented in this section of the report is a comparison of the aggregate academic outcomes of COE-authorized charter school campuses with matched traditional public school campuses. It provides results for aggregate outcome measures related to attrition, STAAR exams, CCMR standards, and accountability domain scores.[37] Campuses that did not have sufficient 2024–25 STAAR data to be included in the analytical sample of charter school campuses were excluded from the aggregate performance analysis. Due to the small number of COE-authorized charter school campuses, aggregate outcome measures related to graduation rates are not displayed.

Campuses Included in the Aggregate Performance Analysis

Table 5.1, on the next page, shows the demographic characteristics of students enrolled at COE-authorized charter school campuses and matched traditional public school campuses. The purposive sampling technique described in detail in Appendix A was applied to narrow the subset of traditional public schools to those most closely matched to the demographics of COE-authorized charter school campuses in the study. The subsequent results showed that COE-authorized charter school campuses enrolled a lower percentage of Asian students (5% vs. 6%), Hispanic students (50% vs. 52%), students at risk of dropping out of school (50% vs. 54%), economically disadvantaged students (57% vs. 62%), emergent bilingual students (19% vs. 25%), and special education students (12% vs. 18%), compared with matched traditional public school campuses. COE-authorized charter school campuses enrolled higher percentages of African American students (19% vs. 16%) and White students (22% vs. 21%) than matched traditional public school campuses and the same percentages of American Indian or Alaska Native students (<1%), Native Hawaiian or Pacific Islander students (<1%), and students identifying as two or more races (4%) as matched traditional public school campuses.

37 STAAR EOC exams reported in this section are aggregated performance results of all students taking EOCs and are not limited to only high school students.

TABLE 5.1

Demographic Characteristics of COE-Authorized Charter School Campuses and Matched Traditional Public School Campuses That Were Included in Performance Analyses, 2024–25

	COE-Authorized Charter School Campuses	Traditional Public School Campuses Matched to COE-Authorized Charter School Campuses
Race/Ethnicity		
African American	19%	16%
American Indian or Alaska Native	<1%	<1%
Asian	5%	6%
Hispanic	50%	52%
Native Hawaiian or Pacific Islander	<1%	<1%
Two or more races	4%	4%
White	22%	21%
Other Student Characteristics		
At-Risk	50%	54%
Economically Disadvantaged	57%	62%
Emergent Bilingual	19%	25%
Program Participation		
Special Education	12%	18%
Total Students	**24,301**	**1,371,303**
Number of Schools	**91**	**2,606**

Source. Texas Academic Performance Reports, Texas Education Agency, 2024–25.

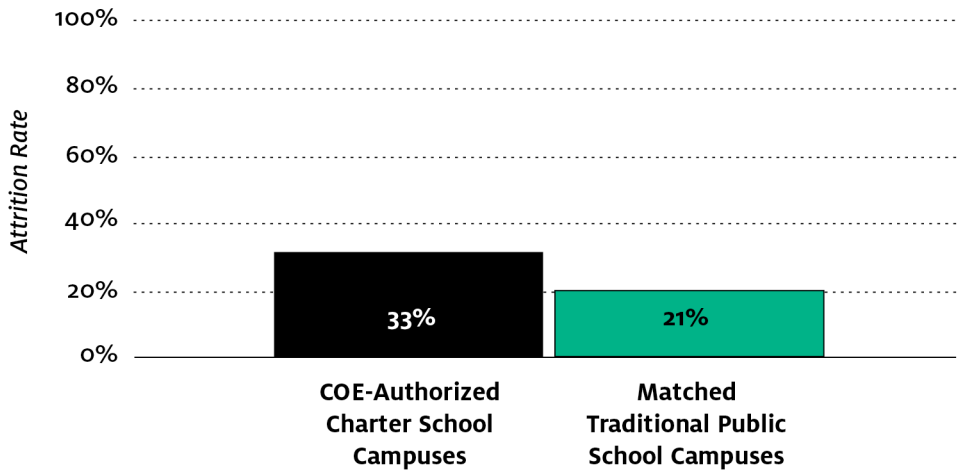
Note. The number of schools includes the total number of traditional public school campuses matched to commissioner of education (COE)-authorized charter school campuses.

Attrition Rates

Student attrition rates between the 2024–25 and 2025–26 academic years are displayed for COE-authorized charter school campuses and matched traditional public school campuses in Figure 5.1. COE-authorized charter school campuses had a 33% attrition rate, compared with a 21% attrition rate at matched traditional public school campuses.

FIGURE 5.1

Student Attrition Rates Between 2024–25 and 2025–26 for COE-Authorized Charter School Campuses and Matched Traditional Public School Campuses



Sources. Texas Academic Performance Reports, Texas Education Agency, 2024–25; Public Education Information Management System, Texas Education Agency, 2024–25 and 2025–26.

Note. A total of 84 commissioner of education (COE)-authorized charter school campuses and 2,551 traditional public school campuses matched to COE-authorized charter school campuses were included in this attrition analysis.

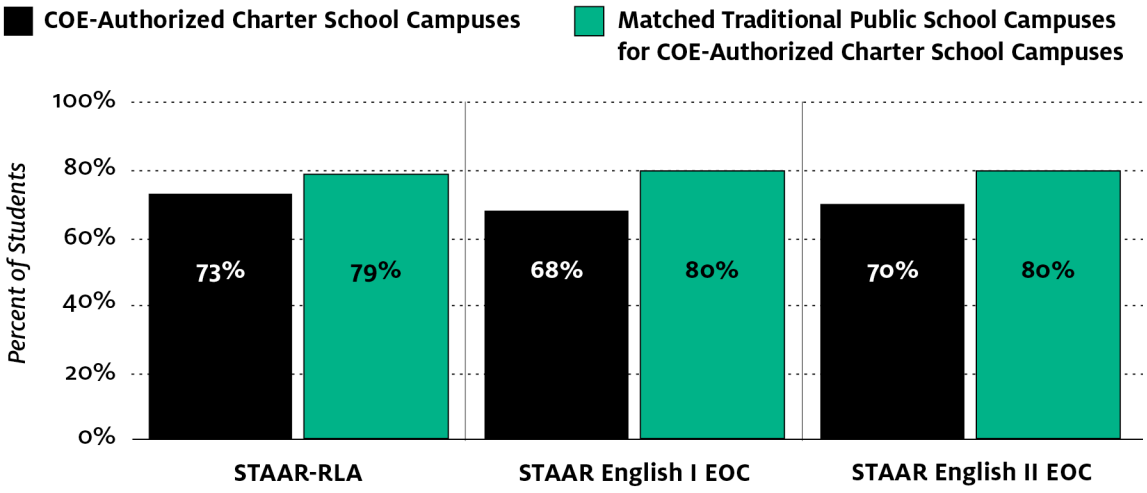
STAAR Results

Analyzed in this section of the 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 and STAAR English I, English II, and Algebra I EOC exams taken by middle and high school students.

Figure 5.2 displays the percentage of students achieving the Approaches Grade Level standard on the STAAR-RLA/ELA exams for COE-authorized charter school campuses and matched traditional public school campuses. For the STAAR-RLA exams administered to Grades 3–8, 73% of students achieved the Approaches Grade Level standard at COE-authorized charter school campuses, compared with 79% of students at matched traditional public school campuses. At COE-authorized charter school campuses, lower percentages of students taking the STAAR English I EOC exam (68% vs. 80%) and STAAR English II EOC exam (70% vs. 80%) achieved the Approaches Grade Level standard than students at matched traditional public school campuses.

FIGURE 5.2

Percent of Students Achieving the Approaches Grade Level Standard on the STAAR-RLA/ELA Exams for COE-Authorized Charter School Campuses and Matched Traditional Public School Campuses, 2024–25



Source. Texas Academic Performance Reports, Texas Education Agency, 2024-25.

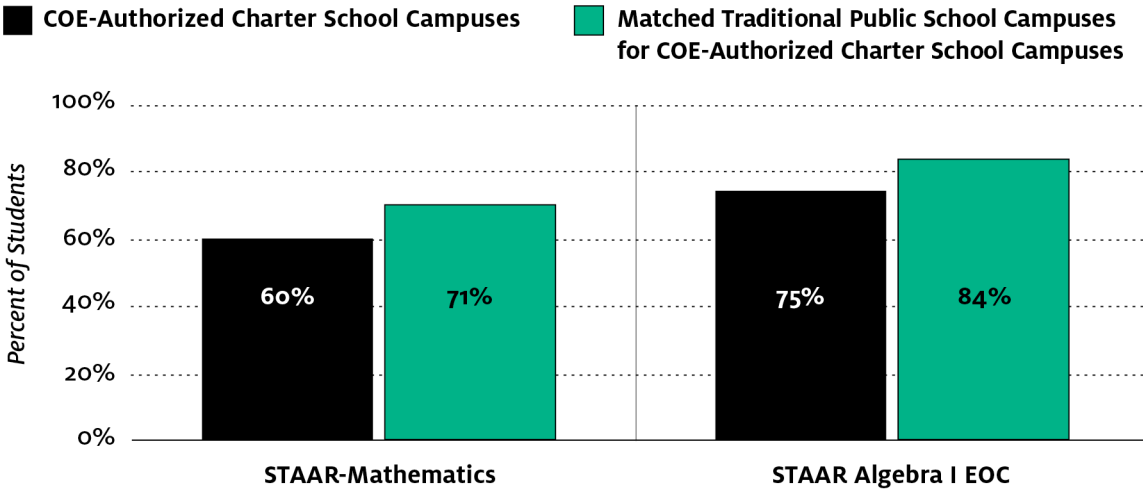
Key. ELA=English Language Arts.

Notes. A total of 49 commissioner of education (COE)-authorized charter school campuses and 2,322 matched traditional public school campuses were included in the State of Texas Assessments of Academic Readiness (STAAR®)-Reading Language Arts (RLA) analysis. A total of 21 COE-authorized charter school campuses and 163 matched traditional public school campuses were included in the STAAR English I end-of-course (EOC) analysis. A total of 23 COE-authorized charter school campuses and 162 matched traditional public school campuses were included in the STAAR English II EOC analysis.

Figure 5.3 displays the percentage of students achieving the Approaches Grade Level standard on the STAAR-Mathematics exams for COE-authorized charter school campuses and matched traditional public school campuses. For the STAAR-Mathematics exams administered to Grades 3–8, 60% of students at COE-authorized charter school campuses and 71% of students at matched traditional public school campuses achieved the Approaches Grade Level standard. For the STAAR Algebra I EOC exam, 75% of students at COE-authorized charter school campuses and 84% of students at matched traditional public school campuses achieved the Approaches Grade Level standard.

FIGURE 5.3

Percent of Students Achieving the Approaches Grade Level Standard on the STAAR-Mathematics Exams for COE-Authorized Charter School Campuses and Matched Traditional Public School Campuses, 2024–25



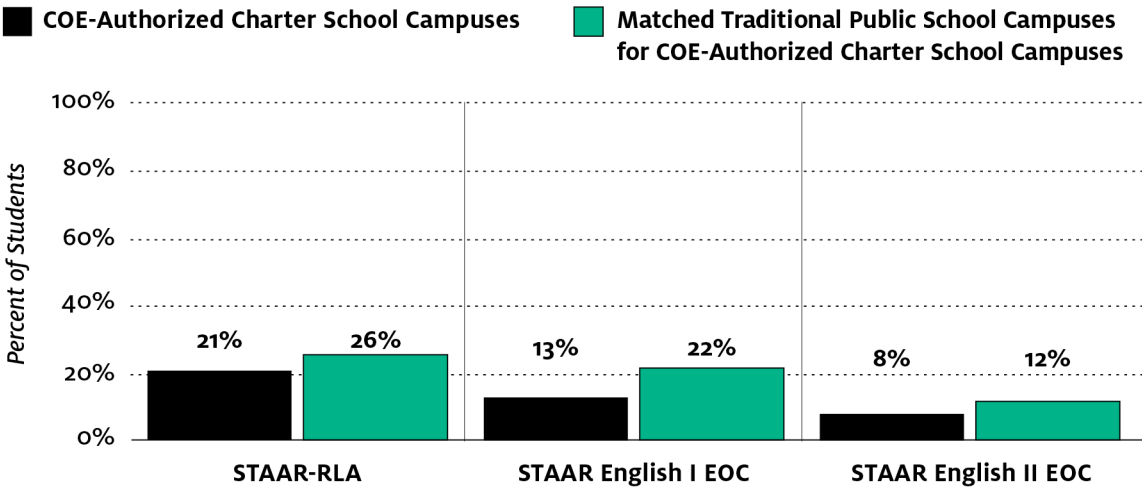
Source. Texas Academic Performance Reports, Texas Education Agency, 2024-25.

Note. A total of 49 commissioner of education (COE)-authorized charter school campuses and 2,319 matched traditional public school campuses were included in the State of Texas Assessments of Academic Readiness (STAAR®)-Mathematics analysis. A total of 31 COE-authorized charter school campuses and 243 matched traditional public school campuses were included in the STAAR Algebra I end-of-course (EOC) analysis.

Figure 5.4 displays the percentage of students achieving the Masters Grade Level standard on the STAAR-RLA/ELA exams. For the STAAR-RLA exams, 21% of students in Grades 3–8 at COE-authorized charter school campuses achieved the Masters Grade Level standard, compared with 26% of students at matched traditional public school campuses. At COE-authorized charter school campuses, a lower percentage of students taking the STAAR English I EOC exam (13% vs. 22%) and students taking the STAAR English II EOC exam (8% vs. 12%) achieved the Masters Grade Level standard than students at matched traditional public school campuses.

FIGURE 5.4

Percent of Students Achieving the Masters Grade Level Standard on the STAAR-RLA/ELA Exams for COE-Authorized Charter School Campuses and Matched Traditional Public School Campuses, 2024–25



Source. Texas Academic Performance Reports, Texas Education Agency, 2024-25.

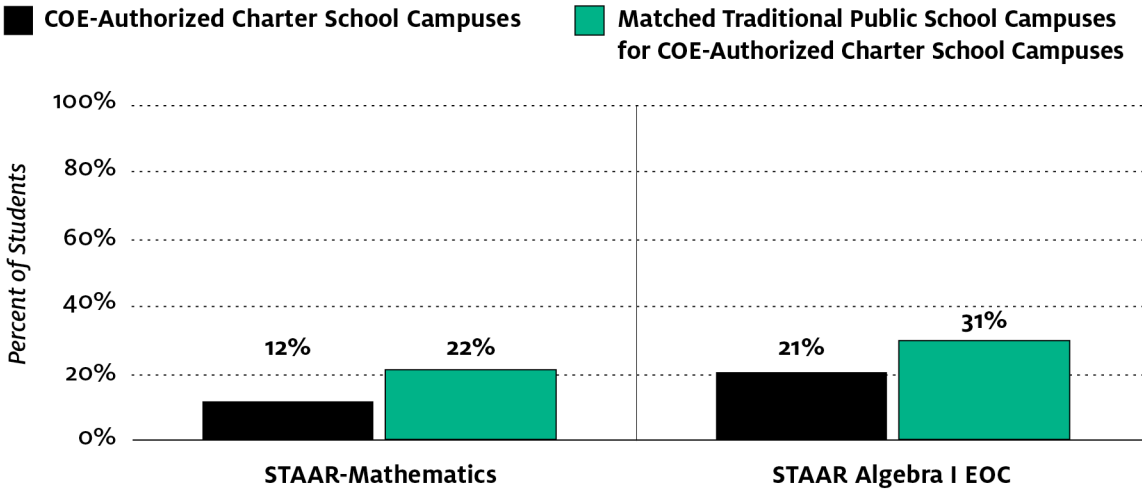
Key. ELA=English Language Arts.

Notes. A total of 49 commissioner of education (COE)-authorized charter school campuses and 2,322 matched traditional public school campuses were included in the State of Texas Assessments of Academic Readiness (STAAR®)-Reading Language Arts (RLA) analysis. A total of 21 COE-authorized charter school campuses and 163 matched traditional public school campuses were included in the STAAR English I end-of-course (EOC) analysis. A total of 23 COE-authorized charter school campuses and 162 matched traditional public school campuses were included in the STAAR English II EOC analysis.

Figure 5.5 shows the percentage of students achieving the Masters Grade Level standard on the STAAR-Mathematics exams for COE-authorized charter school campuses and matched traditional public school campuses. For STAAR-Mathematics exams administered to students in Grades 3–8, a lower percentage of students at COE-authorized charter school campuses achieved the Masters Grade Level standard than students at matched traditional public school campuses (12% vs. 22%). A lower percentage of students at COE-authorized charter school campuses achieved the Masters Grade Level standard on the STAAR Algebra I EOC exam than students at matched traditional public school campuses (21% vs. 31%).

FIGURE 5.5

Percent of Students Achieving the Masters Grade Level Standard on the STAAR-Mathematics Exams for COE-Authorized Charter School Campuses and Matched Traditional Public School Campuses, 2024–25



Source. Texas Academic Performance Reports, Texas Education Agency, 2024-25.

Note. A total of 49 commissioner of education (COE)-authorized charter school campuses and 2,319 matched traditional public school campuses were included in the State of Texas Assessments of Academic Readiness (STAAR®)-Mathematics analysis. A total of 31 COE-authorized charter school campuses and 243 matched traditional public school campuses were included in the STAAR Algebra I end-of-course (EOC) analysis.

College, Career, and Military Readiness Outcomes

The following subsection compares the percentages of CCMR outcomes at COE-authorized and charter school campuses with their matched traditional public school campuses for graduates in 2024. Table 5.2, on the next page, displays the performance for each of the CCMR outcomes defined under TEC § 39.053(c) (2024). See Appendix A for a detailed description of CCMR outcome measures.[38]

- Meeting TSI criteria in RLA and mathematics
- Meeting criteria on the AP or IB examination
- Earning dual course credits
- Earning an industry-based certification
- Earning a Level I or Level II certificate
- Completing and earning credit for an ELA college prep course
- Completing and earning credit for a mathematics college prep course
- Completing an OnRamps dual enrollment course
- Earning an associate's degree
- Completing an IEP and demonstrating workforce readiness
- Being identified as a current special education student with an advanced diploma plan
- Enlisting in the Armed Forces

Table 5.2 shows the CCMR outcomes at COE-authorized charter school campuses and their matched traditional public school campuses. COE-authorized charter school campuses reported higher percentages of graduates completing an OnRamps dual enrollment course (8% vs. 2%) and graduates who identified as a special education student and earned an advanced diploma plan (5% vs. 4%) than matched traditional public school campuses. For all other CCMR outcomes, matched traditional public school campuses reported higher percentages of graduates than COE-authorized charter school campuses.

38 Per the *TEA 2025 Accountability Manual* (page 10; PDF e-page 14): The military enlistment indicator returned to 2025 accountability standards based on Department of Defense Form 4 submissions from local education agencies for military enlistment as of December 31, 2024.

TABLE 5.2

Percent of College, Career, and Military Ready Graduates at COE-Authorized Charter School Campuses and Matched Traditional Public School Campuses, 2024–25

	COE-Authorized Charter School Campuses	Traditional Public School Campuses Matched to COE-Authorized Charter School Campuses
Satisfying the Texas Success Initiative College Readiness Benchmarks in Both Reading Language Arts and Mathematics	30%	52%
Meeting Criterion Score on an Advanced Placement or International Baccalaureate Exam in Any Subject Area	3%	13%
Earning College Credit for at Least 3 Credit Hours in ELA or Mathematics or at Least 9 Credit Hours in Any Subject	17%	36%
Earning an Industry-Based Certification	9%	25%
Earning Level I or Level II Certificate in Any Workforce Education Area	<1%	2%
Completing and Earning Credit for an ELA College Prep Course	<1%	24%
Completing and Earning Credit for a Mathematics College Prep Course	<1%	24%
Completing OnRamps Dual Enrollment Course and Qualifying for at Least 3 Hours of College Credit	8%	2%
Earning an Associate's Degree While in High School	7%	19%
Completing Individualized Education Program and Workforce Readiness	0%	2%
Under an Advanced Diploma Plan and Identified as a Current Special Education Student	5%	4%
Enlisting in the Armed Forces	0%	<1%

Source. Texas Academic Performance Reports, Texas Education Agency, 2024–25.

Key. ELA = English Language Arts.

Note. A total of 14 commissioner of education (COE)-authorized charter school campuses and 157 traditional public school campuses matched to COE-authorized charter school campuses were included in this analysis.

TEA Accountability Domain Scores

This subsection of the report outlines the results of campus performance according to the TEA overall accountability rating and individual domain scores of the 2025 Texas Accountability Rating System. The TEA overall accountability rating is reported to fulfill the requirement to rate the aggregate performance of campuses under TEC §12.1013(d)(2) (2024).

- **Texas Accountability Rating System:** According to the *2025 Accountability Manual* (TEA, 2025a), the Texas Accountability Rating System evaluates performance across three domains:[39]
    - **Student Achievement Domain** evaluates performance across all subjects for all students using general and alternate assessments, CCMR indicators, and graduation rates.
    - **School Progress Domain** measures campus outcomes in two areas:
        - **Part A: Academic Growth:** Percentage of students who grew at least one year academically as measured by STAAR results (Annual Growth) and percentage of students who earned Did Not Meet Grade Level in the prior year and Approaches Grade Level or above in the current year (Accelerated Learning).
        - **Part B: Relative Performance:** The achievement of students relative to campuses with similar economically disadvantaged percentages. For AEA campuses, Part B: Retest Growth is the percentage of students who earned Approaches Grade Level or above on an EOC retest during the accountability cycle.
    - **Closing the Gaps Domain** uses disaggregated data to demonstrate differentials in progress to interim and long-term goals among racial/ethnic groups, socioeconomic backgrounds, and other factors. The indicators included in this domain, as well as the domain's construction, align the state accountability system with the Every Student Succeeds Act..
- **TEA Overall Accountability Rating:** In addition to receiving individual domain scores, schools receive an overall rating based on a weighted combination of the better of the Student Achievement Domain or School Progress Domain (weighted 70%) and Closing the Gaps Domain (weighted 30%).[40] The TEA overall accountability rating is reported to fulfill the requirement to rate the aggregate performance of campuses under TEC §12.1013(d)(2) (2024).

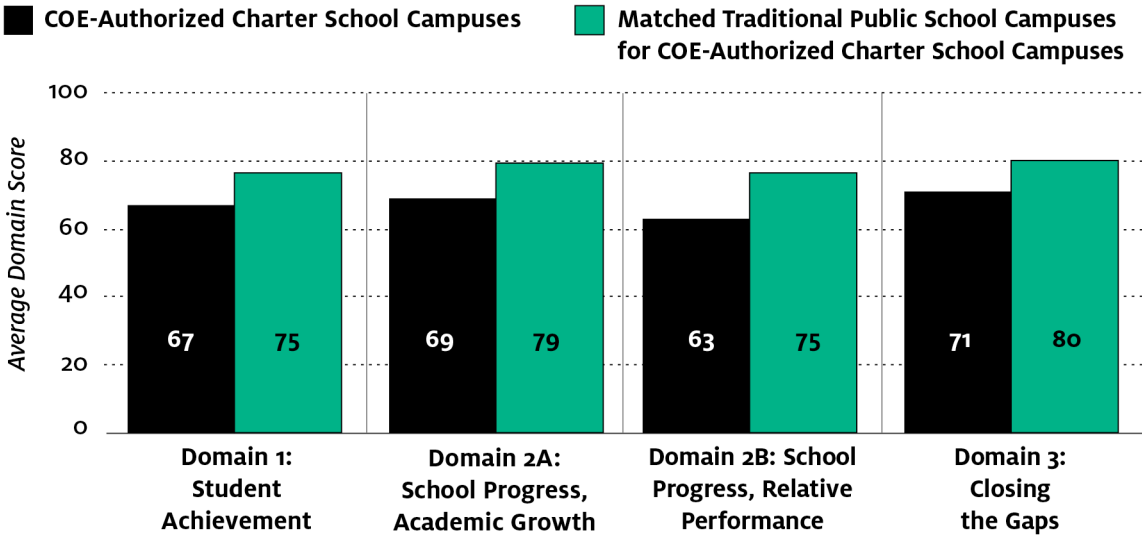
39 Domain scores are described in Chapters 2-4 of the *TEA 2025 Accountability Manual*.

40 TEA overall accountability ratings are described in Chapter 5 of the *TEA 2025 Accountability Manual*.

Figure 5.6 provides comparisons of TEA accountability domain scores by COE-authorized charter school campuses and matched traditional public school campuses. The average Student Achievement Domain score for COE-authorized charter school campuses was 67, compared with 75 for matched traditional public school campuses. COE-authorized charter school campuses had a lower average School Progress Domain, Academic Growth score than matched traditional public school campuses (69 vs. 79). The average School Progress Domain, Relative Performance score for COE-authorized charter school campuses was lower than matched traditional public school campuses (63 vs. 75). COE-authorized charter school campuses had a lower average Closing the Gaps Domain score than matched traditional public school campuses (71 vs. 80).

FIGURE 5.6

TEA Accountability Domain Scores for COE-Authorized Charter School Campuses and Matched Traditional Public School Campuses, 2024–25



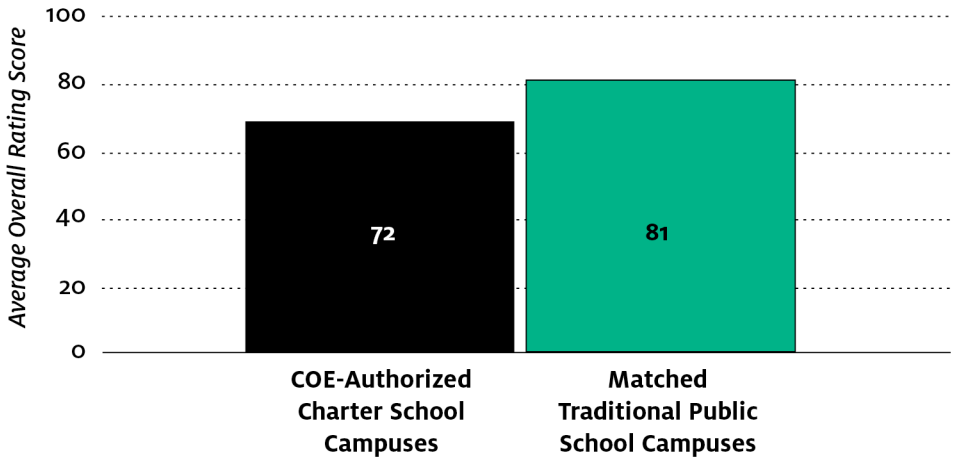
Source. State Accountability Rating System Data Downloads, Texas Education Agency (TEA), 2024–25.

Note. A total of 59 commissioner of education (COE)-authorized charter school campuses and 2,461 traditional public school campuses matched to COE-authorized charter school campuses were included in this analysis.

Figure 5.7 displays the average overall accountability rating score for COE-authorized charter school campuses and matched traditional public school campuses. COE-authorized charter school campuses averaged lower overall accountability rating scores than matched traditional public school campuses (72 vs. 81).

FIGURE 5.7

TEA Overall Accountability Rating for COE-Authorized Charter School Campuses and Matched Traditional Public School Campuses, 2024–25



Source. State Accountability Rating System Data Downloads, Texas Education Agency (TEA), 2024–25.

Note. A total of 53 commissioner of education (COE)-authorized charter school campuses and 2,584 traditional public school campuses matched to COE-authorized charter school campuses were included in this analysis.

Section 6: Aggregate Performance of COE-Authorized Charter School Campuses and Matched Traditional Public School Campuses by School Level

Presented in this section of the report are aggregate academic outcomes of COE-authorized charter school campuses and their matched traditional public school campuses by school level.

In accordance with the prior *Texas Charter Authorizer Accountability Report* (Templeton et al., 2025), schools are classified as elementary, middle, or high school campuses based on the proportion of students served in each grade level. Schools serving equal proportions of two grade-level types are classified into the higher grade-level category. For example, a school serving 50% of students in kindergarten through Grade 5 and 50% of students in Grades 6–8 is classified as a middle school.

- **Elementary schools** serve a larger proportion of students in kindergarten through Grade 5,
- **Middle schools** serve a larger proportion of students in Grades 6–8, and
- **High schools** serve a larger proportion of students in Grades 9–12.

This section provides results for aggregate outcome measures related to attrition, STAAR exams, and state accountability domain scores. For middle school campuses, the number of schools (less than 10 campuses) was too small to report STAAR results and state accountability domain scores.[41]

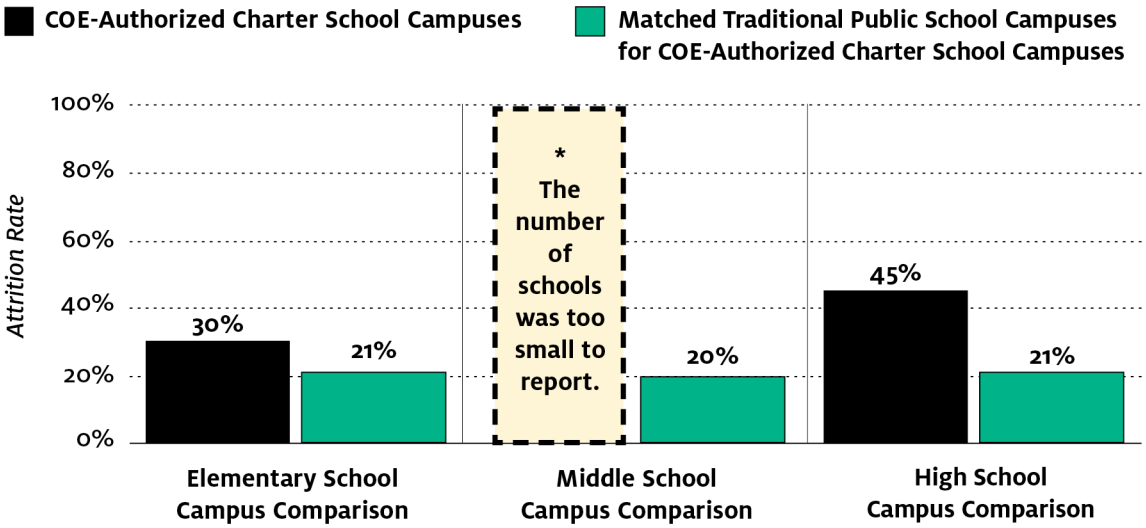
41 CCMR outcomes are reported for high schools in Section 5. Due to the small number of COE-authorized charter school campuses, aggregate outcome measures related to graduation rates are not displayed.

Attrition Rates Disaggregated by School Level

In Figure 6.1, student attrition rates between the 2024–25 and 2025–26 academic years are displayed by school level for COE-authorized charter school campuses and their matched traditional public school campuses. COE-authorized charter elementary school campuses reported a higher attrition rate than their matched traditional public elementary school campuses (30% vs. 21%). The number of COE-authorized charter middle school campuses was too small to report, but the attrition rate for matched traditional public middle school campuses was 20%. COE-authorized charter high school campuses reported a higher attrition rate than their matched traditional public high school campuses (45% vs. 21%).

FIGURE 6.1

Student Attrition Rates Between 2024–25 and 2025–26 for COE-Authorized Charter School Campuses and Matched Traditional Public School Campuses, by School Level



Sources. Texas Academic Performance Reports, Texas Education Agency, 2024–25; Public Education Information Management System, Texas Education Agency, 2024–25 and 2025–26.

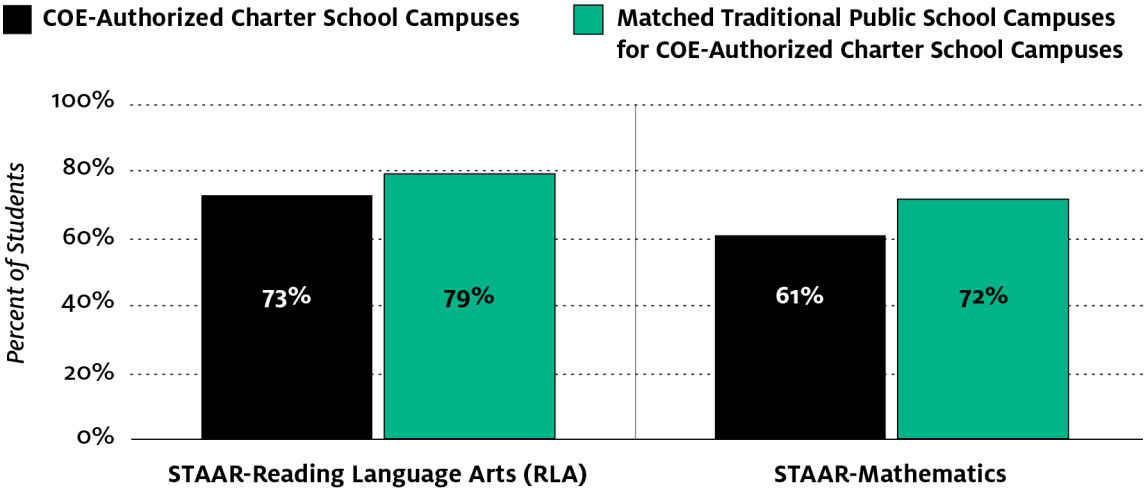
Note. The number of commissioner of education (COE)-authorized campuses included in the analyses: elementary (n=37); middle (n=7); high (n=40). The number of matched traditional public school campuses for COE-authorized charter school campuses included in the analyses: elementary (n=2,322); middle (n=62); high (n=167).

STAAR Results Disaggregated by School Level

When STAAR performance among COE-authorized charter school campuses is disaggregated at the school level and compared with matched traditional public school campuses, some differences in performance surface. Figure 6.2 displays the percentage of students in elementary schools meeting the Approaches Grade Level standard on STAAR-RLA and STAAR-Mathematics exams. At COE-authorized charter elementary school campuses, a lower percentage of students in Grades 3–8 achieved the Approaches Grade Level standard on the STAAR-RLA exams than students at matched traditional public elementary school campuses (73% vs 79%). A lower percentage of students at COE-authorized charter elementary school campuses achieved the Approaches Grade Level standard on the STAAR-Mathematics exams (61% vs. 72%) than students at matched traditional public elementary school campuses.

FIGURE 6.2

Percent of Students Achieving the Approaches Grade Level Standard on the 2024–25 STAAR-RLA and STAAR-Mathematics Exams for COE-Authorized Charter School Campuses and Matched Traditional Public School Campuses (Elementary School Campuses)



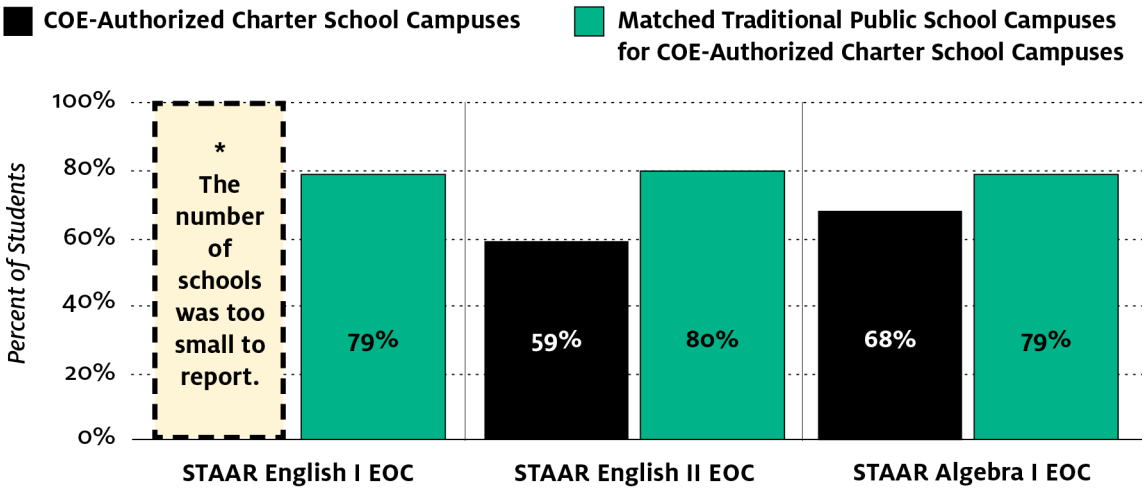
Source. Texas Academic Performance Reports, Texas Education Agency, 2024–25.

Note. A total of 37 commissioner of education (COE)-authorized charter school campuses were included in the State of Texas Assessments of Academic Readiness (STAAR®) analyses, with 2,238 traditional public school campuses matched to COE-authorized charter school campuses.

Figure 6.3 shows the percentage of students in high schools achieving the Approaches Grade Level standard on STAAR English I, English II, and Algebra I EOC exams. At COE-authorized charter high school campuses, the number of students meeting the Approaches Grade Level standard on the STAAR English I EOC exam was too small to display, but 79% of students at matched traditional public high school campuses met the standard. At COE-authorized charter high school campuses, 59% achieved the Approaches Grade Level standard on the STAAR English II EOC exam compared with 80% at matched traditional public high school campuses. The percentage of students at COE-authorized charter high school campuses who met the Approaches Grade Level standard on the STAAR Algebra I EOC exam 68%, compared with 79% of students at matched traditional public high school campuses.

FIGURE 6.3

Percent of Students Achieving the Approaches Grade Level Standard on the 2024–25 STAAR English I, English II, and Algebra I EOC Exams for COE-Authorized Charter School Campuses and Matched Traditional Public School Campuses (High School Campuses)



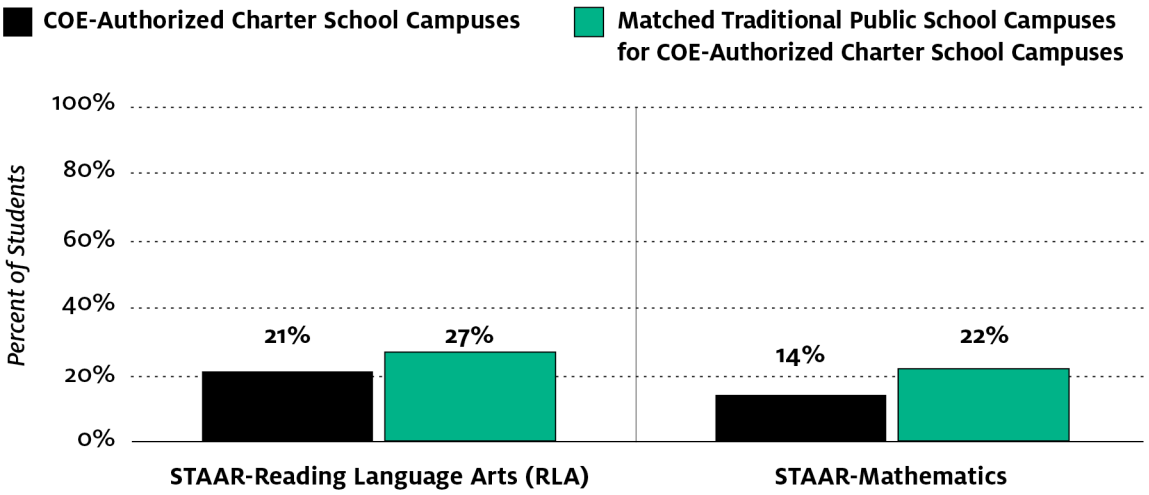
Source. Texas Academic Performance Reports, Texas Education Agency, 2024–25.

Notes. A total of 14 commissioner of education (COE)-authorized charter school campuses and 153 matched traditional public school campuses were included in the State of Texas Assessments of Academic Readiness (STAAR®) English I end-of-course (EOC) analysis. A total of 11 COE-authorized charter school campuses and 142 matched traditional public school campuses were included in the STAAR English II EOC analysis. A total of eight COE-authorized charter school campuses and 147 matched traditional public school campuses were included in the STAAR Algebra I EOC analysis.

Figure 6.4 shows the percentage of students in elementary schools achieving the Masters Grade Level standard on STAAR-RLA and STAAR-Mathematics exams. At COE-authorized charter elementary school campuses, 21% achieved the Masters Grade Level standard on STAAR-RLA exams compared with 27% at matched traditional public elementary school campuses. At COE-authorized charter elementary school campuses, 14% achieved the Masters Grade Level standard on STAAR-Mathematics exams compared with 22% at matched traditional public elementary school campuses.

FIGURE 6.4

Percent of Students Achieving the Masters Grade Level Standard on the 2024–25 STAAR-RLA and STAAR-Mathematics Exams for COE-Authorized Charter School Campuses and Matched Traditional Public School Campuses (Elementary School Campuses)



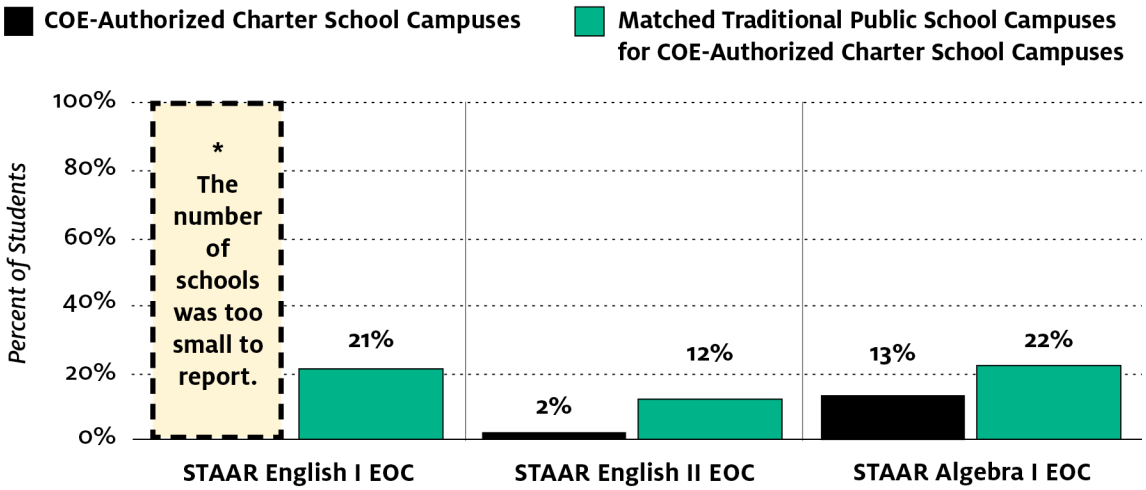
Source. Texas Academic Performance Reports, Texas Education Agency, 2024-25.

Note. A total of 37 commissioner of education (COE)-authorized charter school campuses were included in the State of Texas Assessments of Academic Readiness (STAAR®) analyses, with 2,238 traditional public school campuses matched to COE-authorized charter school campuses.

Figure 6.5 shows the percentage of students in high schools achieving the Masters Grade Level standard on STAAR English I, English II, and Algebra I EOC exams. The number of students at COE-authorized charter high school campuses who met the Masters Grade Level standard on the STAAR English I EOC exam was too small to display, but 21% of students at matched traditional public high school campuses achieved the standard. At COE-authorized charter high school campuses, 2% of students achieved the Masters Grade Level standard on the STAAR English II EOC exam, compared with 12% at matched traditional public high school campuses. The percentage of students at COE-authorized charter high school campuses who met the Masters Grade Level standard on the STAAR Algebra I EOC exam was 13%, compared with 22% of students at matched traditional public high school campuses.

FIGURE 6.5

Percent of Students Achieving the Masters Grade Level Standard on the 2024–25 STAAR English I, English II, and Algebra I EOC Exams for COE-Authorized Charter School Campuses and Matched Traditional Public School Campuses (High School Campuses)



Source. Texas Academic Performance Reports, Texas Education Agency, 2024–25.

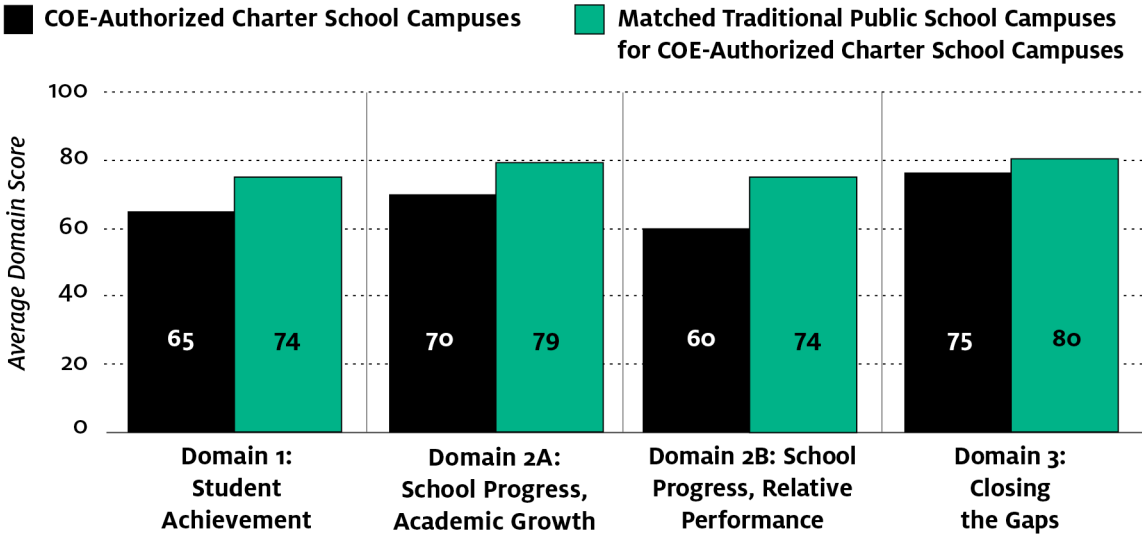
Notes. A total of 14 commissioner of education (COE)-authorized charter school campuses and 153 matched traditional public school campuses were included in the State of Texas Assessments of Academic Readiness (STAAR®) English I end-of-course (EOC) analysis. A total of 11 COE-authorized charter school campuses and 142 matched traditional public school campuses were included in the STAAR English II EOC analysis. A total of eight COE-authorized charter school campuses and 147 matched traditional public school campuses were included in the STAAR Algebra I EOC analysis.

TEA Accountability Domain Scores Disaggregated by School Level

Figure 6.6 displays accountability domain scores for COE-authorized charter elementary school campuses and their matched traditional public elementary school campuses. COE-authorized charter elementary school campuses had an average Student Achievement Domain score of 65, compared with 74 for matched traditional public elementary school campuses. COE-authorized charter elementary school campuses had a lower average School Progress Domain, Academic Growth score than matched traditional public elementary school campuses (70 vs. 79), a lower average School Progress Domain, Relative Performance score than matched traditional public elementary school campuses (60 vs. 74), and a lower average Closing the Gaps Domain score than matched traditional public elementary school campuses (75 vs. 80).

FIGURE 6.6

TEA Accountability Domain Scores for COE-Authorized Charter School Campuses and Matched Traditional Public School Campuses, 2024–25 (Elementary School Campuses)



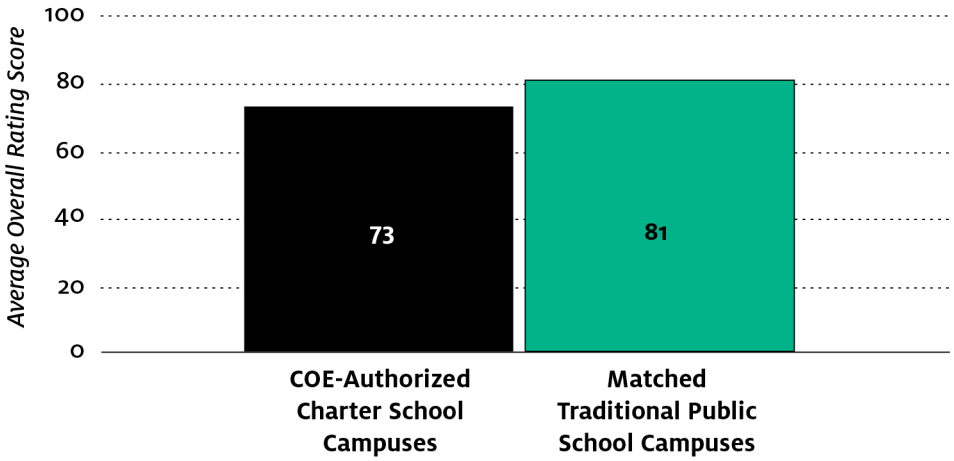
Source. State Accountability Rating System Data Downloads, Texas Education Agency (TEA), 2024–25.

Note. A total of 38 commissioner of education (COE)-authorized charter elementary school campuses and 2,238 traditional public elementary school campuses matched to COE-authorized charter elementary school campuses were included in this analysis.

Figure 6.7 displays the average overall accountability rating score for COE-authorized charter elementary school campuses and matched traditional public elementary school campuses. COE-authorized charter elementary school campuses averaged lower overall accountability rating scores than matched traditional public elementary school campuses (73 vs. 81).

FIGURE 6.7

TEA Overall Accountability Rating for COE-Authorized Charter School Campuses and Matched Traditional Public School Campuses, 2024–25 (Elementary School Campuses)



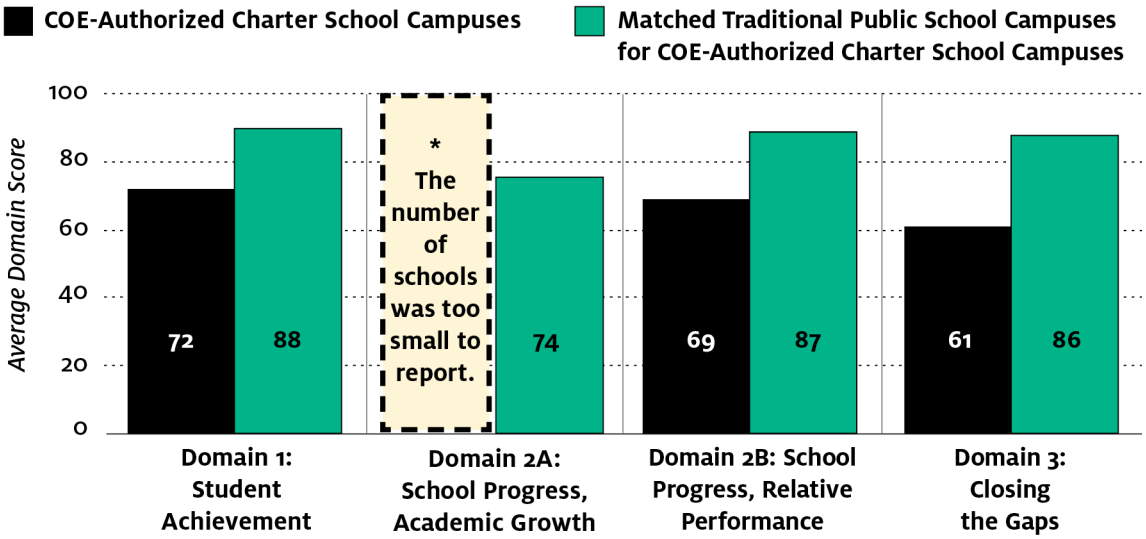
Source. State Accountability Rating System Data Downloads, Texas Education Agency (TEA), 2024–25.

Note. A total of 38 commissioner of education (COE)-authorized charter elementary school campuses and 2,238 traditional public elementary school campuses matched to COE-authorized charter elementary school campuses were included in this analysis.

Figure 6.8 displays accountability domain scores for COE-authorized charter high school campuses and matched traditional public high school campuses. COE-authorized charter high school campuses had an average Student Achievement Domain score of 72, compared with 88 for matched traditional public high school campuses. The average School Progress Domain, Academic Growth score for COE-authorized charter high school campuses could not be reported because the number of schools was too small to display, but matched traditional public high school campuses had an average School Progress Domain, Academic Growth score of 74. COE-authorized charter high school campuses had a lower average School Progress Domain, Relative Performance score than matched traditional public high school campuses (69 vs. 87), and a lower average Closing the Gaps Domain score than matched traditional public high school campuses (61 vs. 86).

FIGURE 6.8

TEA Accountability Domain Scores for COE-Authorized Charter School Campuses and Matched Traditional Public School Campuses, 2024–25 (High School Campuses)



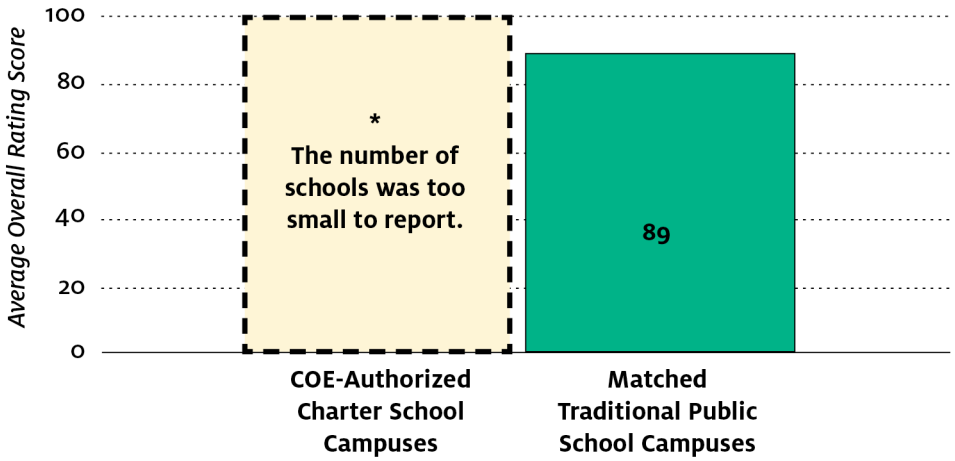
Source. State Accountability Rating System Data Downloads, Texas Education Agency (TEA), 2024–25.

Note. A total of 14 commissioner of education (COE)-authorized charter high school campuses and 157 traditional public high school campuses matched to COE-authorized charter high school campuses were included in this analysis.

Figure 6.9 displays the average overall accountability rating score for COE-authorized charter high school campuses and matched traditional public high school campuses. The number of COE-authorized charter high school campuses was too small to display, but the average overall accountability rating score for matched traditional public high school campuses was 89.

FIGURE 6.9

TEA Overall Accountability Rating for COE-Authorized Charter School Campuses and Matched Traditional Public School Campuses, 2024–25 (High School Campuses)



Source. State Accountability Rating System Data Downloads, Texas Education Agency (TEA), 2024–25.

Note. A total of eight commissioner of education (COE)-authorized charter high school campuses and 157 traditional public high school campuses matched to COE-authorized charter high school campuses were included in this analysis.

Section 7: Discussion of Findings

Overview

The number of charter schools operating nationally increased from 4,396 to 8,140 between the academic years 2007–08 and 2023–24. Student enrollment in charter schools also experienced substantial growth during that period, rising from about 1.3 million students in 2007–08 to more than 3.8 million students in 2023–24 (White, 2025). In Texas, 1,055 charter school campuses enrolled 489,894 students in the 2024–25 academic year. Approximately 82% of charter school campuses operating in Texas that year (863) were classified as SBOE-authorized charter school campuses; approximately 9% (97) were ISD-authorized charter school campuses; and about 9% (95) were COE-authorized charter school campuses.

Summary of Results

The analyses included in this report compare the overall campus-level performance metrics across three classifications of charter school campuses along with their matched traditional public school campuses. The matching techniques employed in these analyses ensured the selection of traditional public school campuses with similar student enrollment characteristics to examine and compare the descriptive statistics across different measures of campus performance. Appendix A includes a detailed description of the matching process.

The overall campus-level performance results were examined across several outcomes: attrition rates; STAAR exams; four-year longitudinal graduation rates for schools evaluated under AEA and standard accountability provisions; CCMR outcomes; and state accountability domain scores.

Attrition Rates

COE-authorized, SBOE-authorized, and ISD-authorized charter school campuses had higher attrition rates than their matched traditional public school campuses. COE-authorized charter school campuses had a 33% attrition rate, compared with 21% at matched traditional public school campuses. SBOE-authorized charter school campuses had an attrition rate of 23%, compared with 22% at matched traditional public school campuses. And ISD-authorized charter school campuses had a 22% attrition rate, compared with 21% at matched traditional public school campuses.

STAAR Results

At SBOE-authorized charter school campuses, a higher percentage of students in Grades 3–8 achieved the Approaches Grade Level standard on the STAAR-RLA exams (78% vs. 76%) than students at matched traditional public school campuses, and a lower percentage of students at SBOE-authorized charter school campuses achieved the Approaches Grade Level standard on the STAAR English I EOC exam (69% vs. 71%) and STAAR English II EOC exam (72% vs. 74%) than students at matched traditional public school campuses. A higher percentage of students at SBOE-authorized charter school campuses achieved the Masters Grade Level standard on STAAR-RLA exams (26% vs. 23%) than students at matched traditional public school campuses; a lower percentage of students at SBOE-authorized charter school campuses achieved the Masters Grade Level standard on the STAAR English I EOC exam (13% vs. 15%) than students at matched traditional public school campuses; and the same percentage of students achieved the Masters Grade Level standard on the STAAR English II EOC exam (8%) as students at matched traditional public school campuses. At SBOE-authorized charter school campuses, 67% of students taking the STAAR-Mathematics exams and 78% of students taking the STAAR Algebra I EOC exam met the Approaches Grade Level standard, compared with 68% and 83%, respectively, at matched traditional public school campuses. Lower percentages of students at SBOE-authorized charter school campuses achieved the Masters Grade Level standard on STAAR-Mathematics exams (16% vs. 18%) and the STAAR Algebra I EOC exam (24% vs. 36%) compared with those at matched traditional public school campuses.

At ISD-authorized charter school campuses, 73% of students achieved the Approaches Grade Level

standard on STAAR-RLA exams, compared with 76% of students at matched traditional public school campuses. For the STAAR English I exam, 69% of students achieved the Approaches Grade Level standard at ISD-authorized charter school campuses, compared with 64% of students at matched traditional public school campuses. For the STAAR English II EOC exam, 72% 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. A higher percentage of students at ISD-authorized charter school campuses achieved the Masters Grade Level standard on STAAR-RLA exams than students at matched traditional public school campuses (24% vs. 20%). A higher percentage of students at ISD-authorized charter school campuses achieved the Masters Grade Level standard on the STAAR English I EOC exam (13% vs. 10%) and the STAAR English II EOC exam (7% vs. 5%) than students at matched traditional public school campuses. At ISD-authorized charter school campuses, 63% of students achieved the Approaches Grade Level standard on STAAR-Mathematics exams, compared with 68% of students at matched traditional public school campuses, and 75% of students achieved the Approaches Grade Level standard on the STAAR Algebra I EOC exam, compared with 82% at matched traditional public school campuses. A lower percentage of students at ISD-authorized charter school campuses achieved the Masters Grade Level standard on STAAR-Mathematics exams (15% vs. 17%) and the STAAR Algebra I EOC exam (25% vs. 34%) than students at matched traditional public school campuses.

At COE-authorized charter school campuses, lower percentages of students achieved the Approaches Grade Level standard on STAAR-RLA exams (73% vs. 79%), the STAAR English I EOC exam (68% vs. 80%), and the STAAR English II EOC exam (70% vs. 80%) 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-RLA exams (21% vs. 26%), the STAAR English I EOC exam (13% vs. 22%), and the STAAR English II EOC exam (8% vs. 12%) than students at matched traditional public school campuses. At COE-authorized charter school campuses, lower percentages of students achieved the Approaches Grade Level standard on STAAR-Mathematics exams (60% vs. 71%) and the STAAR Algebra I EOC exam (75% vs. 84%) than students at matched traditional public school campuses. Likewise, lower percentages of students at COE-authorized charter school campuses achieved the Masters Grade Level standard on STAAR-Mathematics exams (12% vs. 22%) and the STAAR Algebra I EOC exam (21% vs. 31%) than students at matched traditional public school campuses.

Graduation Rates

SBOE-authorized charter school campuses evaluated under standard accountability provisions had a class of 2024 four-year longitudinal graduation rate of 96%, compared with 92% at matched traditional public school campuses. The four-year longitudinal graduation rate at ISD-authorized charter school campuses evaluated under standard accountability provisions was 95%, compared with 91% at matched traditional public school campuses. Additionally, four-year longitudinal graduation rates for campuses evaluated under AEA provisions were examined; the graduation rate at SBOE-authorized charter school campuses was 69%, compared with 92% at matched traditional public school campuses. For ISD-authorized charter school campuses evaluated under AEA provisions and their matched traditional public school campuses, the graduation rates were masked due to the limited number of campuses operating under these provisions and thus ineligible for this analysis. Graduation rates for COE-authorized charter school campuses and their matched traditional public school campuses were also not displayed because of the small numbers of campuses with data.

College, Career, and Military Readiness Outcomes

SBOE-authorized charter school campuses reported higher percentages of graduates on three CCMR outcomes compared with their matched traditional public school campuses: 73% of graduates met TSI college readiness benchmarks in both RLA and mathematics, compared with 66% from matched traditional public school campuses; 39% of graduates met the criterion score on an AP or IB exam in any subject area, compared with 21% from matched traditional public school campuses; and 8% of special education students graduated under an advanced diploma plan, compared with 6% from matched traditional public school campuses. Matched traditional public school campuses reported higher percentages of CCMR outcomes than SBOE-authorized charter school campuses for graduates

earning dual course credits (41% vs. 19%); graduates earning an industry-based certification (35% vs. 11%); graduates earning a Level I or Level II certificate in any workforce education area (2% vs. <1%); graduates completing and earning credit for an ELA college prep course (29% vs. 23%); graduates completing and earning credit for a mathematics college prep course (31% vs. 28%); graduates completing an OnRamps dual enrollment course and earning at least three college credits (6% vs. 5%); graduates earning an associate's degree while in high school (14% vs. 3%); and graduates completing an IEP and demonstrating workforce readiness (2% vs. 1%). The same percentage of graduates at SBOE-authorized charter school campuses and their matched traditional public school campuses (<1%) enlisted in the Armed Forces.

ISD-authorized charter school campuses reported higher percentages of graduates on two CCMR outcomes compared with their matched traditional public school campuses: graduates earning dual course credits (30% vs. 27%) and graduates earning a Level I or Level II certificate in any workforce education area (2% vs. 1%). ISD-authorized charter school campuses reported lower percentages than their matched traditional public school campuses for graduates satisfying the TSI college readiness benchmarks in both RLA and mathematics (58% vs. 62%); graduates earning industry-based certifications (23% vs. 37%); graduates completing and earning credit for an ELA college prep course (29% vs. 39%); graduates completing and earning credit for a mathematics college prep course (39% vs. 43%); graduates earning an associate's degree while in high school (5% vs. 6%); and graduates completing an IEP and demonstrating workforce readiness (1% vs. 3%). ISD-authorized charter school campuses reported the same percentages as matched traditional public school campuses for graduates meeting the criterion score on an AP or IB exam in any subject area (17%); graduates completing an OnRamps dual enrollment course and earning at least three college credits (8%); special education students graduating under an advanced diploma plan (7%); and graduates enlisting in the Armed Forces (<1%).

COE-authorized charter school campuses reported higher percentages of graduates completing an OnRamps dual enrollment course (8% vs. 2%) and special education students graduating under an advanced diploma plan (5% vs. 4%) than matched traditional public school campuses. For all other CCMR outcomes, matched traditional public school campuses reported higher percentages of graduates than COE-authorized charter school campuses.

TEA Accountability Domain Scores

For SBOE-authorized charter school campuses, the average Student Achievement Domain score was 76, compared with 74 for matched traditional public school campuses. SBOE-authorized charter school campuses had a lower average School Progress Domain, Academic Growth score than matched traditional public schools (74 vs. 77) but a higher average School Progress Domain, Relative Performance score than matched traditional public school campuses (77 vs. 75). SBOE-authorized charter school campuses and matched traditional public school campuses both had average scores of 80 for the Closing the Gaps Domain. Overall, SBOE-authorized charter school campuses averaged higher overall accountability rating scores than matched traditional public school campuses (81 vs. 80).

ISD-authorized charter school campuses had a higher average Student Achievement Domain score than matched traditional public school campuses (74 vs. 72); a lower average School Progress Domain, Academic Growth score compared with matched traditional public school campuses (75 vs. 77); a higher School Progress Domain, Relative Performance score than matched traditional public school campuses (77 vs. 75); and a higher average Closing the Gaps Domain score than matched traditional public school campuses (80 vs. 79). ISD-authorized charter school campuses averaged higher overall accountability rating scores than matched traditional public school campuses (81 vs. 79).

For COE-authorized charter school campuses, the average Student Achievement Domain score was 67, compared with 75 for matched traditional public school campuses. When compared with their matched traditional public school campuses, COE-authorized charter school campuses had a lower average School Progress Domain, Academic Growth score (69 vs. 79), average School Progress Domain, Relative Performance score (63 vs. 75), and average Closing the Gaps Domain score (71 vs. 80). COE-authorized

charter school campuses averaged lower overall accountability rating scores than matched traditional public school campuses (72 vs. 81).

Study Limitations

This report provides a detailed description of charter school campuses and matched traditional public school campuses intended for public 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 differences in STAAR performance standards, changes to the Texas Accountability Rating System, the award of new charter schools, the closure of low-performing charter schools, and the expansion of existing charters over the years, a comparison to past results should be made with caution. As a final note of caution, although the passage of SB 2 in 2013 resulted in the policy process change in charter school authorization, the reader is cautioned against attributing differences presented in this report solely to this change. Rather, differences may be attributable to other changes occurring over time, such as differences in the charter school applicant makeup, other process changes, and/or changes in leadership—none of which could be accounted for within the scope of this report.

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Appendix A: Detailed Methods Description

This appendix provides a detailed description of the different methodological approaches employed to fulfill the statutory requirements of this annual report. Under Texas Education Code (TEC) § 12.1013 (b) (2025), the *Texas Charter Authorizer Accountability Report* must provide an opportunity for the public to compare the performance of State Board of Education (SBOE)-authorized, Independent School District (ISD)-authorized, and commissioner of education (COE)-authorized charter school campuses with the performance of matched traditional public school campuses. Specific performance metrics codified under TEC § 39.053(c) (2025) and attrition rates are required to be included in the report, disaggregated by grade level served.

Purposive Sampling

The purpose of creating a matched set of traditional public school campuses for comparison is to optimize the covariate balance between the two comparison groups. In the education literature, several observed characteristics are well documented to influence school outcomes (Aitkin & Longford, 1986; Hill & Rowe, 1996; McCaffrey et al., 2004). In order for this study to create matched groups for comparison, the covariate balance between groups is of utmost importance (Greevy et al., 2004; Raudenbush & Willms, 1995). The procedure used to create a matched sample of traditional public school campuses for comparison to charter school campuses is described in detail below.

The expansive research conducted in the field of education and the comparative nature of this study allow for the use of purposive sampling to select the matched set of traditional public school campuses. In purposive sampling, the researcher uses education literature to guide the selection of covariates of the population important to the study (Bryman, 2016). Specifically in the examination of school outcomes, literature has documented several important covariates for consideration: geographic location (Wong et al., 2013), school size (Fowler & Walberg, 1991), grade levels served (Fowler & Walberg, 1991; Heck, 2000), teacher experience (Clotfelter et al., 2007), concentrations of economically disadvantaged students (Fowler & Walberg, 1991; Heck, 2000), special education students served (Heck, 2000; McCaffrey et al., 2004), historically marginalized student group enrollment (Darling-Hammond, 2004), and the proportion of English learners served (Abedi & Gándara, 2006). Guided by this vast array of literature, this study creates a systematic sample (Bryman, 2016) of matched traditional public school campuses by optimizing important covariate balances between the charter and traditional public school groups. The selection of the systematic sample begins with defining the sampling frame.

Sampling Frame

The sampling frame is the subset of the population from which the sample, or in this case, the matched set, is drawn (Bryman, 2016). The sampling frame is defined as the population of traditional public school campuses located within cities with at least one charter school campus. By defining the sampling frame in this way, the study controls for exogenous characteristic influence (Wong et al., 2013) on outcome variables. Texas has public schools in 1,089 cities.[42] Of those, 907 cities have only traditional public school campuses; 182 have both traditional public school and charter school campuses. When the total population of 8,029 traditional public school campuses was narrowed to include only those located in cities with charter school campuses, 4,922 traditional public school campuses remained as the sampling frame.

Stratification

Once the sampling frame was defined, the frame was stratified into three distinct groups (strata) by grade levels served. The school level (elementary, middle, or high school) was assigned to each school based upon the proportion of students served in each grade. Within each of the three strata, the sampling process was

42 The city in which each school is located was reported as the ARC city variable in the Texas school finder ArcGIS data downloaded March 19, 2026.

conducted independently to ensure robust matching and to ensure the matched set of traditional public school campuses were representative of the school level.

All schools were categorized as primarily elementary school (kindergarten through Grade 5), middle school (Grades 6 through 8), or high school (Grades 9 through 12) based on the largest percentage of students served. To calculate the percentage of students served in each grade-level group, grade-level counts for elementary, middle, and high schools were summed and divided by total enrollment. Schools were labeled as an elementary, middle, or high school based upon the highest percentage. Schools with equal proportions of students in two grade-level groups were labeled with the higher grade-level category. For example, if a school served equal percentages of elementary and middle school students, the school was labeled as a middle school; if a school served equal percentages of middle and high school students, the school was labeled as a high school.

Independent Sampling

Because this report compares the performance of charter school campuses by authorizer type, matched sets of traditional public school campuses for SBOE-authorized, ISD-authorized, and COE-authorized charter school campuses were created independently. The sampling techniques described below were conducted three times—once for each of the three authorizer types. The sampling occurred with replacement, meaning that the same sampling frame within each stratum was used for each of the charter school authorizer groups. Sampling each independently ensured that the matched set of traditional public schools was representative of the charter schools by authorizer type.

Covariate Balancing

Beginning with the sampling frame for each school-level stratum, covariates not controlled for in the stratification or independent sampling were balanced first using t-tests to determine significant difference (covariates are displayed below). If the t-test revealed no significant difference in the distributions of the variable among charter schools and traditional public schools, the variable was considered balanced. If the t-test yielded a significant difference, outliers in the traditional public school data were trimmed (Ghosh & Vogt, 2012). An outlier was trimmed from the data if the standard deviation from the mean exceeded the standard deviation of the fifth and 95th percentile means. After data were trimmed, t-tests were conducted to evaluate differences between the two groups. The specific order of the covariate balancing was selected based upon the degree of difference in group means. The covariates with the largest differences were trimmed first. T-tests were conducted again, and the process was repeated. In total, eight distinct covariates were balanced:

- Total number of students enrolled
- Average teacher years of experience
- Percentage of African American students enrolled
- Percentage of Hispanic students enrolled
- Percentage of enrolled students receiving special education services
- Percentage of emergent bilingual students/English learners enrolled
- Percentage of enrolled students identified as economically disadvantaged
- Percentage of enrolled students at risk of dropping out of school[43]

Appendix D details the performance results for each charter school included in the report. Residential treatment facilities (RTFs), juvenile justice alternative education programs (JJAEPs), and disciplinary alternative education programs (DAEPs) were not included in purposive sampling, nor in performance analyses. RTFs were excluded because the unique student populations served in instructional settings are far different from other schools. JJAEPs and DAEPs were excluded because the performance of their student populations is attributed back to the students' home campuses. The charter school campuses listed in Appendix D are those reported in the academic performance metrics in this report.

43 All covariates are from the *2024–25 Texas Academic Performance Report*.

Outcome Measure Calculation

For attrition rates, State of Texas Assessments of Academic Readiness (STAAR®) performance rates, graduation rates, and college, career, and military readiness (CCMR) indicator rates, results were calculated using the number of students at each campus in the group that contributed to the outcome measure. Rather than averaging the campus-level rates for all campuses in a group for each metric, numerators and denominators for each metric were summed then divided to provide an overall rate for the group. This prevents results from being significantly influenced by extreme performance results for very small campuses. In order to find the average group performance for the Texas Accountability Rating System domain scores and Texas Education Agency (TEA) overall accountability ratings, campus scores for each were averaged.

While aggregate outcomes are reported by grade level (elementary, middle, and high schools separately), attrition rates, graduation rates, CCMR indicator rates, STAAR rates, and accountability system ratings are calculated only including campuses with each grade-level designation. Despite the grade-level categorization, the outcome data for all students are included in the per-grade-level displays.

All schools were categorized as primarily elementary school (kindergarten through Grade 5), middle school (Grades 6 through 8), or high school (Grades 9 through 12) based on the largest percentage of students served. Grade-level enrollment for each school type was summed and divided by the total enrollment. Schools were then categorized as elementary, middle, or high schools depending on the category with the highest percentage. Schools with equal proportions of students in two categories were labeled with the highest option: (mid=high, labeled high; elem=mid, labeled mid; elem=high, labeled high). The higher school grade-level categorization was selected as it allows more options for the schools' data to be included in the report.

Because grade-level assignments were made using the highest proportion of students served, when outcomes are reported for a specific school grade-level categorization, they may contain other grade-level students. For example, a school that serves students from kindergarten through eighth grades with 85% of students in kindergarten through Grade 5 and 15% of students in Grades 6 through 8 would be categorized as an elementary school. However, when the STAAR-Reading Language Arts (RLA) exam performance data are displayed for elementary schools, the aggregate reported numbers will contain the students from Grades 6 through 8 for this school.

Attrition Analysis

For the purposes of this report, the attrition rate is defined as the percentage of students enrolled in the fall of 2024–25 who did not return to the same campus in the fall of 2025–26. This calculation is adjusted to account for the grade levels available to students at each campus as well as additional factors. For instance, students were excluded from the calculation if the campus in which they were enrolled in 2024–25 did not offer the next grade they were expected to move into in 2025–26 or if they were at a campus in 2024–25 that was no longer active in 2025–26. Students who were retained in a grade, including those in Grade 12 in the same campus, remained in the calculation. Some campuses may not receive an attrition rate because all of their students are excluded from the attrition denominator due to their subsequent grade level not being offered at that campus in 2025–26. The 2024–25 annual attrition rates for this report, along with the numerators and the denominators, were provided by the TEA for all active campuses for the 2024–25 school year. The RTF, JJAEP, and DAEP campuses were excluded from the aggregate calculations. Notably, there were some campuses that physically closed prior to the beginning of the 2024–25 school year, though the campus status was not changed to "closed." For these campuses, a 100% attrition rate was reported in Appendix D of this report, and the schools were noted as active-zero-enrollment campuses. Though they are reported in Appendix D, active-zero-enrollment campus attrition rates were not included in the aggregate analysis in Sections 3, 4, 5, and 6 in the report.

Graduation Rate

The graduation rate reported is the class of 2024 longitudinal four-year graduation rate calculated for

state accountability purposes, which follows a cohort of first-time students in Grade 9 through the fall after their expected graduation date (TEA, 2025b).[44] For schools rated under standard accountability provisions, the graduation rate numerator and denominator were downloaded from the *Texas Academic Performance Reports*. The graduation rate calculation is the total number of graduates divided by the sum of the number of graduates, continuers, Texas Certificate of High School Equivalency recipients, and dropouts in the cohort. Per the *Secondary School Completion and Dropouts in Texas Public Schools, 2023–24* report, "For campuses to which alternative education accountability (AEA) procedures applied, a new completion measure was introduced in 2023 as part of the state accountability system refresh for the 2023 accountability cycle. The new completion measure, which calculates a rate for students who graduate, continue in high school, or earn a Texas Certificate of High School Equivalency, includes students who previously dropped out of school (and are not eligible for any other exclusion) in the numerator, but not in the denominator" (TEA, 2025b, p. 122).

Students are excluded from this graduation rate for state accountability purposes for a multitude of reasons, all specified in state statute:

- **Students are excluded** if they meet one of the following criteria listed under TEC §39.053(g-1) (2024): a) were ordered by a court to attend a high school equivalency certificate program but have not yet earned a high school equivalency certificate; b) previously reported to the state as a dropout except in completion measure calculations for alternative education campuses; c) were in attendance but not in average daily attendance membership; d) were enrolled initially in Grades 7–12 as an unschooled refugee or asylee as defined by TEC § 39.027(a-1) (2024); e) are in the district exclusively as a function of having been detained at a county detention facility but are otherwise not a student of the district, or are being provided services by an open-enrollment charter school exclusively as the result of having been detained at the facility; f) are incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult; or g) have suffered a condition, injury, or illness that requires substantial medical care and leaves the student unable to attend school and assigned to a medical or RTF.
- **Students can also be excluded** per TEC § 39.053(g-2) (2024) if they a) are at least 18 years of age as of September 1 and have met the credit requirements for high school graduation; b) have not fulfilled the requirements of their individualized education program (IEP); and c) are enrolled and receiving IEP services.
- **Students failing to enroll in school** after leaving an RTF or pre- or post-adjudication facility are excluded from the calculation for the district serving the facility under TEC § 39.053(g-3) (2024).
- **Students are also excluded** per TEC § 39.053(g-4) (2024) if they a) are at least 18 years of age and under 26 years of age; b) have not been previously reported as a dropout; and c) have not been enrolled in school during the previous nine months before enrolling in a high school equivalency program, a dropout recovery school, or an adult education program provided under a high school diploma and industry certification charter school program except in completion measure calculations for alternative education campuses.
- **TEC § 39.055 (2024) permits students** in a Texas juvenile justice department facility or residential facility served by a Texas public school district to be excluded.

College, Career, and Military Readiness Outcomes

Under TEC § 39.053 (2024), graduates have several ways to demonstrate CCMR. For this report, the following CCMR outcomes are reported for 2024 annual graduates:[45, 46]

- **Meet Texas Success Initiative (TSI) Criteria in RLA and Mathematics.** A graduate can accomplish

44 See the *Secondary School Completion and Dropouts in Texas Public Schools, 2023–24* report for more about the calculation of the class of 2024 longitudinal graduation rate.

45 For more information, see Appendix H of the *TEA 2025 Accountability Manual*.

46 See the *2024–25 Texas Academic Performance Report* glossary for more information on the CCMR postsecondary readiness indicators.

this by meeting the college-ready criteria in both RLA and mathematics on the TSIA1 and/or TSIA2 assessment, SAT, or ACT or by successfully completing and earning credit for a college prep course as defined in TEC § 28.014 and TEC §51.338 (2024). The criteria for successful completion of a college prep course should be in alignment between a local education agency and the partnering institution of higher education. In accordance with §51.338(e), upon successful completion of a college prep course, students earn a TSI exemption from the partnering IHE(s) in that content area. Students should only be reported as successfully completing a college prep course if they have met TSI exemption requirements. The assessment results considered include TSIA1 and/or TSIA2 assessments administered through the October following graduation, SAT assessments administered through the June following graduation, ACT assessments administered through the July following graduation, and course completion data via the Texas Student Data System Public Education Information Management System.[47] A graduate must meet the TSI requirement for both RLA and mathematics but does not necessarily need to meet them on the same assessment. For example, a graduate may meet the TSI criteria for college readiness in RLA on the SAT and complete and earn credit for a college prep course in mathematics.

- **Meet Criteria on Advanced Placement (AP) or International Baccalaureate (IB) Examination.** A graduate can accomplish this by meeting the criterion score on an AP or IB examination in any subject area. The criterion score is 3 or higher for AP and 4 or higher for IB.
- **Earn Dual Course Credits.** To achieve this, a graduate must complete and earn at least three college credit hours in RLA or mathematics or at least nine college credit hours in any subject.
- **Earn an Industry-Based Certification.** To achieve this, a graduate must earn an approved industry-based certification under Title 19 of the Texas Administrative Code § 74.1003 (2024) prior to graduation from high school.[48] Earning a certification means that the student has successfully completed all requirements defined by the certifying entity. Districts and charter schools should consult the certifying entities' webpages to determine the requirements that must be met for students to earn industry-based certifications.
- **Earn a Level I or Level II Certificate.** To achieve this, graduates are awarded Level I or Level II certificates in any workforce education area.[49]
- **Complete and Earn Credit for an English Language Arts (ELA) College Prep Course.** To achieve this, a graduate must earn credit for an ELA college preparatory course defined in TEC § 28.014 and TEC §51.338 (2024).
- **Complete and Earn Credit for a Mathematics College Prep Course.** To achieve this, a graduate must earn credit for a mathematics college preparatory course defined in TEC § 28.014 and TEC §51.338 (2024).
- **Complete an OnRamps Dual Enrollment Course.** To achieve this, a graduate must complete an OnRamps dual enrollment course and qualify for at least three hours of university or college credit in any subject area.
- **Earn an Associate's Degree.** This means a graduate has earned an associate's degree by August 31 immediately following their high school graduation.
- **Graduate with Completed Individualized Education Program (IEP) and Workforce Readiness.** To achieve this, a graduate must complete his/her IEP and demonstrate either full-time employment with self-help skills to maintain employment or mastery of specific employability and self-help skills that do not require public school services.
- **Graduate Under an Advanced Diploma Plan and Be Identified as a Current Special Education Student.** To achieve this, a student must graduate under a Recommended High School Plan, Distinguished Achievement Plan, Foundation High School Plan with an Endorsement, Foundation High School Plan with a Distinguished Level of Achievement, or Texas First Early High School Completion Program with a Distinguished Level of Achievement and have been identified as a special education student receiving special education services during the year of graduation.
- **Enlist in the Armed Forces.** A graduate can accomplish this by enlisting in the U.S. Army, Navy, Air

47 For more information, see Appendix H of the *TEA 2025 Accountability Manual*.

48 See Appendix J of the *TEA 2025 Accountability Manual* for more information about industry-based certificates.

49 See Appendix D or H of the *TEA 2025 Accountability Manual* for more information about Level I and Level II certificates.

Force, Coast Guard, Marine Corps, or Space Force or Texas National Guard.

For campuses evaluated under alternative education accountability (AEA) provisions, aggregated CCMR rates are reported in accordance with the *2025 Accountability Manual* (TEA, 2025a). Different from the rates reported for each of the CCMR indicators for campuses evaluated under standard accountability provisions, the aggregate CCMR rates reported for campuses evaluated under AEA provisions are calculated by dividing the total number of annual graduates who accomplished any one of the CCMR indicators by the total number of annual graduates. Previous dropouts who earn CCMR are only included in the numerator.

Appendix B: Description of Charter School Campuses Evaluated Under Alternative Education Accountability Provisions

TABLE B.1

Texas Public School Campuses Evaluated Under Alternative Education Accountability Provisions, by School Type, 2024–25

Campus Type	Elementary School	Middle School	High School	Total
SBOE-Authorized Charter, Not Residential Treatment Facilities	0	5	110	115
ISD-Authorized Charter	0	0	2	2
COE-Authorized Charter, Not Residential Treatment Facilities	0	0	31	31
SBOE-Authorized Charter, Residential Treatment Facilities	0	3	34	37
COE-Authorized Charter, Residential Treatment Facilities	0	0	2	2
Total Alternative Education Accountability Charter School Campuses	**0**	**8**	**179**	**187**
Traditional Public School Campuses	0	2	162	164
DAEP Campuses	0	0	0	0
JJAEP Campuses	0	0	0	0
Residential Treatment Facilities	0	0	55	55
Total Alternative Education Accountability Traditional Public School Campuses	**0**	**2**	**217**	**219**
Total Alternative Education Accountability Texas Public Schools	**0**	**10**	**396**	**406**

Source. Texas Academic Performance Reports, Texas Education Agency, 2024–25.

Key. SBOE = State Board of Education; ISD = Independent School District; COE = commissioner of education; DAEP = Disciplinary Alternative Education Program; JJAEP = Juvenile Justice Alternative Education Program.

Note. There are no ISD-authorized charter school campus residential treatment facilities.

TABLE B.2

Student Enrollment in Texas Public School Campuses Evaluated Under Alternative Education Accountability Provisions, by School Type, 2024–25

Campus Type	Elementary School *	Middle School	High School	Total
SBOE-Authorized Charter, Not Residential Treatment Facilities	0	724	18,383	19,107
ISD-Authorized Charter	0	0	425	425
COE-Authorized Charter, Not Residential Treatment Facilities	0	0	2,215	2,215
SBOE-Authorized Charter, Residential Treatment Facilities	0	31	1,626	1,657
COE-Authorized Charter, Residential Treatment Facilities	0	0	165	165
Total Students Enrolled in Alternative Education Accountability Charter School Campuses	**0**	**755**	**22,814**	**23,569**
Traditional Public School Campuses	0	580	36,696	37,276
DAEP Campuses	0	0	0	0
JJAEP Campuses	0	0	0	0
Residential Treatment Facilities	0	0	1,487	1,487
Total Students Enrolled in Alternative Education Accountability Traditional Public School Campuses	**0**	**580**	**38,183**	**38,763**
Total Students Enrolled in Alternative Education Accountability Texas Public Schools	**0**	**1,335**	**60,997**	**62,332**

Source. Texas Academic Performance Reports, Texas Education Agency, 2024–25.

Key. SBOE = State Board of Education; ISD = Independent School District; COE = commissioner of education; DAEP = Disciplinary Alternative Education Program; JJAEP = Juvenile Justice Alternative Education Program.

Notes. There are no ISD-authorized charter school campus residential treatment facilities.
*Represents enrollment in PK–12 campuses serving 50% or more students in middle or high school as required for evaluation under Alternative Education Accountability (AEA) provisions, but who have a plurality of elementary school students.

TABLE B.3

Demographic Characteristics of Students Enrolled in Texas Public School Campuses Evaluated Under Alternative Education Accountability Provisions, 2024–25

	Traditional Public School Campuses	Traditional Public School Residential Treatment Facilities	SBOE-Authorized Charter School Campuses	SBOE-Authorized Charter School Campuses, Residential Treatment Facilities	COE- Authorized Charter School Campuses	COE-Authorized Charter School Campuses, Residential Treatment Facilities	ISD-Authorized Charter School Campuses
Race/Ethnicity							
African American	16%	22%	19%	30%	20%	22%	14%
American Indian or Alaska Native	<1%	1%	<1%	1%	<1%	<1%	0%
Asian	1%	1%	1%	1%	5%	<1%	0%
Hispanic	56%	45%	63%	38%	59%	36%	76%
Native Hawaiian or Pacific Islander	<1%	<1%	<1%	<1%	0%	0%	0%
Two or more races	3%	3%	2%	2%	<1%	0%	2%
White	23%	28%	16%	27%	14%	39%	8%
Other Student Characteristics							
At-Risk	97%	94%	99%	99%	100%	99%	100%
Economically Disadvantaged	68%	57%	70%	85%	94%	100%	91%
Emergent Bilingual	21%	9%	23%	9%	21%	4%	10%
Program Participation							
Special Education	16%	27%	12%	28%	2%	8%	7%
Number of Students	**32,192**	**1,523**	**18,934**	**1,669**	**824**	**234**	**381**

Source. Texas Academic Performance Reports, Texas Education Agency, 2024–25.

Key. SBOE = State Board of Education; ISD = Independent School District; COE = commissioner of education.

Note. There are no ISD-authorized charter school campus residential treatment facilities.

TABLE B.4

Demographic Characteristics of Charter School Campuses and Matched Traditional Public School Campuses Evaluated Under Alternative Education Accountability Provisions That Were Included in Performance Analyses, 2024–25

	SBOE-Authorized Charter School Campuses	Traditional Public School Campuses Matched to SBOE-Authorized Charter School Campuses	ISD-Authorized Charter School Campuses	Traditional Public School Campuses Matched to ISD-Authorized Charter School Campuses	COE-Authorized Charter School Campuses	Traditional Public School Campuses Matched to COE-Authorized Charter School Campuses
Race/Ethnicity						
African American	18%	17%	20%	11%	20%	17%
American Indian or Alaska Native	<1%	<1%	<1%	1%	1%	1%
Asian	1%	1%	<1%	1%	2%	1%
Hispanic	64%	65%	71%	75%	60%	65%
Native Hawaiian or Pacific Islander	<1%	<1%	0.0%	<1%	<1%	<1%
Two or more races	2%	2%	4%	2%	2%	2%
White	16%	14%	5%	11%	15%	14%
Other Student Characteristics						
At-Risk	99%	97%	96%	98%	100%	97%
Economically Disadvantaged	72%	73%	91%	70%	79%	73%
Emergent Bilingual	25%	26%	13%	27%	8%	23%
Program Participation						
Special Education	13%	15%	11%	26%	1%	16%
Total Students	**19,107**	**7,384**	**425**	**2,004**	**2,215**	**7,489**
Number of Schools	**115**	**55**	**2**	**64**	**31**	**34**

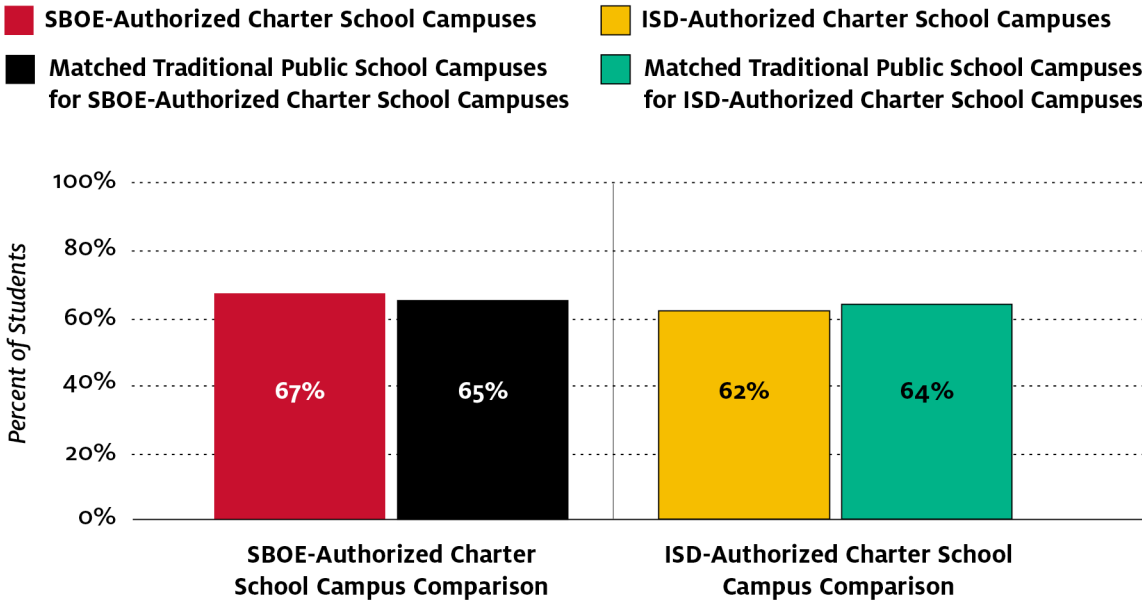
Source. Texas Academic Performance Reports, Texas Education Agency, 2024–25.

Note. The number of schools includes the total number of traditional public school campuses matched to State Board of Education (SBOE)-authorized charter school campuses, Independent School District (ISD)-authorized charter school campuses, and commissioner of education (COE)-authorized charter school campuses, respectively.

Appendix C: Aggregate Performance on Additional STAAR Exams for SBOE-Authorized and ISD-Authorized Charter School Campuses and Matched Traditional Public School Campuses

FIGURE C.1

Percent of Students Who Achieved the Approaches Grade Level Standard on the STAAR-Science Exams (Grade 5 and 8) by Charter Authorizer Type and Matched Traditional Public School Campuses, 2024–25

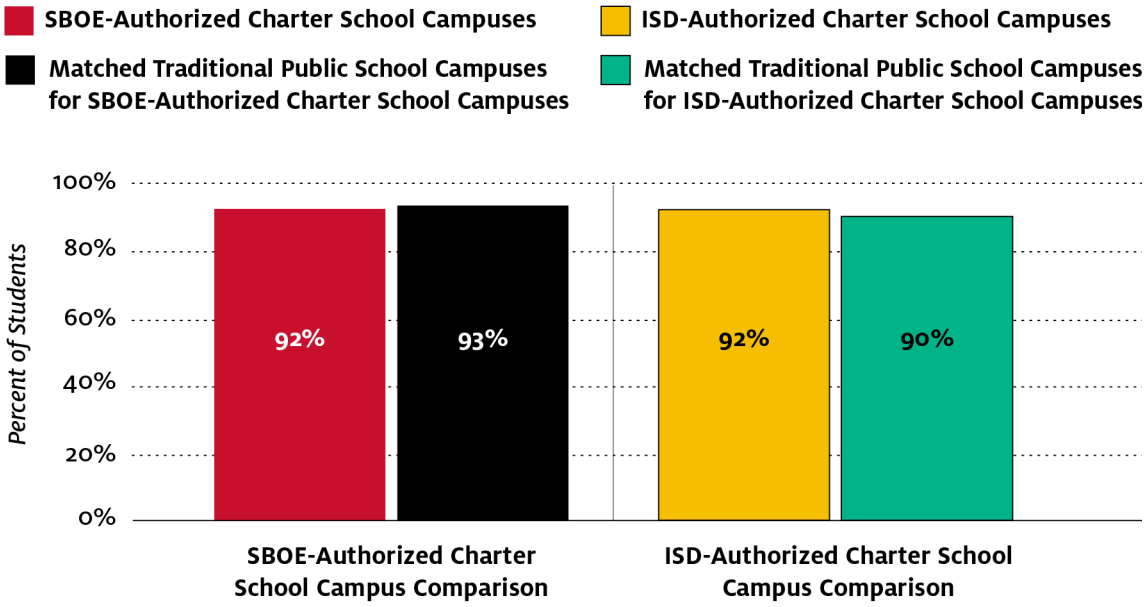


Source. Texas Academic Performance Reports, Texas Education Agency, 2024–25.

Note. A total of 551 State Board of Education (SBOE)-authorized charter school campuses and 69 Independent School District (ISD)-authorized charter school campuses were included in the State of Texas Assessments of Academic Readiness (STAAR®)-Science analysis, with 1,459 traditional public school campuses matched to SBOE-authorized charter school campuses and 2,284 traditional public school campuses matched to ISD-authorized charter school campuses.

FIGURE C.2

Percent of Students Who Achieved the Approaches Grade Level Standard on the STAAR Biology EOC Exam by Charter Authorizer Type and Matched Traditional Public School Campuses, 2024–25

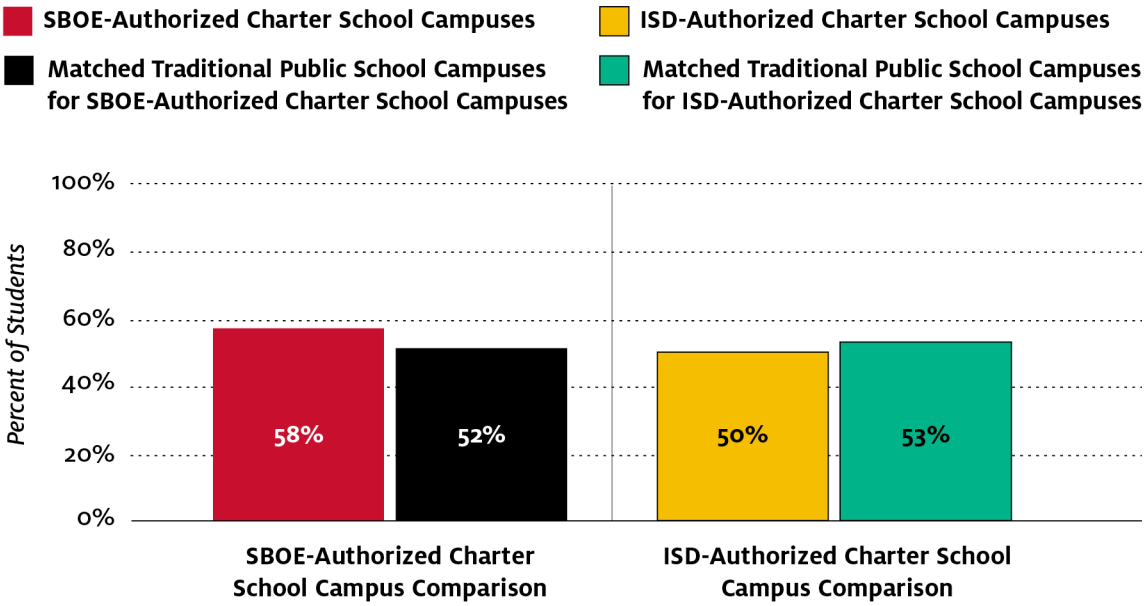


Source. Texas Academic Performance Reports, Texas Education Agency, 2024–25.

Note. A total of 371 State Board of Education (SBOE)-authorized charter school campuses and 28 Independent School District (ISD)-authorized charter school campuses were included in the State of Texas Assessments of Academic Readiness (STAAR®) Biology end-of-course (EOC) analysis, with 266 traditional public school campuses matched to SBOE-authorized charter school campuses and 183 traditional public school campuses matched to ISD-authorized charter school campuses.

FIGURE C.3

Percent of Students Who Achieved the Approaches Grade Level Standard on the STAAR-Social Studies Exam (Grade 8) by Charter Authorizer Type and Matched Traditional Public School Campuses, 2024–25

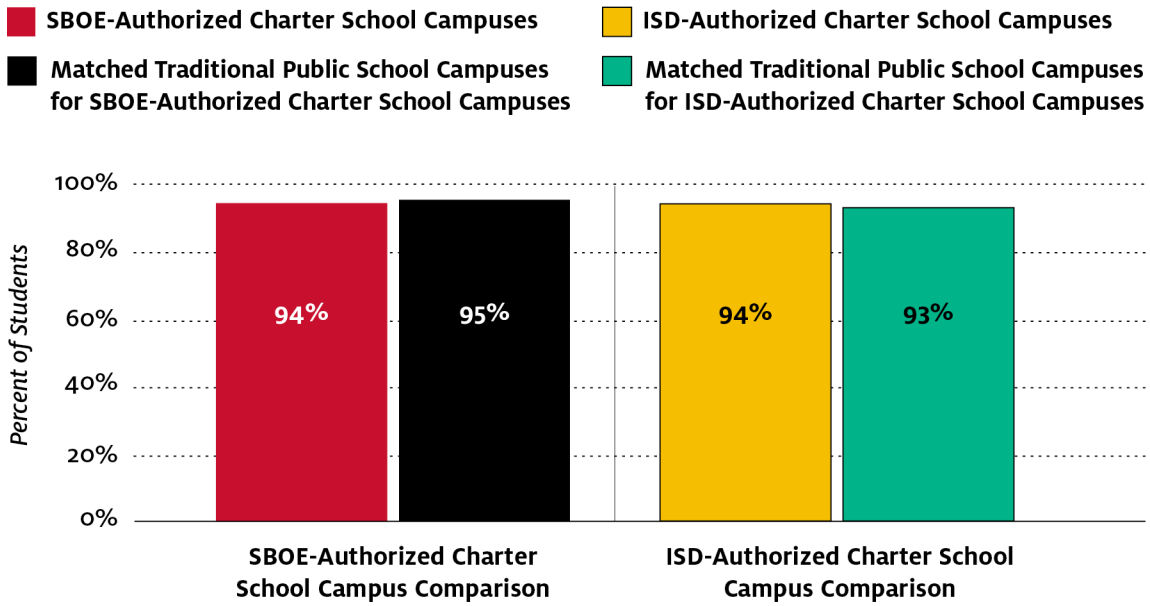


Source. Texas Academic Performance Reports, Texas Education Agency, 2024–25.

Note. A total of 367 State Board of Education (SBOE)-authorized charter school campuses and 36 Independent School District (ISD)-authorized charter school campuses were included in the State of Texas Assessments of Academic Readiness (STAAR®)-Social Studies analysis, with 393 traditional public school campuses matched to SBOE-authorized charter school campuses and 416 traditional public school campuses matched to ISD-authorized charter school campuses.

FIGURE C.4

Percent of Students Who Achieved the Approaches Grade Level Standard on the STAAR U.S. History EOC Exam by Charter Authorizer Type and Matched Traditional Public School Campuses, 2024–25

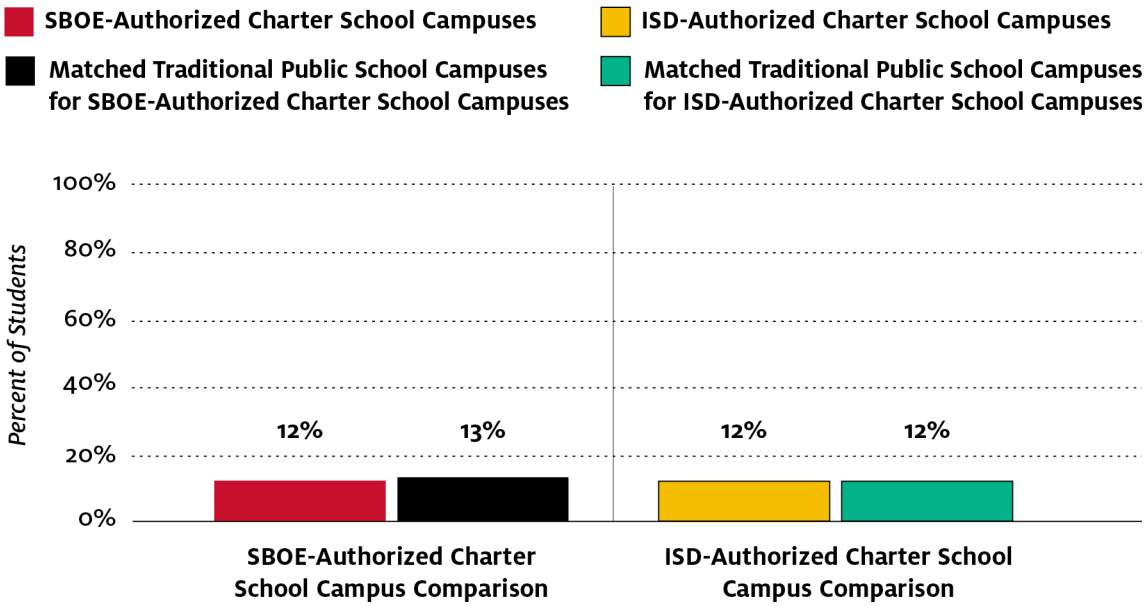


Source. Texas Academic Performance Reports, Texas Education Agency, 2024–25.

Note. A total of 338 State Board of Education (SBOE)-authorized charter school campuses and 30 Independent School District (ISD)-authorized charter school campuses were included in the State of Texas Assessments of Academic Readiness (STAAR®) U.S. History end-of-course (EOC) exam analysis, with 233 traditional public school campuses matched to SBOE-authorized charter school campuses and 133 traditional public school campuses matched to ISD-authorized charter school campuses.

FIGURE C.5

Percent of Students Who Achieved the Masters Grade Level Standard on the STAAR-Science Exams (Grade 5 and 8) by Charter Authorizer Type and Matched Traditional Public School Campuses, 2024–25

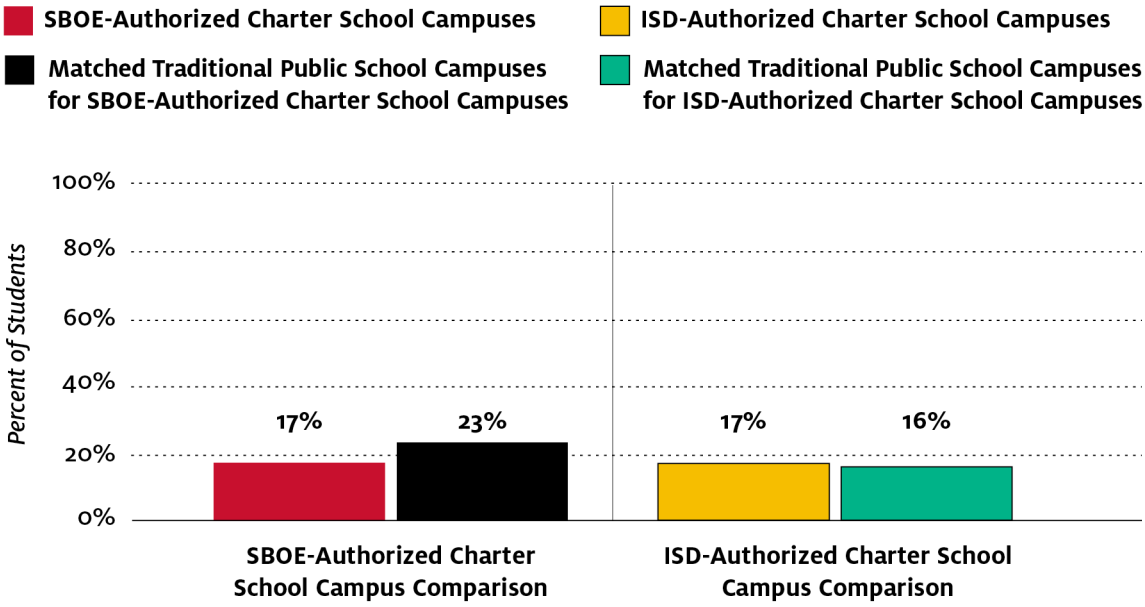


Source. Texas Academic Performance Reports, Texas Education Agency, 2024–25.

Note. A total of 551 State Board of Education (SBOE)-authorized charter school campuses and 69 Independent School District (ISD)-authorized charter school campuses were included in the State of Texas Assessments of Academic Readiness (STAAR®)-Science analysis, with 1,459 traditional public school campuses matched to SBOE-authorized charter school campuses and 2,284 traditional public school campuses matched to ISD-authorized charter school campuses.

FIGURE C.6

Percent of Students Who Achieved the Masters Grade Level Standard on the STAAR Biology EOC Exam by Charter Authorizer Type and Matched Traditional Public School Campuses, 2024–25

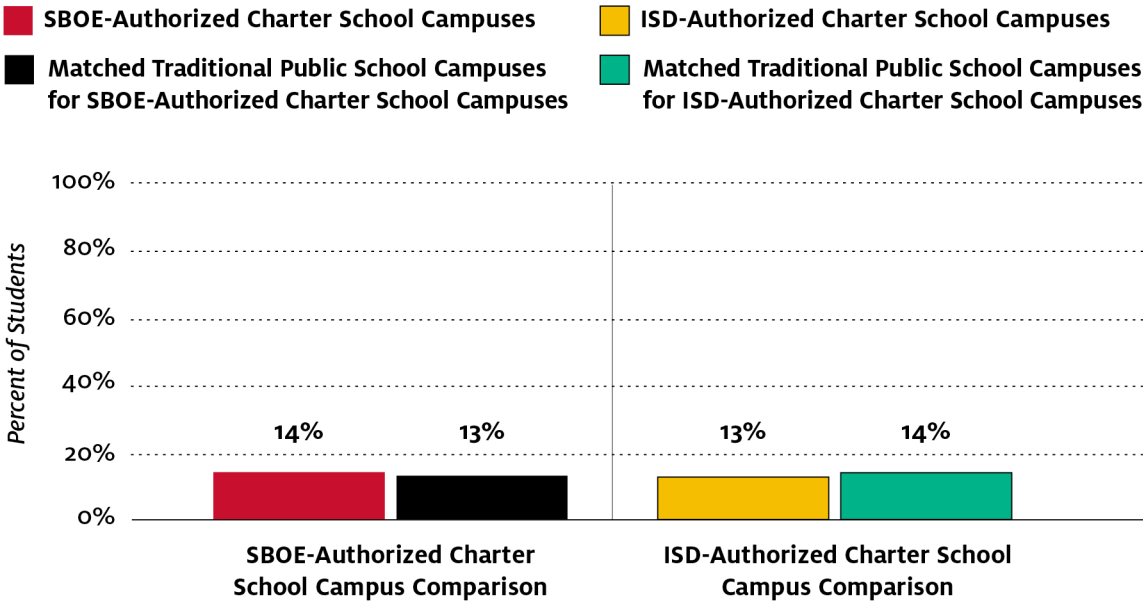


Source. Texas Academic Performance Reports, Texas Education Agency, 2024–25.

Note. A total of 371 State Board of Education (SBOE)-authorized charter school campuses and 28 Independent School District (ISD)-authorized charter school campuses were included in the State of Texas Assessments of Academic Readiness (STAAR®) Biology end-of-course (EOC) analysis, with 266 traditional public school campuses matched to SBOE-authorized charter school campuses and 183 traditional public school campuses matched to ISD-authorized charter school campuses.

FIGURE C.7

Percent of Students Who Achieved the Masters Grade Level Standard on the STAAR-Social Studies Exam (Grade 8) by Charter Authorizer Type and Matched Traditional Public School Campuses, 2024–25

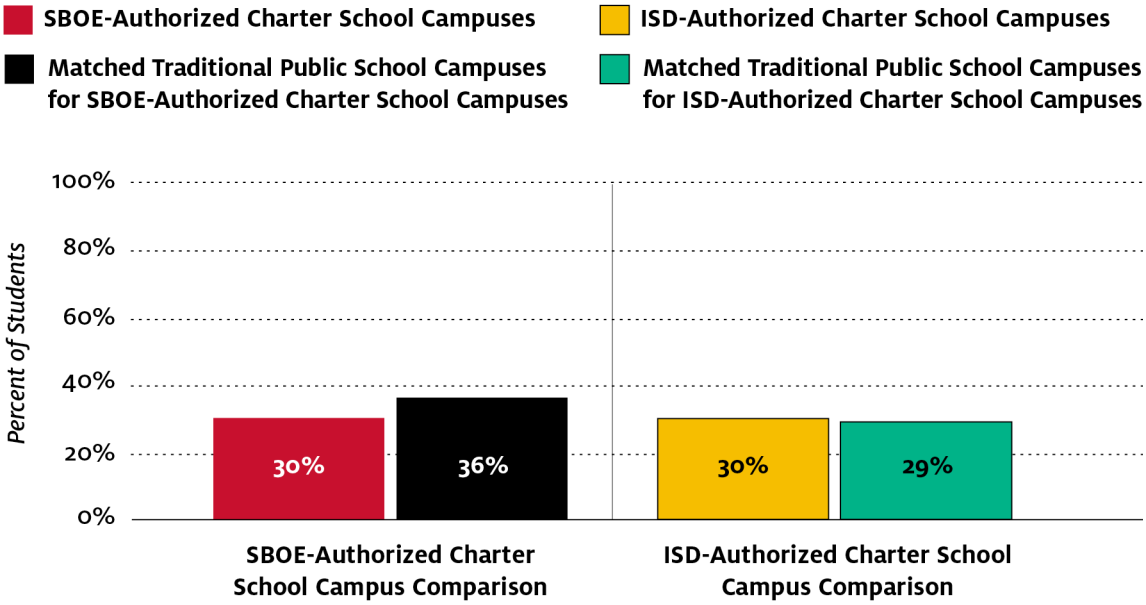


Source. Texas Academic Performance Reports, Texas Education Agency, 2024–25.

Note. A total of 367 State Board of Education (SBOE)-authorized charter school campuses and 36 Independent School District (ISD)-authorized charter school campuses were included in the State of Texas Assessments of Academic Readiness (STAAR®)-Social Studies analysis, with 393 traditional public school campuses matched to SBOE-authorized charter school campuses and 416 traditional public school campuses matched to ISD-authorized charter school campuses.

FIGURE C.8

Percent of Students Who Achieved the Masters Grade Level Standard on the STAAR U.S. History EOC Exam by Charter Authorizer Type and Matched Traditional Public School Campuses, 2024–25



Source. Texas Academic Performance Reports, Texas Education Agency, 2024–25.

Note. A total of 338 State Board of Education (SBOE)-authorized charter school campuses and 30 Independent School District (ISD)-authorized charter school campuses were included in the State of Texas Assessments of Academic Readiness (STAAR®) U.S. History end-of-course (EOC) exam analysis, with 233 traditional public school campuses matched to SBOE-authorized charter school campuses and 133 traditional public school campuses matched to ISD-authorized charter school campuses.

Appendix D: Charter School Campus-Level Performance Results

Appendix D includes individual charter school campus outcome measures presented in the report. Detailed information regarding outcome measures and charter school authorizer categorization can be found in Section 1, and Appendix A details report methodology. Matched traditional public school campus outcome measures can be found in Appendix E (web only). Because matched comparison sets are intended for comparisons made in the aggregate, readers are cautioned from making direct campus-to-campus comparisons between the individual charter schools in the analysis and any single campus in the matched comparison set (Appendix E).

TABLE D.1

Campus-Level Academic Performance Outcomes for Charter School Campuses, Elementary School Campuses

CAMPUS NAME (CDCN)	Attrition Rate	STAAR-RLA Approaches	STAAR-RLA Masters	STAAR-Mathematics Approaches	STAAR-Mathematics Masters	School Type
A B DUNCAN COLLEGIATE EL -(77901101)	11%	87%	22%	79%	25%	ISD
A+ ACADEMY EL -(57829001)	14%	62%	8%	64%	13%	SBOE
ACADEMY OF ACCELERATED LEARNING -(01810002)	20%	71%	14%	68%	14%	SBOE
ACADEMY OF DALLAS -(57810101)	-	52%	3%	26%	-	SBOE
ACCELERATED INTERDISCIPLINARY ACAD -(01849101)	27%	86%	22%	77%	23%	SBOE
ADVANCED LEARNING ACADEMY -(15907026)	11%	82%	38%	68%	14%	ISD
ADVANTAGE ACADEMY -(57806101)	36%	56%	8%	33%	2%	SBOE
AGNES COTTON ACADEMY -(15907117)	19%	79%	27%	78%	26%	ISD
ALIEF MONTESSORI COMMUNITY SCHOOL -(01815101)	20%	97%	22%	75%	18%	SBOE
AMARILLO COLLEGIATE ACADEMY -(21801011)	19%	89%	30%	75%	14%	SBOE
AMBASSADORS PREPARATORY ACADEMY -(84804101)	29%	98%	36%	84%	20%	SBOE

Key. STAAR® = State of Texas Assessments of Academic Readiness; RLA = Reading Language Arts; SBOE = State Board of Education; ISD = Independent School District; COE = commissioner of education; a dash (-) indicates that there was insufficient data for the calculation of this rate; an asterisk (*) indicates an active-zero-enrollment in Year 2 campus (see Appendix A for details).

CAMPUS NAME (CDCN)	Attrition Rate	STAAR-RLA Approaches	STAAR-RLA Masters	STAAR-Mathematics Approaches	STAAR-Mathematics Masters	School Type
AMIGOS POR VIDA-FRIENDS FOR LIFE CHARTER SCHOOL -(01819001)	14%	88%	37%	83%	27%	SBOE
ANNE FRANK INSPIRE ACADEMY -(15808009)	29%	75%	18%	53%	6%	SBOE
ARISTOI CLASSICAL ACADEMY -(01803041)	16%	91%	23%	75%	19%	SBOE
ARISTOI CLASSICAL ACADEMY-CYPRESS -(01803002)	21%	86%	27%	66%	12%	SBOE
ARLINGTON CLASSICS ACADEMY - ARKANSAS CAMPUS -(20802101)	11%	-	-	-	-	SBOE
ARLINGTON CLASSICS ACADEMY -INTERMEDIATE -(20802102)	8%	94%	32%	88%	31%	SBOE
ARROW ACADEMY - HARVEST PREPARATORY ACADEMY -(21805102)	51%	63%	13%	72%	16%	SBOE
ARROW ACADEMY - LIBERATION ACADEMY -(21805101)	22%	90%	28%	76%	18%	SBOE
ARROW ACADEMY - SAVE OUR STREETS CENTER -(21805041)	17%	81%	18%	90%	19%	SBOE
AUDRE AND BERNARD RAPOPORT ACADEMY -(61802101)	14%	75%	9%	51%	9%	SBOE
AUSTIN ACHIEVE FERGUSON -(27825006)	-	-	-	-	-	SBOE
AUSTIN ACHIEVE NORTHEAST EL -(27825003)	23%	56%	9%	51%	7%	SBOE
AUSTIN ACHIEVE PFLUGERVILLE -(27825005)	39%	72%	11%	61%	7%	SBOE
AUSTIN DISCOVERY SCH -(27821101)	-	71%	22%	52%	8%	SBOE
AUSTIN ISD PREK PARTNERSHIP (PKP) -(27901194)	0%	-	-	-	-	ISD
BAKER-RIPLEY CHARTER SCHOOL -(01853106)	26%	67%	15%	63%	13%	SBOE
BASIS AUSTIN -(15834004)	45%	94%	47%	92%	47%	SBOE

Key. STAAR® = State of Texas Assessments of Academic Readiness; RLA = Reading Language Arts; SBOE = State Board of Education; ISD = Independent School District; COE = commissioner of education; a dash (-) indicates that there was insufficient data for the calculation of this rate; an asterisk (*) indicates an active-zero-enrollment in Year 2 campus (see Appendix A for details).

CAMPUS NAME (CDCN)	Attrition Rate	STAAR-RLA Approaches	STAAR-RLA Masters	STAAR-Mathematics Approaches	STAAR-Mathematics Masters	School Type
BASIS AUSTIN PRI -(15834102)	29%	-	-	-	-	SBOE
BASIS BENBROOK -(15834104)	24%	94%	40%	87%	21%	SBOE
BASIS CEDAR PARK PRI -(15834107)	9%	98%	62%	97%	66%	SBOE
BASIS PFLUGERVILLE PRI -(15834105)	17%	96%	46%	91%	40%	SBOE
BASIS SAN ANTONIO PRI - JACK LEWIS JR CAMPUS -(15834106)	22%	91%	38%	82%	25%	SBOE
BASIS SAN ANTONIO PRI - NORTHEAST CAMPUS -(15834103)	35%	90%	23%	79%	22%	SBOE
BASIS SAN ANTONIO PRI- MEDICAL CENTER CAMPUS -(15834101)	17%	96%	54%	94%	50%	SBOE
BASIS SAN ANTONIO- PRI NORTH CENTRAL CAMPUS -(15834002)	27%	95%	41%	90%	37%	SBOE
BEATRICE MAYES INSTITUTE CHARTER SCHOOL -(01847101)	19%	83%	21%	65%	11%	SBOE
BETA ACADEMY -(01870002)	12%	84%	18%	65%	7%	COE
BETTY M CONDRA SCHOOL FOR EDUCATION INNOVATION -(52806001)	46%	54%	4%	50%	1%	COE
BEXAR COUNTY ACADEMY -(15809101)	-	59%	7%	46%	2%	SBOE
BLOOM ACADEMY CHARTER SCHOOL -(01875001)	39%	45%	4%	32%	2%	COE
BOB HOPE EL SCHOOL-BAYTOWN -(23807103)	20%	100%	39%	93%	14%	SBOE
BOB HOPE SCHOOL - EL CAMPUS -(23807101)	15%	92%	25%	84%	28%	SBOE
BOB HOPE SCHOOL BEAUMONT -(23807102)	43%	69%	14%	63%	10%	SBOE
BONHAM ACADEMY -(15907107)	17%	71%	24%	57%	14%	ISD

Key. STAAR® = State of Texas Assessments of Academic Readiness; RLA = Reading Language Arts; SBOE = State Board of Education; ISD = Independent School District; COE = commissioner of education; a dash (-) indicates that there was insufficient data for the calculation of this rate; an asterisk (*) indicates an active-zero-enrollment in Year 2 campus (see Appendix A for details).

CAMPUS NAME (CDCN)	Attrition Rate	STAAR-RLA Approaches	STAAR-RLA Masters	STAAR-Mathematics Approaches	STAAR-Mathematics Masters	School Type
BRAMLETTE STEAM ACADEMY -(92903127)	21%	74%	22%	65%	19%	ISD
BRAZOS SCHOOL FOR INQUIRY AND CREATIVITY BRYAN/COL -(21803001)	29%	83%	19%	66%	12%	SBOE
BRAZOS SCHOOL FOR INQUIRY AND CREATIVITY TIDWELL -(21803102)	28%	75%	15%	68%	11%	SBOE
BRIDGEWAY PREPARATORY ACADEMY -(57851101)	65%	57%	2%	28%	5%	COE
BRILLANTE ACADEMY -(08810101)	34%	-	-	-	-	COE
BRISCOE EL -(15907112)	16%	66%	11%	55%	4%	ISD
BRYSS ACADEMY -(01806101)	11%	91%	38%	90%	42%	SBOE
BUCKNER PREPARATORY -(57841002)	29%	57%	11%	58%	6%	SBOE
CARVER CENTER -(65901126)	14%	100%	83%	100%	78%	ISD
CEDARS INTERNATIONAL ACADEMY -(27817101)	21%	71%	13%	69%	8%	SBOE
CELEBRATE DYSLEXIA SCHOOL -(15845001)	26%	-	-	-	-	COE
CHAPARRAL STAR ACADEMY -(27814001)	25%	98%	52%	95%	47%	SBOE
CHARLES GRAEBNER EL -(15907129)	19%	52%	10%	44%	5%	ISD
CLARENCE W BAILEY EL -(92903124)	25%	63%	12%	56%	9%	ISD
CLASSICAL ACADEMY - PERMIAN BASIN -(21801067)	38%	77%	22%	67%	13%	SBOE
COMO EL -(20905117)	27%	74%	18%	73%	16%	ISD
COMPASS ACADEMY CHARTER SCHOOL -(68802001)	6%	85%	22%	78%	11%	SBOE

Key. STAAR® = State of Texas Assessments of Academic Readiness; RLA = Reading Language Arts; SBOE = State Board of Education; ISD = Independent School District; COE = commissioner of education; a dash (-) indicates that there was insufficient data for the calculation of this rate; an asterisk (*) indicates an active-zero-enrollment in Year 2 campus (see Appendix A for details).

CAMPUS NAME (CDCN)	Attrition Rate	STAAR-RLA Approaches	STAAR-RLA Masters	STAAR-Mathematics Approaches	STAAR-Mathematics Masters	School Type
COMPASS ROSE DESTINY -(15838006)	29%	64%	14%	50%	9%	COE
COMPASS ROSE DREAM -(15838008)	33%	36%	1%	55%	3%	COE
COMPASS ROSE HARVEST -(15838007)	41%	67%	14%	54%	8%	COE
COMPASS ROSE INGENUITY -(15838002)	32%	64%	15%	49%	10%	COE
COMPASS ROSE JOURNEY -(15838005)	35%	64%	13%	55%	7%	COE
COMPASS ROSE LEGACY EL -(15838003)	33%	59%	13%	42%	12%	COE
COPPELL CLASSICAL ACADEMY -(21801014)	28%	93%	29%	83%	23%	SBOE
CORPUS CHRISTI MONTESSORI SCHOOL -(78807101)	19%	78%	20%	56%	8%	SBOE
CUMBERLAND ACADEMY LOWER EL -(12801101)	44%	-	-	-	-	SBOE
CUMBERLAND ACADEMY UPPER EL -(12801041)	36%	64%	7%	43%	7%	SBOE
DEMOCRACY PREP AT STEWART ACADEMY -(15907168)	22%	55%	9%	50%	6%	ISD
DENTON CLASSICAL ACADEMY -(21801060)	25%	83%	35%	80%	20%	SBOE
DORAL ACADEMY OF TEXAS -(05804101)	29%	81%	27%	74%	20%	COE
DR M L GARZA-GONZALEZ CHARTER SCHOOL -(78801001)	23%	82%	13%	60%	10%	SBOE
DR MAE E JONES-CLARK EL -(23910129)	42%	62%	8%	50%	6%	ISD
DRAW ACADEMY -(01856101)	6%	69%	10%	55%	6%	SBOE
DRISCOLL MADISON SQUARE CHILD DEVELOPMENT CTR -(78905109)	72%	-	-	-	-	ISD
EARLY LEARNING ACADEMY -(17904103)	14%	-	-	-	-	ISD

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CAMPUS NAME (CDCN)	Attrition Rate	STAAR-RLA Approaches	STAAR-RLA Masters	STAAR-Mathematics Approaches	STAAR-Mathematics Masters	School Type
EAST FORT WORTH MONTESSORI ACADEMY -(20811101)	40%	84%	29%	57%	8%	SBOE
EAST GRAND PREPARATORY ACADEMY -(57841001)	24%	70%	18%	70%	21%	SBOE
EAST TEXAS MONTESSORI PREP ACADEMY -(92903111)	18%	-	-	-	-	ISD
EASTEX-JENSEN NEIGHBORHOOD SCHOOL -(21801070)	-	-	-	-	-	SBOE
EDUCATION CENTER INTERNATIONAL ACADEMY 1 -(57833001)	33%	77%	16%	59%	10%	SBOE
EDUCATION CENTER INTERNATIONAL ACADEMY 2 -(57833002)	60%	83%	10%	48%	10%	SBOE
EHRHART SCHOOL -(23805001)	11%	86%	33%	80%	21%	SBOE
EL PASO CLASSICAL ACADEMY -(21801071)	29%	72%	19%	84%	17%	SBOE
ELEANOR KOLITZ HEBREW LANGUAGE ACADEMY -(15836001)	12%	95%	52%	87%	30%	SBOE
ELEVATE COLLEGIATE -(01877001)	28%	56%	9%	25%	2%	COE
ENERGIZED FOR EXCELLENCE ACADEMY ECC -(01912350)	0%	-	-	-	-	ISD
ENERGIZED FOR EXCELLENCE ACADEMY EL -(01912364)	19%	67%	19%	74%	22%	ISD
ESSENCE PREPARATORY CHARTER SCHOOL -(15844101)	50%	59%	7%	28%	1%	COE
ETOILE ACADEMY CHARTER SCHOOL -(01872001)	31%	57%	12%	51%	11%	COE
ETOILE ACADEMY CHARTER SCHOOL-BISSONNET -(01872002)	29%	62%	13%	65%	8%	COE
EXCELLENCE IN LEADERSHIP ACADEMY -(08809001)	20%	65%	14%	66%	19%	SBOE
FAITH FAMILY MASTER ACADEMY -(70801041)	49%	72%	15%	38%	5%	SBOE
FEHL-PRICE EL -(23910131)	60%	50%	4%	39%	1%	ISD

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CAMPUS NAME (CDCN)	Attrition Rate	STAAR-RLA Approaches	STAAR-RLA Masters	STAAR-Mathematics Approaches	STAAR-Mathematics Masters	School Type
FENWICK ACADEMY -(15907123)	18%	70%	13%	63%	9%	ISD
FORT WORTH ACADEMY OF FINE ARTS EL -(20809101)	11%	95%	46%	76%	27%	SBOE
FOUNDATION SCHOOL OF AUTISM - SAN ANTONIO -(72801151)	12%	-	-	-	-	SBOE
FOUNDERS CLASSICAL ACADEMY - CONROE -(21801073)	28%	84%	25%	71%	11%	SBOE
FOUNDERS CLASSICAL ACADEMY - FORT WORTH -(21801081)	16%	-	-	-	-	SBOE
FOUNDERS CLASSICAL ACADEMY - FRISCO -(21801068)	33%	95%	46%	88%	34%	SBOE
FOUNDERS CLASSICAL ACADEMY - LEWISVILLE -(21801043)	10%	97%	45%	88%	25%	SBOE
FOUNDERS CLASSICAL ACADEMY CORINTH -(21801064)	17%	84%	26%	68%	16%	SBOE
FOUNDERS CLASSICAL ACADEMY OF FLOWER MOUND -(21801063)	23%	97%	45%	88%	29%	SBOE
FOUNDERS CLASSICAL ACADEMY OF LEANDER -(21801058)	10%	95%	36%	85%	26%	SBOE
FOUNDERS CLASSICAL ACADEMY OF PROSPER -(21801077)	25%	96%	46%	85%	29%	SBOE
FOUNDERS CLASSICAL ACADEMY OF SCHERTZ -(21801066)	22%	87%	26%	67%	10%	SBOE
FOUNDERS CLASSICAL ACADEMY- CARROLLTON -(21801023)	36%	89%	40%	75%	21%	SBOE
FOUNDERS CLASSICAL ACADEMY-BASTROP -(21801075)	25%	77%	15%	64%	11%	SBOE
FOUNDERS CLASSICAL ACADEMY-TYLER -(21801046)	27%	85%	23%	71%	7%	SBOE
GARDENDALE PRE-K 4 SA EARLY LEARNING -(15905140)	33%	-	-	-	-	ISD
GATEWAY CHARTER ACADEMY -(57831001)	51%	35%	3%	17%	-	SBOE

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CAMPUS NAME (CDCN)	Attrition Rate	STAAR-RLA Approaches	STAAR-RLA Masters	STAAR-Mathematics Approaches	STAAR-Mathematics Masters	School Type
GATEWAY COLLEGE PREPARATORY SCHOOL -(14804006)	13%	94%	50%	86%	29%	SBOE
GEORGE GERVIN ACADEMY -(15802001)	55%	58%	10%	32%	2%	SBOE
GOLDEN RULE -(57835101)	21%	79%	9%	94%	36%	SBOE
GOLDEN RULE CHARTER SCHOOL -(57835001)	12%	81%	16%	63%	11%	SBOE
GOLDEN RULE DESOTO -(57835102)	18%	72%	15%	72%	13%	SBOE
GOLDEN RULE GRAND PRAIRIE -(57835104)	25%	75%	4%	61%	7%	SBOE
GOLDEN RULE SCHOOLS INC - WILMER -(57835105)	-	-	-	-	-	SBOE
GOLDEN RULE SOUTHWEST -(57835103)	22%	67%	18%	69%	18%	SBOE
GOODWATER MONTESSORI SCHOOL -(46802001)	49%	70%	13%	58%	14%	COE
GREAT HEARTS ARLINGTON -(15835010)	21%	83%	21%	69%	15%	SBOE
GREAT HEARTS FOREST HEIGHTS -(15835006)	18%	87%	29%	76%	21%	SBOE
GREAT HEARTS INVICTUS -(15835012)	20%	87%	30%	79%	20%	SBOE
GREAT HEARTS IRVING -(15835004)	18%	86%	18%	79%	26%	SBOE
GREAT HEARTS LAKESIDE -(15835008)	17%	91%	41%	79%	22%	SBOE
GREAT HEARTS LIVE OAK -(15835009)	24%	84%	20%	71%	14%	SBOE
GREAT HEARTS MONTE VISTA -(15835001)	12%	93%	37%	85%	27%	SBOE
GREAT HEARTS NORTHERN OAKS -(15835003)	12%	93%	36%	79%	18%	SBOE
GREAT HEARTS ONLINE - TX -(15835011)	51%	90%	32%	68%	12%	SBOE

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CAMPUS NAME (CDCN)	Attrition Rate	STAAR-RLA Approaches	STAAR-RLA Masters	STAAR-Mathematics Approaches	STAAR-Mathematics Masters	School Type
GREAT HEARTS PRAIRIE VIEW -(15835013)	29%	82%	19%	71%	19%	SBOE
GREAT HEARTS WESTERN HILLS -(15835005)	18%	86%	24%	69%	12%	SBOE
HAMLIN COLLEGIATE EL -(27903102)	19%	68%	18%	69%	22%	ISD
HARMONY SCHOOL OF ACHIEVEMENT - HOUSTON -(01858007)	24%	90%	42%	90%	38%	SBOE
HARMONY SCHOOL OF ENDEAVOR AUSTIN -(27816004)	31%	92%	52%	90%	46%	SBOE
HARMONY SCHOOL OF ENDEAVOR-HOUSTON -(01858002)	29%	72%	14%	56%	7%	SBOE
HARMONY SCHOOL OF ENRICHMENT - HOUSTON -(01858008)	20%	78%	17%	66%	16%	SBOE
HARMONY SCHOOL OF EXCELLENCE - EL PASO -(71806006)	17%	90%	43%	85%	35%	SBOE
HARMONY SCHOOL OF EXCELLENCE - KATY -(01858010)	25%	87%	37%	77%	26%	SBOE
HARMONY SCHOOL OF EXCELLENCE - SAN ANTONIO -(15828006)	-	-	-	-	-	SBOE
HARMONY SCHOOL OF EXCELLENCE-HOUSTON -(01858001)	23%	85%	37%	81%	29%	SBOE
HARMONY SCHOOL OF EXPLORATION- HOUSTON -(01846102)	13%	86%	27%	82%	21%	SBOE
HARMONY SCHOOL OF FINE ARTS AND TECHNOLOGY-HOUSTON -(01846006)	18%	82%	26%	75%	16%	SBOE
HARMONY SCHOOL OF INNOVATION - AUSTIN -(27816005)	27%	78%	26%	76%	22%	SBOE
HARMONY SCHOOL OF INNOVATION - CARROLLTON -(61807004)	22%	78%	29%	67%	16%	SBOE
HARMONY SCHOOL OF INNOVATION - EL PASO -(71806002)	27%	86%	40%	73%	20%	SBOE
HARMONY SCHOOL OF INNOVATION - GRAND PRAIRIE -(61807016)	19%	76%	11%	68%	19%	SBOE

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CAMPUS NAME (CDCN)	Attrition Rate	STAAR-RLA Approaches	STAAR-RLA Masters	STAAR-Mathematics Approaches	STAAR-Mathematics Masters	School Type
HARMONY SCHOOL OF INNOVATION - LAREDO -(15828004)	10%	72%	22%	64%	16%	SBOE
HARMONY SCHOOL OF INNOVATION - SAN ANTONIO -(15828002)	37%	78%	19%	71%	15%	SBOE
HARMONY SCHOOL OF INNOVATION- EULESS -(61807012)	18%	91%	39%	91%	32%	SBOE
HARMONY SCHOOL OF SCIENCE - AUSTIN -(27816003)	31%	83%	34%	77%	26%	SBOE
HARMONY SCHOOL OF SCIENCE - EL PASO -(71806007)	20%	85%	35%	76%	21%	SBOE
HARMONY SCHOOL OF SCIENCE- SAN ANTONIO -(15828009)	23%	86%	32%	72%	20%	SBOE
HARMONY SCIENCE ACAD (WACO) -(61807001)	17%	73%	13%	62%	9%	SBOE
HARMONY SCIENCE ACADEMY - AUSTIN -(27816001)	26%	50%	8%	52%	9%	SBOE
HARMONY SCIENCE ACADEMY - BROWNSVILLE -(15828005)	23%	62%	15%	63%	9%	SBOE
HARMONY SCIENCE ACADEMY - BRYAN -(01858003)	26%	67%	17%	49%	8%	SBOE
HARMONY SCIENCE ACADEMY - CEDAR PARK -(27816006)	36%	92%	55%	89%	50%	SBOE
HARMONY SCIENCE ACADEMY - CYPRESS -(01858009)	26%	85%	35%	78%	23%	SBOE
HARMONY SCIENCE ACADEMY - DALLAS -(61807003)	22%	76%	20%	72%	16%	SBOE
HARMONY SCIENCE ACADEMY - GARLAND -(61807002)	16%	82%	29%	75%	24%	SBOE
HARMONY SCIENCE ACADEMY - GRAND PRAIRIE -(61807008)	29%	76%	14%	57%	11%	SBOE
HARMONY SCIENCE ACADEMY - LUBBOCK -(71806004)	36%	69%	18%	63%	15%	SBOE
HARMONY SCIENCE ACADEMY - MIDLAND -(71806008)	23%	88%	14%	81%	19%	SBOE

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CAMPUS NAME (CDCN)	Attrition Rate	STAAR-RLA Approaches	STAAR-RLA Masters	STAAR-Mathematics Approaches	STAAR-Mathematics Masters	School Type
HARMONY SCIENCE ACADEMY - ODESSA -(71806005)	30%	82%	24%	76%	20%	SBOE
HARMONY SCIENCE ACADEMY - PLANO -(61807015)	29%	86%	38%	74%	22%	SBOE
HARMONY SCIENCE ACADEMY- BEAUMONT -(01862004)	18%	79%	19%	62%	10%	SBOE
HARMONY SCIENCE ACADEMY- FORT WORTH -(61807007)	19%	82%	22%	69%	15%	SBOE
HARMONY SCIENCE ACADEMY-KATY -(01862003)	16%	95%	58%	91%	44%	SBOE
HARMONY SCIENCE ACADEMY-SUGAR LAND -(01862001)	10%	99%	60%	98%	59%	SBOE
HARMONY VIRTUAL ACADEMY -(01846008)	43%	96%	45%	75%	11%	SBOE
HEARNE EL -(98905104)	14%	51%	8%	49%	5%	ISD
HERITAGE ACADEMY OF WINDCREST -(15815001)	29%	67%	8%	56%	14%	SBOE
HORIZON MONTESSORI - STEM ACADEMY -(08802101)	33%	89%	25%	75%	16%	SBOE
HORIZON MONTESSORI II - STEM ACADEMY -(08802102)	16%	72%	12%	56%	6%	SBOE
HORIZON MONTESSORI III - STEM ACADEMY -(08802103)	31%	82%	22%	61%	10%	SBOE
HORIZON MONTESSORI PEARLAND - STEM ACADEMY -(08802104)	48%	81%	22%	68%	20%	SBOE
HOUSTON CLASSICAL -(01878001)	24%	82%	33%	79%	38%	COE
HOUSTON GATEWAY ACADEMY -(01828101)	18%	86%	33%	82%	33%	SBOE
HOUSTON GATEWAY ACADEMY INC ELITE COLLEGE PREP -(01828002)	18%	85%	38%	88%	37%	SBOE
HOWARD BURNHAM EL -(71801001)	20%	75%	22%	78%	14%	SBOE

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CAMPUS NAME (CDCN)	Attrition Rate	STAAR-RLA Approaches	STAAR-RLA Masters	STAAR-Mathematics Approaches	STAAR-Mathematics Masters	School Type
HUDSON EL -(92903117)	6%	100%	76%	100%	77%	ISD
IDEA A W BROWN ACADEMY -(08807309)	36%	59%	8%	47%	8%	SBOE
IDEA ACADEMY -(08807101)	10%	68%	23%	63%	12%	SBOE
IDEA ACADEMY ALAMO -(08807107)	15%	74%	21%	69%	15%	SBOE
IDEA ACADEMY MISSION -(08807104)	13%	81%	27%	74%	18%	SBOE
IDEA ACADEMY PHARR -(08807108)	13%	73%	18%	68%	18%	SBOE
IDEA ACADEMY SAN BENITO -(08807105)	14%	81%	33%	78%	17%	SBOE
IDEA ACADEMY SAN JUAN -(08807106)	17%	72%	22%	61%	13%	SBOE
IDEA ACADEMY WESLACO -(08807110)	18%	72%	19%	68%	9%	SBOE
IDEA ACHIEVE ACADEMY -(08807187)	30%	66%	15%	59%	11%	SBOE
IDEA AMBROSE AND FREDA ROBINSON ACADEMY -(08807304)	24%	79%	15%	61%	11%	SBOE
IDEA BLUFF SPRINGS ACADEMY -(08807137)	26%	60%	12%	62%	16%	SBOE
IDEA BRACKENRIDGE ACADEMY -(08807128)	20%	69%	16%	59%	11%	SBOE
IDEA BROWNSVILLE ACADEMY -(08807112)	16%	80%	23%	77%	17%	SBOE
IDEA BURKE ACADEMY -(08807192)	18%	90%	39%	72%	16%	SBOE
IDEA CARVER ACADEMY -(08807120)	23%	77%	23%	56%	15%	SBOE
IDEA CONVERSE ACADEMY -(08807199)	32%	77%	22%	56%	10%	SBOE

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CAMPUS NAME (CDCN)	Attrition Rate	STAAR-RLA Approaches	STAAR-RLA Masters	STAAR-Mathematics Approaches	STAAR-Mathematics Masters	School Type
IDEA EASTSIDE ACADEMY -(08807124)	25%	68%	19%	60%	12%	SBOE
IDEA EDGECLIFF ACADEMY -(08807302)	13%	74%	22%	60%	12%	SBOE
IDEA EDGEMERE ACADEMY -(08807184)	19%	91%	45%	80%	23%	SBOE
IDEA EDINBURG ACADEMY -(08807109)	15%	75%	23%	59%	11%	SBOE
IDEA ELSA ACADEMY -(08807119)	11%	80%	33%	74%	23%	SBOE
IDEA EWING HALSELL ACADEMY -(08807129)	17%	79%	25%	56%	7%	SBOE
IDEA FRONTIER ACADEMY -(08807103)	10%	73%	25%	72%	19%	SBOE
IDEA HARDY ACADEMY -(08807193)	29%	53%	9%	48%	6%	SBOE
IDEA HARLINGEN ACADEMY -(08807195)	16%	77%	18%	70%	17%	SBOE
IDEA HEALTH PROFESSIONS ACADEMY -(08807191)	20%	62%	15%	52%	8%	SBOE
IDEA HIDDEN MEADOW ACADEMY -(08807198)	23%	83%	31%	75%	13%	SBOE
IDEA HORIZON VISTA ACADEMY -(08807301)	19%	81%	23%	57%	10%	SBOE
IDEA INGRAM HILLS ACADEMY -(08807130)	24%	82%	34%	67%	15%	SBOE
IDEA JUDSON ACADEMY -(08807125)	27%	86%	29%	76%	19%	SBOE
IDEA KYLE ACADEMY -(08807139)	25%	81%	26%	64%	14%	SBOE
IDEA LA JOYA ACADEMY -(08807303)	17%	65%	12%	47%	7%	SBOE
IDEA LAKE HOUSTON ACADEMY -(08807307)	26%	74%	27%	60%	10%	SBOE
IDEA LOS ENCINOS ACADEMY -(08807189)	12%	70%	24%	74%	22%	SBOE

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CAMPUS NAME (CDCN)	Attrition Rate	STAAR-RLA Approaches	STAAR-RLA Masters	STAAR-Mathematics Approaches	STAAR-Mathematics Masters	School Type
IDEA MAYS ACADEMY -(08807126)	23%	84%	39%	67%	12%	SBOE
IDEA MCALLEN ACADEMY -(08807111)	10%	84%	30%	65%	14%	SBOE
IDEA MESA HILLS ACADEMY -(08807185)	17%	77%	33%	71%	23%	SBOE
IDEA MESQUITE HILLS ACADEMY -(08807305)	22%	86%	32%	68%	16%	SBOE
IDEA MONTERREY PARK ACADEMY -(08807122)	15%	70%	17%	51%	6%	SBOE
IDEA MONTOPOLIS ACADEMY -(08807135)	24%	62%	16%	62%	10%	SBOE
IDEA NAJIM ACADEMY -(08807127)	35%	62%	14%	42%	2%	SBOE
IDEA NORTH MISSION ACADEMY -(08807115)	12%	77%	28%	58%	15%	SBOE
IDEA OWASSA ACADEMY -(08807183)	16%	79%	29%	76%	22%	SBOE
IDEA PALMVIEW ACADEMY -(08807197)	23%	61%	14%	59%	12%	SBOE
IDEA PARMER PARK ACADEMY -(08807190)	28%	65%	20%	67%	16%	SBOE
IDEA PFLUGERVILLE ACADEMY -(08807138)	25%	71%	28%	58%	12%	SBOE
IDEA QUEST ACADEMY -(08807102)	14%	91%	33%	80%	20%	SBOE
IDEA RIO GRANDE CITY ACADEMY -(08807116)	8%	74%	29%	66%	26%	SBOE
IDEA RIO VISTA ACADEMY -(08807140)	23%	65%	19%	55%	10%	SBOE
IDEA RISE ACADEMY -(08807186)	26%	67%	17%	50%	8%	SBOE
IDEA RIVERVIEW ACADEMY -(08807114)	8%	79%	25%	78%	24%	SBOE
IDEA ROBINDALE ACADEMY -(08807188)	17%	78%	27%	55%	11%	SBOE

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CAMPUS NAME (CDCN)	Attrition Rate	STAAR-RLA Approaches	STAAR-RLA Masters	STAAR-Mathematics Approaches	STAAR-Mathematics Masters	School Type
IDEA ROUND ROCK TECH ACADEMY -(08807300)	29%	89%	40%	83%	27%	SBOE
IDEA RUNDBERG ACADEMY -(08807136)	21%	60%	19%	58%	9%	SBOE
IDEA SOUTH FLORES ACADEMY -(08807121)	19%	72%	19%	58%	12%	SBOE
IDEA SOUTHEAST ACADEMY -(08807306)	22%	68%	15%	55%	8%	SBOE
IDEA SPEARS ACADEMY -(08807194)	30%	66%	13%	51%	7%	SBOE
IDEA SPORTS PARK ACADEMY -(08807196)	12%	75%	20%	65%	15%	SBOE
IDEA TRAVIS ACADEMY -(65901137)	20%	69%	15%	63%	10%	ISD
IDEA TRES LAGOS ACADEMY -(08807117)	18%	81%	32%	72%	20%	SBOE
IDEA WALZEM ACADEMY -(08807123)	27%	72%	11%	55%	7%	SBOE
IDEA WESLACO PIKE ACADEMY -(08807113)	14%	82%	25%	71%	15%	SBOE
IDEA YUKON ACADEMY -(08807308)	15%	79%	22%	69%	19%	SBOE
IGNITE COMMUNITY SCHOOL - BEAUMONT -(21801052)	31%	73%	15%	66%	15%	SBOE
IGNITE COMMUNITY SCHOOL - FALLBROOK -(21801065)	34%	77%	19%	61%	9%	SBOE
IGNITE COMMUNITY SCHOOL - GARLAND -(21801026)	34%	70%	15%	38%	5%	SBOE
IGNITE COMMUNITY SCHOOL - HUMBLE -(21801057)	31%	87%	31%	76%	23%	SBOE
IGNITE COMMUNITY SCHOOL - HUNTSVILLE -(21801005)	24%	83%	23%	64%	14%	SBOE
IGNITE COMMUNITY SCHOOL - MAINLAND -(21801062)	25%	72%	10%	58%	7%	SBOE
IGNITE COMMUNITY SCHOOL - MESQUITE -(21801061)	40%	71%	15%	54%	8%	SBOE

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CAMPUS NAME (CDCN)	Attrition Rate	STAAR-RLA Approaches	STAAR-RLA Masters	STAAR-Mathematics Approaches	STAAR-Mathematics Masters	School Type
IGNITE COMMUNITY SCHOOL - PASADENA -(21801055)	49%	75%	11%	53%	5%	SBOE
IGNITE COMMUNITY SCHOOL-FORT WORTH -(21801074)	-	81%	22%	58%	4%	SBOE
ILTEXAS ARLINGTON EL -(57848004)	25%	70%	14%	60%	14%	SBOE
ILTEXAS BG RAMIREZ EL -(57848042)	18%	60%	8%	49%	7%	SBOE
ILTEXAS COLLEGE STATION EL -(57848030)	18%	77%	18%	72%	16%	SBOE
ILTEXAS GARLAND EL -(57848001)	17%	74%	18%	63%	18%	SBOE
ILTEXAS GRAND PRAIRIE EL -(57848010)	21%	62%	10%	49%	12%	SBOE
ILTEXAS HOUSTON OREM EL -(57848027)	31%	52%	7%	35%	1%	SBOE
ILTEXAS HOUSTON WINDMILL LAKES EL -(57848025)	22%	56%	5%	38%	6%	SBOE
ILTEXAS KATY EL -(57848014)	19%	79%	25%	64%	16%	SBOE
ILTEXAS KELLER EL -(57848007)	15%	85%	29%	81%	32%	SBOE
ILTEXAS LANCASTER EL -(57848019)	31%	58%	6%	40%	7%	SBOE
ILTEXAS MSG RAMIREZ EL -(57848043)	20%	43%	7%	40%	7%	SBOE
ILTEXAS NORTH RICHLAND HILLS EL -(57848012)	24%	67%	13%	56%	14%	SBOE
ILTEXAS PEARLAND EL -(57848039)	41%	79%	18%	55%	8%	SBOE
ILTEXAS RICHMOND EL -(57848035)	32%	86%	26%	76%	21%	SBOE
ILTEXAS SAGINAW EL -(57848023)	19%	71%	14%	56%	10%	SBOE
ILTEXAS WESTPARK EL -(57848016)	20%	81%	24%	70%	17%	SBOE

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CAMPUS NAME (CDCN)	Attrition Rate	STAAR-RLA Approaches	STAAR-RLA Masters	STAAR-Mathematics Approaches	STAAR-Mathematics Masters	School Type
ILTEXAS WOODHAVEN EL -(57848021)	29%	50%	7%	40%	5%	SBOE
IMAGINE INTERNATIONAL ACADEMY OF NORTH TEXAS -(43801001)	16%	97%	61%	93%	40%	SBOE
IMAGINE LONE STAR INTERNATIONAL ACADEMY -(43802101)	50%	97%	47%	89%	50%	COE
INSPIRED VISION ACADEMY EL -(57830001)	19%	63%	8%	59%	10%	SBOE
IRVING DUAL LANGUAGE ACADEMY -(15907138)	11%	74%	25%	74%	20%	ISD
J L EVERHART MAGNET EL -(92903122)	21%	77%	21%	76%	26%	ISD
JEAN MASSIEU ACADEMY -(57819001)	26%	52%	11%	55%	5%	SBOE
JOHN T WHITE EL -(20905129)	34%	70%	22%	70%	14%	ISD
JOHNSTON-MCQUEEN EL -(92903123)	26%	75%	16%	67%	18%	ISD
JUBILEE - LAKE VIEW UNIVERSITY PREP -(15822004)	20%	61%	14%	64%	8%	SBOE
JUBILEE HARLINGEN -(15822008)	23%	79%	19%	78%	25%	SBOE
JUBILEE HIGHLAND HILLS -(15822002)	24%	66%	17%	54%	8%	SBOE
JUBILEE KINGSVILLE -(15822006)	30%	66%	18%	57%	8%	SBOE
JUBILEE LEADERSHIP ACADEMY -(15822011)	21%	69%	15%	55%	7%	SBOE
JUBILEE LIVING WAY -(15822007)	23%	79%	25%	82%	28%	SBOE
JUBILEE SAN ANTONIO -(15822001)	22%	65%	12%	54%	5%	SBOE
JUBILEE WESTWOOD -(15822012)	18%	69%	11%	56%	8%	SBOE

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CAMPUS NAME (CDCN)	Attrition Rate	STAAR-RLA Approaches	STAAR-RLA Masters	STAAR-Mathematics Approaches	STAAR-Mathematics Masters	School Type
KINGSLAND SCHOOL -(14804008)	40%	82%	27%	66%	11%	SBOE
KIPP ALEGRIA PRI -(27820102)	25%	66%	9%	65%	13%	SBOE
KIPP AUSTIN COMUNIDAD -(27820101)	16%	70%	14%	66%	12%	SBOE
KIPP AUSTIN OBRAS -(27820103)	24%	71%	3%	65%	10%	SBOE
KIPP CLIMB ACADEMY -(27820216)	25%	76%	11%	63%	13%	SBOE
KIPP CONNECT HOUSTON PRI -(27820212)	14%	85%	37%	85%	30%	SBOE
KIPP DREAM PREP -(27820206)	15%	75%	18%	61%	9%	SBOE
KIPP ESPERANZA PRI -(27820402)	26%	64%	11%	61%	16%	SBOE
KIPP EXPLORE ACADEMY -(27820209)	17%	73%	17%	65%	17%	SBOE
KIPP JOURNEY PRI -(27820218)	27%	80%	18%	68%	16%	SBOE
KIPP LEGACY PREPARATORY -(27820211)	26%	53%	4%	51%	7%	SBOE
KIPP MOSAIC PRI -(27820219)	21%	70%	14%	61%	13%	SBOE
KIPP NEXUS PRI -(27820217)	31%	72%	11%	71%	13%	SBOE
KIPP PASEO PRI -(27820105)	22%	69%	12%	67%	14%	SBOE
KIPP PEACE EL -(27820213)	31%	66%	5%	49%	5%	SBOE
KIPP PLEASANT GROVE PRI -(27820303)	36%	66%	16%	53%	9%	SBOE
KIPP SHARP PREP -(27820207)	18%	81%	30%	80%	24%	SBOE
KIPP SHINE PREP -(27820205)	15%	76%	23%	78%	35%	SBOE

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CAMPUS NAME (CDCN)	Attrition Rate	STAAR-RLA Approaches	STAAR-RLA Masters	STAAR-Mathematics Approaches	STAAR-Mathematics Masters	School Type
KIPP SOMOS PRI -(27820083)	43%	68%	14%	91%	14%	SBOE
KIPP TRUTH EL -(27820302)	28%	59%	7%	50%	7%	SBOE
KIPP UN MUNDO PRI -(27820401)	30%	55%	6%	64%	14%	SBOE
KIPP UNITY PRI -(27820215)	28%	83%	31%	79%	23%	SBOE
KIPP ZENITH ACADEMY -(27820214)	20%	82%	15%	71%	17%	SBOE
LA ACADEMIA DE ESTRELLAS -(57839101)	8%	77%	16%	81%	19%	SBOE
LA FE PREPARATORY SCHOOL -(71807101)	17%	65%	13%	66%	14%	SBOE
LAMAR EL -(65901111)	29%	66%	6%	55%	7%	ISD
LAS PALMAS LEADERSHIP SCHOOL FOR GIRLS -(15905142)	25%	63%	11%	51%	7%	ISD
LEADERSHIP PREP SCHOOL -(61804001)	43%	93%	36%	80%	32%	SBOE
LEGACY PREP CHARTER ACADEMY MESQUITE WEST CAMPUS -(57846001)	22%	65%	10%	50%	7%	SBOE
LEGACY PREPARATORY CHARTER ACADEMY PLANO -(57846003)	*	76%	17%	43%	11%	SBOE
LEGACY TRADITIONAL - BASSE PRI -(15806101)	-	64%	9%	45%	5%	SBOE
LEGACY TRADITIONAL SCHOOL - ALAMO RANCH -(15806041)	39%	83%	22%	73%	15%	SBOE
LEGACY TRADITIONAL SCHOOL - CIBOLO -(15806106)	33%	88%	28%	68%	8%	SBOE
LEONEL CASTILLO EARLY CHILDHOOD STEM ACADEMY -(01806103)	67%	-	-	-	-	SBOE
LEWISVILLE SCHOOL OF SCIENCE AND TECHNOLOGY LOWER -(21801027)	48%	87%	28%	72%	11%	SBOE

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CAMPUS NAME (CDCN)	Attrition Rate	STAAR-RLA Approaches	STAAR-RLA Masters	STAAR-Mathematics Approaches	STAAR-Mathematics Masters	School Type
LIFE SCHOOL CARROLLTON -(57807106)	-	71%	22%	71%	12%	SBOE
LIFE SCHOOL CEDAR HILL -(57807104)	29%	72%	15%	67%	14%	SBOE
LIFE SCHOOL LANCASTER -(57807102)	21%	61%	8%	54%	6%	SBOE
LIFE SCHOOL MOUNTAIN CREEK -(57807105)	27%	73%	22%	56%	10%	SBOE
LIFE SCHOOL OAK CLIFF -(57807001)	20%	68%	13%	54%	8%	SBOE
LIFE SCHOOL RED OAK -(57807101)	14%	78%	19%	70%	14%	SBOE
LIGHTHOUSE EL -(15825101)	26%	52%	6%	49%	9%	SBOE
MAGNOLIA MONTESSORI FOR ALL -(27826101)	21%	86%	25%	70%	16%	COE
MANARA ACADEMY -(57844101)	48%	54%	10%	53%	4%	SBOE
MANARA STEM ACADEMY - ARLINGTON -(57844102)	44%	61%	13%	50%	7%	SBOE
MANSFIELD HERITAGE EL -(57848037)	24%	83%	23%	73%	16%	SBOE
MARK TWAIN DUAL LANGUAGE ACADEMY -(15907163)	12%	89%	46%	84%	25%	ISD
MAUDE I LOGAN EL -(20905124)	23%	78%	23%	68%	16%	ISD
MERIDIAN WORLD SCHOOL LLC -(46801001)	10%	96%	56%	90%	38%	SBOE
MEYERPARK EL -(01855101)	30%	70%	14%	56%	8%	SBOE
MIDLAND ACADEMY CHARTER SCHOOL -(65802101)	16%	88%	28%	80%	14%	SBOE
MILAM EL -(65901113)	14%	73%	19%	77%	21%	ISD
MITCHELL BOULEVARD EL -(20905144)	33%	70%	17%	73%	19%	ISD

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CAMPUS NAME (CDCN)	Attrition Rate	STAAR-RLA Approaches	STAAR-RLA Masters	STAAR-Mathematics Approaches	STAAR-Mathematics Masters	School Type
MOODY EARLY CHILDHOOD CENTER -(84902117)	5%	-	-	-	-	ISD
NCI CHARTER SCHOOL WITHOUT WALLS -(01853104)	75%	-	-	-	-	SBOE
NED E WILLIAMS EL -(92903126)	24%	77%	24%	73%	18%	ISD
NEW NEIGHBOR CAMPUS -(01853108)	-	-	-	-	-	SBOE
NEWMAN INTERNATIONAL ACADEMY AT FORT WORTH -(20817004)	*	81%	23%	69%	11%	SBOE
NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON -(20817001)	25%	84%	25%	71%	17%	SBOE
NEWMAN INTERNATIONAL ACADEMY OF MANSFIELD -(20817005)	32%	87%	28%	77%	17%	SBOE
NEWMAN INTERNATIONAL ACADEMY WATAUGA -(20817006)	46%	80%	7%	66%	7%	SBOE
NEWMAN INTERNATIONAL AT CEDAR HILL -(20817002)	22%	82%	22%	63%	11%	SBOE
NOLAN CREEK SCHOOL -(14804007)	48%	87%	24%	70%	13%	SBOE
NORTH CENTRAL EL -(01845103)	12%	70%	20%	71%	17%	SBOE
NORTH FOREST EL -(01845104)	13%	66%	17%	65%	7%	SBOE
NORTH TEXAS COLLEGIATE ACADEMY-EAST CAMPUS -(61802005)	33%	75%	24%	62%	15%	SBOE
NORTH TEXAS COLLEGIATE ACADEMY-NORTH CAMPUS -(61802004)	30%	85%	30%	74%	21%	SBOE
NORTH TEXAS COLLEGIATE ACADEMY-SOUTH CAMPUS -(61802003)	20%	61%	7%	80%	18%	SBOE
NORTHEAST EL CAMPUS -(15807001)	33%	74%	5%	32%	5%	SBOE
NOVA ACADEMY -(57809101)	51%	40%	-	50%	-	SBOE

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CAMPUS NAME (CDCN)	Attrition Rate	STAAR-RLA Approaches	STAAR-RLA Masters	STAAR-Mathematics Approaches	STAAR-Mathematics Masters	School Type
NOVA ACADEMY PRICHARD -(57827102)	38%	73%	26%	68%	10%	SBOE
NYOS LAMAR EL -(27804102)	14%	82%	35%	73%	21%	SBOE
OAK CLIFF FAITH FAMILY ACADEMY -(70801002)	23%	48%	5%	36%	2%	SBOE
ODYSSEY ACADEMY - GALVESTON -(84802001)	20%	66%	9%	53%	6%	SBOE
ODYSSEY ACADEMY - TEXAS CITY -(84802002)	22%	71%	12%	51%	5%	SBOE
ODYSSEY ACADEMY - WEBSTER -(84802003)	36%	74%	20%	55%	7%	SBOE
OLYMPIA HILLS -(27806031)	-	100%	31%	100%	50%	SBOE
PEGASUS CHARTER H S -(57802001)	44%	59%	15%	43%	3%	SBOE
PIONEER TECHNOLOGY (PTAA) GREENVILLE -(57850002)	19%	74%	19%	57%	8%	COE
PIONEER TECHNOLOGY (PTAA) MESQUITE EL -(57850004)	32%	73%	20%	58%	11%	COE
PIONEER TECHNOLOGY (PTAA) ROYSE CITY EL -(57850005)	26%	87%	14%	76%	23%	COE
PIONEER TECHNOLOGY AND ARTS ACADEMY NORTH DALLAS -(57850006)	39%	87%	40%	68%	14%	COE
PLAINVIEW CLASSICAL ACADEMY -(21801082)	17%	93%	29%	81%	23%	SBOE
PRE-K 4 SAN ANTONIO -(15905141)	-	-	-	-	-	ISD
PRE-K ACADEMY AT MIDLAND COLLEGE -(65901136)	0%	-	-	-	-	ISD
PRELUDE PREPARATORY CHARTER SCHOOL -(15843101)	28%	77%	14%	81%	19%	COE
PREMIER H S-FOUNDATION SCHOOL OF AUTISM-PLANO -(72801155)	33%	-	-	-	-	SBOE

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CAMPUS NAME (CDCN)	Attrition Rate	STAAR-RLA Approaches	STAAR-RLA Masters	STAAR-Mathematics Approaches	STAAR-Mathematics Masters	School Type
PRIORITY CHARTER SCHOOLS - KILLEEN -(14803005)	42%	85%	15%	69%	15%	SBOE
PRIORITY CHARTER SCHOOLS COPPERAS COVE -(14803003)	46%	67%	12%	42%	4%	SBOE
PRIORITY CHARTER SCHOOLS TEMPLE -(14803101)	36%	81%	22%	59%	9%	SBOE
PROMESA ACADEMY CHARTER SCHOOL -(15839001)	25%	69%	3%	50%	7%	COE
PROMESA COLLEGE PREP BROWNSVILLE -(27824003)	33%	78%	22%	58%	7%	SBOE
PROMESA COLLEGE PREP WEST CORPUS CHRISTI -(27824004)	20%	87%	22%	74%	7%	SBOE
PSTEM ACADEMY -(01806102)	16%	68%	17%	73%	18%	SBOE
QUEST COLLEGIATE ACADEMY - SHENANDOAH -(21801025)	-	86%	24%	69%	10%	SBOE
QUEST COLLEGIATE ACADEMY-WHITEWRIGHT -(21801078)	35%	95%	18%	74%	21%	SBOE
RESPONSIVEED - ONLINE -(21801079)	60%	94%	23%	69%	9%	SBOE
REVE PREPARATORY CHARTER SCHOOL -(01876001)	-	50%	6%	38%	2%	COE
RIPLEY HOUSE CHARTER SCHOOL -(01853101)	18%	58%	3%	64%	8%	SBOE
RISE ACADEMY -(52802101)	33%	98%	41%	87%	26%	SBOE
ROCKETSHIP DENNIS DUNKINS EL -(20820101)	-	48%	7%	25%	2%	COE
ROCKETSHIP EXPLORE EL -(20820102)	-	-	-	-	-	COE
RODRIGUEZ MONTESSORI EL -(15907133)	23%	71%	10%	56%	6%	ISD
ROSCOE COLLEGIATE MONTESSORI EARLY CHILDHOOD -(77901102)	20%	-	-	-	-	ISD

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ROSCOE EL -(77901101)	7%	83%	24%	73%	21%	ISD
ROY CISNEROS EL -(15905104)	19%	44%	4%	45%	9%	ISD
ROYAL ACADEMY OF EXCELLENCE -(15842001)	37%	57%	7%	43%	4%	COE
RYSS STEM ACADEMY AT FIRST FRIENDS PASADENA -(01806104)	34%	80%	20%	70%	10%	SBOE
SAM HOUSTON COLLEGIATE PREPARATORY EL -(65901109)	29%	83%	23%	74%	17%	ISD
SAM HOUSTON STATE UNIVERSITY CHARTER SCHOOL -(36802101)	39%	92%	40%	83%	31%	COE
SARAH STRINDEN EL -(03801103)	11%	83%	25%	85%	18%	SBOE
SEASHORE LEARNING CENTER -(78808101)	11%	94%	20%	86%	31%	SBOE
SEGUIN CAMPUS -(15807102)	30%	67%	11%	43%	3%	SBOE
SER-NINOS CHARTER EL -(01802101)	14%	71%	12%	72%	16%	SBOE
SER-NINOS CHARTER EL II -(01802102)	21%	69%	19%	54%	13%	SBOE
SOMERSET ACADEMY BROOKS -(15830001)	18%	67%	10%	46%	4%	SBOE
SOMERSET ACADEMY COLLEGIATE -(15830101)	22%	69%	14%	51%	8%	SBOE
SOMERSET ACADEMY LONE STAR -(15830102)	30%	77%	32%	75%	28%	SBOE
SOMERSET ACADEMY OAKS -(15830103)	33%	88%	26%	71%	20%	SBOE
SOUTHEAST EL -(01845102)	13%	79%	24%	77%	22%	SBOE
SOUTHSIDE EL -(01845105)	29%	70%	8%	69%	13%	SBOE

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CAMPUS NAME (CDCN)	Attrition Rate	STAAR-RLA Approaches	STAAR-RLA Masters	STAAR-Mathematics Approaches	STAAR-Mathematics Masters	School Type
SOUTHWEST PREP NORTHWEST EL -(15807101)	29%	82%	21%	71%	7%	SBOE
SOUTHWEST PREPARATORY SOUTHEAST CAMPUS -(15807002)	33%	61%	3%	48%	2%	SBOE
SOUTHWEST PUBLIC SCHOOLS INT'L LEADERSHIP ACADEMY -(01838102)	26%	62%	12%	56%	12%	SBOE
SOUTHWEST PUBLIC SCHOOLS VISUAL & PERF ARTS ACAD -(01838104)	30%	60%	11%	56%	13%	SBOE
SST ADVANCEMENT -(15831003)	32%	89%	40%	81%	35%	SBOE
SST ALAMO -(15827002)	24%	89%	38%	78%	20%	SBOE
SST CHAMPIONS -(15827006)	18%	84%	36%	79%	24%	SBOE
SST CORPUS CHRISTI -(15831002)	20%	84%	25%	70%	14%	SBOE
SST DISCOVERY -(15831001)	32%	83%	20%	74%	14%	SBOE
SST HILL COUNTRY -(15831006)	26%	85%	34%	71%	22%	SBOE
SST NORTHWEST -(15831004)	24%	88%	31%	79%	27%	SBOE
SST SCHERTZ -(15827007)	24%	90%	36%	81%	20%	SBOE
SST SPRING -(15827005)	29%	83%	26%	71%	18%	SBOE
SST SUGARLAND -(15831005)	58%	94%	52%	88%	33%	SBOE
SST THE WOODLANDS -(15827003)	29%	91%	49%	85%	31%	SBOE
SST WILLOWCREEK -(15827004)	49%	87%	28%	78%	25%	SBOE
ST ANTHONY ACADEMY -(57836101)	13%	81%	21%	78%	13%	SBOE

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CAMPUS NAME (CDCN)	Attrition Rate	STAAR-RLA Approaches	STAAR-RLA Masters	STAAR-Mathematics Approaches	STAAR-Mathematics Masters	School Type
ST MARY'S ACADEMY CHARTER SCHOOL -(13801101)	21%	88%	27%	70%	16%	SBOE
STAFFORD EL VISUAL AND PERFORMING ARTS -(15905144)	15%	59%	14%	53%	10%	ISD
STEELE MONTESSORI EL -(15907166)	16%	77%	25%	59%	11%	ISD
STEP CHARTER EL -(01859101)	29%	87%	24%	74%	21%	SBOE
STEP CHARTER II -(01859102)	20%	73%	19%	70%	14%	SBOE
STEP CHARTER III -(01859103)	43%	64%	18%	55%	27%	SBOE
STEPHEN F AUSTIN STATE UNIVERSITY CHARTER SCHOOL -(74801101)	8%	98%	57%	100%	60%	SBOE
TEKOA ACADEMY OF ACCELERATED STUDIES - ORANGE -(23803103)	28%	42%	8%	46%	4%	SBOE
TEKOA ACADEMY OF ACCELERATED STUDIES -(23803101)	39%	48%	2%	33%	4%	SBOE
TEXAS EMPOWERMENT ACADEMY -(27805041)	31%	70%	14%	50%	7%	SBOE
TEXAS EMPOWERMENT ACADEMY EL -(27805101)	25%	-	-	-	-	SBOE
TEXAS LEADERSHIP OF ABILENE -(26801004)	28%	76%	20%	54%	9%	SBOE
TEXAS LEADERSHIP OF MIDLAND -(26801002)	25%	64%	7%	40%	4%	SBOE
TEXAS LEADERSHIP OF SAN ANGELO -(26801001)	17%	73%	16%	63%	10%	SBOE
TEXAS PREPARATORY SCHOOL - AUSTIN CAMPUS -(05802101)	-	31%	-	13%	-	SBOE
TEXAS SCHOOL OF THE ARTS -(20814101)	18%	90%	28%	63%	12%	SBOE
THE EAST AUSTIN COLLEGE PREP AT SOUTHWEST KEY -(27824001)	31%	49%	3%	48%	3%	SBOE

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CAMPUS NAME (CDCN)	Attrition Rate	STAAR-RLA Approaches	STAAR-RLA Masters	STAAR-Mathematics Approaches	STAAR-Mathematics Masters	School Type
THE GATHERING PLACE -(15841001)	-	60%	14%	40%	6%	COE
THE LEADERSHIP ACADEMY -(12801102)	30%	91%	57%	83%	29%	SBOE
THE LINGUISTIC ACAD OF EL PASO-CULTURAL DEMO SITE -(71801004)	20%	88%	24%	81%	16%	SBOE
THE ODESSA Y LEARNING CENTER -(68901134)	-	-	-	-	-	ISD
THE RHODES SCHOOL - HUMBLE -(01861105)	36%	66%	12%	67%	18%	SBOE
THE RHODES SCHOOL - NORTHSHORE CAMPUS -(01861104)	-	61%	7%	65%	8%	SBOE
THE STEM ACADEMY -(68901009)	10%	84%	25%	70%	16%	ISD
THE VARNETT SCHOOL - EAST -(01814103)	25%	66%	7%	68%	13%	SBOE
THE VARNETT SCHOOL - NORTHEAST -(01814102)	24%	69%	18%	52%	8%	SBOE
THRIVE CENTER FOR SUCCESS -(70802001)	16%	61%	5%	67%	7%	COE
THROCKMORTON COLLEGIATE ISD -(24901001)	21%	91%	21%	79%	21%	ISD
TRAVIS HTS EL -(27901140)	16%	79%	22%	67%	23%	ISD
TREETOPS SCHOOL INTERNATIONAL -(20801001)	32%	88%	30%	70%	16%	SBOE
TRINITY BASIN PREPARATORY - ARLINGTON -(57813106)	34%	75%	13%	69%	7%	SBOE
TRINITY BASIN PREPARATORY - DALLAS -(57813101)	24%	73%	19%	62%	12%	SBOE
TRINITY BASIN PREPARATORY - FORT WORTH -(57813104)	18%	70%	16%	62%	10%	SBOE
TRINITY BASIN PREPARATORY - GRAND PRAIRIE -(57813107)	44%	74%	13%	52%	5%	SBOE

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CAMPUS NAME (CDCN)	Attrition Rate	STAAR-RLA Approaches	STAAR-RLA Masters	STAAR-Mathematics Approaches	STAAR-Mathematics Masters	School Type
TRINITY BASIN PREPARATORY - MESQUITE -(57813105)	26%	71%	18%	61%	12%	SBOE
TRINITY BASIN PREPARATORY - SOUTH -(57813109)	31%	73%	16%	55%	9%	SBOE
TRINITY BASIN PREPARATORY - WEST -(57813108)	31%	80%	24%	62%	14%	SBOE
TRINITY LEADERSHIP -(26801003)	34%	72%	14%	41%	3%	SBOE
TRIVIUM ACADEMY -(61805001)	55%	91%	49%	81%	26%	COE
TWO DIMENSIONS AT CORSICANA -(01840102)	-	-	-	-	-	SBOE
TWO DIMENSIONS PREPARATORY ACADEMY -(01840101)	37%	65%	14%	35%	5%	SBOE
TWO DIMENSIONS/VICKERY -(01840103)	28%	67%	14%	43%	2%	SBOE
UME MANSFIELD EL -(57845003)	27%	88%	40%	89%	41%	SBOE
UME PREPARATORY ACADEMY - DUNCANVILLE -(57845002)	18%	84%	24%	74%	15%	SBOE
UME PREPARATORY ACADEMY -(57845001)	11%	91%	34%	86%	22%	SBOE
UNIVERSAL ACADEMY - COPPELL -(57808102)	38%	94%	47%	90%	48%	SBOE
UNIVERSAL ACADEMY -(57808101)	26%	78%	14%	57%	9%	SBOE
UNIVERSAL ACADEMY-BARTONVILLE -(57808104)	31%	88%	44%	79%	50%	SBOE
UNIVERSITY OF TEXAS EL CHARTER SCHOOL -(27819101)	13%	78%	17%	64%	14%	SBOE
UP EXCELLENCE ACADEMY -(01881001)	25%	-	-	-	-	COE
UPLIFT ASCEND PREP PS -(57803017)	29%	58%	8%	48%	7%	SBOE
UPLIFT ATLAS PREP PS -(57803110)	20%	73%	16%	61%	14%	SBOE

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CAMPUS NAME (CDCN)	Attrition Rate	STAAR-RLA Approaches	STAAR-RLA Masters	STAAR-Mathematics Approaches	STAAR-Mathematics Masters	School Type
UPLIFT CRESCENDO PREP PS -(57803115)	30%	82%	14%	71%	24%	SBOE
UPLIFT ELEVATE PREP PS -(57803018)	29%	75%	21%	69%	25%	SBOE
UPLIFT GRADUS PREP PS -(57803103)	18%	71%	8%	69%	13%	SBOE
UPLIFT GRAND PREP PS -(57803003)	16%	67%	13%	60%	15%	SBOE
UPLIFT HAMPTON PREP PS -(57803111)	19%	72%	17%	62%	13%	SBOE
UPLIFT HEIGHTS PREP PS -(57803104)	21%	63%	9%	51%	10%	SBOE
UPLIFT INFINITY PREP PS -(57803102)	10%	81%	17%	75%	23%	SBOE
UPLIFT LUNA PREP PS -(57803107)	18%	65%	9%	63%	16%	SBOE
UPLIFT MERIDIAN PREP PS -(57803108)	23%	70%	4%	60%	14%	SBOE
UPLIFT MIGHTY PREP PS -(57803008)	26%	60%	11%	51%	11%	SBOE
UPLIFT NORTH HILLS PREP PS -(57803101)	13%	96%	63%	94%	64%	SBOE
UPLIFT PINNACLE PREP PS -(57803105)	37%	61%	6%	58%	10%	SBOE
UPLIFT SUMMIT PREP PS -(57803109)	21%	70%	11%	57%	15%	SBOE
UPLIFT TRIUMPH PREP PS -(57803106)	24%	58%	8%	45%	7%	SBOE
UPLIFT WHITE ROCK HILLS PREP PS -(57803114)	28%	78%	15%	71%	19%	SBOE
UPLIFT WILLIAMS PREP PS -(57803112)	18%	68%	14%	53%	12%	SBOE
UPLIFT WISDOM PREP PS -(57803116)	21%	66%	8%	53%	7%	SBOE
UT TYLER UNIVERSITY ACADEMY AT LONGVIEW -(12804102)	15%	93%	44%	84%	32%	SBOE

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CAMPUS NAME (CDCN)	Attrition Rate	STAAR-RLA Approaches	STAAR-RLA Masters	STAAR-Mathematics Approaches	STAAR-Mathematics Masters	School Type
UT TYLER UNIVERSITY ACADEMY AT PALESTINE -(12804103)	14%	83%	32%	72%	15%	SBOE
UT TYLER UNIVERSITY ACADEMY AT TYLER -(12804001)	32%	83%	33%	76%	16%	SBOE
UVALDE DUAL LANGUAGE ACADEMY -(32903111)	19%	79%	17%	57%	10%	ISD
VALOR KYLE -(27829003)	23%	79%	21%	67%	15%	COE
VALOR LEANDER -(27829004)	12%	90%	21%	83%	27%	COE
VALOR NORTH AUSTIN -(27829002)	19%	91%	44%	85%	23%	COE
VALOR SAN ANTONIO -(27829005)	43%	79%	19%	65%	9%	COE
VALOR SOUTH AUSTIN -(27829001)	23%	90%	34%	83%	24%	COE
VANGUARD BEETHOVEN -(08808105)	11%	82%	36%	68%	17%	SBOE
VANGUARD MONET -(08808107)	22%	71%	20%	53%	10%	SBOE
VANGUARD MOZART -(08808104)	15%	79%	33%	66%	17%	SBOE
VANGUARD PICASSO -(08808103)	21%	81%	31%	76%	19%	SBOE
VANGUARD REMBRANDT -(08808101)	12%	82%	36%	75%	21%	SBOE
VANGUARD VAN GOGH -(08808106)	22%	79%	30%	70%	12%	SBOE
VARNETT CHARTER SCHOOL -(01814101)	18%	60%	12%	63%	11%	SBOE
VILLAGE TECH SCHOOLS -(57847001)	15%	73%	12%	49%	3%	SBOE
VISTA DEL FUTURO CHARTER SCHOOL -(71809001)	29%	81%	19%	74%	19%	SBOE
WARE EL -(92903125)	18%	76%	16%	75%	20%	ISD

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CAMPUS NAME (CDCN)	Attrition Rate	STAAR-RLA Approaches	STAAR-RLA Masters	STAAR-Mathematics Approaches	STAAR-Mathematics Masters	School Type
WAYSIDE ALTAMIRA ACADEMY -(27803103)	28%	64%	13%	57%	16%	SBOE
WAYSIDE EDEN PARK ACADEMY -(27803101)	26%	80%	22%	71%	10%	SBOE
WAYSIDE REAL LEARNING ACADEMY -(27803102)	17%	56%	13%	69%	16%	SBOE
WESTCHASE NEIGHBORHOOD SCHOOL -(21801069)	40%	79%	24%	61%	10%	SBOE
WESTLAKE ACADEMY -(20810001)	8%	98%	67%	95%	51%	SBOE
WILLIAM B TRAVIS WORLD LANGUAGE ACADEMY -(57910137)	17%	67%	15%	67%	12%	ISD
WOODLAWN ACADEMY -(15907175)	16%	56%	11%	43%	5%	ISD
WOODLAWN HILLS EL -(15907176)	24%	52%	8%	41%	6%	ISD
YES PREP AIRLINE EL -(01845107)	18%	81%	20%	74%	16%	SBOE
YES PREP EAST END EL -(01845106)	14%	77%	20%	72%	16%	SBOE
YES PREP HOBBY EL -(01845111)	34%	-	-	-	-	SBOE
YES PREP NORTH RANKIN EL -(01845110)	22%	-	-	-	-	SBOE
YES PREP SOUTHWEST OAKS EL -(01845109)	13%	-	-	-	-	SBOE
YOUNG WOMEN'S LEADERSHIP ACADEMY PRI -(15907120)	12%	87%	37%	73%	17%	ISD

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Sources. Public Education Information Management System, Texas Education Agency, 2024–25 and 2025–26, and Texas Academic Performance Reports, Texas Education Agency, 2024–25.

TABLE D.2

Campus-Level Academic Performance Outcomes for Charter School Campuses, Middle School Campuses

CAMPUS NAME (CDCN)	Attrition Rate	STAAR-RLA Approaches	STAAR-RLA Masters	STAAR-Math Approaches	STAAR-Math Masters	STAAR English I Approaches	STAAR English I Masters	STAAR English II Approaches	STAAR English II Masters	STAAR Algebra I Approaches	STAAR Algebra I Masters	School Type
A+ UNLIMITED POTENTIAL - UNIVERSITY -(01871102)	28%	74%	24%	40%	3%	-	-	-	-	100%	21%	COE
ACADEMY OF VISUAL AND PERFORMING ARTS -(20821001)	-	58%	11%	36%	1%	-	-	-	-	-	-	COE
ACCELERATED INT CHARTER SCHOOL -(01849041)	10%	100%	45%	90%	35%	-	-	-	-	-	-	SBOE
ARLINGTON CLASSICS ACADEMY - MIDDLE -(20802040)	8%	93%	45%	81%	16%	-	-	-	-	94%	37%	SBOE
AUSTIN ACHIEVE MIDDLE -(27825001)	21%	58%	15%	51%	7%	-	-	-	-	72%	13%	SBOE
BASIS CEDAR PARK -(15834007)	29%	99%	83%	98%	72%	100%	83%	100%	33%	98%	67%	SBOE
BASIS PFLUGERVILLE -(15834005)	34%	97%	69%	93%	54%	100%	47%	100%	24%	96%	37%	SBOE
BASIS SAN ANTONIO - JACK LEWIS JR CAMPUS -(15834006)	46%	95%	54%	84%	30%	-	-	-	-	95%	38%	SBOE
BASIS SAN ANTONIO - NORTHEAST CAMPUS -(15834003)	78%	89%	31%	86%	18%	-	-	-	-	81%	19%	SBOE
BASIS SAN ANTONIO- SHAVANO CAMPUS -(15834001)	19%	99%	72%	98%	56%	100%	75%	100%	47%	99%	71%	SBOE

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CAMPUS NAME (CDCN)	Attrition Rate	STAAR-RLA Approaches	STAAR-RLA Masters	STAAR-Math Approaches	STAAR-Math Masters	STAAR English I Approaches	STAAR English I Masters	STAAR English II Approaches	STAAR English II Masters	STAAR Algebra I Approaches	STAAR Algebra I Masters	School Type
BETA ACADEMY -(01870001)	19%	95%	46%	81%	11%	96%	34%	91%	15%	89%	32%	COE
BOB HOPE SCHOOL -(23807001)	9%	89%	40%	89%	28%	-	-	-	-	94%	25%	SBOE
BRENTWOOD MIDDLE -(15905041)	17%	52%	9%	41%	3%	-	-	-	-	97%	29%	ISD
CALVIN NELMS MIDDLE -(01837041)	11%	92%	28%	83%	25%	-	-	-	-	94%	81%	SBOE
CAST IMAGINE MIDDLE -(15907067)	19%	76%	22%	67%	10%	-	-	-	-	59%	19%	ISD
COMPASS ROSE OPPORTUNITY -(15838010)	45%	82%	32%	69%	14%	-	-	-	-	75%	50%	COE
CORNERSTONE ACADEMY -(01920048)	4%	100%	76%	100%	64%	-	-	-	-	100%	81%	ISD
CUMBERLAND ACADEMY MIDDLE -(12801042)	41%	74%	20%	54%	5%	-	-	-	-	100%	38%	SBOE
DR TERRY ROBBINS MIDDLE -(03801042)	13%	83%	33%	72%	19%	-	-	-	-	-	-	SBOE
EARLY COLLEGE STEM ACADEMY -(01806042)	8%	71%	24%	70%	9%	-	-	-	-	98%	52%	SBOE
EDGAR ALLAN POE STEM DUAL LANGUAGE MIDDLE -(15907060)	15%	58%	11%	40%	2%	-	-	-	-	89%	19%	ISD
EL PASO LEADERSHIP ACADEMY - MIDDLE EAST -(71810003)	25%	43%	6%	57%	6%	-	-	-	-	84%	25%	COE
EL PASO LEADERSHIP ACADEMY -(71810001)	15%	54%	13%	61%	7%	-	-	-	-	100%	41%	COE

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CAMPUS NAME (CDCN)	Attrition Rate	STAAR-RLA Approaches	STAAR-RLA Masters	STAAR-Math Approaches	STAAR-Math Masters	STAAR English I Approaches	STAAR English I Masters	STAAR English II Approaches	STAAR English II Masters	STAAR Algebra I Approaches	STAAR Algebra I Masters	School Type
ENERGIZED FOR EXCELLENCE ACADEMY INC MIDDLE -(01912342)	21%	77%	26%	73%	16%	-	-	-	-	100%	85%	ISD
ENERGIZED FOR STEM ACADEMY MIDDLE -(01912390)	26%	74%	24%	68%	16%	-	-	-	-	100%	97%	ISD
FLOYDADA COLLEGIATE J H -(77901041)	11%	76%	22%	73%	19%	-	-	-	-	-	-	ISD
FOREST OAK MIDDLE -(20905045)	20%	59%	10%	61%	10%	94%	17%	-	-	83%	30%	ISD
FOREST PARK MAGNET SCHOOL -(92903041)	17%	69%	19%	65%	12%	-	-	-	-	100%	59%	ISD
FOSTER MIDDLE -(92903042)	10%	83%	40%	77%	27%	-	-	-	-	99%	65%	ISD
FOUNDERS CLASSICAL ACADEMY CORINTH - UPPER SCHOOL -(21801020)	21%	93%	48%	73%	13%	91%	41%	97%	18%	70%	2%	SBOE
FRIENDS FOR LIFE MIDDLE -(01819002)	13%	84%	33%	92%	36%	100%	55%	-	-	100%	100%	SBOE
GRAND PRAIRIE COLLEGIATE INSTITUTE -(57910011)	27%	92%	41%	81%	15%	99%	29%	100%	26%	100%	65%	ISD
GREAT HEARTS IRVING UPPER -(15835007)	18%	93%	39%	88%	26%	92%	37%	97%	27%	89%	38%	SBOE
GREAT HEARTS MONTE VISTA NORTH -(15835002)	16%	90%	47%	71%	21%	94%	57%	90%	14%	79%	20%	SBOE
GREG A GARCIA EARLY COLLEGE INT -(15805041)	13%	91%	27%	54%	-	-	-	-	-	-	-	SBOE

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CAMPUS NAME (CDCN)	Attrition Rate	STAAR-RLA Approaches	STAAR-RLA Masters	STAAR-Math Approaches	STAAR-Math Masters	STAAR English I Approaches	STAAR English I Masters	STAAR English II Approaches	STAAR English II Masters	STAAR Algebra I Approaches	STAAR Algebra I Masters	School Type
GUS GARCIA MIDDLE -(15905046)	14%	58%	12%	50%	6%	-	-	-	-	87%	36%	ISD
HARMONY SCHOOL OF DISCOVERY - HOUSTON -(01858005)	22%	89%	44%	80%	30%	87%	33%	92%	18%	98%	73%	SBOE
HARMONY SCHOOL OF EXCELLENCE - DALLAS -(61807010)	32%	77%	26%	52%	4%	82%	12%	79%	5%	97%	42%	SBOE
HARMONY SCHOOL OF EXCELLENCE - SUGAR LAND -(01862006)	13%	95%	57%	90%	39%	-	-	-	-	100%	97%	SBOE
HARMONY SCHOOL OF INNOVATION - DALLAS -(61807005)	26%	85%	40%	80%	24%	84%	20%	84%	21%	94%	66%	SBOE
HARMONY SCHOOL OF INNOVATION - HOUSTON -(01846002)	12%	88%	34%	81%	24%	-	-	-	-	100%	83%	SBOE
HARMONY SCHOOL OF INNOVATION - WACO -(61807014)	19%	66%	13%	55%	10%	58%	7%	67%	2%	67%	25%	SBOE
HARMONY SCHOOL OF TECHNOLOGY-HOUSTON -(01858006)	14%	81%	30%	68%	13%	-	-	-	-	100%	93%	SBOE
HARMONY SCIENCE ACADEMY - CARROLLTON -(61807013)	29%	86%	41%	82%	30%	77%	30%	78%	17%	89%	51%	SBOE
HARMONY SCIENCE ACADEMY - EULESS -(61807009)	21%	92%	50%	89%	38%	87%	34%	88%	22%	98%	83%	SBOE

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CAMPUS NAME (CDCN)	Attrition Rate	STAAR-RLA Approaches	STAAR-RLA Masters	STAAR-Math Approaches	STAAR-Math Masters	STAAR English I Approaches	STAAR English I Masters	STAAR English II Approaches	STAAR English II Masters	STAAR Algebra I Approaches	STAAR Algebra I Masters	School Type
HARMONY SCIENCE ACADEMY - LAREDO -(15828003)	11%	74%	28%	71%	16%	-	-	-	-	100%	77%	SBOE
HARRIS MIDDLE -(15907047)	13%	59%	11%	43%	1%	-	-	-	-	83%	14%	ISD
HERITAGE ACADEMY -(15815101)	16%	72%	31%	75%	18%	-	-	-	-	-	-	SBOE
HERITAGE ACADEMY OF DEL RIO MIDDLE -(15815042)	11%	85%	27%	85%	18%	-	-	-	-	-	-	SBOE
HERITAGE ACADEMY OF SAN ANTONIO -(15815104)	-	92%	15%	85%	8%	-	-	-	-	-	-	SBOE
IDEA A W BROWN COLLEGE PREPARATORY -(08807209)	39%	65%	15%	42%	3%	-	-	-	-	62%	10%	SBOE
IDEA ACHIEVE COLLEGE PREPARATORY -(08807087)	33%	78%	27%	68%	16%	70%	12%	86%	6%	74%	26%	SBOE
IDEA AMBROSE AND FREDA ROBINSON COLLEGE PREPARATOR -(08807204)	17%	82%	32%	66%	14%	-	-	-	-	93%	32%	SBOE
IDEA BLUFF SPRINGS COLLEGE PREPARATORY -(08807037)	24%	74%	20%	58%	5%	57%	4%	59%	6%	58%	10%	SBOE
IDEA BRACKENRIDGE COLLEGE PREPARATORY -(08807028)	25%	79%	28%	64%	13%	52%	6%	53%	6%	69%	14%	SBOE
IDEA BROWNSVILLE COLLEGE PREPARATORY -(08807012)	19%	84%	33%	76%	16%	84%	25%	85%	8%	76%	20%	SBOE

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CAMPUS NAME (CDCN)	Attrition Rate	STAAR-RLA Approaches	STAAR-RLA Masters	STAAR-Math Approaches	STAAR-Math Masters	STAAR English I Approaches	STAAR English I Masters	STAAR English II Approaches	STAAR English II Masters	STAAR Algebra I Approaches	STAAR Algebra I Masters	School Type
IDEA BURKE COLLEGE PREPARATORY -(08807092)	21%	83%	28%	70%	14%	80%	15%	74%	9%	77%	17%	SBOE
IDEA COLLEGE PREP -(08807001)	16%	70%	25%	64%	14%	63%	4%	73%	4%	73%	17%	SBOE
IDEA COLLEGE PREP WESLACO -(08807010)	18%	76%	23%	61%	6%	79%	19%	78%	9%	83%	18%	SBOE
IDEA COLLEGE PREPARATORY ALAMO -(08807007)	18%	78%	26%	51%	7%	63%	11%	69%	4%	83%	32%	SBOE
IDEA COLLEGE PREPARATORY SAN JUAN -(08807006)	17%	69%	26%	68%	12%	78%	14%	66%	9%	76%	12%	SBOE
IDEA CONVERSE COLLEGE PREPARATORY -(08807099)	29%	81%	23%	65%	12%	64%	10%	82%	13%	86%	24%	SBOE
IDEA EASTSIDE COLLEGE PREPARATORY -(08807024)	27%	65%	16%	73%	12%	57%	9%	71%	4%	53%	7%	SBOE
IDEA EDGECLIFF COLLEGE PREPARATORY -(08807202)	18%	81%	32%	73%	19%	83%	14%	86%	13%	74%	19%	SBOE
IDEA EDGEMERE COLLEGE PREPARATORY -(08807084)	29%	89%	39%	77%	16%	76%	21%	86%	8%	74%	19%	SBOE
IDEA EWING HALSELL COLLEGE PREPARATORY -(08807029)	24%	83%	33%	68%	14%	72%	7%	74%	4%	78%	21%	SBOE
IDEA FRONTIER COLLEGE PREPARATORY -(08807003)	12%	80%	30%	67%	14%	78%	16%	83%	11%	88%	32%	SBOE

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IDEA HARDY COLLEGE PREPARATORY -(08807093)	26%	66%	15%	63%	10%	52%	3%	72%	2%	69%	20%	SBOE
IDEA HARLINGEN COLLEGE PREPARATORY -(08807095)	21%	74%	23%	69%	19%	70%	8%	73%	7%	74%	19%	SBOE
IDEA HEALTH PROFESSIONS COLLEGE PREPARATORY -(08807091)	23%	71%	27%	76%	12%	65%	9%	75%	5%	87%	30%	SBOE
IDEA HIDDEN MEADOW COLLEGE PREPARATORY -(08807098)	40%	84%	35%	75%	25%	63%	9%	78%	6%	78%	13%	SBOE
IDEA HORIZON VISTA COLLEGE PREPARATORY -(08807201)	27%	85%	36%	73%	19%	76%	19%	91%	14%	75%	9%	SBOE
IDEA INGRAM HILLS COLLEGE PREPARATORY -(08807030)	32%	83%	34%	79%	20%	67%	20%	64%	4%	84%	43%	SBOE
IDEA KYLE COLLEGE PREPARATORY -(08807039)	21%	90%	36%	82%	21%	76%	17%	76%	9%	79%	21%	SBOE
IDEA LA JOYA COLLEGE PREPARATORY -(08807203)	15%	69%	18%	67%	13%	69%	20%	-	-	79%	13%	SBOE
IDEA LAKE HOUSTON COLLEGE PREPARATORY -(08807207)	25%	76%	26%	64%	16%	75%	15%	-	-	72%	22%	SBOE
IDEA LOS ENCINOS COLLEGE PREPARATORY -(08807089)	8%	80%	28%	80%	17%	76%	15%	85%	7%	92%	46%	SBOE

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IDEA MESA HILLS COLLEGE PREPARATORY -(08807085)	29%	79%	27%	62%	15%	70%	9%	63%	4%	71%	22%	SBOE
IDEA MESQUITE HILLS COLLEGE PREPARATORY -(08807205)	33%	85%	33%	61%	13%	75%	22%	-	-	75%	9%	SBOE
IDEA MONTERREY PARK COLLEGE PREPARATORY -(08807022)	24%	79%	30%	77%	24%	84%	5%	79%	6%	95%	46%	SBOE
IDEA MONTOPOLIS COLLEGE PREPARATORY -(08807035)	20%	79%	35%	73%	12%	49%	7%	41%	2%	64%	10%	SBOE
IDEA NAJIM COLLEGE PREPARATORY -(08807027)	28%	71%	29%	71%	13%	66%	11%	63%	0%	69%	11%	SBOE
IDEA NORTH MISSION COLLEGE PREPARATORY -(08807015)	14%	84%	32%	68%	10%	62%	12%	71%	7%	84%	23%	SBOE
IDEA OWASSA COLLEGE PREPARATORY -(08807083)	21%	74%	29%	66%	15%	58%	9%	70%	11%	80%	34%	SBOE
IDEA PALMVIEW COLLEGE PREPARATORY -(08807097)	23%	63%	22%	66%	10%	74%	19%	81%	18%	79%	21%	SBOE
IDEA PARMER PARK COLLEGE PREPARATORY -(08807090)	28%	79%	24%	68%	17%	68%	8%	80%	4%	78%	20%	SBOE
IDEA PFLUGERVILLE COLLEGE PREPARATORY -(08807038)	29%	80%	31%	68%	17%	59%	6%	56%	5%	80%	25%	SBOE

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IDEA RIO GRANDE CITY COLLEGE PREPARATORY -(08807016)	19%	77%	31%	75%	22%	72%	13%	73%	9%	84%	33%	SBOE
IDEA RIO VISTA COLLEGE PREPARATORY -(08807040)	28%	81%	29%	77%	16%	73%	6%	72%	9%	87%	27%	SBOE
IDEA RISE COLLEGE PREPARATORY -(08807086)	29%	81%	33%	77%	15%	70%	14%	84%	11%	88%	27%	SBOE
IDEA ROBINDALE COLLEGE PREPARATORY -(08807088)	18%	77%	24%	58%	12%	69%	10%	77%	6%	91%	29%	SBOE
IDEA ROUND ROCK TECH COLLEGE PREPARATORY -(08807200)	39%	89%	40%	85%	32%	84%	19%	88%	4%	83%	32%	SBOE
IDEA SOUTH FLORES COLLEGE PREPARATORY -(08807021)	21%	83%	35%	66%	11%	79%	12%	76%	11%	71%	8%	SBOE
IDEA SOUTHEAST COLLEGE PREPARATORY -(08807206)	30%	68%	19%	59%	11%	69%	9%	-	-	66%	11%	SBOE
IDEA SPEARS COLLEGE PREPARATORY -(08807094)	28%	56%	8%	59%	4%	67%	7%	79%	3%	69%	11%	SBOE
IDEA SPORTS PARK COLLEGE PREPARATORY -(08807096)	22%	82%	27%	72%	27%	71%	19%	52%	7%	82%	26%	SBOE
IDEA TRES LAGOS COLLEGE PREPARATORY -(08807017)	22%	83%	34%	76%	25%	67%	14%	68%	11%	78%	21%	SBOE

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IDEA WESLACO PIKE COLLEGE PREPARATORY -(08807013)	18%	78%	28%	73%	15%	70%	11%	85%	17%	64%	10%	SBOE
IDEA YUKON COLLEGE PREPARATORY -(08807208)	19%	88%	29%	84%	26%	80%	15%	-	-	86%	14%	SBOE
ILTEXAS ARLINGTON MIDDLE -(57848005)	21%	74%	15%	45%	4%	96%	36%	-	-	88%	32%	SBOE
ILTEXAS BG RAMIREZ MIDDLE -(57848041)	18%	57%	9%	40%	4%	100%	33%	-	-	82%	17%	SBOE
ILTEXAS COLLEGE STATION MIDDLE -(57848031)	20%	83%	31%	70%	10%	100%	49%	-	-	90%	38%	SBOE
ILTEXAS GARLAND MIDDLE -(57848002)	19%	81%	21%	54%	6%	100%	42%	-	-	89%	27%	SBOE
ILTEXAS GRAND PRAIRIE MIDDLE -(57848011)	28%	71%	12%	54%	4%	100%	36%	-	-	55%	14%	SBOE
ILTEXAS HOUSTON OREM MIDDLE -(57848028)	31%	60%	7%	55%	4%	100%	5%	-	-	79%	9%	SBOE
ILTEXAS HOUSTON WINDMILL LAKES MIDDLE -(57848026)	21%	61%	10%	45%	4%	97%	12%	-	-	59%	7%	SBOE
ILTEXAS KATY MIDDLE -(57848015)	20%	81%	22%	59%	6%	100%	51%	-	-	91%	30%	SBOE
ILTEXAS KELLER MIDDLE -(57848008)	17%	86%	32%	72%	13%	100%	58%	-	-	95%	48%	SBOE
ILTEXAS LANCASTER MIDDLE -(57848020)	35%	52%	6%	33%	1%	84%	16%	-	-	37%	1%	SBOE
ILTEXAS MSG RAMIREZ MIDDLE -(57848044)	23%	49%	7%	38%	1%	98%	12%	-	-	47%	2%	SBOE

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ILTEXAS NORTH RICHLAND HILLS MIDDLE -(57848013)	19%	75%	17%	63%	6%	100%	29%	-	-	99%	39%	SBOE
ILTEXAS PEARLAND MIDDLE -(57848040)	35%	70%	15%	57%	5%	92%	8%	-	-	88%	13%	SBOE
ILTEXAS RICHMOND MIDDLE -(57848036)	36%	83%	25%	69%	8%	84%	10%	-	-	58%	4%	SBOE
ILTEXAS SAGINAW MIDDLE -(57848024)	21%	75%	22%	59%	12%	100%	43%	-	-	81%	20%	SBOE
ILTEXAS WESTPARK MIDDLE -(57848017)	16%	73%	25%	66%	11%	100%	91%	-	-	91%	45%	SBOE
ILTEXAS WOODHAVEN MIDDLE -(57848022)	26%	62%	11%	42%	1%	100%	18%	-	-	72%	8%	SBOE
ISCHOOL VIRTUAL ACADEMY OF TEXAS -(21801022)	59%	69%	15%	35%	3%	96%	34%	95%	12%	77%	20%	SBOE
JUBILEE SCHOOL OF INNOVATION AND ARTS -(15822013)	34%	71%	14%	65%	6%	-	-	-	-	85%	8%	SBOE
JUDSON STEAM ACADEMY -(92903044)	16%	87%	39%	80%	18%	-	-	-	-	100%	91%	ISD
KI CHARTER - KINGWOOD -(05803009)	100%	-	-	-	-	-	-	-	-	-	-	COE
KIPP 3D ACADEMY -(27820051)	13%	78%	22%	61%	8%	-	-	-	-	76%	8%	SBOE
KIPP ACADEMY MIDDLE -(27820050)	14%	84%	38%	65%	11%	-	-	-	-	92%	35%	SBOE
KIPP ACADEMY WEST -(27820059)	40%	88%	42%	64%	14%	80%	17%	89%	17%	85%	21%	SBOE

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KIPP ASPIRE ACADEMY -(27820081)	27%	67%	18%	43%	2%	-	-	-	-	62%	7%	SBOE
KIPP AUSTIN ACADEMY OF ARTS & LETTERS -(27820042)	26%	62%	12%	49%	5%	-	-	-	-	72%	10%	SBOE
KIPP AUSTIN BEACON PREP -(27820043)	23%	60%	12%	47%	4%	-	-	-	-	92%	20%	SBOE
KIPP AUSTIN COLLEGE PREP -(27820041)	18%	68%	15%	51%	8%	-	-	-	-	85%	20%	SBOE
KIPP CAMINO ACADEMY -(27820082)	36%	64%	13%	51%	5%	-	-	-	-	78%	18%	SBOE
KIPP INTREPID PREPARATORY -(27820054)	12%	72%	20%	54%	5%	-	-	-	-	80%	17%	SBOE
KIPP JOURNEY COLLEGIATE SCHOOL -(27820062)	32%	86%	33%	72%	12%	89%	10%	77%	4%	86%	37%	SBOE
KIPP LIBERATION COLLEGE PREPARATORY -(27820057)	32%	74%	20%	58%	7%	-	-	-	-	79%	13%	SBOE
KIPP MOSAIC ACADEMY SCHOOL -(27820063)	19%	76%	22%	51%	10%	79%	15%	82%	3%	79%	7%	SBOE
KIPP NEXUS MIDDLE -(27820061)	22%	73%	24%	66%	13%	-	-	-	-	77%	18%	SBOE
KIPP PASEO PREPARATORY SCHOOL -(27820045)	25%	68%	15%	52%	5%	64%	6%	73%	1%	73%	7%	SBOE
KIPP PLEASANT GROVE LEADERSHIP ACADEMY -(27820073)	35%	73%	17%	44%	1%	45%	7%	50%	1%	70%	18%	SBOE
KIPP POLARIS ACADEMY FOR BOYS -(27820053)	22%	65%	12%	55%	9%	-	-	-	-	64%	7%	SBOE

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KIPP PRIME COLLEGE PREPARATORY -(27820060)	24%	75%	18%	48%	6%	-	-	-	-	96%	31%	SBOE
KIPP SPIRIT COLLEGE PREP -(27820058)	25%	74%	22%	56%	10%	-	-	-	-	68%	13%	SBOE
KIPP TRUTH ACADEMY -(27820071)	23%	64%	10%	46%	3%	-	-	-	-	77%	16%	SBOE
KIPP VOYAGE ACADEMY FOR GIRLS -(27820055)	19%	76%	21%	55%	6%	-	-	-	-	90%	17%	SBOE
LA ACADEMIA DE ESTRELLAS MIDDLE -(57839103)	8%	80%	16%	71%	3%	-	-	-	-	100%	29%	SBOE
LEADERSHIP PREP SCHOOL SECONDARY -(61804002)	26%	90%	44%	66%	11%	91%	37%	95%	24%	77%	24%	SBOE
LEGACY TRADITIONAL-BASSE SECONDARY -(15806003)	-	67%	8%	45%	-	50%	11%	67%	0%	54%	15%	SBOE
LEONARD MIDDLE -(20905061)	29%	51%	7%	39%	2%	88%	10%	-	-	58%	0%	ISD
LIFE MIDDLE WAXAHACHIE -(57807041)	12%	89%	35%	64%	7%	-	-	-	-	100%	80%	SBOE
LIGHTHOUSE MIDDLE -(15825001)	35%	67%	15%	43%	3%	-	-	-	-	-	-	SBOE
MANSFIELD HERITAGE MIDDLE -(57848038)	46%	88%	24%	71%	9%	100%	13%	-	-	100%	14%	SBOE
MENDEZ MIDDLE -(27901058)	28%	71%	15%	65%	11%	-	-	-	-	-	-	ISD
NORTH EAST STEM ACADEMY -(01806043)	13%	74%	17%	62%	10%	-	-	-	-	87%	22%	SBOE

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NYOS LAMAR SECONDARY -(27804101)	17%	89%	46%	75%	21%	82%	31%	82%	17%	78%	24%	SBOE
PRO-VISION MIDDLE -(01868002)	49%	48%	3%	14%	-	-	-	-	-	-	-	SBOE
QUINN CAMPUS PUBLIC MIDDLE -(61802102)	19%	68%	17%	52%	3%	-	-	-	-	100%	94%	SBOE
RIPLEY HOUSE MIDDLE CAMPUS -(01853042)	10%	74%	15%	59%	12%	-	-	-	-	100%	41%	SBOE
SCHOOL FOR THE HIGHLY GIFTED -(57910135)	3%	100%	93%	100%	71%	100%	54%	-	-	100%	91%	ISD
SEASHORE MIDDLE ACAD -(78808041)	21%	84%	30%	81%	12%	-	-	-	-	100%	91%	SBOE
SER-NINOS CHARTER MIDDLE -(01802041)	9%	81%	20%	74%	7%	-	-	-	-	100%	90%	SBOE
SMITH MIDDLE -(23910042)	28%	54%	4%	48%	4%	-	-	-	-	-	-	ISD
SOUTHWEST PUBLIC SCHOOLS LEAD &GLOBAL STUDIES ACAD -(01838041)	16%	68%	15%	61%	3%	-	-	-	-	100%	44%	SBOE
SST HILL COUNTRY COLLEGE PREP H S -(15831008)	25%	95%	50%	82%	32%	96%	47%	96%	29%	93%	52%	SBOE
ST ANTHONY SCHOOL -(57836041)	22%	84%	30%	48%	-	-	-	-	-	-	-	SBOE
TEKOA ACADEMY OF ACCELERATED STUDIES -(23803041)	47%	56%	10%	29%	2%	-	-	-	-	-	-	SBOE
THE LAWSON ACADEMY -(01864041)	57%	71%	13%	59%	6%	-	-	-	-	-	-	SBOE

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TRINITY BASIN PREPARATORY - TITAN ACADEMY -(57813110)	34%	83%	32%	72%	16%	80%	15%	78%	5%	86%	36%	SBOE
UPLIFT ASCEND PREP MIDDLE -(57803051)	27%	71%	18%	58%	5%	-	-	-	-	88%	17%	SBOE
UPLIFT ATLAS PREP MIDDLE -(57803048)	15%	75%	16%	64%	7%	-	-	-	-	75%	10%	SBOE
UPLIFT ELEVATE PREP MIDDLE -(57803050)	26%	77%	22%	77%	10%	-	-	-	-	65%	8%	SBOE
UPLIFT GRAND PREP MIDDLE -(57803011)	18%	69%	18%	60%	2%	-	-	-	-	70%	7%	SBOE
UPLIFT HAMPTON PREP MIDDLE -(57803044)	21%	71%	18%	58%	5%	-	-	-	-	79%	10%	SBOE
UPLIFT HEIGHTS PREP MIDDLE -(57803046)	12%	70%	13%	58%	4%	-	-	-	-	76%	9%	SBOE
UPLIFT INFINITY PREP MIDDLE -(57803043)	9%	79%	22%	84%	15%	-	-	-	-	91%	24%	SBOE
UPLIFT LUNA PREP MIDDLE -(57803012)	17%	77%	20%	74%	13%	-	-	-	-	86%	23%	SBOE
UPLIFT MIGHTY PREP MIDDLE -(57803049)	20%	67%	14%	48%	3%	-	-	-	-	63%	7%	SBOE
UPLIFT NORTH HILLS PREP MIDDLE -(57803041)	11%	97%	68%	95%	52%	-	-	-	-	91%	55%	SBOE
UPLIFT SUMMIT PREP MIDDLE -(57803047)	22%	82%	23%	62%	5%	-	-	-	-	76%	12%	SBOE
UPLIFT WILLIAMS PREP MIDDLE -(57803045)	15%	74%	19%	64%	9%	-	-	-	-	97%	53%	SBOE
WAYSIDE SCI-TECH MIDDLE AND H S -(27803001)	24%	57%	7%	61%	8%	40%	1%	43%	0%	79%	24%	SBOE

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CAMPUS NAME (CDCN)	Attrition Rate	STAAR-RLA Approaches	STAAR-RLA Masters	STAAR-Math Approaches	STAAR-Math Masters	STAAR English I Approaches	STAAR English I Masters	STAAR English II Approaches	STAAR English II Masters	STAAR Algebra I Approaches	STAAR Algebra I Masters	School Type
WISDOM PREP MIDDLE -(57803015)	23%	65%	13%	46%	2%	-	-	-	-	60%	4%	SBOE
YELLOWSTONE COLLEGE PREPARATORY -(01873001)	41%	51%	3%	43%	4%	63%	2%	78%	3%	79%	32%	COE
YES PREP - HOBBY -(01845014)	26%	79%	28%	63%	8%	55%	7%	74%	3%	70%	22%	SBOE
YES PREP - SOUTHSIDE -(01845011)	21%	73%	19%	63%	7%	68%	10%	60%	2%	78%	21%	SBOE
YOUNG MEN'S LEADERSHIP ACADEMY -(15907177)	33%	72%	13%	60%	6%	71%	14%	89%	0%	65%	11%	ISD
YOUNG WOMEN'S LEADERSHIP ACADEMY -(15907023)	15%	99%	64%	93%	14%	100%	64%	100%	34%	100%	43%	ISD
YOUNG WOMEN'S LEADERSHIP ACADEMY -(65901007)	19%	98%	68%	96%	42%	100%	44%	100%	30%	100%	97%	ISD

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Sources. Public Education Information Management System, Texas Education Agency, 2024–25 and 2025–26, and Texas Academic Performance Reports, Texas Education Agency, 2024–25.

TABLE D.3

Campus-Level Academic Performance Outcomes for Charter School Campuses, High School Campuses Evaluated Under Standard Accountability Provisions

CAMPUS NAME (CDCN)	Attrition Rate	Graduation Rate	STAAR English I Approaches	STAAR English I Masters	STAAR English II Approaches	STAAR English II Masters	STAAR Algebra I Approaches	STAAR Algebra I Masters	School Type
A+ SECONDARY SCHOOL -(57829002)	10%	99%	64%	4%	69%	2%	81%	20%	SBOE
A+UP H S -(01871001)	47%	-	84%	16%	92%	8%	76%	6%	COE
ARISTOI CLASSICAL UPPER SCHOOL -(01803001)	20%	94%	94%	20%	94%	11%	83%	16%	SBOE
AUSTIN ACHIEVE H S -(27825004)	21%	96%	60%	4%	70%	9%	58%	2%	SBOE
BOB HOPE H S -(23807002)	6%	100%	85%	14%	91%	14%	80%	0%	SBOE
BRYSS ACADEMY H S -(01806002)	19%	-	96%	39%	-	-	100%	33%	SBOE
BURBANK H S -(15907002)	15%	95%	44%	2%	55%	3%	62%	4%	ISD
BURLESON CENTER -(15905124)	0%	-	-	-	-	-	-	-	ISD
CALVIN NELMS H S -(01837001)	16%	100%	90%	23%	91%	14%	97%	44%	SBOE
CAST MED H S -(15907028)	24%	-	63%	10%	72%	10%	71%	10%	ISD
CAST TECH H S -(15907027)	11%	100%	82%	18%	86%	11%	85%	5%	ISD
CEDARS ACADEMY NEXT GENERATION H S AT HIGHLAND -(27817001)	9%	100%	79%	18%	78%	14%	88%	12%	SBOE
COMPASS ROSE LEGACY -(15838001)	37%	-	49%	4%	54%	1%	77%	12%	COE
COMQUEST ACADEMY -(01842001)	39%	100%	-	-	67%	0%	-	-	SBOE
CUMBERLAND H S -(12801001)	27%	100%	75%	14%	83%	10%	75%	12%	SBOE

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CAMPUS NAME (CDCN)	Attrition Rate	Graduation Rate	STAAR English I Approaches	STAAR English I Masters	STAAR English II Approaches	STAAR English II Masters	STAAR Algebra I Approaches	STAAR Algebra I Masters	School Type
DAVINCI SCHOOL FOR SCIENCE AND THE ARTS -(71801003)	15%	97%	78%	9%	73%	2%	88%	29%	SBOE
EARLY COLLEGE T-STEM ACADEMY -(01806001)	7%	98%	67%	8%	75%	4%	82%	6%	SBOE
EAST CENTRAL CAST LEAD H S -(15911007)	17%	-	58%	5%	59%	0%	50%	5%	ISD
EL PASO LEADERSHIP ACADEMY - H S EAST -(71810002)	28%	-	34%	1%	43%	0%	64%	3%	COE
ENERGIZED FOR STEM ACADEMY H S -(01912321)	24%	95%	76%	7%	88%	2%	92%	43%	ISD
FLOYDADA COLLEGIATE H S -(77901001)	11%	98%	55%	3%	68%	1%	79%	23%	ISD
FORT WORTH ACADEMY OF FINE ARTS -(20809001)	13%	98%	99%	46%	97%	33%	82%	19%	SBOE
FOX TECHNICAL H S -(15907004)	16%	97%	70%	10%	78%	2%	65%	11%	ISD
FRANK L MADLA EARLY COLLEGE H S -(15805001)	18%	98%	90%	13%	93%	17%	83%	17%	SBOE
GATEWAY CHARTER ACADEMY - MIDDLE - H S -(57831002)	51%	97%	71%	0%	77%	0%	92%	0%	SBOE
GEORGE I SANCHEZ CHARTER -(01804001)	38%	88%	38%	1%	41%	0%	69%	11%	SBOE
GEORGE I SANCHEZ NORTH -(01804004)	31%	91%	32%	0%	43%	0%	32%	0%	SBOE
GREENLEAF NCC -(27901199)	0%	-	-	-	-	-	-	-	ISD
HAMLIN COLLEGIATE H S -(27903001)	12%	100%	60%	2%	62%	3%	65%	10%	ISD
HARMONY SCHOOL OF ADVANCEMENT-HOUSTON -(01858004)	10%	100%	73%	19%	81%	18%	84%	21%	SBOE
HARMONY SCHOOL OF EXCELLENCE - AUSTIN -(27816101)	26%	94%	46%	8%	63%	5%	68%	23%	SBOE
HARMONY SCHOOL OF EXCELLENCE - LAREDO -(15828008)	10%	100%	58%	9%	74%	7%	87%	25%	SBOE

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CAMPUS NAME (CDCN)	Attrition Rate	Graduation Rate	STAAR English I Approaches	STAAR English I Masters	STAAR English II Approaches	STAAR English II Masters	STAAR Algebra I Approaches	STAAR Algebra I Masters	School Type
HARMONY SCHOOL OF INGENUITY-HOUSTON -(01846003)	15%	96%	73%	15%	76%	9%	86%	19%	SBOE
HARMONY SCHOOL OF INNOVATION - BROWNSVILLE -(15828007)	21%	99%	73%	18%	81%	12%	78%	26%	SBOE
HARMONY SCHOOL OF INNOVATION - FORT WORTH -(61807011)	14%	100%	89%	25%	91%	18%	83%	37%	SBOE
HARMONY SCHOOL OF INNOVATION - GARLAND -(61807006)	26%	100%	81%	20%	88%	15%	95%	47%	SBOE
HARMONY SCHOOL OF INNOVATION - KATY -(01862005)	24%	100%	93%	41%	92%	27%	95%	59%	SBOE
HARMONY SCHOOL OF INNOVATION-SUGAR LAND -(01862002)	11%	100%	91%	46%	92%	28%	85%	50%	SBOE
HARMONY SCIENCE ACAD (EL PASO) -(71806001)	16%	100%	77%	17%	82%	15%	97%	57%	SBOE
HARMONY SCIENCE ACAD (SAN ANTONIO) -(15828001)	29%	97%	74%	7%	76%	12%	70%	18%	SBOE
HARMONY SCIENCE ACADEMY-HOUSTON -(01846001)	13%	100%	75%	26%	81%	17%	90%	46%	SBOE
HARMONY SCIENCE ACADEMY-PFLUGERVILLE -(27816002)	20%	100%	68%	20%	70%	16%	93%	57%	SBOE
HENRY FORD ACADEMY ALAMEDA SCHOOL FOR ART + DESIGN -(15833001)	-	67%	50%	6%	64%	9%	50%	0%	SBOE
HOUSTON GATEWAY ACADEMY - CORAL CAMPUS -(01828001)	20%	98%	80%	18%	87%	8%	97%	33%	SBOE
IDEA CARVER COLLEGE PREPARATORY -(08807020)	27%	99%	71%	18%	77%	8%	87%	34%	SBOE
IDEA COLLEGE PREPARATORY MISSION -(08807004)	14%	100%	73%	9%	81%	5%	80%	23%	SBOE
IDEA COLLEGE PREPARATORY PHARR -(08807008)	10%	100%	70%	14%	72%	12%	91%	13%	SBOE

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CAMPUS NAME (CDCN)	Attrition Rate	Graduation Rate	STAAR English I Approaches	STAAR English I Masters	STAAR English II Approaches	STAAR English II Masters	STAAR Algebra I Approaches	STAAR Algebra I Masters	School Type
IDEA COLLEGE PREPARATORY SAN BENITO -(08807005)	15%	99%	74%	21%	84%	6%	91%	45%	SBOE
IDEA EDINBURG COLLEGE PREPARATORY -(08807009)	17%	100%	85%	12%	86%	8%	86%	29%	SBOE
IDEA ELSA COLLEGE PREPARATORY -(08807019)	15%	-	72%	7%	66%	5%	83%	17%	SBOE
IDEA JUDSON COLLEGE PREPARATORY -(08807025)	28%	-	68%	6%	80%	11%	82%	26%	SBOE
IDEA MAYS COLLEGE PREPARATORY -(08807026)	30%	-	76%	20%	72%	10%	77%	17%	SBOE
IDEA MCALLEN COLLEGE PREPARATORY -(08807011)	14%	99%	81%	19%	87%	17%	79%	13%	SBOE
IDEA QUEST COLLEGE PREPARATORY -(08807002)	16%	96%	91%	31%	90%	13%	80%	35%	SBOE
IDEA RIVERVIEW COLLEGE PREPARATORY -(08807014)	12%	99%	76%	23%	74%	12%	98%	53%	SBOE
IDEA RUNDBERG COLLEGE PREPARATORY -(08807036)	17%	88%	86%	26%	88%	11%	84%	26%	SBOE
IDEA TOROS COLLEGE PREPARATORY -(08807018)	36%	100%	56%	13%	61%	2%	64%	14%	SBOE
IDEA WALZEM COLLEGE PREPARATORY -(08807023)	28%	87%	75%	13%	69%	7%	71%	16%	SBOE
ILTEXAS AGGIELAND H S -(57848034)	14%	-	73%	4%	93%	10%	64%	0%	SBOE
ILTEXAS ARLINGTON-GRAND PRAIRIE H S -(57848006)	24%	100%	69%	4%	73%	3%	61%	2%	SBOE
ILTEXAS GARLAND H S -(57848003)	17%	100%	68%	6%	74%	14%	67%	7%	SBOE
ILTEXAS HOUSTON WINDMILL LAKES OREM H S -(57848033)	19%	100%	63%	2%	70%	4%	76%	5%	SBOE
ILTEXAS KATY WESTPARK H S -(57848018)	25%	100%	81%	12%	86%	11%	92%	30%	SBOE

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CAMPUS NAME (CDCN)	Attrition Rate	Graduation Rate	STAAR English I Approaches	STAAR English I Masters	STAAR English II Approaches	STAAR English II Masters	STAAR Algebra I Approaches	STAAR Algebra I Masters	School Type
ILTEXAS KELLER SAGINAW H S -(57848009)	14%	99%	66%	4%	78%	5%	70%	7%	SBOE
ILTEXAS LANCASTER DESOTO H S -(57848032)	32%	100%	63%	6%	57%	3%	66%	9%	SBOE
ILTEXAS LIBERTY H S -(57848045)	22%	-	57%	3%	68%	3%	56%	1%	SBOE
IMELDA DAVIS EARLY COLLEGE H S -(15805002)	22%	-	-	-	-	-	-	-	SBOE
INSPIRED VISION ACADEMY SECONDARY -(57830002)	21%	97%	56%	3%	61%	1%	53%	2%	SBOE
ISCHOOL HIGH - ATASCOCITA -(21801076)	15%	-	95%	19%	96%	11%	94%	18%	SBOE
ISCHOOL HIGH AT THE WOODLANDS -(21801056)	21%	94%	95%	22%	91%	12%	94%	23%	SBOE
ISCHOOL HIGH AT UNIVERSITY PARK -(21801051)	12%	100%	97%	29%	95%	21%	95%	24%	SBOE
ISCHOOL-CREEKSIDE -(21801080)	32%	-	95%	23%	93%	14%	94%	31%	SBOE
JEFFERSON H S -(15907007)	21%	93%	54%	4%	56%	4%	72%	9%	ISD
JUBILEE BROWNSVILLE -(15822010)	17%	99%	63%	7%	83%	2%	62%	5%	SBOE
KATHERINE ANNE PORTER SCHOOL -(05801001)	37%	87%	72%	4%	57%	0%	30%	0%	SBOE
KI CHARTER - AUSTIN -(05803007)	*	-	-	-	-	-	-	-	COE
KI CHARTER - DENTON -(05803006)	100%	-	-	-	-	-	-	-	COE
KI CHARTER - FORT WORTH -(05803005)	98%	-	-	-	-	-	-	-	COE
KI CHARTER - TEMPLE -(05803008)	100%	-	-	-	-	-	-	-	COE
KIPP AUSTIN BRAVE -(27820002)	28%	94%	43%	3%	55%	1%	55%	5%	SBOE

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CAMPUS NAME (CDCN)	Attrition Rate	Graduation Rate	STAAR English I Approaches	STAAR English I Masters	STAAR English II Approaches	STAAR English II Masters	STAAR Algebra I Approaches	STAAR Algebra I Masters	School Type
KIPP AUSTIN COLLEGIATE -(27820001)	12%	97%	51%	4%	58%	1%	49%	3%	SBOE
KIPP CONNECT PREPARATORY -(27820056)	18%	-	54%	7%	51%	2%	71%	10%	SBOE
KIPP EAST END H S -(27820018)	15%	-	67%	5%	72%	6%	69%	5%	SBOE
KIPP GENERATIONS COLLEGIATE -(27820014)	22%	97%	56%	9%	69%	6%	51%	2%	SBOE
KIPP HOUSTON H S -(27820013)	14%	99%	82%	16%	84%	12%	93%	27%	SBOE
KIPP NORTHEAST COLLEGE PREPARATORY -(27820015)	19%	94%	58%	3%	75%	7%	74%	5%	SBOE
KIPP OAK CLIFF ACADEMY -(27820030)	19%	89%	59%	7%	64%	5%	85%	10%	SBOE
KIPP SHARPSTOWN COLLEGE PREP -(27820052)	16%	-	62%	9%	67%	5%	89%	31%	SBOE
KIPP SOMOS COLLEGIATE -(27820021)	20%	-	58%	11%	62%	8%	88%	35%	SBOE
KIPP SUNNYSIDE H S -(27820016)	25%	95%	60%	4%	64%	4%	77%	2%	SBOE
KIPP UNIVERSITY PREP H S -(27820020)	33%	95%	56%	6%	61%	5%	51%	5%	SBOE
LEGACY SCHOOL OF SPORT SCIENCES -(01874001)	26%	97%	72%	3%	66%	1%	58%	2%	COE
LEWISVILLE SCHOOL OF SCIENCE AND TECHNOLOGY -(21801034)	58%	94%	85%	23%	92%	23%	92%	17%	SBOE
LIFE H S WAXAHACHIE -(57807002)	8%	100%	80%	14%	84%	10%	80%	12%	SBOE
LIGHTHOUSE HIGH -(15825002)	43%	-	52%	6%	38%	5%	46%	4%	SBOE
LONGVIEW H S -(92903001)	11%	99%	73%	17%	78%	9%	88%	20%	ISD
MANARA LEADERSHIP ACADEMY -(57844001)	48%	100%	63%	17%	78%	17%	79%	11%	SBOE

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CAMPUS NAME (CDCN)	Attrition Rate	Graduation Rate	STAAR English I Approaches	STAAR English I Masters	STAAR English II Approaches	STAAR English II Masters	STAAR Algebra I Approaches	STAAR Algebra I Masters	School Type
MOUNT CARMEL ACADEMY -(01912311)	-	92%	100%	0%	-	-	-	-	ISD
NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON GIBBINS -(20817003)	39%	-	88%	16%	89%	9%	84%	25%	SBOE
PANOLA EARLY COLLEGE H S -(83801003)	10%	100%	100%	0%	91%	9%	100%	17%	SBOE
PAUL AND JANE MEYER PUBLIC H S -(61802001)	11%	98%	80%	9%	77%	14%	80%	14%	SBOE
PINEYWOODS COMMUNITY ACADEMY H S -(03801001)	14%	100%	91%	27%	87%	6%	93%	58%	SBOE
PIONEER TECHNOLOGY (PTAA) FATE -(57850003)	25%	100%	83%	17%	95%	24%	90%	42%	COE
PIONEER TECHNOLOGY (PTAA) MESQUITE -(57850001)	15%	100%	91%	11%	92%	4%	98%	48%	COE
RICHLAND COLLEGIATE H S OF MATH SCIENCE ENGINEERIN -(57840001)	-	100%	-	-	-	-	-	-	SBOE
ROSCOE COLLEGIATE H S -(77901001)	6%	100%	69%	4%	80%	0%	85%	35%	ISD
SAN ANTONIO STEAM ACADEMY -(15840001)	-	-	55%	0%	57%	0%	24%	0%	COE
SER-NINOS CHARTER HIGH -(01802001)	8%	-	81%	11%	85%	2%	69%	4%	SBOE
SST SA COLLEGE PREP H S -(15827001)	22%	-	92%	23%	86%	15%	94%	50%	SBOE
SST SUGAR LAND COLLEGE PREP H S -(15831009)	30%	-	94%	32%	100%	36%	96%	64%	SBOE
ST PHILIP'S COLLEGE EARLY COLLEGE H S -(15907025)	17%	95%	87%	31%	99%	27%	100%	56%	ISD
TEKOA ACADEMY OF ACCELERATED STUDIES -(23803001)	43%	93%	80%	0%	71%	0%	43%	0%	SBOE
TEXAS CONNECTIONS ACADEMY AT HOUSTON -(01912100)	36%	94%	69%	11%	72%	5%	55%	10%	ISD

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CAMPUS NAME (CDCN)	Attrition Rate	Graduation Rate	STAAR English I Approaches	STAAR English I Masters	STAAR English II Approaches	STAAR English II Masters	STAAR Algebra I Approaches	STAAR Algebra I Masters	School Type
TEXAS EARLY COLLEGE H S -(83801002)	14%	100%	88%	24%	86%	14%	94%	19%	SBOE
THE EAST AUSTIN COLLEGE PREP AT MLK -(27824002)	19%	98%	61%	0%	40%	0%	88%	5%	SBOE
TRAVIS EARLY COLLEGE H S -(15907022)	10%	97%	97%	41%	94%	18%	86%	38%	ISD
UME DALLAS SECONDARY -(57845004)	15%	-	94%	31%	83%	17%	93%	38%	SBOE
UPLIFT ASCEND PREP H S -(57803020)	25%	-	70%	5%	80%	6%	93%	3%	SBOE
UPLIFT ATLAS PREP H S -(57803010)	11%	96%	63%	7%	73%	3%	88%	3%	SBOE
UPLIFT ELEVATE PREP H S -(57803021)	26%	-	66%	14%	78%	5%	44%	0%	SBOE
UPLIFT GRAND PREP H S -(57803016)	17%	94%	64%	5%	74%	6%	68%	4%	SBOE
UPLIFT HAMPTON PREP H S -(57803007)	21%	99%	72%	8%	72%	4%	72%	5%	SBOE
UPLIFT HEIGHTS HEALTHCARE INSTITUTE -(57803006)	13%	95%	69%	9%	67%	3%	63%	7%	SBOE
UPLIFT INFINITY PREP H S -(57803013)	11%	96%	71%	14%	75%	9%	27%	0%	SBOE
UPLIFT LUNA PREP H S -(57803005)	18%	97%	60%	4%	67%	10%	56%	6%	SBOE
UPLIFT MIGHTY PREP H S -(57803014)	21%	96%	63%	6%	65%	2%	54%	0%	SBOE
UPLIFT NORTH HILLS PREP H S -(57803002)	13%	100%	99%	65%	98%	43%	91%	39%	SBOE
UPLIFT SUMMIT PREP H S -(57803009)	20%	96%	83%	16%	77%	11%	63%	6%	SBOE
UPLIFT WILLIAMS PREP H S -(57803004)	14%	96%	67%	10%	69%	6%	78%	1%	SBOE
UPLIFT WISDOM PREP H S -(57803019)	33%	-	63%	4%	71%	0%	53%	1%	SBOE

Key. STAAR® = State of Texas Assessments of Academic Readiness; RLA = Reading Language Arts; SBOE = State Board of Education; ISD = Independent School District; COE = commissioner of education; a dash (-) indicates that there was insufficient data for the calculation of this rate; an asterisk (*) indicates an active-zero-enrollment in Year 2 campus (see Appendix A for details).

CAMPUS NAME (CDCN)	Attrition Rate	Graduation Rate	STAAR English I Approaches	STAAR English I Masters	STAAR English II Approaches	STAAR English II Masters	STAAR Algebra I Approaches	STAAR Algebra I Masters	School Type
UT - UNIVERSITY CHARTER SCHOOL AT HIGH POINT -(27806034)	100%	0%	-	-	-	-	-	-	SBOE
WESTCHESTER ACADEMY FOR INTERNATIONAL STUDIES -(01920014)	12%	100%	97%	45%	99%	23%	91%	28%	ISD
YES PREP - 5TH WARD -(01845008)	19%	100%	74%	10%	80%	10%	92%	44%	SBOE
YES PREP - BRAYS OAKS -(01845006)	7%	97%	81%	19%	81%	11%	88%	34%	SBOE
YES PREP - EAST END -(01845003)	9%	97%	72%	11%	74%	10%	80%	27%	SBOE
YES PREP - GULFTON -(01845004)	11%	96%	76%	16%	83%	4%	94%	56%	SBOE
YES PREP - NORTH CENTRAL -(01845101)	10%	98%	80%	17%	90%	13%	95%	52%	SBOE
YES PREP - NORTHLINE -(01845012)	10%	-	80%	13%	88%	9%	89%	27%	SBOE
YES PREP - NORTHSIDE -(01845007)	13%	95%	66%	10%	79%	4%	71%	16%	SBOE
YES PREP - NORTHWEST -(01845013)	24%	-	74%	13%	75%	7%	87%	30%	SBOE
YES PREP - SOUTHEAST -(01845001)	18%	98%	77%	16%	79%	7%	79%	26%	SBOE
YES PREP - SOUTHWEST -(01845002)	6%	98%	85%	19%	88%	8%	97%	46%	SBOE
YES PREP - WEST -(01845005)	17%	94%	74%	9%	79%	8%	77%	25%	SBOE
YES PREP - WHITE OAK -(01845009)	20%	93%	71%	6%	76%	3%	87%	36%	SBOE
YES PREP NORTH FOREST -(01845010)	13%	97%	74%	12%	71%	5%	84%	33%	SBOE

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Sources. Public Education Information Management System, Texas Education Agency, 2024–25 and 2025–26, and Texas Academic Performance Reports, Texas Education Agency, 2024–25.

TABLE D.3a

Campus-Level College, Career, and Military Readiness Performance Outcomes for Charter School Campuses, High School Campuses Evaluated Under Standard Accountability Provisions

CAMPUS NAME (CDCN)	Meeting Texas Success Initiative Criteria in both Reading Language Arts and Math	Meeting Criteria on the Advanced Placement or International Baccalaureate Examination	Earning Dual Course Credits	Earning an Industry-Based Certification	Earning a Level I or Level II Certificate	Completing and Earning Credit for an English Language Arts College Prep Course	Completing and Earning Credit for a Mathematics College Prep Course	Completing an OnRamps Dual Enrollment Course	Earning an Associate Degree	Completing an Individualized Education Program and Demonstrating Workforce Readiness	Being Identified as a Current Special Education Student with an Advanced Diploma Plan	Enlisting in the Armed Forces	School Type
A+ SECONDARY SCHOOL -(57829002)	82%	1%	32%	24%	0%	69%	68%	0%	20%	1%	9%	0%	SBOE
A+UP H S -(01871001)	-	-	-	-	-	-	-	-	-	-	-	-	COE
ARISTOI CLASSICAL UPPER SCHOOL -(01803001)	82%	18%	0%	0%	0%	0%	0%	0%	0%	4%	2%	0%	SBOE
AUSTIN ACHIEVE H S -(27825004)	64%	63%	34%	0%	0%	45%	32%	34%	0%	0%	16%	0%	SBOE
BOB HOPE H S -(23807002)	35%	0%	92%	7%	6%	7%	16%	1%	9%	0%	6%	0%	SBOE
BRYSS ACADEMY H S -(01806002)	-	-	-	-	-	-	-	-	-	-	-	-	SBOE
BURBANK H S -(15907002)	96%	13%	13%	31%	0%	78%	87%	10%	0%	4%	12%	1%	ISD
BURLESON CENTER -(15905124)	0%	0%	0%	0%	0%	13%	0%	0%	0%	38%	63%	0%	ISD
CALVIN NELMS H S -(01837001)	27%	0%	27%	14%	0%	0%	0%	0%	0%	0%	16%	5%	SBOE
CAST MED H S -(15907028)	49%	56%	84%	67%	0%	0%	0%	0%	0%	0%	4%	0%	ISD

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CAMPUS NAME (CDCN)	Meeting Texas Success Initiative Criteria in both Reading Language Arts and Math	Meeting Criteria on the Advanced Placement or International Baccalaureate Examination	Earning Dual Course Credits	Earning an Industry-Based Certification	Earning a Level I or Level II Certificate	Completing and Earning Credit for an English Language Arts College Prep Course	Completing and Earning Credit for a Mathematics College Prep Course	Completing an OnRamps Dual Enrollment Course	Earning an Associate Degree	Completing an Individualized Education Program and Demonstrating Workforce Readiness	Being Identified as a Current Special Education Student with an Advanced Diploma Plan	Enlisting in the Armed Forces	School Type
CAST TECH H S -(15907027)	76%	32%	28%	26%	0%	24%	43%	0%	0%	0%	12%	0%	ISD
CEDARS ACADEMY NEXT GENERATION H S AT HIGHLAND -(27817001)	93%	11%	33%	4%	0%	52%	81%	37%	0%	0%	15%	0%	SBOE
COMPASS ROSE LEGACY -(15838001)	75%	8%	4%	0%	0%	79%	81%	0%	0%	0%	6%	0%	COE
COMQUEST ACADEMY -(01842001)	100%	0%	0%	0%	0%	100%	92%	0%	0%	0%	0%	0%	SBOE
CUMBERLAND H S -(12801001)	83%	5%	19%	32%	0%	73%	80%	0%	0%	6%	16%	2%	SBOE
DAVINCI SCHOOL FOR SCIENCE AND THE ARTS -(71801003)	19%	38%	0%	0%	0%	0%	0%	40%	0%	0%	1%	0%	SBOE
EARLY COLLEGE T-STEM ACADEMY -(01806001)	98%	42%	8%	0%	5%	95%	97%	2%	0%	0%	7%	2%	SBOE
EAST CENTRAL CAST LEAD H S -(15911007)	21%	3%	50%	39%	0%	0%	0%	0%	0%	0%	5%	5%	ISD
EL PASO LEADERSHIP ACADEMY - H S EAST -(71810002)	-	-	-	-	-	-	-	-	-	-	-	-	COE
ENERGIZED FOR STEM ACADEMY H S -(01912321)	97%	30%	0%	0%	0%	95%	97%	20%	0%	0%	4%	3%	ISD

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CAMPUS NAME (CDCN)	Meeting Texas Success Initiative Criteria in both Reading Language Arts and Math	Meeting Criteria on the Advanced Placement or International Baccalaureate Examination	Earning Dual Course Credits	Earning an Industry-Based Certification	Earning a Level I or Level II Certificate	Completing and Earning Credit for an English Language Arts College Prep Course	Completing and Earning Credit for a Mathematics College Prep Course	Completing an OnRamps Dual Enrollment Course	Earning an Associate Degree	Completing an Individualized Education Program and Demonstrating Workforce Readiness	Being Identified as a Current Special Education Student with an Advanced Diploma Plan	Enlisting in the Armed Forces	School Type
FLOYDADA COLLEGIATE H S -(77901001)	83%	0%	67%	62%	0%	71%	74%	0%	2%	0%	2%	2%	ISD
FORT WORTH ACADEMY OF FINE ARTS -(20809001)	43%	43%	12%	2%	0%	0%	0%	0%	0%	0%	6%	0%	SBOE
FOX TECHNICAL H S -(15907004)	42%	13%	63%	7%	0%	1%	55%	51%	6%	0%	6%	1%	ISD
FRANK L MADLA EARLY COLLEGE H S -(15805001)	49%	6%	100%	4%	0%	0%	0%	2%	70%	0%	4%	0%	SBOE
GATEWAY CHARTER ACADEMY - MIDDLE - H S -(57831002)	0%	0%	0%	91%	0%	0%	0%	0%	0%	0%	9%	0%	SBOE
GEORGE I SANCHEZ CHARTER -(01804001)	14%	0%	0%	0%	0%	13%	13%	0%	0%	0%	15%	0%	SBOE
GEORGE I SANCHEZ NORTH -(01804004)	7%	2%	16%	0%	0%	0%	0%	0%	0%	0%	12%	0%	SBOE
GREENLEAF NCC -(27901199)	-	-	-	-	-	-	-	-	-	-	-	-	ISD
HAMLIN COLLEGIATE H S -(27903001)	27%	0%	65%	77%	4%	4%	12%	0%	23%	8%	12%	0%	ISD
HARMONY SCHOOL OF ADVANCEMENT-HOUSTON -(01858004)	91%	48%	44%	36%	0%	21%	20%	27%	0%	0%	9%	0%	SBOE

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CAMPUS NAME (CDCN)	Meeting Texas Success Initiative Criteria in both Reading Language Arts and Math	Meeting Criteria on the Advanced Placement or International Baccalaureate Examination	Earning Dual Course Credits	Earning an Industry-Based Certification	Earning a Level I or Level II Certificate	Completing and Earning Credit for an English Language Arts College Prep Course	Completing and Earning Credit for a Mathematics College Prep Course	Completing an OnRamps Dual Enrollment Course	Earning an Associate Degree	Completing an Individualized Education Program and Demonstrating Workforce Readiness	Being Identified as a Current Special Education Student with an Advanced Diploma Plan	Enlisting in the Armed Forces	School Type
HARMONY SCHOOL OF EXCELLENCE - AUSTIN -(27816101)	95%	55%	40%	29%	0%	51%	49%	40%	0%	0%	4%	0%	SBOE
HARMONY SCHOOL OF EXCELLENCE - LAREDO -(15828008)	93%	58%	62%	14%	0%	41%	34%	5%	0%	0%	9%	0%	SBOE
HARMONY SCHOOL OF INGENUITY-HOUSTON -(01846003)	98%	30%	64%	15%	0%	28%	30%	16%	1%	0%	12%	0%	SBOE
HARMONY SCHOOL OF INNOVATION - BROWNSVILLE -(15828007)	97%	57%	41%	55%	0%	50%	48%	39%	0%	1%	10%	0%	SBOE
HARMONY SCHOOL OF INNOVATION - FORT WORTH -(61807011)	95%	32%	45%	43%	0%	24%	38%	24%	0%	0%	6%	0%	SBOE
HARMONY SCHOOL OF INNOVATION - GARLAND -(61807006)	99%	38%	68%	30%	0%	21%	32%	1%	0%	0%	8%	0%	SBOE
HARMONY SCHOOL OF INNOVATION - KATY -(01862005)	87%	61%	54%	41%	0%	11%	10%	2%	0%	0%	2%	0%	SBOE

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CAMPUS NAME (CDCN)	Meeting Texas Success Initiative Criteria in both Reading Language Arts and Math	Meeting Criteria on the Advanced Placement or International Baccalaureate Examination	Earning Dual Course Credits	Earning an Industry-Based Certification	Earning a Level I or Level II Certificate	Completing and Earning Credit for an English Language Arts College Prep Course	Completing and Earning Credit for a Mathematics College Prep Course	Completing an OnRamps Dual Enrollment Course	Earning an Associate Degree	Completing an Individualized Education Program and Demonstrating Workforce Readiness	Being Identified as a Current Special Education Student with an Advanced Diploma Plan	Enlisting in the Armed Forces	School Type
HARMONY SCHOOL OF INNOVATION-SUGAR LAND -(01862002)	92%	47%	50%	50%	0%	16%	18%	2%	0%	0%	3%	0%	SBOE
HARMONY SCIENCE ACAD (EL PASO) -(71806001)	98%	60%	53%	31%	0%	26%	23%	27%	0%	0%	4%	0%	SBOE
HARMONY SCIENCE ACAD (SAN ANTONIO) -(15828001)	85%	23%	33%	37%	0%	30%	41%	42%	0%	3%	14%	0%	SBOE
HARMONY SCIENCE ACADEMY-HOUSTON -(01846001)	89%	49%	38%	28%	0%	43%	43%	23%	0%	2%	10%	0%	SBOE
HARMONY SCIENCE ACADEMY-PFLUGERVILLE -(27816002)	93%	50%	53%	48%	0%	30%	37%	25%	26%	0%	8%	0%	SBOE
HENRY FORD ACADEMY ALAMEDA SCHOOL FOR ART + DESIGN -(15833001)	10%	10%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	SBOE
HOUSTON GATEWAY ACADEMY - CORAL CAMPUS -(01828001)	48%	0%	17%	0%	0%	0%	0%	0%	0%	0%	2%	3%	SBOE

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CAMPUS NAME (CDCN)	Meeting Texas Success Initiative Criteria in both Reading Language Arts and Math	Meeting Criteria on the Advanced Placement or International Baccalaureate Examination	Earning Dual Course Credits	Earning an Industry-Based Certification	Earning a Level I or Level II Certificate	Completing and Earning Credit for an English Language Arts College Prep Course	Completing and Earning Credit for a Mathematics College Prep Course	Completing an OnRamps Dual Enrollment Course	Earning an Associate Degree	Completing an Individualized Education Program and Demonstrating Workforce Readiness	Being Identified as a Current Special Education Student with an Advanced Diploma Plan	Enlisting in the Armed Forces	School Type
IDEA CARVER COLLEGE PREPARATORY -(08807020)	93%	70%	0%	0%	0%	0%	0%	0%	0%	3%	11%	0%	SBOE
IDEA COLLEGE PREPARATORY MISSION -(08807004)	85%	71%	0%	0%	0%	0%	0%	9%	0%	4%	5%	0%	SBOE
IDEA COLLEGE PREPARATORY PHARR -(08807008)	98%	98%	0%	0%	0%	0%	0%	0%	0%	0%	3%	1%	SBOE
IDEA COLLEGE PREPARATORY SAN BENITO -(08807005)	96%	67%	1%	7%	0%	0%	0%	0%	0%	1%	4%	1%	SBOE
IDEA EDINBURG COLLEGE PREPARATORY -(08807009)	92%	63%	1%	0%	0%	0%	0%	12%	0%	5%	16%	6%	SBOE
IDEA ELSA COLLEGE PREPARATORY -(08807019)	-	-	-	-	-	-	-	-	-	-	-	-	SBOE
IDEA JUDSON COLLEGE PREPARATORY -(08807025)	91%	34%	1%	0%	0%	0%	0%	0%	0%	0%	21%	0%	SBOE
IDEA MAYS COLLEGE PREPARATORY -(08807026)	95%	39%	0%	1%	0%	0%	0%	0%	0%	3%	13%	4%	SBOE

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CAMPUS NAME (CDCN)	Meeting Texas Success Initiative Criteria in both Reading Language Arts and Math	Meeting Criteria on the Advanced Placement or International Baccalaureate Examination	Earning Dual Course Credits	Earning an Industry-Based Certification	Earning a Level I or Level II Certificate	Completing and Earning Credit for an English Language Arts College Prep Course	Completing and Earning Credit for a Mathematics College Prep Course	Completing an OnRamps Dual Enrollment Course	Earning an Associate Degree	Completing an Individualized Education Program and Demonstrating Workforce Readiness	Being Identified as a Current Special Education Student with an Advanced Diploma Plan	Enlisting in the Armed Forces	School Type
IDEA MCALLEN COLLEGE PREPARATORY -(08807011)	100%	91%	0%	0%	0%	0%	0%	0%	0%	0%	3%	0%	SBOE
IDEA QUEST COLLEGE PREPARATORY -(08807002)	88%	77%	1%	14%	0%	0%	0%	0%	0%	0%	4%	0%	SBOE
IDEA RIVERVIEW COLLEGE PREPARATORY -(08807014)	62%	86%	0%	0%	0%	0%	0%	38%	0%	2%	5%	5%	SBOE
IDEA RUNDBERG COLLEGE PREPARATORY -(08807036)	95%	87%	0%	0%	0%	0%	0%	0%	0%	5%	16%	2%	SBOE
IDEA TOROS COLLEGE PREPARATORY -(08807018)	98%	75%	2%	4%	0%	0%	0%	2%	0%	0%	4%	0%	SBOE
IDEA WALZEM COLLEGE PREPARATORY -(08807023)	62%	37%	0%	0%	0%	0%	0%	0%	0%	8%	22%	2%	SBOE
ILTEXAS AGGIELAND H S -(57848034)	78%	34%	0%	0%	0%	41%	56%	0%	0%	3%	19%	0%	SBOE
ILTEXAS ARLINGTON-GRAND PRAIRIE H S -(57848006)	83%	27%	3%	1%	0%	52%	73%	1%	0%	1%	7%	0%	SBOE

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ILTEXAS GARLAND H S -(57848003)	76%	34%	4%	0%	0%	48%	62%	0%	0%	2%	3%	0%	SBOE
ILTEXAS HOUSTON WINDMILL LAKES OREM H S -(57848033)	80%	31%	1%	0%	0%	58%	72%	0%	0%	1%	11%	0%	SBOE
ILTEXAS KATY WESTPARK H S -(57848018)	83%	38%	1%	1%	0%	38%	54%	0%	0%	1%	3%	1%	SBOE
ILTEXAS KELLER SAGINAW H S -(57848009)	84%	35%	1%	0%	0%	37%	53%	0%	0%	0%	8%	0%	SBOE
ILTEXAS LANCASTER DESOTO H S -(57848032)	86%	19%	5%	3%	0%	65%	73%	0%	0%	3%	19%	0%	SBOE
ILTEXAS LIBERTY H S -(57848045)	-	-	-	-	-	-	-	-	-	-	-	-	SBOE
IMELDA DAVIS EARLY COLLEGE H S -(15805002)	-	-	-	-	-	-	-	-	-	-	-	-	SBOE
INSPIRED VISION ACADEMY SECONDARY -(57830002)	97%	4%	15%	0%	0%	88%	92%	0%	1%	0%	6%	0%	SBOE
ISCHOOL HIGH - ATASCOCITA -(21801076)	67%	0%	80%	0%	0%	0%	0%	0%	20%	0%	0%	0%	SBOE

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ISCHOOL HIGH AT THE WOODLANDS -(21801056)	86%	2%	92%	0%	0%	2%	14%	0%	44%	0%	0%	0%	SBOE
ISCHOOL HIGH AT UNIVERSITY PARK -(21801051)	96%	0%	99%	0%	0%	0%	18%	0%	58%	0%	1%	0%	SBOE
ISCHOOL-CREEKSIDE -(21801080)	75%	10%	60%	5%	0%	0%	0%	0%	0%	0%	0%	0%	SBOE
JEFFERSON H S -(15907007)	84%	17%	18%	51%	0%	56%	75%	12%	0%	3%	10%	1%	ISD
JUBILEE BROWNSVILLE -(15822010)	86%	38%	34%	51%	0%	37%	53%	0%	4%	1%	7%	0%	SBOE
KATHERINE ANNE PORTER SCHOOL -(05801001)	26%	4%	7%	0%	0%	0%	0%	4%	0%	0%	22%	0%	SBOE
KI CHARTER - AUSTIN -(05803007)	-	-	-	-	-	-	-	-	-	-	-	-	COE
KI CHARTER - DENTON -(05803006)	-	-	-	-	-	-	-	-	-	-	-	-	COE
KI CHARTER - FORT WORTH -(05803005)	-	-	-	-	-	-	-	-	-	-	-	-	COE
KI CHARTER - TEMPLE -(05803008)	-	-	-	-	-	-	-	-	-	-	-	-	COE
KIPP AUSTIN BRAVE -(27820002)	96%	36%	0%	0%	0%	73%	72%	0%	0%	0%	16%	0%	SBOE

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KIPP AUSTIN COLLEGIATE -(27820001)	87%	56%	0%	2%	0%	30%	30%	0%	0%	0%	8%	0%	SBOE
KIPP CONNECT PREPARATORY -(27820056)	81%	46%	0%	2%	0%	50%	73%	0%	0%	0%	12%	0%	SBOE
KIPP EAST END H S -(27820018)	84%	30%	0%	24%	0%	61%	66%	0%	0%	0%	8%	0%	SBOE
KIPP GENERATIONS COLLEGIATE -(27820014)	83%	41%	0%	0%	0%	46%	53%	0%	0%	1%	11%	0%	SBOE
KIPP HOUSTON H S -(27820013)	91%	35%	6%	6%	0%	40%	59%	4%	0%	0%	3%	0%	SBOE
KIPP NORTHEAST COLLEGE PREPARATORY -(27820015)	97%	16%	12%	8%	0%	98%	97%	0%	0%	0%	8%	0%	SBOE
KIPP OAK CLIFF ACADEMY -(27820030)	90%	13%	0%	2%	0%	67%	80%	0%	0%	7%	23%	0%	SBOE
KIPP SHARPSTOWN COLLEGE PREP -(27820052)	-	-	-	-	-	-	-	-	-	-	-	-	SBOE
KIPP SOMOS COLLEGIATE -(27820021)	56%	58%	0%	6%	0%	25%	30%	0%	0%	6%	18%	0%	SBOE
KIPP SUNNYSIDE H S -(27820016)	93%	23%	0%	16%	0%	74%	76%	0%	0%	0%	15%	0%	SBOE

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CAMPUS NAME (CDCN)	Meeting Texas Success Initiative Criteria in both Reading Language Arts and Math	Meeting Criteria on the Advanced Placement or International Baccalaureate Examination	Earning Dual Course Credits	Earning an Industry-Based Certification	Earning a Level I or Level II Certificate	Completing and Earning Credit for an English Language Arts College Prep Course	Completing and Earning Credit for a Mathematics College Prep Course	Completing an OnRamps Dual Enrollment Course	Earning an Associate Degree	Completing an Individualized Education Program and Demonstrating Workforce Readiness	Being Identified as a Current Special Education Student with an Advanced Diploma Plan	Enlisting in the Armed Forces	School Type
KIPP UNIVERSITY PREP H S -(27820020)	84%	52%	0%	0%	0%	54%	63%	0%	0%	3%	14%	0%	SBOE
LEGACY SCHOOL OF SPORT SCIENCES -(01874001)	14%	0%	0%	1%	0%	0%	0%	32%	0%	0%	8%	0%	COE
LEWISVILLE SCHOOL OF SCIENCE AND TECHNOLOGY -(21801034)	50%	0%	43%	43%	0%	0%	0%	0%	12%	0%	10%	0%	SBOE
LIFE H S WAXAHACHIE -(57807002)	84%	12%	15%	46%	0%	49%	65%	0%	0%	4%	7%	0%	SBOE
LIGHTHOUSE HIGH -(15825002)	0%	0%	14%	0%	0%	0%	0%	0%	0%	0%	0%	0%	SBOE
LONGVIEW H S -(92903001)	58%	12%	42%	40%	4%	39%	49%	11%	7%	0%	6%	2%	ISD
MANARA LEADERSHIP ACADEMY -(57844001)	27%	0%	13%	0%	0%	0%	0%	0%	0%	0%	0%	0%	SBOE
MOUNT CARMEL ACADEMY -(01912311)	93%	13%	20%	4%	0%	93%	96%	0%	0%	0%	2%	0%	ISD
NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON GIBBINS -(20817003)	82%	25%	5%	8%	0%	25%	77%	0%	0%	13%	13%	0%	SBOE

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CAMPUS NAME (CDCN)	Meeting Texas Success Initiative Criteria in both Reading Language Arts and Math	Meeting Criteria on the Advanced Placement or International Baccalaureate Examination	Earning Dual Course Credits	Earning an Industry-Based Certification	Earning a Level I or Level II Certificate	Completing and Earning Credit for an English Language Arts College Prep Course	Completing and Earning Credit for a Mathematics College Prep Course	Completing an OnRamps Dual Enrollment Course	Earning an Associate Degree	Completing an Individualized Education Program and Demonstrating Workforce Readiness	Being Identified as a Current Special Education Student with an Advanced Diploma Plan	Enlisting in the Armed Forces	School Type
PANOLA EARLY COLLEGE H S -(83801003)	100%	11%	100%	78%	0%	0%	0%	0%	78%	0%	0%	0%	SBOE
PAUL AND JANE MEYER PUBLIC H S -(61802001)	56%	0%	46%	48%	0%	19%	29%	38%	6%	13%	13%	2%	SBOE
PINEYWOODS COMMUNITY ACADEMY H S -(03801001)	39%	0%	70%	2%	5%	0%	0%	0%	44%	0%	9%	4%	SBOE
PIONEER TECHNOLOGY (PTAA) FATE -(57850003)	52%	0%	56%	0%	0%	28%	0%	0%	32%	0%	8%	0%	COE
PIONEER TECHNOLOGY (PTAA) MESQUITE -(57850001)	28%	0%	40%	34%	0%	0%	2%	0%	14%	0%	12%	0%	COE
RICHLAND COLLEGIATE H S OF MATH SCIENCE ENGINEERIN -(57840001)	66%	21%	100%	50%	0%	1%	1%	6%	74%	0%	0%	0%	SBOE
ROSCOE COLLEGIATE H S -(77901001)	81%	0%	81%	79%	0%	17%	34%	0%	51%	2%	9%	0%	ISD
SAN ANTONIO STEAM ACADEMY -(15840001)	-	-	-	-	-	-	-	-	-	-	-	-	COE

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CAMPUS NAME (CDCN)	Meeting Texas Success Initiative Criteria in both Reading Language Arts and Math	Meeting Criteria on the Advanced Placement or International Baccalaureate Examination	Earning Dual Course Credits	Earning an Industry-Based Certification	Earning a Level I or Level II Certificate	Completing and Earning Credit for an English Language Arts College Prep Course	Completing and Earning Credit for a Mathematics College Prep Course	Completing an OnRamps Dual Enrollment Course	Earning an Associate Degree	Completing an Individualized Education Program and Demonstrating Workforce Readiness	Being Identified as a Current Special Education Student with an Advanced Diploma Plan	Enlisting in the Armed Forces	School Type
SER-NINOS CHARTER HIGH -(01802001)	-	-	-	-	-	-	-	-	-	-	-	-	SBOE
SST SA COLLEGE PREP H S -(15827001)	-	-	-	-	-	-	-	-	-	-	-	-	SBOE
SST SUGAR LAND COLLEGE PREP H S -(15831009)	-	-	-	-	-	-	-	-	-	-	-	-	SBOE
ST PHILIP'S COLLEGE EARLY COLLEGE H S -(15907025)	70%	5%	93%	0%	16%	10%	11%	0%	31%	0%	0%	0%	ISD
TEKOA ACADEMY OF ACCELERATED STUDIES -(23803001)	8%	0%	62%	0%	0%	0%	0%	0%	0%	0%	0%	0%	SBOE
TEXAS CONNECTIONS ACADEMY AT HOUSTON -(01912100)	22%	7%	8%	4%	0%	7%	10%	1%	0%	0%	7%	0%	ISD
TEXAS EARLY COLLEGE H S -(83801002)	48%	0%	89%	78%	11%	0%	0%	0%	37%	0%	4%	0%	SBOE
THE EAST AUSTIN COLLEGE PREP AT MLK -(27824002)	8%	38%	10%	0%	0%	0%	0%	0%	0%	0%	8%	0%	SBOE
TRAVIS EARLY COLLEGE H S -(15907022)	76%	31%	100%	0%	16%	0%	0%	0%	70%	0%	0%	0%	ISD

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UME DALLAS SECONDARY -(57845004)	79%	1%	39%	0%	0%	31%	45%	0%	0%	0%	7%	0%	SBOE
UPLIFT ASCEND PREP H S -(57803020)	-	-	-	-	-	-	-	-	-	-	-	-	SBOE
UPLIFT ATLAS PREP H S -(57803010)	96%	69%	0%	0%	0%	71%	81%	0%	0%	2%	8%	0%	SBOE
UPLIFT ELEVATE PREP H S -(57803021)	-	-	-	-	-	-	-	-	-	-	-	-	SBOE
UPLIFT GRAND PREP H S -(57803016)	89%	63%	0%	0%	0%	43%	67%	0%	0%	6%	13%	0%	SBOE
UPLIFT HAMPTON PREP H S -(57803007)	95%	49%	0%	3%	0%	38%	74%	0%	0%	0%	10%	1%	SBOE
UPLIFT HEIGHTS HEALTHCARE INSTITUTE -(57803006)	88%	55%	0%	0%	0%	72%	89%	0%	0%	6%	15%	1%	SBOE
UPLIFT INFINITY PREP H S -(57803013)	92%	66%	0%	0%	0%	38%	38%	0%	0%	6%	6%	0%	SBOE
UPLIFT LUNA PREP H S -(57803005)	78%	39%	0%	0%	0%	54%	72%	0%	0%	0%	2%	0%	SBOE
UPLIFT MIGHTY PREP H S -(57803014)	95%	46%	0%	0%	0%	58%	64%	0%	0%	1%	17%	0%	SBOE
UPLIFT NORTH HILLS PREP H S -(57803002)	94%	87%	0%	0%	0%	1%	2%	0%	0%	1%	6%	0%	SBOE
UPLIFT SUMMIT PREP H S -(57803009)	84%	70%	0%	0%	0%	27%	39%	0%	0%	0%	7%	0%	SBOE

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CAMPUS NAME (CDCN)	Meeting Texas Success Initiative Criteria in both Reading Language Arts and Math	Meeting Criteria on the Advanced Placement or International Baccalaureate Examination	Earning Dual Course Credits	Earning an Industry-Based Certification	Earning a Level I or Level II Certificate	Completing and Earning Credit for an English Language Arts College Prep Course	Completing and Earning Credit for a Mathematics College Prep Course	Completing an OnRamps Dual Enrollment Course	Earning an Associate Degree	Completing an Individualized Education Program and Demonstrating Workforce Readiness	Being Identified as a Current Special Education Student with an Advanced Diploma Plan	Enlisting in the Armed Forces	School Type
UPLIFT WILLIAMS PREP H S -(57803004)	57%	84%	1%	0%	0%	5%	32%	0%	0%	0%	8%	1%	SBOE
UPLIFT WISDOM PREP H S -(57803019)	95%	54%	0%	0%	0%	58%	67%	0%	0%	10%	18%	4%	SBOE
UT - UNIVERSITY CHARTER SCHOOL AT HIGH POINT -(27806034)	-	-	-	-	-	-	-	-	-	-	-	-	SBOE
WESTCHESTER ACADEMY FOR INTERNATIONAL STUDIES -(01920014)	99%	76%	8%	48%	5%	15%	37%	0%	0%	0%	0%	0%	ISD
YES PREP - 5TH WARD -(01845008)	35%	40%	0%	0%	0%	0%	0%	0%	0%	0%	3%	0%	SBOE
YES PREP - BRAYS OAKS -(01845006)	40%	49%	0%	0%	0%	0%	0%	0%	0%	0%	9%	0%	SBOE
YES PREP - EAST END -(01845003)	38%	61%	0%	0%	0%	0%	0%	0%	0%	0%	8%	0%	SBOE
YES PREP - GULFTON -(01845004)	29%	39%	0%	0%	0%	0%	0%	0%	0%	0%	5%	0%	SBOE
YES PREP - NORTH CENTRAL -(01845101)	45%	56%	0%	0%	0%	0%	0%	0%	0%	0%	7%	0%	SBOE
YES PREP - NORTHLINE -(01845012)	35%	55%	0%	0%	0%	0%	0%	0%	0%	0%	4%	0%	SBOE

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CAMPUS NAME (CDCN)	Meeting Texas Success Initiative Criteria in both Reading Language Arts and Math	Meeting Criteria on the Advanced Placement or International Baccalaureate Examination	Earning Dual Course Credits	Earning an Industry-Based Certification	Earning a Level I or Level II Certificate	Completing and Earning Credit for an English Language Arts College Prep Course	Completing and Earning Credit for a Mathematics College Prep Course	Completing an OnRamps Dual Enrollment Course	Earning an Associate Degree	Completing an Individualized Education Program and Demonstrating Workforce Readiness	Being Identified as a Current Special Education Student with an Advanced Diploma Plan	Enlisting in the Armed Forces	School Type
YES PREP - NORTHSIDE -(01845007)	25%	31%	0%	0%	0%	0%	0%	0%	0%	0%	5%	0%	SBOE
YES PREP - NORTHWEST -(01845013)	-	-	-	-	-	-	-	-	-	-	-	-	SBOE
YES PREP - SOUTHEAST -(01845001)	45%	77%	0%	0%	0%	0%	0%	0%	0%	0%	8%	0%	SBOE
YES PREP - SOUTHWEST -(01845002)	37%	50%	0%	0%	0%	0%	0%	0%	0%	0%	7%	0%	SBOE
YES PREP - WEST -(01845005)	45%	48%	0%	0%	0%	0%	0%	0%	0%	0%	8%	0%	SBOE
YES PREP - WHITE OAK -(01845009)	28%	50%	0%	0%	0%	0%	0%	0%	0%	0%	15%	0%	SBOE
YES PREP NORTH FOREST -(01845010)	25%	43%	0%	0%	0%	0%	0%	0%	0%	0%	4%	0%	SBOE

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Sources. Public Education Information Management System, Texas Education Agency, 2024–25 and 2025–26, and Texas Academic Performance Reports, Texas Education Agency, 2024–25.

TABLE D.4

Campus-Level Academic Performance Outcomes for Charter School Campuses, High School Campuses Evaluated Under Alternative Education Accountability Provisions

CAMPUS NAME (CDCN)	Attrition Rate	Graduation Rate	STAAR English I Approaches	STAAR English I Masters	STAAR English II Approaches	STAAR English II Masters	STAAR Algebra I Approaches	STAAR Algebra I Masters	School Type
BASEPOINT ACADEMY - ARLINGTON -(27806058)	93%	-	-	-	-	-	-	-	SBOE
BASEPOINT ACADEMY - FORNEY -(27806059)	100%	-	-	-	-	-	-	-	SBOE
BILLY MOORE -(27827004)	93%	57%	-	-	-	-	-	-	COE
BRAZOS RIVER CHARTER SCHOOL -(13801001)	50%	93%	60%	0%	69%	6%	50%	0%	SBOE
COMPASS ROSE IMPACT -(15838009)	59%	-	19%	4%	42%	0%	32%	0%	COE
CONNALLY -(27827008)	64%	-	-	-	-	-	-	-	COE
CROSSTIMBERS ACADEMY -(84801001)	39%	100%	28%	3%	55%	2%	52%	4%	SBOE
DAN CHADWICK CAMPUS -(92801001)	24%	100%	71%	25%	76%	5%	94%	28%	SBOE
DIBOLL -(27827007)	83%	-	-	-	-	-	-	-	COE
EL PASO ACADEMY -(71804001)	69%	78%	67%	0%	77%	0%	88%	24%	SBOE
EL PASO ACADEMY WEST -(71804002)	59%	87%	77%	0%	77%	3%	100%	18%	SBOE
EVOLUTION ACADEMY BEAUMONT -(57834003)	48%	88%	34%	0%	39%	0%	74%	2%	SBOE
EVOLUTION ACADEMY CHARTER SCHOOL -(57834001)	49%	75%	47%	0%	61%	0%	73%	13%	SBOE
EVOLUTION ACADEMY HOUSTON -(57834004)	64%	91%	59%	0%	57%	1%	69%	19%	SBOE
GATEWAY TECH H S -(14804005)	60%	100%	83%	0%	82%	0%	-	-	SBOE

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CAMPUS NAME (CDCN)	Attrition Rate	Graduation Rate	STAAR English I Approaches	STAAR English I Masters	STAAR English II Approaches	STAAR English II Masters	STAAR Algebra I Approaches	STAAR Algebra I Masters	School Type
GEORGETOWN BEHAVIORAL HEALTH INSTITUTE -(27806044)	89%	8%	-	-	-	-	-	-	SBOE
HERITAGE ACADEMY OF DEL RIO -(15815041)	17%	92%	73%	10%	81%	26%	94%	31%	SBOE
HOUSTON HEIGHTS CHARTER SCHOOL -(01821001)	39%	83%	63%	0%	51%	0%	44%	6%	SBOE
HUSTON ACADEMY -(72802001)	54%	100%	67%	0%	88%	0%	50%	0%	SBOE
LEAD ACADEMY H S -(92903004)	70%	98%	45%	6%	59%	0%	75%	18%	ISD
LEARN4LIFE -(15905016)	60%	-	53%	0%	63%	0%	33%	0%	ISD
NEW HEIGHTS -(20822001)	38%	-	-	-	70%	0%	54%	4%	COE
NORTHEAST CAMPUS -(15807005)	44%	100%	20%	0%	44%	6%	8%	0%	SBOE
PANOLA CS -(83801001)	45%	93%	67%	0%	38%	0%	67%	0%	SBOE
POR VIDA ACADEMY CHARTER H S -(15801001)	67%	56%	44%	0%	38%	0%	47%	0%	SBOE
POR VIDA ACADEMY CORPUS CHRISTI -(15801002)	33%	85%	65%	12%	83%	8%	65%	0%	SBOE
POSITIVE SOLUTIONS CHARTER -(15814001)	59%	48%	43%	0%	48%	0%	63%	0%	SBOE
PREMIER H S - CORPUS CHRISTI -(72801157)	71%	-	61%	0%	70%	0%	100%	8%	SBOE
PREMIER H S - DESOTO -(72801164)	67%	-	40%	10%	50%	0%	29%	6%	SBOE
PREMIER H S - FORT WORTH (JACKSBORO) -(72801163)	65%	-	40%	0%	51%	0%	38%	5%	SBOE
PREMIER H S - FORT WORTH (SOUTHSIDE) -(72801162)	58%	-	46%	4%	67%	0%	44%	0%	SBOE
PREMIER H S - HOUSTON - HOBBY -(72801156)	67%	-	46%	0%	74%	0%	55%	18%	SBOE

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CAMPUS NAME (CDCN)	Attrition Rate	Graduation Rate	STAAR English I Approaches	STAAR English I Masters	STAAR English II Approaches	STAAR English II Masters	STAAR Algebra I Approaches	STAAR Algebra I Masters	School Type
PREMIER H S - HOUSTON (GREENSPOINT) -(72801166)	58%	-	44%	6%	56%	0%	33%	0%	SBOE
PREMIER H S - HOUSTON (SHARPSTOWN) -(72801161)	50%	-	19%	0%	41%	3%	40%	0%	SBOE
PREMIER H S - LONGVIEW -(72801160)	54%	-	0%	0%	-	-	0%	0%	SBOE
PREMIER H S - LUBBOCK (BRIERCROFT) -(72801158)	57%	-	35%	0%	80%	0%	54%	0%	SBOE
PREMIER H S - SAN ANGELO -(72801150)	46%	95%	57%	0%	52%	0%	55%	0%	SBOE
PREMIER H S - WICHITA FALLS -(72801159)	49%	-	36%	0%	67%	0%	80%	10%	SBOE
PREMIER H S HOUSTON GALLERY NORTH -(72801152)	43%	71%	41%	3%	76%	0%	37%	0%	SBOE
PREMIER H S MESQUITE -(72801165)	64%	-	44%	6%	50%	0%	38%	31%	SBOE
PREMIER H S ODESSA -(72801153)	45%	65%	29%	0%	59%	6%	30%	4%	SBOE
PREMIER H S OF ABILENE -(72801101)	57%	92%	65%	0%	65%	0%	70%	5%	SBOE
PREMIER H S OF AMARILLO -(72801142)	54%	95%	49%	0%	63%	2%	72%	0%	SBOE
PREMIER H S OF ARLINGTON -(72801131)	61%	98%	56%	0%	56%	2%	50%	0%	SBOE
PREMIER H S OF BROWNSVILLE -(72801103)	54%	98%	92%	8%	81%	5%	71%	0%	SBOE
PREMIER H S OF COMANCHE/EARLY -(72801001)	49%	97%	62%	0%	60%	10%	-	-	SBOE
PREMIER H S OF DAYTON -(72801138)	53%	96%	56%	4%	61%	3%	48%	0%	SBOE
PREMIER H S OF DEL RIO -(72801107)	63%	100%	60%	0%	74%	0%	70%	0%	SBOE
PREMIER H S OF FORT WORTH -(72801108)	67%	80%	46%	0%	65%	0%	55%	12%	SBOE

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CAMPUS NAME (CDCN)	Attrition Rate	Graduation Rate	STAAR English I Approaches	STAAR English I Masters	STAAR English II Approaches	STAAR English II Masters	STAAR Algebra I Approaches	STAAR Algebra I Masters	School Type
PREMIER H S OF GRANBURY -(72801137)	47%	99%	65%	4%	76%	6%	41%	4%	SBOE
PREMIER H S OF HUNTSVILLE -(72801135)	49%	89%	100%	9%	82%	0%	100%	18%	SBOE
PREMIER H S OF LAREDO -(72801109)	63%	100%	50%	0%	59%	3%	78%	22%	SBOE
PREMIER H S OF LUBBOCK -(72801110)	71%	93%	63%	0%	81%	0%	69%	15%	SBOE
PREMIER H S OF MIDLAND -(72801112)	49%	98%	62%	3%	88%	0%	61%	11%	SBOE
PREMIER H S OF MISSION -(72801116)	40%	100%	52%	0%	74%	0%	48%	0%	SBOE
PREMIER H S OF NEW BRAUNFELS -(72801136)	57%	67%	89%	0%	90%	0%	100%	14%	SBOE
PREMIER H S OF PALMVIEW -(72801104)	49%	79%	80%	10%	95%	5%	78%	22%	SBOE
PREMIER H S OF PFLUGERVILLE -(72801144)	66%	82%	58%	8%	73%	0%	40%	0%	SBOE
PREMIER H S OF SAN JUAN -(72801130)	76%	83%	73%	0%	70%	0%	-	-	SBOE
PREMIER H S OF TEXARKANA -(72801148)	62%	79%	69%	23%	60%	0%	63%	13%	SBOE
PREMIER H S OF TYLER -(72801118)	37%	87%	75%	0%	75%	0%	86%	0%	SBOE
PREMIER H S OF WACO -(72801121)	50%	97%	64%	4%	78%	2%	75%	5%	SBOE
PREMIER H S OF WESLACO -(72801115)	54%	84%	79%	0%	69%	6%	78%	11%	SBOE
PREMIER H S ONLINE -(72801145)	43%	88%	54%	3%	61%	3%	42%	3%	SBOE
PREMIER H S-HOUSTON (CHAMPIONS) -(72801147)	62%	80%	69%	0%	64%	0%	92%	8%	SBOE
PREMIER HIGH SCHOOL-AUSTIN SOUTH CAMPUS -(72801113)	53%	90%	84%	19%	78%	0%	90%	10%	SBOE

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CAMPUS NAME (CDCN)	Attrition Rate	Graduation Rate	STAAR English I Approaches	STAAR English I Masters	STAAR English II Approaches	STAAR English II Masters	STAAR Algebra I Approaches	STAAR Algebra I Masters	School Type
PREMIER HIGH SCHOOL-AUSTIN WELLS BRANCH -(72801128)	58%	75%	36%	0%	70%	0%	63%	0%	SBOE
PREMIER HIGH SCHOOL-CANYON -(72801154)	38%	-	100%	20%	83%	17%	-	-	SBOE
PREMIER HIGH SCHOOL-EL PASO EASTPOINTE -(72801143)	43%	85%	50%	6%	55%	0%	60%	20%	SBOE
PREMIER HIGH SCHOOL-EL PASO MESA -(72801129)	47%	86%	63%	6%	68%	11%	94%	11%	SBOE
PREMIER HIGH SCHOOL-SAN ANTONIO INGRAM -(72801149)	70%	70%	93%	7%	72%	4%	100%	14%	SBOE
PREMIER HIGH SCHOOL-SAN ANTONIO WINDCREST -(72801117)	59%	66%	70%	0%	67%	0%	75%	0%	SBOE
PREMIER HIGH SCHOOLS - EDINBURG CAREER & TECHNICAL -(72801146)	63%	97%	77%	8%	71%	0%	88%	12%	SBOE
RICHARD MILBURN ACADEMY AMARILLO -(14801008)	73%	47%	46%	0%	30%	0%	71%	0%	SBOE
RICHARD MILBURN ACADEMY CORPUS CHRISTI -(14801007)	55%	58%	28%	0%	40%	0%	52%	0%	SBOE
RICHARD MILBURN ACADEMY FORT WORTH -(14801006)	80%	43%	23%	0%	29%	0%	33%	5%	SBOE
RICHARD MILBURN ACADEMY HOUSTON (SUBURBAN) -(14801005)	74%	53%	32%	0%	42%	0%	32%	0%	SBOE
RICHARD MILBURN ACADEMY LUBBOCK -(14801004)	65%	42%	34%	0%	30%	0%	26%	0%	SBOE
RICHARD MILBURN ACADEMY MIDLAND -(14801010)	65%	37%	29%	2%	33%	3%	35%	0%	SBOE
RICHARD MILBURN ACADEMY ODESSA -(14801002)	57%	40%	30%	0%	26%	0%	30%	4%	SBOE
RICHARD MILBURN ACADEMY PASADENA -(14801009)	57%	45%	22%	0%	35%	0%	43%	0%	SBOE

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CAMPUS NAME (CDCN)	Attrition Rate	Graduation Rate	STAAR English I Approaches	STAAR English I Masters	STAAR English II Approaches	STAAR English II Masters	STAAR Algebra I Approaches	STAAR Algebra I Masters	School Type
RICHARD MILBURN ALTER H S (KILLEEN) -(14801001)	60%	52%	32%	0%	18%	0%	33%	0%	SBOE
RISE INSPIRE ACADEMY -(15808016)	69%	-	38%	0%	-	-	-	-	SBOE
RUTH JONES MCCLENDON MIDDLE -(15802004)	96%	100%	23%	0%	13%	0%	20%	0%	SBOE
SOUTHWEST PREPARATORY SCHOOL-NORTHWEST -(15807004)	30%	95%	60%	0%	77%	5%	64%	7%	SBOE
SOUTHWEST PUBLIC SCHOOLS COLLEGE &CAREER PREP ACAD -(01838001)	16%	93%	52%	6%	59%	1%	90%	22%	SBOE
STILES -(27827009)	47%	-	-	-	-	-	-	-	COE
TEXANS CAN ACADEMY - AUSTIN -(57804006)	-	34%	29%	0%	25%	1%	92%	5%	SBOE
TEXANS CAN ACADEMY - CARROLLTON-FARMERS BRANCH -(57804003)	65%	42%	29%	0%	29%	0%	43%	0%	SBOE
TEXANS CAN ACADEMY - DALLAS NORTH -(57804001)	73%	46%	28%	0%	37%	0%	41%	6%	SBOE
TEXANS CAN ACADEMY - FORT WORTH LANCASTER AVENUE -(57804008)	69%	43%	25%	0%	40%	0%	35%	0%	SBOE
TEXANS CAN ACADEMY - FORT WORTH WESTCREEK -(57804007)	73%	44%	41%	0%	36%	1%	41%	2%	SBOE
TEXANS CAN ACADEMY - GARLAND -(57804013)	100%	16%	-	-	-	-	-	-	SBOE
TEXANS CAN ACADEMY - GRANT EAST -(57804005)	80%	38%	14%	0%	31%	0%	58%	0%	SBOE
TEXANS CAN ACADEMY - HOUSTON HOBBY -(57804010)	64%	47%	45%	0%	45%	0%	65%	5%	SBOE
TEXANS CAN ACADEMY - HOUSTON NORTH -(57804009)	69%	42%	26%	0%	19%	0%	32%	0%	SBOE
TEXANS CAN ACADEMY - HOUSTON SOUTHWEST -(57804012)	67%	32%	43%	0%	35%	0%	38%	1%	SBOE

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CAMPUS NAME (CDCN)	Attrition Rate	Graduation Rate	STAAR English I Approaches	STAAR English I Masters	STAAR English II Approaches	STAAR English II Masters	STAAR Algebra I Approaches	STAAR Algebra I Masters	School Type
TEXANS CAN ACADEMY - OAK CLIFF -(57804002)	66%	49%	32%	0%	32%	1%	61%	2%	SBOE
TEXANS CAN ACADEMY - PLEASANT GROVE -(57804004)	63%	49%	41%	1%	39%	0%	61%	3%	SBOE
TEXANS CAN ACADEMY - SAN ANTONIO -(57804011)	-	23%	65%	0%	54%	0%	55%	0%	SBOE
TEXASWORKS - ABILENE -(61806001)	60%	-	-	-	-	-	-	-	COE
TEXASWORKS - AUSTIN-WELLS BRANCH -(61806002)	86%	-	-	-	-	-	-	-	COE
TEXASWORKS - BROWNSVILLE -(61806003)	46%	-	-	-	-	-	-	-	COE
TEXASWORKS - CORPUS CHRISTI -(61806004)	80%	-	-	-	-	-	-	-	COE
TEXASWORKS - DESOTO -(61806018)	75%	-	-	-	-	-	-	-	COE
TEXASWORKS - EDINBURG-CTE -(61806005)	82%	-	-	-	45%	0%	-	-	COE
TEXASWORKS - EL PASO-MESA -(61806006)	33%	-	-	-	-	-	-	-	COE
TEXASWORKS - FT WORTH-SOUTHSIDE -(61806019)	75%	-	-	-	-	-	-	-	COE
TEXASWORKS - GRANBURY -(61806007)	25%	-	-	-	-	-	-	-	COE
TEXASWORKS - HOUSTON-CHAMPIONS -(61806023)	71%	-	-	-	-	-	-	-	COE
TEXASWORKS - HOUSTON-GALLERY FURNITURE -(61806008)	50%	-	-	-	-	-	-	-	COE
TEXASWORKS - HOUSTON-HOBBY -(61806009)	40%	-	-	-	-	-	-	-	COE
TEXASWORKS - IRVING -(61806020)	71%	-	-	-	67%	0%	-	-	COE
TEXASWORKS - LAREDO -(61806010)	57%	-	-	-	36%	0%	35%	0%	COE

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CAMPUS NAME (CDCN)	Attrition Rate	Graduation Rate	STAAR English I Approaches	STAAR English I Masters	STAAR English II Approaches	STAAR English II Masters	STAAR Algebra I Approaches	STAAR Algebra I Masters	School Type
TEXASWORKS - LONGVIEW -(61806022)	86%	-	-	-	-	-	-	-	COE
TEXASWORKS - LUBBOCK-BRIERCROFT -(61806011)	100%	-	-	-	-	-	-	-	COE
TEXASWORKS - MESQUITE -(61806021)	43%	-	-	-	-	-	-	-	COE
TEXASWORKS - MISSION -(61806012)	33%	-	-	-	80%	0%	50%	0%	COE
TEXASWORKS - SAN ANGELO -(61806013)	75%	-	-	-	-	-	-	-	COE
TEXASWORKS - SAN ANTONIO-INGRAM -(61806014)	60%	-	-	-	-	-	-	-	COE
TEXASWORKS - SAN JUAN -(61806015)	57%	-	-	-	-	-	-	-	COE
TEXASWORKS - TYLER -(61806016)	75%	-	-	-	-	-	-	-	COE
TEXASWORKS - WESLACO -(61806017)	90%	-	-	-	36%	0%	-	-	COE
THE EXCEL CENTER (FOR ADULTS) -(27827001)	69%	20%	-	-	-	-	-	-	COE
THE EXCEL CENTER FOR ADULTS - SOUTH AUSTIN -(27827003)	62%	17%	-	-	-	-	-	-	COE
THE PRO-VISION ACADEMY -(01868001)	60%	76%	34%	0%	38%	0%	64%	4%	SBOE
TRIUMPH PUBLIC HIGH SCHOOLS-ABILENE -(71803003)	53%	-	35%	3%	39%	0%	33%	0%	SBOE
TRIUMPH PUBLIC HIGH SCHOOLS-BROWNSVILLE -(08804004)	44%	97%	64%	3%	60%	0%	91%	4%	SBOE
TRIUMPH PUBLIC HIGH SCHOOLS-EL PASO EAST -(71803002)	46%	95%	44%	0%	50%	3%	57%	0%	SBOE
TRIUMPH PUBLIC HIGH SCHOOLS-EL PASO WEST -(71803001)	38%	90%	59%	0%	50%	3%	65%	0%	SBOE

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CAMPUS NAME (CDCN)	Attrition Rate	Graduation Rate	STAAR English I Approaches	STAAR English I Masters	STAAR English II Approaches	STAAR English II Masters	STAAR Algebra I Approaches	STAAR Algebra I Masters	School Type
TRIUMPH PUBLIC HIGH SCHOOLS-LAREDO NORTH -(40801001)	52%	84%	35%	0%	37%	0%	43%	7%	SBOE
TRIUMPH PUBLIC HIGH SCHOOLS-LAREDO SOUTH -(40801002)	49%	98%	68%	7%	72%	0%	68%	5%	SBOE
TRIUMPH PUBLIC HIGH SCHOOLS-LUBBOCK -(52803001)	54%	69%	39%	0%	46%	0%	41%	0%	SBOE
TRIUMPH PUBLIC HIGH SCHOOLS-MCALLEN -(08804002)	35%	96%	60%	0%	57%	0%	90%	14%	SBOE
TRIUMPH PUBLIC HIGH SCHOOLS-MERCEDES -(08804001)	32%	100%	32%	0%	51%	0%	67%	11%	SBOE
TRIUMPH PUBLIC HIGH SCHOOLS-SAN ANTONIO -(40801003)	68%	-	44%	0%	33%	0%	13%	0%	SBOE
TRIUMPH PUBLIC HIGH SCHOOLS-SAN BENITO -(08804003)	50%	100%	45%	0%	44%	0%	80%	20%	SBOE
WINFREE ACADEMY CHARTER SCHOOL - GRAND PRAIRIE -(57828004)	62%	97%	58%	2%	69%	1%	76%	10%	SBOE
WINFREE ACADEMY CHARTER SCHOOL (IRVING) -(57828001)	63%	83%	26%	0%	51%	0%	52%	8%	SBOE
WINFREE ACADEMY CHARTER SCHOOL (LEWISVILLE) -(57828002)	59%	81%	50%	0%	38%	0%	57%	4%	SBOE
WINFREE ACADEMY CHARTER SCHOOL (RICHARDSON) -(57828003)	69%	88%	54%	13%	45%	6%	44%	0%	SBOE
WINFREE ACADEMY CHARTER SCHOOL DALLAS -(57828006)	61%	68%	30%	0%	42%	0%	21%	2%	SBOE
WINFREE ACADEMY NORTH RICHLAND HILLS -(57828005)	64%	68%	58%	3%	56%	0%	59%	5%	SBOE

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Sources. Public Education Information Management System, Texas Education Agency, 2024–25 and 2025–26, and Texas Academic Performance Reports, Texas Education Agency, 2024–25.

TABLE D.4a

Campus-Level College, Career, and Military Readiness Performance Outcomes for Charter School Campuses, High School Campuses Evaluated Under Alternative Education Accountability Provisions

CAMPUS NAME (CDCN)	Meeting Texas Success Initiative Criteria in both Reading Language Arts and Math	Meeting Criteria on the Advanced Placement or International Baccalaureate Examination	Earning Dual Course Credits	Earning an Industry-Based Certification	Earning a Level I or Level II Certificate	Completing and Earning Credit for an English Language Arts College Prep Course	Completing and Earning Credit for a Mathematics College Prep Course	Completing an OnRamps Dual Enrollment Course	Earning an Associate Degree	Completing an Individualized Education Program and Demonstrating Workforce Readiness	Being Identified as a Current Special Education Student with an Advanced Diploma Plan	Enlisting in the Armed Forces	School Type
BASEPOINT ACADEMY - ARLINGTON -(27806058)	-	-	-	-	-	-	-	-	-	-	-	-	SBOE
BASEPOINT ACADEMY - FORNEY -(27806059)	-	-	-	-	-	-	-	-	-	-	-	-	SBOE
BILLY MOORE -(27827004)	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	COE
BRAZOS RIVER CHARTER SCHOOL -(13801001)	0%	0%	2%	10%	0%	0%	0%	0%	0%	5%	0%	0%	SBOE
COMPASS ROSE IMPACT -(15838009)	33%	11%	11%	0%	0%	22%	33%	0%	0%	0%	0%	0%	COE
CONNALLY -(27827008)	-	-	-	-	-	-	-	-	-	-	-	-	COE
CROSSTIMBERS ACADEMY -(84801001)	11%	0%	3%	6%	0%	0%	22%	0%	0%	2%	3%	0%	SBOE
DAN CHADWICK CAMPUS -(92801001)	90%	0%	2%	5%	0%	60%	64%	0%	0%	0%	12%	0%	SBOE
DIBOLL -(27827007)	0%	0%	0%	0%	4%	0%	0%	0%	0%	0%	0%	0%	COE

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CAMPUS NAME (CDCN)	Meeting Texas Success Initiative Criteria in both Reading Language Arts and Math	Meeting Criteria on the Advanced Placement or International Baccalaureate Examination	Earning Dual Course Credits	Earning an Industry-Based Certification	Earning a Level I or Level II Certificate	Completing and Earning Credit for an English Language Arts College Prep Course	Completing and Earning Credit for a Mathematics College Prep Course	Completing an OnRamps Dual Enrollment Course	Earning an Associate Degree	Completing an Individualized Education Program and Demonstrating Workforce Readiness	Being Identified as a Current Special Education Student with an Advanced Diploma Plan	Enlisting in the Armed Forces	School Type
EL PASO ACADEMY -(71804001)	4%	1%	1%	26%	0%	1%	1%	0%	0%	0%	2%	0%	SBOE
EL PASO ACADEMY WEST -(71804002)	8%	1%	0%	25%	0%	1%	1%	0%	0%	0%	1%	0%	SBOE
EVOLUTION ACADEMY BEAUMONT -(57834003)	91%	0%	23%	41%	0%	91%	91%	0%	0%	4%	11%	0%	SBOE
EVOLUTION ACADEMY CHARTER SCHOOL -(57834001)	56%	3%	10%	18%	0%	49%	48%	2%	0%	15%	11%	0%	SBOE
EVOLUTION ACADEMY HOUSTON -(57834004)	63%	1%	9%	35%	1%	62%	67%	0%	0%	6%	3%	1%	SBOE
GATEWAY TECH H S -(14804005)	89%	22%	33%	11%	0%	33%	44%	0%	0%	0%	11%	0%	SBOE
GEORGETOWN BEHAVIORAL HEALTH INSTITUTE -(27806044)	-	-	-	-	-	-	-	-	-	-	-	-	SBOE
HERITAGE ACADEMY OF DEL RIO -(15815041)	0%	0%	32%	6%	0%	0%	0%	0%	0%	0%	3%	6%	SBOE
HOUSTON HEIGHTS CHARTER SCHOOL -(01821001)	19%	1%	3%	43%	0%	0%	28%	0%	0%	12%	3%	0%	SBOE

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CAMPUS NAME (CDCN)	Meeting Texas Success Initiative Criteria in both Reading Language Arts and Math	Meeting Criteria on the Advanced Placement or International Baccalaureate Examination	Earning Dual Course Credits	Earning an Industry-Based Certification	Earning a Level I or Level II Certificate	Completing and Earning Credit for an English Language Arts College Prep Course	Completing and Earning Credit for a Mathematics College Prep Course	Completing an OnRamps Dual Enrollment Course	Earning an Associate Degree	Completing an Individualized Education Program and Demonstrating Workforce Readiness	Being Identified as a Current Special Education Student with an Advanced Diploma Plan	Enlisting in the Armed Forces	School Type
HUSTON ACADEMY -(72802001)	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	5%	0%	SBOE
LEAD ACADEMY H S -(92903004)	11%	0%	2%	9%	0%	5%	6%	1%	0%	0%	8%	0%	ISD
LEARN4LIFE -(15905016)	0%	0%	3%	3%	0%	0%	0%	0%	0%	0%	13%	0%	ISD
NEW HEIGHTS -(20822001)	-	-	-	-	-	-	-	-	-	-	-	-	COE
NORTHEAST CAMPUS -(15807005)	20%	0%	20%	0%	0%	0%	0%	0%	0%	0%	40%	0%	SBOE
PANOLA CS -(83801001)	0%	0%	18%	24%	0%	0%	6%	0%	0%	0%	0%	0%	SBOE
POR VIDA ACADEMY CHARTER H S -(15801001)	0%	0%	0%	4%	0%	0%	0%	0%	0%	0%	18%	0%	SBOE
POR VIDA ACADEMY CORPUS CHRISTI -(15801002)	9%	0%	3%	9%	0%	0%	0%	0%	0%	6%	6%	0%	SBOE
POSITIVE SOLUTIONS CHARTER -(15814001)	19%	0%	6%	0%	0%	0%	0%	0%	0%	0%	0%	0%	SBOE
PREMIER H S - CORPUS CHRISTI -(72801157)	53%	0%	5%	19%	0%	60%	67%	0%	0%	0%	5%	0%	SBOE
PREMIER H S - DESOTO -(72801164)	76%	0%	4%	8%	0%	72%	76%	4%	0%	0%	4%	0%	SBOE

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CAMPUS NAME (CDCN)	Meeting Texas Success Initiative Criteria in both Reading Language Arts and Math	Meeting Criteria on the Advanced Placement or International Baccalaureate Examination	Earning Dual Course Credits	Earning an Industry-Based Certification	Earning a Level I or Level II Certificate	Completing and Earning Credit for an English Language Arts College Prep Course	Completing and Earning Credit for a Mathematics College Prep Course	Completing an OnRamps Dual Enrollment Course	Earning an Associate Degree	Completing an Individualized Education Program and Demonstrating Workforce Readiness	Being Identified as a Current Special Education Student with an Advanced Diploma Plan	Enlisting in the Armed Forces	School Type
PREMIER H S - FORT WORTH (JACKSBORO) -(72801163)	44%	0%	0%	41%	0%	44%	44%	0%	0%	4%	4%	0%	SBOE
PREMIER H S - FORT WORTH (SOUTHSIDE) -(72801162)	22%	0%	4%	4%	0%	22%	26%	0%	0%	4%	4%	0%	SBOE
PREMIER H S - HOUSTON - HOBBY -(72801156)	40%	4%	0%	16%	0%	48%	36%	0%	0%	0%	0%	0%	SBOE
PREMIER H S - HOUSTON (GREENSPOINT) -(72801166)	-	-	-	-	-	-	-	-	-	-	-	-	SBOE
PREMIER H S - HOUSTON (SHARPSTOWN) -(72801161)	72%	7%	0%	0%	0%	72%	76%	0%	0%	0%	0%	0%	SBOE
PREMIER H S - LONGVIEW -(72801160)	23%	0%	0%	14%	0%	36%	23%	0%	0%	5%	9%	0%	SBOE
PREMIER H S - LUBBOCK (BRIERCROFT) -(72801158)	78%	0%	0%	39%	0%	78%	72%	0%	0%	11%	0%	0%	SBOE
PREMIER H S - SAN ANGELO -(72801150)	75%	0%	6%	25%	0%	97%	76%	0%	0%	1%	11%	0%	SBOE

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CAMPUS NAME (CDCN)	Meeting Texas Success Initiative Criteria in both Reading Language Arts and Math	Meeting Criteria on the Advanced Placement or International Baccalaureate Examination	Earning Dual Course Credits	Earning an Industry-Based Certification	Earning a Level I or Level II Certificate	Completing and Earning Credit for an English Language Arts College Prep Course	Completing and Earning Credit for a Mathematics College Prep Course	Completing an OnRamps Dual Enrollment Course	Earning an Associate Degree	Completing an Individualized Education Program and Demonstrating Workforce Readiness	Being Identified as a Current Special Education Student with an Advanced Diploma Plan	Enlisting in the Armed Forces	School Type
PREMIER H S - WICHITA FALLS -(72801159)	61%	0%	7%	4%	0%	54%	61%	0%	0%	0%	7%	0%	SBOE
PREMIER H S HOUSTON GALLERY NORTH -(72801152)	0%	0%	18%	38%	3%	0%	0%	0%	0%	0%	0%	0%	SBOE
PREMIER H S MESQUITE -(72801165)	81%	0%	6%	6%	0%	88%	94%	6%	0%	0%	6%	0%	SBOE
PREMIER H S ODESSA -(72801153)	25%	0%	0%	19%	0%	38%	25%	0%	0%	0%	6%	0%	SBOE
PREMIER H S OF ABILENE -(72801101)	35%	4%	11%	17%	4%	30%	0%	0%	0%	0%	2%	4%	SBOE
PREMIER H S OF AMARILLO -(72801142)	59%	0%	1%	6%	0%	51%	54%	0%	0%	9%	4%	0%	SBOE
PREMIER H S OF ARLINGTON -(72801131)	98%	2%	4%	27%	0%	75%	88%	0%	0%	1%	4%	0%	SBOE
PREMIER H S OF BROWNSVILLE -(72801103)	48%	4%	6%	37%	0%	52%	44%	0%	0%	0%	2%	2%	SBOE
PREMIER H S OF COMANCHE/EARLY -(72801001)	61%	0%	13%	3%	0%	55%	65%	0%	0%	6%	13%	0%	SBOE
PREMIER H S OF DAYTON -(72801138)	6%	3%	0%	17%	0%	20%	6%	0%	0%	0%	6%	0%	SBOE

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PREMIER H S OF DEL RIO -(72801107)	57%	0%	5%	14%	0%	19%	43%	0%	0%	0%	0%	0%	SBOE
PREMIER H S OF FORT WORTH -(72801108)	38%	3%	3%	14%	0%	38%	31%	3%	0%	3%	10%	0%	SBOE
PREMIER H S OF GRANBURY -(72801137)	73%	1%	1%	11%	0%	43%	69%	1%	0%	11%	1%	1%	SBOE
PREMIER H S OF HUNTSVILLE -(72801135)	53%	0%	5%	21%	0%	16%	37%	0%	0%	21%	0%	0%	SBOE
PREMIER H S OF LAREDO -(72801109)	77%	0%	3%	50%	0%	87%	87%	0%	0%	3%	7%	0%	SBOE
PREMIER H S OF LUBBOCK -(72801110)	43%	6%	4%	35%	0%	24%	37%	0%	0%	4%	6%	0%	SBOE
PREMIER H S OF MIDLAND -(72801112)	57%	0%	13%	40%	0%	43%	47%	0%	0%	0%	2%	2%	SBOE
PREMIER H S OF MISSION -(72801116)	54%	4%	4%	39%	0%	50%	56%	0%	0%	0%	4%	0%	SBOE
PREMIER H S OF NEW BRAUNFELS -(72801136)	14%	0%	5%	0%	0%	52%	0%	0%	0%	5%	5%	0%	SBOE
PREMIER H S OF PALMVIEW -(72801104)	50%	7%	3%	30%	0%	57%	40%	0%	0%	0%	3%	3%	SBOE

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PREMIER H S OF PFLUGERVILLE -(72801144)	20%	8%	8%	28%	0%	0%	0%	4%	0%	8%	0%	0%	SBOE
PREMIER H S OF SAN JUAN -(72801130)	89%	8%	14%	36%	0%	86%	86%	0%	0%	0%	0%	3%	SBOE
PREMIER H S OF TEXARKANA -(72801148)	30%	0%	15%	30%	4%	44%	22%	0%	0%	7%	4%	4%	SBOE
PREMIER H S OF TYLER -(72801118)	36%	0%	0%	18%	0%	36%	55%	0%	0%	0%	0%	0%	SBOE
PREMIER H S OF WACO -(72801121)	80%	0%	7%	21%	0%	72%	73%	0%	0%	0%	10%	0%	SBOE
PREMIER H S OF WESLACO -(72801115)	82%	2%	4%	35%	0%	8%	10%	2%	0%	0%	2%	0%	SBOE
PREMIER H S ONLINE -(72801145)	9%	2%	5%	7%	0%	1%	2%	0%	0%	5%	7%	0%	SBOE
PREMIER H S-HOUSTON (CHAMPIONS) -(72801147)	60%	0%	9%	36%	0%	49%	44%	0%	0%	7%	0%	0%	SBOE
PREMIER HIGH SCHOOL-AUSTIN SOUTH CAMPUS -(72801113)	19%	3%	3%	22%	0%	25%	9%	3%	0%	13%	6%	0%	SBOE

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PREMIER HIGH SCHOOL-AUSTIN WELLS BRANCH -(72801128)	54%	4%	8%	42%	0%	38%	29%	0%	0%	4%	0%	0%	SBOE
PREMIER HIGH SCHOOL-CANYON -(72801154)	71%	0%	0%	0%	0%	41%	47%	0%	0%	12%	12%	0%	SBOE
PREMIER HIGH SCHOOL-EL PASO EASTPOINTE -(72801143)	20%	5%	3%	22%	0%	13%	28%	0%	0%	5%	0%	0%	SBOE
PREMIER HIGH SCHOOL-EL PASO MESA -(72801129)	8%	5%	8%	3%	0%	32%	0%	0%	0%	5%	3%	0%	SBOE
PREMIER HIGH SCHOOL-SAN ANTONIO INGRAM -(72801149)	41%	0%	0%	2%	0%	44%	61%	0%	0%	2%	0%	2%	SBOE
PREMIER HIGH SCHOOL-SAN ANTONIO WINDCREST -(72801117)	13%	0%	4%	8%	0%	4%	4%	0%	0%	4%	4%	0%	SBOE
PREMIER HIGH SCHOOLS - EDINBURG CAREER & TECHNICAL -(72801146)	41%	2%	0%	45%	0%	51%	51%	0%	0%	2%	2%	0%	SBOE

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RICHARD MILBURN ACADEMY AMARILLO -(14801008)	86%	0%	0%	4%	0%	82%	82%	0%	0%	4%	14%	0%	SBOE
RICHARD MILBURN ACADEMY CORPUS CHRISTI -(14801007)	73%	0%	0%	21%	0%	73%	73%	0%	0%	0%	5%	0%	SBOE
RICHARD MILBURN ACADEMY FORT WORTH -(14801006)	59%	0%	0%	25%	0%	66%	66%	0%	0%	6%	22%	0%	SBOE
RICHARD MILBURN ACADEMY HOUSTON (SUBURBAN) -(14801005)	87%	0%	3%	17%	0%	90%	89%	0%	0%	5%	5%	0%	SBOE
RICHARD MILBURN ACADEMY LUBBOCK -(14801004)	65%	0%	8%	8%	0%	73%	69%	0%	0%	8%	8%	0%	SBOE
RICHARD MILBURN ACADEMY MIDLAND -(14801010)	67%	4%	4%	7%	0%	52%	74%	0%	0%	7%	0%	0%	SBOE
RICHARD MILBURN ACADEMY ODESSA -(14801002)	47%	0%	16%	3%	3%	59%	59%	0%	0%	13%	9%	0%	SBOE
RICHARD MILBURN ACADEMY PASADENA -(14801009)	79%	3%	5%	5%	0%	79%	85%	0%	0%	0%	10%	0%	SBOE
RICHARD MILBURN ALTER H S (KILLEEN) -(14801001)	41%	0%	0%	4%	0%	44%	48%	0%	0%	7%	4%	0%	SBOE

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RISE INSPIRE ACADEMY -(15808016)	11%	11%	11%	11%	0%	0%	0%	11%	0%	0%	11%	0%	SBOE
RUTH JONES MCCLENDON MIDDLE -(15802004)	3%	0%	3%	3%	0%	0%	0%	3%	0%	47%	42%	0%	SBOE
SOUTHWEST PREPARATORY SCHOOL-NORTHWEST -(15807004)	44%	0%	72%	0%	0%	39%	44%	0%	0%	6%	0%	0%	SBOE
SOUTHWEST PUBLIC SCHOOLS COLLEGE &CAREER PREP ACAD -(01838001)	93%	0%	22%	5%	0%	94%	93%	0%	0%	0%	12%	0%	SBOE
STILES -(27827009)	-	-	-	-	-	-	-	-	-	-	-	-	COE
TEXANS CAN ACADEMY - AUSTIN -(57804006)	4%	2%	0%	28%	0%	0%	0%	0%	0%	0%	2%	0%	SBOE
TEXANS CAN ACADEMY - CARROLLTON-FARMERS BRANCH -(57804003)	2%	3%	1%	24%	0%	0%	1%	0%	0%	0%	6%	0%	SBOE
TEXANS CAN ACADEMY - DALLAS NORTH -(57804001)	7%	1%	1%	25%	0%	1%	0%	0%	0%	0%	7%	0%	SBOE

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TEXANS CAN ACADEMY - FORT WORTH LANCASTER AVENUE -(57804008)	0%	1%	0%	37%	0%	3%	1%	0%	0%	0%	7%	0%	SBOE
TEXANS CAN ACADEMY - FORT WORTH WESTCREEK -(57804007)	0%	0%	0%	36%	0%	1%	0%	0%	0%	0%	5%	0%	SBOE
TEXANS CAN ACADEMY - GARLAND -(57804013)	0%	0%	0%	32%	0%	0%	0%	0%	0%	0%	0%	0%	SBOE
TEXANS CAN ACADEMY - GRANT EAST -(57804005)	8%	0%	3%	47%	0%	5%	3%	0%	0%	0%	3%	0%	SBOE
TEXANS CAN ACADEMY - HOUSTON HOBBY -(57804010)	2%	2%	1%	36%	0%	1%	1%	0%	0%	0%	0%	0%	SBOE
TEXANS CAN ACADEMY - HOUSTON NORTH -(57804009)	2%	0%	2%	29%	0%	0%	0%	0%	0%	2%	11%	0%	SBOE
TEXANS CAN ACADEMY - HOUSTON SOUTHWEST -(57804012)	2%	0%	0%	16%	0%	0%	0%	1%	0%	0%	1%	0%	SBOE

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TEXANS CAN ACADEMY - OAK CLIFF -(57804002)	3%	1%	3%	31%	0%	2%	1%	0%	0%	0%	3%	0%	SBOE
TEXANS CAN ACADEMY - PLEASANT GROVE -(57804004)	1%	1%	3%	41%	0%	0%	1%	0%	0%	0%	4%	0%	SBOE
TEXANS CAN ACADEMY - SAN ANTONIO -(57804011)	7%	0%	7%	54%	0%	0%	0%	0%	0%	0%	0%	0%	SBOE
TEXASWORKS - ABILENE -(61806001)	-	-	-	-	-	-	-	-	-	-	-	-	COE
TEXASWORKS - AUSTIN-WELLS BRANCH -(61806002)	-	-	-	-	-	-	-	-	-	-	-	-	COE
TEXASWORKS - BROWNSVILLE -(61806003)	-	-	-	-	-	-	-	-	-	-	-	-	COE
TEXASWORKS - CORPUS CHRISTI -(61806004)	-	-	-	-	-	-	-	-	-	-	-	-	COE
TEXASWORKS - DESOTO -(61806018)	-	-	-	-	-	-	-	-	-	-	-	-	COE
TEXASWORKS - EDINBURG-CTE -(61806005)	-	-	-	-	-	-	-	-	-	-	-	-	COE

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TEXASWORKS - EL PASO-MESA -(61806006)	-	-	-	-	-	-	-	-	-	-	-	-	COE
TEXASWORKS - FT WORTH-SOUTHSIDE -(61806019)	-	-	-	-	-	-	-	-	-	-	-	-	COE
TEXASWORKS - GRANBURY -(61806007)	-	-	-	-	-	-	-	-	-	-	-	-	COE
TEXASWORKS - HOUSTON-CHAMPIONS -(61806023)	-	-	-	-	-	-	-	-	-	-	-	-	COE
TEXASWORKS - HOUSTON-GALLERY FURNITURE -(61806008)	-	-	-	-	-	-	-	-	-	-	-	-	COE
TEXASWORKS - HOUSTON-HOBBY -(61806009)	-	-	-	-	-	-	-	-	-	-	-	-	COE
TEXASWORKS - IRVING -(61806020)	-	-	-	-	-	-	-	-	-	-	-	-	COE
TEXASWORKS - LAREDO -(61806010)	-	-	-	-	-	-	-	-	-	-	-	-	COE
TEXASWORKS - LONGVIEW -(61806022)	-	-	-	-	-	-	-	-	-	-	-	-	COE

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TEXASWORKS - LUBBOCK-BRIERCROFT -(61806011)	-	-	-	-	-	-	-	-	-	-	-	-	COE
TEXASWORKS - MESQUITE -(61806021)	-	-	-	-	-	-	-	-	-	-	-	-	COE
TEXASWORKS - MISSION -(61806012)	-	-	-	-	-	-	-	-	-	-	-	-	COE
TEXASWORKS - SAN ANGELO -(61806013)	-	-	-	-	-	-	-	-	-	-	-	-	COE
TEXASWORKS - SAN ANTONIO-INGRAM -(61806014)	-	-	-	-	-	-	-	-	-	-	-	-	COE
TEXASWORKS - SAN JUAN -(61806015)	-	-	-	-	-	-	-	-	-	-	-	-	COE
TEXASWORKS - TYLER -(61806016)	-	-	-	-	-	-	-	-	-	-	-	-	COE
TEXASWORKS - WESLACO -(61806017)	-	-	-	-	-	-	-	-	-	-	-	-	COE
THE EXCEL CENTER (FOR ADULTS) -(27827001)	0%	0%	3%	35%	0%	0%	0%	0%	0%	0%	0%	0%	COE
THE EXCEL CENTER FOR ADULTS - SOUTH AUSTIN -(27827003)	0%	0%	0%	42%	0%	0%	0%	0%	0%	0%	0%	0%	COE

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THE PRO-VISION ACADEMY -(01868001)	4%	4%	4%	0%	0%	0%	0%	0%	0%	0%	9%	0%	SBOE
TRIUMPH PUBLIC HIGH SCHOOLS-ABILENE -(71803003)	-	-	-	-	-	-	-	-	-	-	-	-	SBOE
TRIUMPH PUBLIC HIGH SCHOOLS-BROWNSVILLE -(08804004)	7%	2%	3%	83%	0%	0%	0%	0%	0%	0%	18%	0%	SBOE
TRIUMPH PUBLIC HIGH SCHOOLS-EL PASO EAST -(71803002)	2%	0%	22%	14%	0%	0%	2%	0%	0%	5%	7%	0%	SBOE
TRIUMPH PUBLIC HIGH SCHOOLS-EL PASO WEST -(71803001)	0%	3%	10%	3%	0%	0%	0%	0%	0%	0%	5%	0%	SBOE
TRIUMPH PUBLIC HIGH SCHOOLS-LAREDO NORTH -(40801001)	6%	28%	6%	22%	0%	22%	6%	0%	0%	0%	6%	0%	SBOE
TRIUMPH PUBLIC HIGH SCHOOLS-LAREDO SOUTH -(40801002)	3%	0%	3%	90%	0%	2%	2%	0%	0%	0%	11%	0%	SBOE

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TRIUMPH PUBLIC HIGH SCHOOLS-LUBBOCK -(52803001)	0%	0%	2%	8%	0%	0%	0%	0%	0%	8%	4%	0%	SBOE
TRIUMPH PUBLIC HIGH SCHOOLS-MCALLEN -(08804002)	2%	2%	10%	80%	0%	0%	0%	0%	0%	0%	11%	0%	SBOE
TRIUMPH PUBLIC HIGH SCHOOLS-MERCEDES -(08804001)	0%	0%	0%	93%	0%	0%	0%	0%	0%	0%	15%	0%	SBOE
TRIUMPH PUBLIC HIGH SCHOOLS-SAN ANTONIO -(40801003)	-	-	-	-	-	-	-	-	-	-	-	-	SBOE
TRIUMPH PUBLIC HIGH SCHOOLS-SAN BENITO -(08804003)	5%	5%	9%	59%	0%	0%	0%	0%	0%	0%	9%	0%	SBOE
WINFREE ACADEMY CHARTER SCHOOL - GRAND PRAIRIE -(57828004)	74%	3%	4%	0%	0%	84%	77%	0%	0%	3%	4%	0%	SBOE
WINFREE ACADEMY CHARTER SCHOOL (IRVING) -(57828001)	79%	4%	0%	4%	0%	88%	77%	0%	0%	4%	4%	0%	SBOE

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WINFREE ACADEMY CHARTER SCHOOL (LEWISVILLE) -(57828002)	61%	4%	2%	6%	0%	69%	65%	0%	0%	8%	4%	0%	SBOE
WINFREE ACADEMY CHARTER SCHOOL (RICHARDSON) -(57828003)	56%	1%	6%	3%	0%	66%	58%	0%	0%	13%	6%	0%	SBOE
WINFREE ACADEMY CHARTER SCHOOL DALLAS -(57828006)	75%	0%	1%	4%	0%	78%	75%	0%	0%	0%	3%	0%	SBOE
WINFREE ACADEMY NORTH RICHLAND HILLS -(57828005)	56%	3%	1%	4%	0%	61%	58%	0%	0%	3%	7%	0%	SBOE

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Sources. Public Education Information Management System, Texas Education Agency, 2024–25 and 2025–26, and Texas Academic Performance Reports, Texas Education Agency, 2024–25.