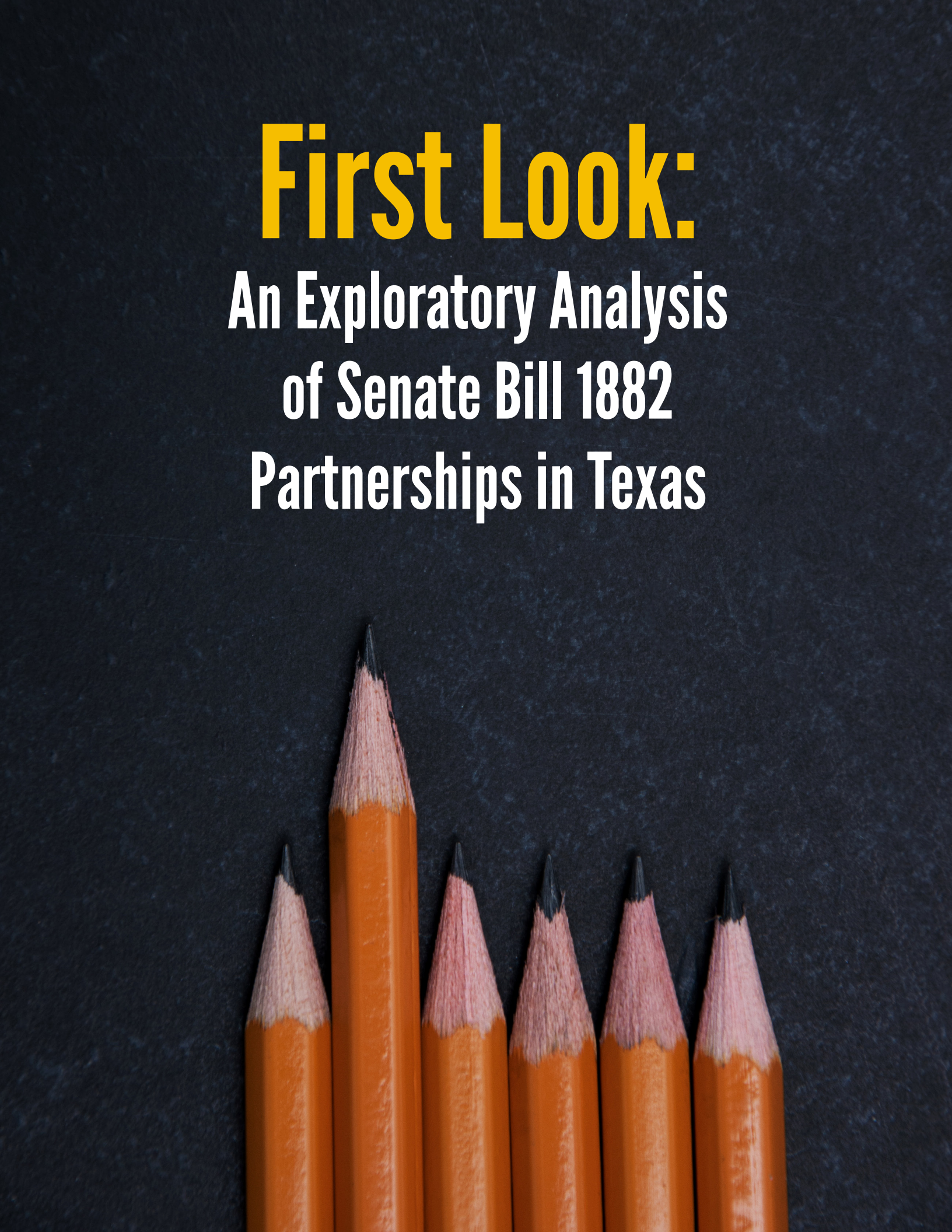
First Look:

An Exploratory Analysis of Senate Bill 1882 Partnerships in Texas



First Look: An Exploratory Analysis of Senate Bill 1882 Partnerships in Texas

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Table of Contents

List of Figures

List of Tables

List of Acronyms Used in This Report

College, Career, and Military Readiness (CCMR)

Full-Time Equivalent (FTE)

Independent School District (ISD)

Portfolio Management Model (PMM)

Public Education Information Management System (PEIMS)

Public-Private Partnerships (PPP)

Senate Bill (SB)

State of Texas Assessments of Academic Readiness (STAAR®)

Texas Academic Performance Reports (TAPR)

Texas Administrative Code (TAC)

Texas Education Agency (TEA)

Texas Education Code (TEC)

Executive Summary

During the 85th legislative session in 2017, Texas state Senators Jose Menéndez and Paul Bettencourt authored Senate Bill (SB) 1882 to encourage collaboration between public school districts and charter schools (Senate Research Center, 2017). This collaboration, as intended, could include shared facilities, shared professional development programs, or other innovative partnership ideas (Senate Research Center, 2017). The authors' ultimate goal was to make high-quality schools more accessible to Texas students (Senate Research Center, 2017).

In parallel with shifts across many states and school districts to incorporate increasingly diversified school models, SB 1882 was signed into law in the summer of 2017. According to the Texas Education Agency (TEA), it expands the diversity of school options, brings in targeted expertise for innovation and turnaround support, and provides school districts with the opportunity for increased flexibility through the formation of Texas Partnership schools. To form Texas Partnership schools, public school districts choose to partner with open-enrollment charter schools, governmental entities, institutions of higher education, or nonprofit organizations to create new or existing schools that 1) provide an innovative model or 2) serve as a turnaround school to improve past performance (Texas Education Agency, n.d.-a). To encourage these partnerships between school districts and outside providers, the state offered two benefits: additional funding and accountability exemption.

The purpose of this report is to document Texas Partnership policy, the partnerships approved, and the student and teacher populations, as well as explore the performance of Texas Partnership campuses in comparison with a matched set of public schools. Publicly available data published by the TEA is used to describe Texas Partnerships and compare their performance. Since the passage of SB 1882 in 2017, 117 Texas Partnerships have been approved by the education commissioner and, as of the 2021–22 school year, 103 continued to operate as Texas Partnerships and served 45,022 students in 18 school districts. Notably, San Antonio ISD has the most Texas Partnerships with 31 across the district.[1]

In Texas Partnerships, public school districts partner with open-enrollment charter schools, governmental entities, institutions of higher education, or nonprofit organizations to create innovation or turnaround schools at new or existing campuses.

Innovation Partnership Campuses

Most Innovation Partnership campuses approved—61 out of the 94 approved between 2018–19 and 2021–22—have been for elementary campuses. Additionally, almost three-fourths of those approved between 2018–19 and 2021–22 (71 out of 94) have involved an existing campus rather than the creation of a new campus. As of 2020–21, Innovation Partnership campuses employed a teaching population more diverse than that of the statewide teaching population but less diverse than the student population served. Specifically, students who identified as Hispanic comprised 63.4% of the student population at Innovation Partnership campuses in 2020–21, while 36.6% of teachers identified as Hispanic. While the average years

1 Seven additional Texas Partnerships were approved by the TEA for the 2022–23 school year with Austin Independent School District (ISD), Benavides ISD, East Central ISD, Ector County ISD, Edgewood ISD, and San Antonio ISD (TEA personal communication, September 30, 2022).

of experience for teachers at Innovation Partnership schools in 2020–21was similar to the statewide average (10.6 years versus 11.2 years), teachers at Innovation Partnership campuses were paid average base salaries well below the statewide average. As an example, in 2020–21, beginning teachers at Innovation Partnership campuses were paid a base salary of $47,876 on average, compared with the statewide beginning teacher average base salary of $50,849.[2]

Student enrollment at Innovation Partnership campuses for the 2021–22 school year was composed of larger proportions of Hispanic, Black, and economically disadvantaged students compared with statewide enrollment. Controlling for these differences with the creation of a matched set of public schools, Innovation Partnership schools scored higher in the Accountability Rating System than their peer campuses (83.2 overall scaled score compared with 81.6 for matched public schools). The growth and performance at the Meets Grade Level standard on State of Texas Assessments of Academic Readiness (STAAR®) exams was similar to that of their matched peers, while the four-year cohort graduation rate was much higher on Innovation Partnership campuses (90% compared with 70.6%).

Turnaround Partnership Campuses

Since 2018–19, 23 Turnaround Partnerships have been approved—all of which were at elementary and middle schools in 10 school districts across the state. Nonprofit entities have most often been selected for the turnaround of existing campuses with poor academic performance (13 of 23 approved) with charter schools selected for eight partnerships. As of 2020–21, the teaching population at Turnaround Partnerships included larger proportions of Black and Hispanic teachers than the statewide teaching population, which reflects, although it does not perfectly mirror, the student population at these campuses. Teachers at Turnaround Partnership campuses have an average of 6.2 years of teaching experience, roughly half the statewide average. In 2020–21, beginning teachers at Turnaround Partnership campuses were paid an average base salary of $50,849, compared with the statewide average base salary for beginning teachers of $50,577. For the same year, Turnaround Partnership teachers with between one and five years of experience were paid an average base salary of $52,864, compared with the statewide average of $53,288 for the same level of experience.[3]

As mentioned above, Turnaround Partnership campus student enrollment is composed of larger proportions of Black (34.1% in 2021–22) and Hispanic (60.2% in 2021–22) students compared with the statewide average for the same year (12.8% and 52.7%, respectively). Turnaround Partnership student enrollment in 2021–22 was also higher for at-risk (75.3% versus 53.5%), economically disadvantaged (92.8% versus 60.6%), emergent bilingual/English learner (23.9% versus 18.0%), and special education (13.6% versus 11.7%) populations than the statewide average. Controlling for these differences using propensity score matching to create a matched data set of public schools for comparison, the performance of Turnaround Partnership campuses on Accountability Rating System scores and STAAR performance is lower than that of their matched peer campuses. However, growth on STAAR exams is similar to that of peer campuses (74.1% versus 79.5% of total possible growth points achieved).

Limitations

This study is intended as an exploratory analysis of Texas Partnerships. Importantly, inferences regarding the efficacy of SB 1882 policy or the definitive performance of Texas Partnerships cannot be made with the descriptive data presented in this study. Rather, this study serves as an important explanation and documentation of the Texas Partnership policy and practice and serves as a first look at the existence and performance of Texas Partnership schools.

Additionally, this study of Texas Partnerships was conducted using publicly available data. Publicly available data is aggregated at the campus level and masked to protect the identity of students and teachers

2 Average Base Salary includes pay for regular duties only (excludes stipends, for example).

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and, as such, is limited. Also, the data for this study includes school years directly and indirectly influenced by the COVID-19 pandemic. The full spectrum of ways in which the COVID-19 pandemic influenced enrollment, attendance, testing, data collection, and student, teacher, and school performance is not yet understood and could influence the results of this study.

With respect to the performance data presented in Section 7 of this report, propensity score matching (Rosenbaum & Rubin, 1983) was used as a tool to create a demographically similar matched set of public schools for comparison. Though propensity score matching is a well-established and appropriate tool for comparative analysis, additional statistical controls for observable and unobservable factors influencing performance would need to be incorporated to student-level data to infer efficacy.

Nevertheless, the documentation of partnership types, student populations, teacher populations, and performance are presented in the following sections as an important initial report of the Texas Partnerships existing as a part of the Texas public school system between 2018–19 and 2021–22. These data can be used as a starting point for a deeper understanding of the SB 1882 policy and the Texas Partnerships created.

Conclusion

The findings of this report should be interpreted as preliminary results of an exploratory analysis of a policy. With only 21 of the more than 1,000 school districts in Texas forming a Texas Partnership to date, the landscape and performance is likely to change as more Texas Partnerships are added. This exploratory analysis indicates that the performance of Innovation Partnership campuses, relative to demographically matched peer campuses, has resulted in similar STAAR achievement and higher graduation rates. While the STAAR achievement of Turnaround Partnership campuses compared with demographically matched peer campuses is lower, the growth demonstrated by students in Turnaround Partnerships is higher than peer campuses. As the number of partnerships increases, the high bar for turnaround partners and the ways in which new partners establish themselves to become existing partners could change the landscape of Texas Partnerships. As a newly implemented policy enacted just before the COVID-19 pandemic, additional research is required to fully understand the influence of Texas Partnerships on the quality of the Texas educational system. Though not a comprehensive list, we suggest future research in four areas: contract exploration, turnaround performance research, incentive research, and impact research.

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Section 1: Introduction

During the 85th legislative session in 2017, Texas state Senators Jose Menéndez and Paul Bettencourt authored Senate Bill (SB) 1882 to encourage collaboration between public school districts and charter schools (Senate Research Center, 2017). This collaboration, as intended, could include shared facilities, shared professional development programs, or other innovative partnership ideas (Senate Research Center, 2017). The authors' ultimate goal was to make high-quality schools more accessible to Texas students (Senate Research Center, 2017).

In parallel with shifts across many states and school districts to incorporate increasingly diversified school models, SB 1882 was signed into law in the summer of 2017. It expands the diversity of school options, brings in targeted expertise for innovation and turnaround support, and provides school districts with the opportunity for increased flexibility through the formation of Texas Partnership schools. To form Texas Partnership schools, public school districts choose to partner with open-enrollment charter schools, governmental entities, institutions of higher education, or nonprofit organizations to create new or existing schools that 1) provide an innovative model or 2) serve as a turnaround school to improve past performance (Texas Education Agency, n.d.-a). To encourage these partnerships between school districts and outside providers, the state offered two benefits:

1. **Additional funding.** Texas Partnership schools may receive additional state funding for each student on an annual basis for the duration of the partnership to match the total it would have received if the school were a state-authorized public charter school (Sikes, 2020). Under SB 1882, partnership school districts could potentially receive an increase of up to $2,000 per student per year (Raise Your Hand Texas, n.d.).[4]

2. **Accountability exemption.** Texas Partnership schools with an unacceptable state accountability rating for two or more years prior to beginning the partnership receive a two-year exemption from specific accountability-related sanctions (Texas Education Code [TEC] Section §11.174 Subsection (f); Sikes, 2020).

The purpose of this report is to document Texas Partnership policy, the partnerships approved, and the student and teacher populations, as well as explore the performance of Texas Partnership campuses in comparison with a matched set of public schools. Publicly available data published by the Texas Education Agency (TEA) is used to describe Texas Partnerships and to compare their performance. Since the passage of SB 1882 in 2017, 117 Texas Partnerships have been approved by the education commissioner and, as of the 2021–22 school year, served 45,022 students in 18 school districts. This report begins with a description of Texas Partnership policy and then provides an overview of Texas Partnerships using the most recent publicly available data.

4 As a reference point, San Antonio ISD reports partnership schools receiving $800 per student on an annual basis from the state as a result of its SB 1882 partnerships (Innovate SAISD, n.d.).

Section 2: Texas Partnership Policy

SB 1882 allows districts to enter into partnerships with non-district operators under a performance contract. For the partnership to qualify for the pecuniary or accountability benefits, the district must seek approval from the TEA. The commissioner outlines the criteria for contract approval and may include the requirements for a participating entity and the contract with the entity, as well as the standards required for approval (TEC Section §11.174 Subsection (m)). Once the partnership between the district and the partner is established, the TEA evaluates the partnership's eligibility to receive benefits under SB 1882.

Types of Partners and Partnerships

Two types of partners may operate schools in the context of Texas Partnerships: existing Texas partners and new Texas partners. Existing Texas partners include state-authorized open-enrollment charter operators (TEC §12, Subchapter D) and district-authorized charter operators (TEC §12, Subchapter C) in good standing.[5] New Texas partners include entities that have not previously operated charter schools within the state, such as governmental entities, institutions of higher education, and other nonprofits; district-authorized charter operators;[6] and out-of-state charter operators that have not previously operated in Texas (Section §11.174 Subsection (a)). Once entities other than open-enrollment charter operators and new Texas partners enter into a partnership, the partnered campus is granted a charter under Chapter 12, Subchapter C of TEC on approval by the commissioner (Section §11.174 Subsection (a)).

Types of Texas Partnerships

Innovation Partnership: A district contracts with a partner operator to launch a new campus or to innovate at and improve a school that was *not* rated unacceptable for the prior year, meaning the school had a rating of A, B, C, or D.

Turnaround Partnership: The district contracts with a partner to improve schools that received an F rating the year prior and are considered unacceptable.

Both new and existing partners can operate either of the two types of partnerships: Innovation Partnerships and Turnaround Partnerships. Candidates for Innovation Partnerships include current district schools with an overall A, B, C, or D rating at the time the Texas Partnership campus is approved, as well as new schools[7] (TEA, 2021). For Innovation Partnerships, school districts may partner with an organization that fits the description of charter schools under Chapter 12, Subchapter C of TEC, as described above, or open-enrollment charter schools as described by Chapter 12, Subchapter D of TEC. This includes those operated by governmental entities, institutions of higher education (public, private, and independent), and nonprofit organizations that meet the financial, governing, educational, and operational standards outlined by the commissioner (TEC Section §12,101).

Candidates for a Turnaround Partnership are schools with an overall F rating for the academic year prior to approval of the partnership.[8] For Turnaround Partnerships, school districts may partner only with an organization that qualifies as a campus program charter under Chapter 12, Subchapter C of TEC and meets the following criteria: 1) existed for at least three years prior to undertaking management of the district campus; 2) managed multiple campuses for multiple years; and 3) boasts a track record of manag-

5 To meet the state's definition for "good standing," the partner must have at least three years of experience operating a Texas charter school and must have received acceptable academic and financial accountability ratings for the three preceding school years. In addition, the partner may not be associated with a charter that has been revoked.

6 Texas Partnership partners with less than three years' experience as a Texas partner are considered new partners when applying for additional partnerships.

7 New schools are awarded a new county district campus number by the TEA.

8 Note that the accountability rating determining the kind of partnership is based on the year the partnership is approved. For example, if a school received an F accountability rating for the 2017–18 school year and was approved to start operating a partnership in January 2019, the partnership is considered a turnaround even if the school received a C accountability rating for 2018–19, since the F rating was in effect when the partnership was approved.

ing campuses to academic success or significantly improved the academic performance (TEA, 2021; TEC Section §11.174 Subsection (b); TEC §12, Subchapter C). Further, the law requires that a Turnaround Partnership campus ensures that all students residing inside the attendance zones of the partnership campus before the contract began be admitted for enrollment at the campus (TEC Section §11.174 Subsection (i)). This requirement applies only to Turnaround Partnerships.

District Approval Process

For school districts, the first step of starting a partnership is to identify existing schools or neighborhoods where a Texas Partnership would address a specific community need. According to SB 1882, all Texas public school campuses are eligible to become a partnership campus. For instance, a district may desire an Innovation Partnership for an existing public school serving students in a rapidly expanding neighborhood. Alternatively, a district may want to revive a struggling school on the brink of closure as a Turnaround Partnership (Texas Partnerships, n. d.-a). A critical component of this first step is engaging the school community, including students, parents, staff, and community members, to ensure their voices are included in the decision to partner and with which organizations to partner (Texas Partnerships, n.d.-a).

Once school campuses that could benefit from the partnership are identified, school districts publish a Call for Quality Schools inviting potential partners to apply. The TEA suggests these calls include a variety of information, including:

- **An overview** of Texas Partnerships and the projected roles and responsibilities of entities in the partnerships
- **Information** about the schools and types of partnerships desired
- **Student demographic data** and needs of students at the schools to help a future operator assess whether it is a good fit
- **Community priorities** and goals for the schools
- **Grant and supplemental funds** available for the partnership, including money expected to be available should the partnership be approved
- **Non-negotiables** for the partnership based on the district's needs
- **Clear criteria** for evaluating operator applications (TEA, 2021)

Following the Call for Quality Schools, districts determine which applicants have the capacity to operate the school(s). Districts can consider multiple ways to bring together diverse perspectives to inform the selection decision. Per the commissioner of education, a strong application should contain elements including, but not limited to, evidence of prior success (if applicable), a sound educational plan, annual performance goals, a financial plan for the campus, and how the applicant intends to address campus and student needs (Texas Administrative Code [TAC] §97.1075). The partners are responsible for managing the school leader or principal and must employ at least one full-time equivalent (FTE) employee to manage the school (TAC §97.1075). Following the selection of campus partners, the partnerships must be approved by the local school board (Texas Partnerships, n.d.-b) and the commissioner (Section §11.174 Subsection (a)).

Performance Contracts

Once a partner is approved by the local school board, the school district authorizes the partner to operate a school(s) under a performance contract. The performance contracts formalize the partnership, clarify roles and responsibilities, and set expectations for the partnership. An effective performance contract clearly outlines the extent of the partner's autonomy over the academic model, staffing, budget, and calendar (TAC §97.1075). It also includes the academic model the partner will implement at the campus(es) they will manage (TAC §97.1075). The performance contracts must outline the partner's enrollment and expulsion policies for both Innovation and Turnaround Partnerships (TAC §97.1075). In addition, a Turnaround Partnership contract must ensure current students residing in the attendance zone have uninterrupted access to that school after partnership operations have begun (TEC Section §11.174 Subsection (i)). Further, the commissioner may specify additional requirements of the district and partner to address or include in the performance contract (TEC Section §11.174 Subsection (m)), which may include specific

annual targets for improved student academic performance and for the overall campus academic rating (TAC §97.1075).

The school district holds the partner accountable for academic and financial performance, as outlined under the partnership performance contract (approved by the district and operating partner boards) (TAC §97.1075). Approved performance contracts must have a minimum term of three years (Texas Partnerships, n.d.-b), with a maximum term of 10 years (TAC §97.1075). Districts are required to hold a public hearing before suspending or extending a partnership (TAC §97.1075).

TEA Evaluation Process for Approval of Benefits

The TEA evaluates partnerships to determine their eligibility to receive benefits under SB 1882, including the requirement that all partnering entities have a governance board. As part of the application packet, partners submit evidence of a governance board with at least three board members (TEA, 2021). There are certain requirements regarding who can serve on the boards of the partnering entities. For example, the board of a partnering entity may not include a member of the school district's board of trustees, the district superintendent, or any district staff responsible for evaluating the local campus partnership application or overseeing the partnership performance contract (Texas Partnerships, n.d.-b). Further, all board members from the partnering agency must attend a TEA-approved board training within a year of the approval of benefits (Texas Partnerships, n.d.-b).

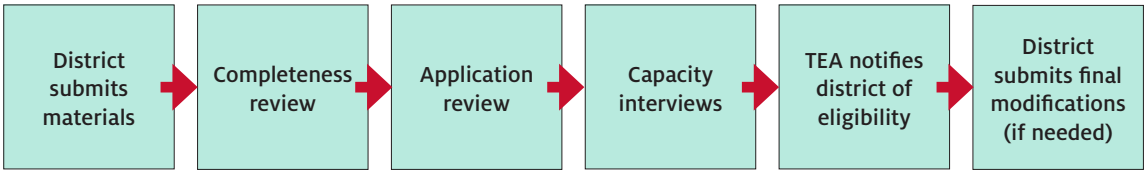
Once partnerships are established between the partnering entity and the district, the TEA requires the district to send an application for approval of benefits under SB 1882 for each new partnership. This application packet must include:

- **A completed** Texas Partnership benefits application
- **The district's local board-approved charter** authorizing policy
- **The local campus partner application** submitted by the partner and the district's completed evaluation documentation. This includes evidence of the district's evaluation processes, including evidence of the capacity interview. Note that the TEA only evaluates the local campus partner application for districts proposing a partnership with a new Texas partner.
- **The partnership performance contract,** which is evaluated to ensure it meets all statutory and rule requirements for all partnerships, regardless of school or partner type.

Once the documents are received, the TEA reviews the packet to verify that the partnership is eligible for benefits under SB 1882. Figure 2.1 below shows the step-by-step TEA review process. After the TEA review is complete, the partnership campus may start receiving benefits under SB 1882.

FIGURE 2.1

TEA Benefits Approval Process



Note. Adapted from Texas Partnerships Guide (TEA, 2021).

Continued Evaluation

In order to remain eligible for benefits under SB 1882, districts must annually meet the benefits eligibility requirements (see TAC §97.1075; TAC §97.1079), which relate to the operating partner's authorities, the terms of the performance contract, and the district's charter authorizing capacity (TEA, n.d.-b). The district is required to demonstrate through evidence that the partner organization continues to have an independent board and the staffing capacity to manage the campus and that the district has the capacity (at least one dedicated FTE) to maintain oversight of all partnerships (TAC §97.1079). If the district fails to meet the requirements, benefits under SB 1882 may be discontinued (TAC §97.1079). However, the partnership at the district level may continue under the contract signed between the district and the partner.

Section 3: Literature Review and Political Context

Texas Partnerships are emblematic of the portfolio management model (PMM) in education, where a district provides a supply of schools to be managed by a variety of operators (Bulkley, 2010; Schueler, 2019). This can include traditional public schools operated by the district, semi-autonomous schools created by the district, and chartering or contracting to independent providers, including nonprofit and private organizations. In this section, we review the existing literature documenting the performance of PMMs to exemplify the successes and challenges of the reform initiative. Additionally, we provide political context by summarizing debate surrounding PMM generally and Texas Partnerships specifically.

Successes and Challenges of Portfolio Management Models

Several studies have examined the impact of PMMs, the partnerships they entail, and the results they produce (e.g., McEachin et al., 2016; Torres et al., 2020; Schueler, 2019). For example, Bulkley, Henig, and Levin's (2010) volume on PMMs documented the experiences of several cities, including Chicago, Philadelphia, New York, and New Orleans, which adopted PMMs in the early 2000s and endured a variety of challenges, successes, and outcomes. Within the literature on PMM performance specifically, competing evidence exists among the few recent examinations.

One more recent example of a successful PMM is Lawrence Public Schools (LPS) in Lawrence, Massachusetts, where the state took control of the failing school district and outsourced management of the lowest-performing schools to private providers, including charter operators (Quinn & Ogburn, 2020; Schueler, 2019; Therriault, 2016). The school district's role was reduced from complete control over staffing, calendar, curriculum, and assessments to holding the private sector providers accountable for performance (Quinn & Ogburn, 2020; Schueler, 2019; Therriault, 2016; Torres et al., 2020).

The turnaround of LPS from a failing school district to a satisfactory one is cited as a prime example of what can be accomplished by a strong central district leadership and unified efforts of the community, school leaders, and private actors (Borkoski, 2016; Schueler et al., 2017). When the school district contracted out operations at the five lowest-performing schools to private actors, including four charter school operators, it gave the partners complete autonomy over staffing, scheduling, curriculum, and instruction (Borkoski, 2016; Therriault, 2016). LPS also formed a centralized system of accountability, which comprised measures for school performance, teacher evaluation frameworks, and school performance plans, reviewed and authorized by LPS (Borkoski, 2016).

Another documented case of a PMM with extensive partnerships took place in Philadelphia. The Philadelphia PMM emerged in 1997 following passage of charter school legislation and experienced an explosion of growth in 2002 under then newly appointed superintendent Paul Vallas. The district maintained control over central office operations, while schools could be managed by the district, university partners, for-profit education management organizations, nonprofit charter management organizations, or outside providers tasked with specific types of schools (e.g., disciplinary schools or accelerated alternative high schools) (Bulkley et al., 2010). Unlike the situation in Lawrence, there were significant implementation challenges in Philadelphia. First, in contracts with providers, the district maintained control or limited the partners' autonomy in certain areas of operations. At the same time, the providers themselves often chose to adopt certain district systems, such as the district's managed instruction system. Often that choice was made by school-level staff, who had doubts about provider programs and, in some cases, still considered their careers to be tied to the district rather than to the providers—an enduring management issue. Finally, there was little consultation with the public about the implementation of the PMM and contract decisions, pushing the public to the margins as the PMM was expanded to more schools.

Ultimately, upon Vallas' departure in 2007, the district was still experiencing severe budget deficits and implementation challenges (Abrams, 2016). The refrain that all schools were public schools, regardless of whether they were managed by the district or a contracted partner, led to confusion over the role of

the district versus that of the independent operators. Moreover, tests scores on the Pennsylvania System of School Assessment were inconclusive. Numerous studies found little evidence to indicate students in schools managed by independent providers performed better than peers in other district schools and, in some cases, their performance was worse (Abrams, 2016; Bulkley et al., 2010). Other studies found for-profit providers produced more gains than nonprofit managers (Abrams, 2016; Bulkley et al., 2010). The main trend was the finding that use of the district's managed instruction system was correlated to some gains.

The findings in Philadelphia provide a counterbalance to examples like that in Lawrence, highlighting the struggle for districts to effectively manage performance, the confusion caused by blurred lines between partners and districts, and the diminution of public engagement in public education, all for sometimes no or little gain in student achievement and financial stability. The competing nature of the two tales of Lawrence and Philadelphia are indicative of the conflicting evidence published documenting the performance of PMMs.

Public and Political Debate Surrounding Partnerships

Just as the evidence for the performance of PMMs is conflicting, so too are public and political opinions. Supporters of partnerships, like the authors of SB 1882, highlight the potential of the legislation to encourage collaboration between public school districts and charter schools (Senate Research Center, 2017). Through shared facilities, shared professional development programs, or other innovative partnership ideas, proponents posit that partnerships make high-quality schools more accessible to students (Senate Research Center, 2017). On the contrary, opponents purport that partnerships can exacerbate funding inequities within school districts, as partnership campuses are likely to receive additional funds that will not be available to non-partnership campuses (Innovate SAISD, n.d.; Raise Your Hand Texas, n.d.; Sikes, 2020). In specific reference to Turnaround Partnerships, opponents argue that it may be especially challenging to allow a charter organization to attempt to turn around a failing school, as charter operators are accustomed to opening new schools from scratch and turnaround efforts are known to be difficult to sustain (Gill & Campbell, 2017).

Underlying the debate of partnerships generally are two related, central issues: decentralization and public-private partnerships (PPP).

Decentralization

Decentralization is broadly conceived of as a governance model where a wider range of interests can be represented by allowing individuals or groups at the local level to make final decisions on policy issues (Weiler, 1989; Treisman 2007; Sands, 2022). A variety of policies fall under the category of decentralization, including privatization through transferring control of public schools to independent contractors, such as charter management organizations (Fuller, 2002), devolving decision-making to schools via site-based management policies (e.g., Mayer et al., 2013; Wohlstetter & McCurdy, 1991; Hess, 2005), and reforming school governance to increase community control (e.g., Bryk et al., 1998; McDermott, 1999). Proponents of SB 1882 and similar reform efforts often cite decentralization as necessary to best serve diverse student and community needs (Mayer et al., 2013) and tout the partnerships as allowing districts and school leaders to introduce and sustain a range of educational models that work best for their students, elevate school-based staff as decision makers to efficiently meet the needs of students, and empower districts to seed a variety of school models to provide choices for families (Chubb & Moe, 1990; McDermott, 1999; Meyer, 2009).

Opponents of decentralization challenge the utility and desirability of these reforms citing issues such as limited accountability, variable charter school performance, and school funding disparities when opposing legislation that would decentralize and privatize control of public schools (Sikes, 2020; Abrams, 2016; Meyer, 2009). In Texas, critics of SB 1882 cite the lack of required community participation in contract negotiations and accountability mechanisms as undermining democratic control (Sikes, 2020). Concerns over district capacity to manage contracts and accountability measures also abound. As each partner enters

into individual contracts with the district for each campus they will operate, there are no standardized metrics that all partners within a district must meet (Sikes, 2020).

Public-Private Partnerships

One solution states and districts have turned to for decentralization and prescriptive accommodation of specific community needs within the education system are PPPs (Henig, 2010; Patrinos et al., 2009). PPPs have a long history in public education, primarily involving contractors charged with providing operational functions such as transportation, maintenance and janitorial services, food services, and payroll (Henig, 2010). Over the past two decades, independent providers have been increasingly contracted by education agencies as partners in education reform (Verger, 2012). These PPPs have grown in popularity as a reform strategy in and of itself, posing as a solution to address inefficiencies in the public sector's delivery of services and to mobilize outside resources in the service of improving the quality and cost-effectiveness of education, particularly in low-income communities (Verger, 2012). As strategic partners within school districts, outside providers engaged in PPPs operate under varying levels of oversight from the school district and, in some instances, theoretically maintain the integrity of the school district by keeping students, and the funds that follow them, within the school district (Gill & Campbell, 2017). Generally, PPPs are supported by proponents of decentralization as necessary to best serve diverse student needs and discouraged by opponents of the privatization of public schools (Sikes, 2020).

After situating the Texas Partnership policy in this larger context, this report next examines how Texas Partnerships are evolving, including the types of partners, partnerships, and populations served. Still nascent in implementation, the range of successes and challenges of Texas Partnerships cannot yet be ascertained. As such, this report uses existing data to better understand the current state of Texas Partnerships, providing a foundation for continued exploration of this policy.

Section 4: Key Terms, Data, and Methods

In this section, we define the core components of the analyses undertaken for this report, including key terms, data, methods, and limitations. With respect to key terms, we use the Texas Education Code (TEC) and Texas Administrative Code (TAC) to clarify the differences between entities that can be partners, types of partners, and types of partnerships. With respect to data, we identify our primary sources as well as the process undertaken to create as complete a picture as possible of partnerships over the duration of the program. Following a discussion of the methods used in Sections 6 and 7, we identify the major limitations of this study.

Partners

Districts seeking to form a Texas Partnership under SB 1882 may choose to partner with open enrollment charter schools or other entities that are granted a charter by the district under Subchapter C, Chapter 12, on commissioner's approval (TEC §11.174(a)). The other entities include governmental entities, institutions of higher education, and nonprofit organizations (including state-authorized charter schools) and are categorized as follows (TEC §12.101(a)):

> **Governmental Entity:** federal, state, or local governmental entity
>
> **Institution of Higher Education:** an institution of higher education, or a private or independent institution of higher education as defined under TEC §61.003
>
> **Nonprofit Organization:** an organization that is exempt from taxation under Section 501(c)(3), Internal Revenue Code of 1986 (26 U.S.C. Section 501(c)(3))

Types of Partners

The TEA defines partners as existing Texas partners or new Texas partners, distinguished as such based on the two different subchapters in Chapter 12 of the education code:

> **Existing Texas Partners:** Existing partners can be state-authorized (TEC §12, Subchapter D) Texas charter operators or district-authorized (TEC §12, Subchapter C) charter operators. These partners must have at least three years of experience operating a charter school in Texas, for which they have acceptable academic and financial performance in each of the three school years preceding the beginning of the partnership. The partner organization and the key personnel involved must be in good standing, meaning neither can be associated with a revoked charter.9
>
> **New Texas Partners:** New partners can be state-authorized (TEC §12, Subchapter D) Texas charter operators or district-authorized (TEC §12, Subchapter C) charter operators with less than a three-year track record. Out-of-state charter operators, governmental entities, institutions of higher education, and other nonprofit organizations are considered new Texas partners until they have been in operation for at least three years, at which point they become existing partners.

Partnership Types

The difference in entities eligible to become partners is defined by TEC. In practice, the types of partnerships offer more distinguishing characteristics. Districts might engage in two kinds of partnerships: innovation and/or turnaround. Innovation Partnerships offer two pathways—the creation of a new school or

9 Texas Education Code (TEC §11.174) defines each classification and qualifications for existing and new partners.

innovation at an existing school. The options are described below.

Innovation Partnership: A district contracts with a partner operator to launch a new campus or to innovate at and improve a school that was not rated unacceptable for the prior year, meaning the school had a rating of A, B, C, or D.

Turnaround Partnership: The district contracts with a partner to improve schools that received an F rating the year prior and are considered unacceptable.

Data

This report takes advantage of the rich publicly available data published by the TEA to construct a data set of approved and operating Texas Partnership campuses, traditional public schools, and public charter schools.

At the time this report was written, Texas Partnership campuses were not uniquely identified as such through any publicly available data source. Thus, documentation published regarding the authorization and start date of campuses was combined to construct a historically accurate list of Texas Partnership campuses operating each year. Specifically, the data set was built from the following sources:

Texas Academic Performance Reports (TAPR): Published by the TEA, TAPRs are a collection of state-, district-, and campus-level enrollment, organization, and academic data. TAPRs from the 2018–19 through 2020–21 school years were available and used in this report.

Texas Accountability Rating System: The state accountability ratings assigned to each campus and district each year, along with the performance data used to derive ratings, are published by the TEA. Accountability data from 2018–19 and 2020–21 through 2021–22 were available and used in this report. The TEA did not publish accountability data for 2019–20.

Texas Partnerships: The TEA publishes specific information for each partnership, including a list of current Texas Partnerships detailing each district, partner, campus, partnership type, and year the benefits began. This website served as the primary source for the Texas partners and partnership types. In particular, two publications regarding Texas Partnership campuses were used and are included as Appendix B of this report.

As a measure of compliance with the Family Educational Rights and Privacy Act (20 U.S.C. § 1232g; 34 CFR Part 99), all publicly available data is masked to protect the identity of students. Values less than five, or values that could be used to extrapolate individual information, are masked in each publicly available data set.[10] In this report, masked data is treated as missing data.

Methods

In Section 6 of this report, descriptive statistics are provided for the students, staff, and communities served by Texas Partnership campuses. The data set was constructed at the campus level, and all averages reported are computed by averaging campus-level data. In Section 7 of this report, partnership performance data is provided as a comparison to a subset of matched public schools. The subset of matched public schools was created using propensity score matching.

Propensity Score Matching

In order to compare the performance of Texas Partnership campuses with similar public school campuses (both independent school district and charter campuses), propensity score matching was used to create a matched subset of campuses for comparison (Deheija & Wahba, 2002; Rosenbaum & Rubin, 1983). In this

10 See TEA masking rules for more detail.

case, propensity score matching created a matched data set of campuses by calculating the propensity, or probability of each campus being a partnership campus based upon the characteristics of the actual partnership campuses. The probability was calculated based on campus-level characteristics of size, prior performance, student population served, teaching staff, and location. Specifically, calculation of propensity takes the general form:

$$p(Xi) \equiv Pr(D=1|Xi) = E(D|Xi)$$

where D is the treatment variable (partnership school) and X is the vector of demographic characteristics (Rosenbaum & Rubin, 1983). The probability of being a partnership school ($Pr(D=1|Xi)$), or the propensity score, for each school (i) was calculated using a logistic regression and the covariates or demographic variables significantly related to being a partnership campus. The nearest neighbor approach was applied, where up to 10 campuses with similar propensities were selected for each partnership campus and the caliper (allowable distance between similar propensity scores) was minimized. Traditional campuses were not removed from the data set after being matched with one partnership campus, so one public school could serve as a match for several partnership campuses (i.e., with replacement). For each year of data, separate propensity scores were calculated, and comparison groups were created.

Limitations

This study is intended as an exploratory analysis of Texas Partnerships. Importantly, inferences regarding the efficacy of SB 1882 policy or the definitive performance of Texas Partnerships cannot be made with the descriptive data presented in this study. Rather, this study serves as an important explanation and documentation of the Texas Partnership policy and practice and serves as a first look at the existence and performance of Texas Partnership schools.

Additionally, this study of Texas Partnerships was conducted using publicly available data. Publicly available data is aggregated at the campus level and masked to protect the identity of students and teachers and, as such, is limited. Also, the data for this study includes school years directly and indirectly influenced by the COVID-19 pandemic. The full spectrum of ways in which the COVID-19 pandemic influenced enrollment, attendance, testing, data collection, and student, teacher, and school performance is not yet understood and could influence the results of this study.

With respect to the performance data presented in Section 7 of this report, propensity score matching (Rosenbaum & Rubin, 1983) was used as a tool to create a demographically similar matched set of public schools for comparison. Though propensity score matching is a well-established and appropriate tool for comparative analysis, additional statistical controls for observable and unobservable factors influencing performance would need to be incorporated to student-level data to infer efficacy.

Nevertheless, the documentation of partnership types, student populations, teacher populations and performance are presented in the following sections as an important initial report of the Texas Partnerships existing as a part of the Texas public school system between 2018–19 and 2021–22. These data can be used as a starting point for a deeper understanding of the SB 1882 policy and the Texas Partnerships created.

Section 5: Overview of Texas Public Schools

In this section, we provide baseline statewide data on the state's student and teacher populations. The purpose of this is to contextualize and interpret statistics about the students, staff, and communities served by Texas Partnership campuses by first giving a view of the system as a whole. Our examination of students and teachers includes both public schools and charter public schools.

The Texas public school system enrolls more than 5 million students each year. Table 5.1 shows the progression from 2018–19 to 2021–22.

TABLE 5.1

Texas Public School Enrollment, 2018–19 through 2021–22

Academic Year	Total Enrollment
2018–19	5,416,400
2019–20	5,479,173 ↑
2020–21	5,359,040 ↓
2021–22	5,402,928 ↑

Source. Texas Accountability Rating System, Texas Education Agency.

Note. Enrollment is defined by the Texas Academic Performance Report Glossary as students reported as enrolled as of the last Friday in October.

TABLE 5.2

Texas Public School Campuses and Enrollment by Grade Level, 2018–19 through 2021–22

	2018–19		2019–20		2020–21		2021–22	
School	**Campuses**	**Enrollment**	**Campuses**	**Enrollment**	**Campuses**	**Enrollment**	**Campuses**	**Enrollment**
K–12	547	187,182	534	201,946	496	212,311	558	223,615
Elementary	4,809	2,575,373	4,742	2,585,649	4,853	2,444,235	4,887	2,479,097
Middle	1,707	1,159,944	1,678	1,177,918	1,705	1,171,003	1,720	1,149,502
High	1,775	1,493,901	1,715	1,513,660	1,786	1,531,491	1,801	1,550,714
Total	**8,838**	**5,416,400**	**8,669**	**5,479,173**	**8,840**	**5,359,040**	**8,966**	**5,402,928**

Source. Texas Accountability Rating System, Texas Education Agency.

Notes. Enrollment is defined by the Texas Academic Performance Report (TAPR) Glossary as students reported as enrolled as of the last Friday in October. Because accountability data were not published for the 2019–20 school year, data from the 2020 TAPR was substituted.

Table 5.2 (prior page) shows the student population across grade levels. The total number of campuses in the state has grown from 8,838 in 2018–19 to 8,966 in 2021–22. Each year, the greatest number of students are enrolled in elementary schools, followed by high schools. Middle schools, which serve the fewest number of grade levels, have lower enrollment. Also, the number of K–12 schools is the smallest of all the campuses, as is the number of students enrolled in them.

Since 2018–19, the Texas student population has grown in the proportional representation of students identifying as Asian, Black, Hispanic, or another race or ethnicity and has decreased in the representation of White students. Collectively, students identifying as Asian, Black, Hispanic, or another race or ethnicity increased by 1.2 percentage points over the time period. As shown in Table 5.3, the student population in 2021–22 included 4.8% of students who identified as Asian, 12.8% as Black, 52.7% as Hispanic, 26.3% as White, and 3.4% as another race or ethnicity.

TABLE 5.3

Texas Public School Student Population by Race and Ethnicity, 2018–19 through 2021–22

Race/Ethnicity	2018–19	2019–20	2020–21	2021–22
Asian	4.5%	4.6%	4.7%	4.8%
Black	12.6%	12.6%	12.7%	12.8%
Hispanic	52.6%	52.8%	52.9%	52.7%
White	27.4%	27.0%	26.5%	26.3%
Another Race/ Ethnicity	2.9%	3.0%	3.2%	3.4%

Source. Public Education Information Management System Standard Reports–Student Enrollment Reports, Texas Education Agency.

Note. "Another race or ethnicity" represents all students not explicitly identified as Asian, Black, Hispanic, or White.

Important programs and special populations within the Texas public school system include those for students at risk of dropping out of school, those whose household income qualifies them as economically disadvantaged, students classified as emergent bilingual/English learners (formerly limited English proficiency), and those in need of special education services. Table 5.4 (next page) shows the percentage of the Texas public school student population identified as participating in each type of program or special population. In 2018–19, 50% of Texas public school students were identified as at risk of dropping out of school, and that percentage increased to 53.5% in 2021–22. The percentage of students who qualify as economically disadvantaged stayed relatively stable at 60.6% for both 2018–19 and 2021–22. The percentage of students identified as emergent bilingual/English learners was 19.4% in 2018–19 and increased to 21.7% in 2021–22. The proportion of students participating in special education programming increased from 9.8% in 2018–19 to 11.7% in 2021-22.

TABLE 5.4

Texas Public School Student Population by Special Program Participation, 2018–19 through 2021–22

Program	2018–19	2019–20	2020–21	2021–22
At Risk	50.0%	50.5%	49.1%	53.5%
Economically Disadvantaged	60.6%	60.2%	60.2%	60.6%
Emergent Bilingual/ English Learner	19.4%	20.3%	20.6%	21.7%
Special Education	9.8%	10.7%	11.3%	11.7%

Source. Public Education Information Management System Standard Reports–Student Program and Special Populations Reports, Texas Education Agency.

As of 2020–21, the Texas public school system employed more than 369,000 teacher full-time equivalents (FTEs) across both public schools and public charter schools. Table 5.5 shows the increasing number of teachers over the past decade.

While the number of teachers has grown over time, the demographics of teachers have remained relatively consistent (Templeton, et al., 2022). As of 2020–21, the Texas public teacher population remained largely female (76.2%) and majority White (56.9%) (Texas Academic Performance Report [TAPR], 2021). The teacher population in 2020–21 comprised 28.4% teachers identified as Hispanic, 11.1% teachers identified as Black, and 1.8% identified as Asian (TAPR, 2021). Roughly half of all teachers work in elementary schools, a trend that has been consistent over time (Templeton, et al., 2022). In the 2020–21 school year, 47% of all

TABLE 5.5

Texas Public School Teachers, 2018–19 through 2021–22

Academic Year	Total FTE Count
2018–19	358,525
2019–20	363,183 ↑
2020–21	369,462 ↑
2021–22	369,763 ↑

Source. Public Education Information Management System Standard Reports–Staff FTE Counts, Texas Education Agency.

Note. Teachers are reported as full-time equivalents (FTEs).

public school teachers taught in elementary schools, 21% taught in middle schools, 28% in high schools, and 4% in mixed grade level schools (TAPR, 2021).

The overwhelming majority (98.8%) of Texas teachers have at least a bachelor's degree. One-fourth, or 25%, have a master's degree as their highest level of education, and 0.7% hold a doctoral degree. In 2021–22, the average Texas teacher had 11.2 years of teaching experience. Experience is related to teacher salary, as demonstrated in Table 5.6. The table shows the average teacher base pay by level of experience for 2020–21.

In 2020–21, beginning teachers made up 6.7% of all teachers and were paid an average base salary of $50,849. Teachers with 11 to 20 years of experience made up the largest proportion of teachers in 2021–22 (29.1%) and were paid an average base salary of $59,900.

Since 2018–19, Texas public schools continue to serve more than 5 million each year. Over the past four years, 128 new schools opened to serve this growing student population, a 1.4% increase. The total population of teachers also grew to more than 369,000 teachers. In 2021–22, a higher proportion of students were identified as special program participants, including at-risk, special education, and emergent bilingual/English learner. More students also identified as a member of a racial or ethnic minority group. In the following section, we focus on the subset of schools, students, and teachers participating in SB 1882 partnerships.

TABLE 5.6

Texas Public School Teachers and Average Base Salary by Years of Experience, 2021–22

Experience	Number of FTEs	% of Total FTE	Average Base Salary
Beginning Teachers	24,880.4	6.7%	$50,849
1–5 Years Experience	102,753.7	27.8%	$53,288
6–10 Years Experience	74,854.8	20.3%	$56,282
11–20 Years Experience	107,653.1	29.1%	$59,900
21–30 Years Experience	47,975.4	13.0%	$64,637
More Than 30 Years Experience	11,278	3.1%	$69,974

Sources. Texas Academic Performance Reports, Texas Education Agency; Texas Partnerships, Texas Education Agency.

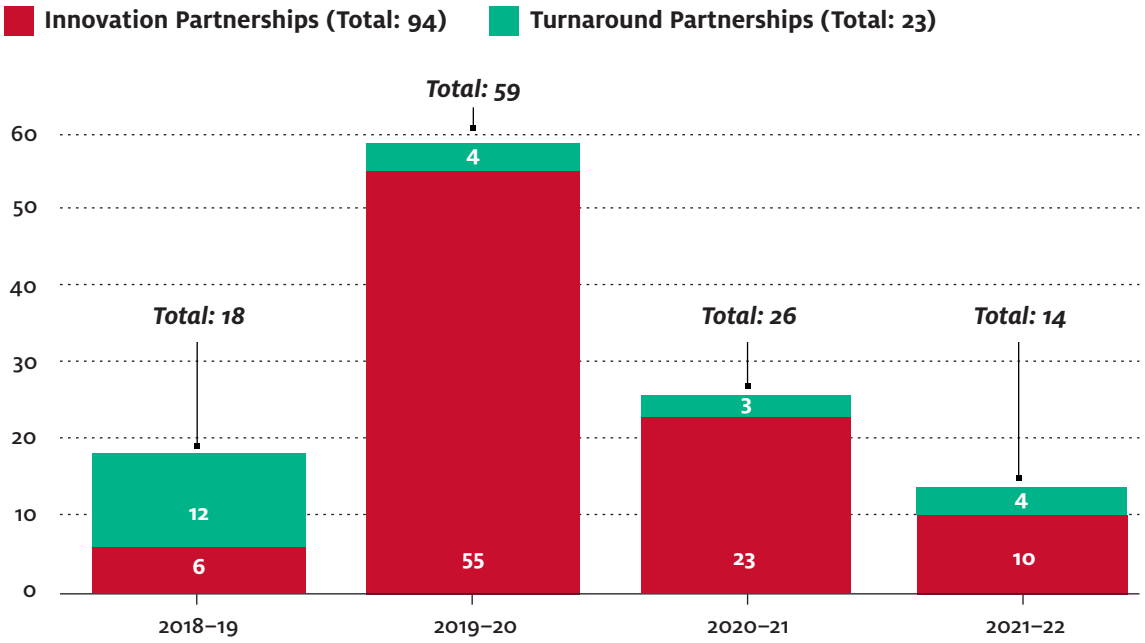
Notes. Teachers reported as full-time equivalents (FTEs). Average base salary includes pay for regular duties only (excludes stipends, for example). Average base salary calculated by averaging campus-level averages. At the time this report was written, campus-level data regarding staffing had not been released for the 2021–22 school year.

Section 6: Overview of Texas Partnerships

After the passage of SB 1882 in 2017, the first Texas Partnerships were approved to begin operation in 2018–19. Figure 6.1 displays the number of partnerships of each type approved between 2018–19 and 2021–22. While the total number of authorized partnerships has increased steadily since 2018–19, the number of newly authorized partnerships has decreased every year since 2019–20. Appendix A provides a detailed listing of each partnership district and partner, partnership type, years of operation, and campus name and number.

FIGURE 6.1

Texas Partnership Campuses Approved by Type, 2018–19 through 2021–22



Source. Texas Partnerships, Texas Education Agency.

Approved Texas Partnerships

This section illuminates the characteristics of all Texas Partnerships approved by the TEA between 2018–19 and 2021–22. As noted in the prior section, there are two types of partnerships. Innovation Partnerships are formed by districts seeking a partner to run a new school or innovate and improve an existing school with acceptable performance ratings. Turnaround Partnerships are intended to support existing schools with unacceptable ratings. Districts can choose among four partner types: charters, governmental entities, institutions of higher education, or nonprofit organizations.

Table 6.1 shows the Texas Partnership campuses approved by type and partner from 2018–19 to 2021–22. Although 12 of the 18 partnerships approved in the first year were Turnaround Partnerships, since then, the largest number of partnerships approved have been Innovation Partnerships.

TABLE 6.1

Approved Texas Partnerships by Partnership Type and Partner Type, 2018–19 through 2021–22

Type	2018-19	2019-20	2020-21	2021-22	Total
Innovation	**6**	**55**	**23**	**10**	**94**
Charter	2	1	2	1	6
Governmental Entity	1	1	0	0	2
Institution of Higher Education	0	6	5	3	14
Nonprofit	3	47	16	6	72
Turnaround	**12**	**4**	**3**	**4**	**23**
Charter	1	3	1	3	8
Governmental Entity	0	0	0	0	0
Institution of Higher Education	0	0	1	1	2
Nonprofit	11	1	1	0	13
Total	**18**	**59**	**26**	**14**	**117**

Source. Texas Partnerships, Texas Education Agency.

In 2018–19, the first year Texas Partnerships were authorized, Turnaround Partnerships with new Texas partners, specifically nonprofit organizations, made up the majority of those approved. In 2019–20, the majority of newly approved partnerships were Innovation Partnerships with nonprofit partners. That has remained the case for most years since.

The 117 approved Texas Partnership campuses have involved 46 different partners. Of these, 25 operate multiple campuses (see Appendix A). Nine partners are Texas charter operators, one is a governmental entity, six are institutions of higher education, and 30 are nonprofit organizations.

There are more than 1,000 independent school districts (ISDs) in Texas, all of which are eligible to apply for partnerships. As of 2021–22, 21 districts have received approval for a Texas Partnership campus. Table 6.2 displays active partnership campuses by district from 2018–19 to 2021–22. San Antonio ISD has the most, with 31.

TABLE 6.2

Approved Texas Partnership Campuses by District, 2018–19 through 2021–22

District Name	2018-19	2019-20	2020-21	2021-22
AUSTIN ISD	2	1	0	1
BEAUMONT ISD	0	3	0	1
BROOKS COUNTY ISD	0	2	0	0
CUMBY ISD	0	0	2	0
DALLAS ISD	0	10	0	0
ECTOR COUNTY ISD	1	0	0	2
EDGEWOOD ISD	1	1	3	4
FLOYDADA COLLEGIATE ISD	0	0	3	0
FORT WORTH ISD	0	5	1	1
GALVESTON ISD	1	0	0	0
GRAND PRAIRIE ISD	1	1	0	0
HAMLIN COLLEGIATE ISD	0	0	2	0
HEARNE ISD	2	0	0	0
LONGVIEW ISD	0	6	7	0
LUBBOCK ISD	0	4	0	0
MIDLAND ISD	0	6	2	0
ROSCOE COLLEGIATE ISD	0	3	0	0
SAN ANTONIO ISD	5	17	4	5
SNYDER ISD	0	0	1	0
THROCKMORTON COLLEGIATE ISD	0	0	1	0
WACO ISD	5	0	0	0
TOTAL	**18**	**59**	**26**	**14**

Source. Texas Partnerships, Texas Education Agency.

Table 6.3 displays the partnership types by district approved from 2018–19 through 2021–22. Ten districts at one time had Turnaround Partnership campuses. Beaumont, Hearne, and Waco ISDs have had only Turnaround Partnership campuses, while Austin, Ector County, Edgewood, Fort Worth, Lubbock, Midland, and San Antonio ISDs have had both Innovation and Turnaround Partnership campuses. Ten districts have had only Innovation Partnership campuses.

TABLE 6.3

Approved Texas Partnership Types by District, 2018–19 through 2021–22

District Name	Innovation	Turnaround
AUSTIN ISD	●	●
BEAUMONT ISD		●
BROOKS COUNTY ISD	●	
CUMBY ISD	●	
DALLAS ISD	●	
ECTOR COUNTY ISD	●	●
EDGEWOOD ISD	●	●
FLOYDADA COLLEGIATE ISD	●	
FORT WORTH ISD	●	●
GALVESTON ISD	●	
GRAND PRAIRIE ISD	●	
HAMLIN COLLEGIATE ISD	●	
HEARNE ISD		●
LONGVIEW ISD	●	
LUBBOCK ISD	●	●
MIDLAND ISD	●	●
ROSCOE COLLEGIATE ISD	●	
SAN ANTONIO ISD	●	●
SNYDER ISD	●	
THROCKMORTON COLLEGIATE ISD	●	
WACO ISD		●

Source. Texas Partnerships, Texas Education Agency.

Table 6.4 displays the approved partner types by district for the Texas Partnerships approved through 2021–22. Most districts have partnered with nonprofit entities; only Edgewood ISD has partnered with a governmental entity. Four districts have partnered with institutions of higher education, and eight have partnered with charter schools.

TABLE 6.4

Approved Texas Partner Types per District, 2018–19 through 2021–22

District Name	Charter	Governmental Entity	Institution of Higher Education	Nonprofit
AUSTIN ISD				●
BEAUMONT ISD	●			
BROOKS COUNTY ISD				●
CUMBY ISD				●
DALLAS ISD				●
ECTOR COUNTY ISD	●			●
EDGEWOOD ISD	●	●	●	●
FLOYDADA COLLEGIATE ISD				●
FORT WORTH ISD	●		●	
GALVESTON ISD				●
GRAND PRAIRIE ISD	●			
HAMLIN COLLEGIATE ISD				●
HEARNE ISD				●
LONGVIEW ISD				●
LUBBOCK ISD				●
MIDLAND ISD	●		●	●
ROSCOE COLLEGIATE ISD				●
SAN ANTONIO ISD	●		●	●
SNYDER ISD	●			
THROCKMORTON COLLEGIATE ISD				●
WACO ISD				●

Source. Texas Partnerships, Texas Education Agency.

Texas Partnership campuses have been approved for elementary, middle, high, and K–12 schools. Table 6.5 shows approved partnerships by grade level and partnership type. Innovation Partnerships comprise 94 of the 117 total partnerships approved through 2021–22, and of those, 61 are at the elementary school level. Turnaround Partnerships intended to improve schools with unacceptable ratings are only at elementary and middle schools.

Table 6.6 examines Texas Partnerships by grade level and partner type approved between 2018–19 and 2021–22. Elementary school campuses partner more than other school levels and most often with nonprofit organizations. Mixed level schools (K–12) have the fewest partnerships, all with nonprofit organiza-

TABLE 6.5

Texas Partnership Campuses by Partnership Type and Grade Level, 2018–19 through 2021–22

School	Innovation	Turnaround	Total
Elementary	61	11	72
Middle	12	12	24
High	17	0	17
K–12	4	0	4
Total	94	23	117

Sources. Texas Academic Performance Reports, Texas Education Agency; Texas Partnerships, Texas Education Agency.

Note. Grade levels are reported from Texas Education Agency state accountability assignment.

TABLE 6.6

Approved Texas Partnerships by Partner Type and Grade Level, 2018–19 through 2021–22

School	Charter	Governmental Entity	Institution of Higher Education	Nonprofit	Total
Elementary	6	2	9	55	72
Middle	6	0	3	15	24
High	2	0	4	11	17
K–12	0	0	0	4	4
Total	14	2	16	85	117

Sources. Texas Academic Performance Reports, Texas Education Agency; Texas Partnerships, Texas Education Agency.

Note. Grade levels are reported from Texas Education Agency state accountability assignment.

tions. Of the 24 approved middle school partnerships, charter schools are partners for six, institutions of higher education for three, and nonprofit organizations for 15. The 17 high school partnerships most often involve nonprofit organizations (11), with four partnerships with institutions of higher education, and two with charters.

As noted in Section 2, Innovation Partnerships can be established as new campuses or take over an existing campus. Table 6.7 and Table 6.8 demonstrate the types of campuses in partnerships by partner and partnership types and by campus type. A large majority of campuses (94 of 117) were approved to take over existing campuses, and charters, institutions of higher education, and nonprofit organizations all have substantially more existing partnership campuses than new campuses. Governmental entities have partnered to form only new campuses. Table 6.8 shows the Turnaround Partnerships as only existing campuses (by definition), while 71 out of the 94 Innovation Partnerships involve existing campuses.

TABLE 6.7

Approved Texas Partnerships by Partner Type and Campus Type, 2018–19 through 2021–22

Campus Type	Charter	Governmental Entity	Institution of Higher Education	Nonprofit	Total
Existing Partnership Campuses	11	0	15	68	94
New Partnership Campuses	3	2	1	17	23
Total	**14**	**2**	**16**	**85**	**117**

Source. Texas Partnerships, Texas Education Agency.

TABLE 6.8

Approved Texas Partnerships by Partnership Type and Campus Type, 2018–19 through 2021–22

Campus Type	Innovation	Turnaround	Total
Existing Partnership Campuses	71	23	94
New Partnership Campuses	23	0	23
Total	**94**	**23**	**117**

Source. Texas Partnerships, Texas Education Agency.

At the time this report was written, data for the completion of the 2018–19 through the 2021–22 school years were available. Over the first four years that the Texas Partnership policy has been in place, many partnership campuses have opened and continued to serve students; others have closed. Table 6.9 details the tenure of the Texas Partnerships by the year in which they were approved. By 2021–22, 16 of the 18 partnerships approved in 2018–19 remained in operation. Of the 59 approved in 2019–20, 10 closed after the first year, one closed after the second year, and 48 remained operational through 2021–22. All of the partnerships approved in 2020–21 and 2021–22 remained open through the 2021–22 school year.

In the overview of approved partnerships, some clear patterns and trends have emerged. Since 2018–19, the largest number of partnerships approved have been Innovation Partnerships, despite an initial lead for Turnaround Partnerships. Nonprofit organizations are the primary kind of partner organization for both Innovation and Turnaround Partnerships. Across all kinds of partner organizations, the overwhelming majority (94 out of 117) partner with existing campuses. This is, in part, because the 23 Turnaround Partnerships can only be with existing campuses; however, 71 are existing campuses engaged in Innovation Partnerships. To date, 21 districts have engaged in partnerships through SB 1882, with the majority starting in 2018–19 and 2019–20. Finally, elementary schools are the most common grade level to have engage in a partnership. In the remainder of this section, we explore the teachers and students within partnered schools.

TABLE 6.9

Approved Texas Partnerships by Year of Approval and Years in Operation, 2018–19 through 2021–22

Years in Operation	2018-19	2019-20	2020-21	2021-22
1 Year	0	10	0	14
2 Years	1	1	26	0
3 Years	1	48		
4 Years	16			
Total	**18**	**59**	**26**	**14**

Sources. Texas Academic Performance Reports, Texas Education Agency; Texas Partnerships, Texas Education Agency.

Texas Partnership Teachers

Texas Partnerships have full control over decisions to hire a completely new teaching staff or retain all or part of the existing teaching staff at a campus. This section examines the teacher population of the Texas Partnerships in operation each year, including teacher demographics (see Table 6.10 on the next page) and the distribution of teachers.

In 2020–21, Innovation Partnership teachers had an average of 10.6 years of teaching experience, while those in Turnaround Partnerships had an average of 6.2 years of experience. Tables 6.11a and 6.11b show teachers' experience and base salary for each type of partnership and partner in 2020–21. For that year, 9% of all Texas Partnership teachers were first-year teachers, paid an average base salary of $48,502. An additional 34% had between one year and five years of experience and were paid an average of $51,059. The average base salary increased for each level of experience.

Innovation Partnerships employed a smaller percentage of beginning teachers (8%) than Turnaround Partnerships (15%) and had a higher average base pay ($54,722 versus $54,450 for teachers in Turnaround Partnerships). However, salaries at Turnaround Partnerships were higher, on average, for beginning teachers ($50,577 versus $47,876) and those with between one and five years of experience ($52,864 versus $50,607).

Nonprofit partners paid lower average base salaries to beginning teachers than other types of partners, both in Innovation Partnerships ($46,856) and in Turnaround Partnerships ($49,305). Institutions of higher education paid higher average base salaries to teachers with less than 10 years of experience than other partner types.

TABLE 6.10

Texas Partnership Teachers' Race and Ethnicity by Partnership Type and Partner Type, 2020–21

Type	Asian	Black	Hispanic	White	Another Race or Ethnicity
Innovation	**0.7%**	**14.3%**	**36.6%**	**41.9%**	**6.5%**
Charter	0.0%	1.2%	14.0%	33.8%	51.2%
Governmental Entity	0.0%	0.0%	68.8%	31.3%	*
Institution of Higher Education	1.0%	26.5%	34.3%	26.7%	11.6%
Nonprofit	0.7%	12.8%	37.3%	45.2%	4.0%
Turnaround	**0.7%**	**26.8%**	**29.0%**	**37.1%**	**6.5%**
Charter	0.0%	51.3%	9.7%	19.0%	20.0%
Governmental Entity	n/a	n/a	n/a	n/a	n/a
Institution of Higher Education	0.4%	49.4%	18.9%	27.6%	3.7%
Nonprofit	0.9%	14.7%	37.8%	45.4%	1.2%
All Partnerships	**0.7%**	**16.9%**	**35.0%**	**40.8%**	**6.5%**

Sources. Texas Academic Performance Reports, Texas Education Agency; Texas Partnerships, Texas Education Agency.

Notes. Percentage calculated by averaging campus-level percentages. At the time this report was written, campus-level data regarding staffing had not been released for the 2021–22 school year. * 2021–22 race and ethnicity data are estimated from heavily masked PEIMS Standard Reports that do not allow for the accurate calculation of race or ethnicity other than Asian, Black, Hispanic, and White. Masked values of <10, <20, and <30 were imputed as 10, 20, and 30, respectively, and result in an overestimate of the masked values

TABLE 6.11a

Texas Partnership Teachers by Experience and Average Base Salary for Partnership Type and Partner Type, 2020–21 (Part 1: through 10 Years Experience)

Type	Beginning Teachers			1–5 Years Experience			6–10 Years Experience		
	Number of Teachers	% of Teachers	Average Base Salary	Number of Teachers	% of Teachers	Average Base Salary	Number of Teachers	% of Teachers	Average Base Salary
Innovation	**168**	**8%**	**$47,876**	**691**	**31%**	**$50,607**	**437**	**20%**	**$53,444**
Charter	5	11%	$50,599	26	59%	$50,521	5	11%	$51,809
Governmental Entity	4	25%	$57,818	8	50%	$59,309	0	0%	n/a
Institution of Higher Education	27	9%	$52,477	90	30%	$55,450	70	23%	$58,262
Nonprofit	132	7%	$46,856	567	30%	$49,622	362	19%	$52,626
Turnaround	**79**	**15%**	**$50,577**	**247**	**45%**	**$52,864**	**92**	**17%**	**$52,864**
Charter	28	28%	$52,844	33	33%	$54,363	13	13%	$54,363
Governmental Entity	0	0%	n/a	0	0%	n/a	0	0%	n/a
Institution of Higher Education	4	12%	$55,500	14	45%	$57,408	8	27%	$57,408
Nonprofit	47	11%	$49,305	200	48%	$52,111	70	17%	$52,111
Total	**247**	**9%**	**$48,502**	**938**	**34%**	**$51,059**	**529**	**19%**	**$53,872**

Sources. Texas Academic Performance Reports, Texas Education Agency; Texas Partnerships, Texas Education Agency.

Notes. Teachers are reported as full-time equivalents. The average base salary includes pay for regular duties only (excludes stipends, for example). The average base salary is calculated by averaging campus-level averages. At the time this report was written, campus-level data regarding staffing had not been released for the 2021–22 school year.

TABLE 6.11b

Texas Partnership Teachers by Experience and Average Base Salary for Partnership Type and Partner Type, 2020–21 (Part 2: 11 through 30+ Years Experience)

Type	11–20 Years Experience			21–30 Years Experience			30+ Years Experience			All Teachers	
	Number of Teachers	% of Teachers	Average Base Salary	Number of Teachers	% of Teachers	Average Base Salary	Number of Teachers	% of Teachers	Average Base Salary	Number of Teachers	Average Base Salary
Innovation	**547**	**25%**	**$57,497**	**280**	**13%**	**$61,776**	**98**	**4%**	**$66,979**	**2,222**	**$54,722**
Charter	6	14%	$57,716	2	5%	$49,885	0	0%	n/a	44	$51,647
Governmental Entity	3	19%	$63,262	1	6%	$67,103	0	0%	n/a	16	$60,165
Institution of Higher Education	82	27%	$61,912	24	8%	$65,748	9	3%	$81,792	302	$59,209
Nonprofit	456	25%	$56,635	253	14%	$61,291	89	5%	$65,215	1,860	$53,916
Turnaround	**75**	**14%**	**$57,935**	**40**	**7%**	**$64,106**	**12**	**2%**	**$71,627**	**545**	**$54,450**
Charter	11	11%	$60,342	9	9%	$61,242	5	5%	$70,050	100	$55,281
Governmental Entity	0	0%	n/a	0	0%	n/a	0	0%	n/a	0	n/a
Institution of Higher Education	5	16%	$63,766	0	0%	n/a	0	0%	n/a	30	$58,879
Nonprofit	59	14%	$56,749	30	7%	$64,965	7	2%	$72,219	414	$53,804
Total	**623**	**23%**	**$57,580**	**319**	**12%**	**$62,180**	**109**	**4%**	**$67,860**	**2,767**	**$54,665**

Sources. Texas Academic Performance Reports, Texas Education Agency; Texas Partnerships, Texas Education Agency.

Notes. Teachers are reported as full-time equivalents. The average base salary includes pay for regular duties only (excludes stipends, for example). The average base salary is calculated by averaging campus-level averages. At the time this report was written, campus-level data regarding staffing had not been released for the 2021–22 school year.

Texas Partnership Students

This section examines student enrollment, including student demographics, at Texas Partnership campuses by partner and partnership type. During the 2021–22 school year, there were 5,427,370 students enrolled in Texas public schools, including 45,022 enrolled in Texas Partnership campuses. Table 6.12 displays the number of campuses and student enrollment for each active Texas Partnership by partnership type and partner for the 2018–19 through 2021–22 school years.

Innovation Partnerships expanded from five campuses enrolling 861 students in 2018–19 to 81 campuses enrolling 34,458 students in 2021–22. Nonprofit organizations are the most common partner for Innovation Partnerships, with 62 campuses enrolling 26,952 students in 2021–22. Turnaround Partnerships expanded from 12 campuses enrolling 6,316 students in 2018–19 to 22 campuses enrolling 10,564 students in 2021–22. Nonprofit organizations are also the most common partners for Turnaround Partnerships, with 12 campuses enrolling 5,082 students in 2021–22.

Table 6.13 shows the race and ethnicity of students enrolled at partnership campuses by partnership type from 2018–19 through 2021–22. At the time of this report, 2021–22 enrollment data was only publicly available through the Public Education Information Management System (PEIMS) standard reports, which are more heavily masked than other sources used in this report.[11] During the first four years of operation, Texas Partnership campuses served a student population comprised mostly of Hispanic and Black students. In 2018–19, 66.1% of students identified as Hispanic, and in 2021–22, the percentage of students served in Texas Partnerships who identified as Hispanic was 65.7%. The percentage of Texas Partnership students who identified as Black was 24.3% in 2018–19 and 21.7% in 2021–22. The percentage of students identifying as White increased from 7.5% of the population in 2018–19 to 14.5% in 2021–22. The percentage identifying as Asian increased from 0.5% in 2018-19 to 3.4% in 2021–22. When these numbers are compared to the total Texas public school population (see Table 5.3), greater proportions of students identifying as Black or Hispanic and smaller proportions of students identifying as Asian or White are enrolled in Texas Partnership campuses.

Table 6.13 also highlights the differences in student race and ethnicity between Innovation and Turnaround Partnerships. Innovation Partnerships serve a student population with larger proportions of White and Asian students. Over the first four years of their operation, Turnaround Partnerships served student populations with larger proportions of students identifying as Black and most recently served a student population with a smaller proportion of Hispanic students than the Innovation Partnerships.

Further exploring the differences between student populations served by Innovation and Turnaround Partnerships, Table 6.14 and Table 6.15 disaggregate the student populations served by each partner type. The stark changes in student populations served from year to year observed in each figure are likely due to new Texas Partnerships opening and serving differing populations of students. Referring back to Table 6.12, the number of Innovation Partnerships increased from five in 2018–19 to 81 in 2021–22, and the number of Turnaround Partnerships increased from 12 in 2018–19 to 22 in 2021–22.

Important programs within the Texas public school system include those for students at risk of dropping out of school, those whose household income qualifies them as economically disadvantaged, students with limited English proficiency (now referred to as emergent bilingual/English learner), and those in need of special education services. Table 6.16 shows the proportions of the student population served in Texas Partnerships that participate in each type of programming. Compared to the total public school population shown in Table 5.4, all Texas Partnerships serve larger proportions of at risk and economically disadvantaged students, while Turnaround Partnerships serve larger proportions of emergent bilingual/English learner and special education students.

11 Masked values of <10, <20, and <30 were imputed as 10, 20, and 30, respectively, and thus overestimate the size of masked populations.

TABLE 6.12

Active Texas Partnership Campuses and Student Enrollment, 2018–19 through 2021–22

Type	2018–19		2019–20		2020–21		2021–22	
	Campuses	Student Enrollment	Campuses	Student Enrollment	Campuses	Student Enrollment	Campuses	Student Enrollment
Innovation	**5**	**861**	**60**	**23,387**	**71**	**32,399**	**81**	**34,458**
Charter	2	444	2	232	3	1,595	3	1,111
Governmental Entity	0	0	2	217	2	280	2	381
Institution of Higher Education	0	0	6	2,803	10	4,373	14	6,014
Nonprofit	3	417	50	20,135	56	26,151	62	26,952
Turnaround	**12**	**6,316**	**15**	**6,983**	**18**	**8,329**	**22**	**10,564**
Charter	1	350	4	1,892	5	2,331	8	5,045
Governmental Entity	0	0	0	0	0	0	0	0
Institution of Higher Education	0	0	0	0	1	477	2	437
Nonprofit	11	5,966	11	5,091	12	5,521	12	5,082
Total	**17**	**7,177**	**75**	**30,370**	**89**	**40,728**	**103**	**45,022**

Sources. Texas Accountability Rating System, Texas Education Agency; Texas Academic Performance Reports (TAPR), Texas Education Agency; Texas Partnerships, Texas Education Agency.

Notes. Enrollment is defined by the TAPR Glossary as students reported as enrolled as of the last Friday in October.

TABLE 6.13

Active Texas Partnership Student Race and Ethnicity by Partnership Type, 2018–19 through 2021–22

Partnership Type and Race/Ethnicity	2018-19	2019-20	2020-21	2021-22
Innovation				
Asian	1.5%	0.9%	0.9%	3.6%
Black	19.7%	21.6%	17.4%	18.0%
Hispanic	62.1%	66.6%	64.5%	67.2%
White	14.8%	9.0%	14.9%	17.0%
Another Race or Ethnicity	2.0%	1.9%	2.3%	*
Turnaround				
Asian	0.1%	0.1%	0.4%	2.0%
Black	26.2%	38.8%	34.8%	34.1%
Hispanic	67.7%	55.9%	59.1%	60.2%
White	4.5%	3.4%	3.8%	4.6%
Another Race or Ethnicity	1.5%	1.7%	1.9%	*
All Partnerships				
Asian	0.5%	0.7%	0.8%	3.4%
Black	24.3%	25.0%	20.9%	21.7%
Hispanic	66.1%	64.4%	63.4%	65.7%
White	7.5%	7.9%	12.7%	14.5%
Another Race or Ethnicity	1.6%	1.9%	2.2%	*

Sources. Public Education Information Management System (PEIMS) Standard Reports–Student Enrollment Reports, Texas Education Agency; Texas Academic Performance Reports, Texas Education Agency; Texas Partnerships, Texas Education Agency.

Notes. "Another race or ethnicity" represents all students not explicitly identified as Asian, Black, Hispanic, or White. * 2021–22 race and ethnicity data are estimated from heavily masked PEIMS Standard Reports that do not allow for the accurate calculation of race or ethnicity other than Asian, Black, Hispanic, and White. Masked values of <10, <20, and <30 were imputed as 10, 20, and 30, respectively, and result in an overestimate of the masked values.

TABLE 6.14

Active Texas Innovation Partnership Student Race and Ethnicity by Partner Type, 2018–19 through 2021–22

Partner Type and Race/Ethnicity	2018-19	2019-20	2020-21	2021-22
Charter				
Asian	1.1%	2.1%	0.6%	*
Black	12.2%	8.6%	5.8%	13.3%
Hispanic	79.9%	82.9%	80.8%	92.7%
White	5.5%	4.6%	11.2%	7.3%
Another Race or Ethnicity	1.4%	2.0%	1.6%	*
Governmental Entity				
Asian	1.8%	0.0%	2.5%	*
Black	24.7%	2.0%	1.3%	*
Hispanic	50.2%	96.4%	95.2%	94.0%
White	20.9%	1.6%	1.1%	8.4%
Another Race or Ethnicity	2.3%	0.0%	0.0%	*
Institution of Higher Education				
Asian	n/a	1.4%	0.8%	3.7%
Black	n/a	47.3%	29.7%	22.2%
Hispanic	n/a	41.3%	63.9%	72.4%
White	n/a	7.4%	4.2%	4.6%
Another Race or Ethnicity	n/a	2.6%	1.5%	*
Nonprofit				
Asian	1.8%	0.8%	0.9%	3.3%
Black	24.7%	19.8%	16.4%	17.6%
Hispanic	50.2%	67.7%	62.7%	63.9%
White	20.9%	9.7%	17.5%	20.2%
Another Race or Ethnicity	2.3%	1.9%	2.5%	*

Sources. Public Education Information Management System (PEIMS) Standard Reports–Student Enrollment Reports, Texas Education Agency; Texas Academic Performance Reports, Texas Education Agency; Texas Partnerships, Texas Education Agency.

Notes. "Another race or ethnicity" represents all students not explicitly identified as Asian, Black, Hispanic, or White. * 2021–22 race and ethnicity data are estimated from heavily masked PEIMS Standard Reports that do not allow for the accurate calculation of race or ethnicity other than Asian, Black, Hispanic, and White. Masked values of <10, <20, and <30 were imputed as 10, 20, and 30, respectively, and result in an overestimate of the masked values.

TABLE 6.15

Active Texas Turnaround Partnership Student Race and Ethnicity by Partner Type, 2018–19 through 2021–22

Partner Type and Race/Ethnicity	2018-19	2019-20	2020-21	2021-22
Charter				
Asian	0.0%	0.1%	0.2%	1.7%
Black	13.1%	56.9%	47.3%	43.3%
Hispanic	83.4%	39.5%	46.2%	50.8%
White	2.9%	2.0%	3.8%	3.9%
Another Race or Ethnicity	0.6%	1.6%	2.5%	*
Governmental Entity				
Asian	n/a	n/a	n/a	n/a
Black	n/a	n/a	n/a	n/a
Hispanic	n/a	n/a	n/a	n/a
White	n/a	n/a	n/a	n/a
Another Race or Ethnicity	n/a	n/a	n/a	n/a
Institution of Higher Education				
Asian	n/a	n/a	3.4%	2.8%
Black	n/a	n/a	31.0%	22.5%
Hispanic	n/a	n/a	58.9%	77.2%
White	n/a	n/a	4.6%	5.4%
Another Race or Ethnicity	n/a	n/a	2.1%	*
Nonprofit				
Asian	0.1%	0.2%	0.2%	2.3%
Black	27.4%	32.3%	29.9%	30.0%
Hispanic	66.3%	61.8%	64.4%	63.7%
White	4.7%	3.9%	3.8%	5.1%
Another Race or Ethnicity	1.5%	1.8%	1.7%	*

Sources. Public Education Information Management System (PEIMS) Standard Reports–Student Enrollment Reports, Texas Education Agency; Texas Academic Performance Reports, Texas Education Agency; Texas Partnerships, Texas Education Agency.

Notes. "Another race or ethnicity" represents all students not explicitly identified as Asian, Black, Hispanic, or White. * 2021–22 race and ethnicity data are estimated from heavily masked PEIMS Standard Reports that do not allow for the accurate calculation of race or ethnicity other than Asian, Black, Hispanic, and White. Masked values of <10, <20, and <30 were imputed as 10, 20, and 30, respectively, and result in an overestimate of the masked values. Percentages are calculated by averaging campus-level percentages.

TABLE 6.16

Active Texas Partnership Student Program Participation by Partnership Type, 2018–19 through 2021–22

Partnership Type and Program	2018–19	2019–20	2020–21	2021–22
Innovation				
At Risk	43.2%	46.8%	54.9%	53.8%
Economically Disadvantaged	81.2%	83.2%	78.1%	75.0%
Emergent Bilingual/English Learner	12.0%	17.0%	16.3%	16.6%
Special Education	6.8%	8.0%	9.7%	10.2%
Turnaround				
At Risk	76.7%	76.3%	68.8%	75.3%
Economically Disadvantaged	92.3%	94.8%	93.9%	92.8%
Emergent Bilingual/English Learner	26.1%	22.7%	22.2%	23.9%
Special Education	11.2%	12.6%	12.8%	13.6%
All Partnerships				
At Risk	66.8%	52.7%	57.7%	58.4%
Economically Disadvantaged	89.0%	85.5%	81.3%	78.8%
Emergent Bilingual/English Learner	22.0%	18.1%	17.5%	18.1%
Special Education	9.9%	8.9%	10.3%	10.9%

Sources. Texas Accountability Rating System, Texas Education Agency; Texas Academic Performance Reports, Texas Education Agency; Texas Partnerships, Texas Education Agency.

Notes. Program participation is defined by the Accountability Rating System. Percentages are calculated by averaging campus-level percentages.

Among the partnership types, Turnaround Partnerships serve student populations with larger proportions of at-risk, economically disadvantaged, emergent bilingual/English learner, and special education populations than Innovation Partnerships. Table 6.17 and Table 6.18 examine these differences further by displaying the student program participation by partner type for Innovation Partnerships and Turnaround Partnerships. As noted previously, the increase in new Texas Partnership campuses from 2018–19 to 2021–22 should be considered when examining change in student populations over time.

This section explored the Texas Partnerships that have launched since 2018–19. As discussed, the majority of partnerships were Innovation Partnerships (94 of 117). Nonprofit organizations were the most common type of partner (85), followed by charter schools (14). Teachers in Innovation and Turnaround Partnerships differed with respect to key qualities. Specifically, more teachers in Innovation Partnerships had one to five years of experience versus Turnaround Partnerships, where more teachers had six to 10 years of experience. The majority of teachers in partnerships identified as White, yet the student popula-

tion of partnerships was composed of a majority Black and Hispanic students. Turnaround Partnerships have historically served a student population with higher proportions of students identified as economically disadvantaged, emergent bilingual/English learner, and special education.

TABLE 6.17

Active Texas Innovation Partnership Student Program Participation by Partner Type, 2018–19 through 2021–22

Partner Type and Program	2018–19	2019–20	2020–21	2021–22
Charter				
At Risk	64.1%	71.5%	80.2%	73.4%
Economically Disadvantaged	86.5%	83.1%	79.7%	84.1%
Emergent Bilingual/English Learner	15.7%	20.9%	17.1%	14.1%
Special Education	11.9%	10.6%	10.7%	10.1%
Governmental Entity				
At Risk	n/a	42.6%	39.8%	35.7%
Economically Disadvantaged	n/a	93.6%	90.9%	90.4%
Emergent Bilingual/English Learner	n/a	15.9%	15.2%	10.9%
Special Education	n/a	3.9%	7.1%	4.1%
Institution of Higher Education				
At Risk	n/a	46.9%	62.1%	58.3%
Economically Disadvantaged	n/a	88.8%	88.6%	79.1%
Emergent Bilingual/English Learner	n/a	25.5%	22.5%	27.6%
Special Education	n/a	9.0%	8.7%	12.5%
Nonprofit				
At Risk	29.4%	46.0%	52.8%	52.5%
Economically Disadvantaged	77.7%	82.1%	75.6%	73.2%
Emergent Bilingual/English Learner	9.6%	15.8%	15.1%	14.4%
Special Education	3.4%	7.9%	9.9%	9.9%

Sources. Texas Accountability Rating System, Texas Education Agency; Texas Academic Performance Reports, Texas Education Agency; Texas Partnerships, Texas Education Agency.

Notes. Program participation is defined by the Accountability Rating System. Percentages are calculated by averaging campus-level percentages.

TABLE 6.18

Active Texas Turnaround Partnership Student Program Participation by Partner Type, 2018–19 through 2021–22

Partner Type and Program	2018–19	2019–20	2020–21	2021–22
Charter				
At Risk	79.1%	63.0%	45.7%	70.4%
Economically Disadvantaged	95.4%	87.5%	87.1%	87.3%
Emergent Bilingual/English Learner	35.1%	21.1%	17.7%	23.2%
Special Education	8.3%	9.8%	10.3%	10.4%
Governmental Entity				
At Risk	n/a	n/a	n/a	n/a
Economically Disadvantaged	n/a	n/a	n/a	n/a
Emergent Bilingual/English Learner	n/a	n/a	n/a	n/a
Special Education	n/a	n/a	n/a	n/a
Institution of Higher Education				
At Risk	n/a	n/a	83.0%	86.2%
Economically Disadvantaged	n/a	n/a	95.8%	96.7%
Emergent Bilingual/English Learner	n/a	n/a	52.4%	40.8%
Special Education	n/a	n/a	7.5%	14.8%
Nonprofit				
At Risk	76.4%	81.2%	77.2%	76.9%
Economically Disadvantaged	92.0%	97.5%	96.6%	95.8%
Emergent Bilingual/English Learner	25.3%	23.3%	21.6%	21.6%
Special Education	11.4%	13.6%	14.3%	15.5%

Sources. Texas Accountability Rating System, Texas Education Agency; Texas Academic Performance Reports, Texas Education Agency; Texas Partnerships, Texas Education Agency.

Notes. Program participation is defined by the Accountability Rating System. Percentages are calculated by averaging campus-level percentages.

Section 7: 2021–22 Partnership Performance

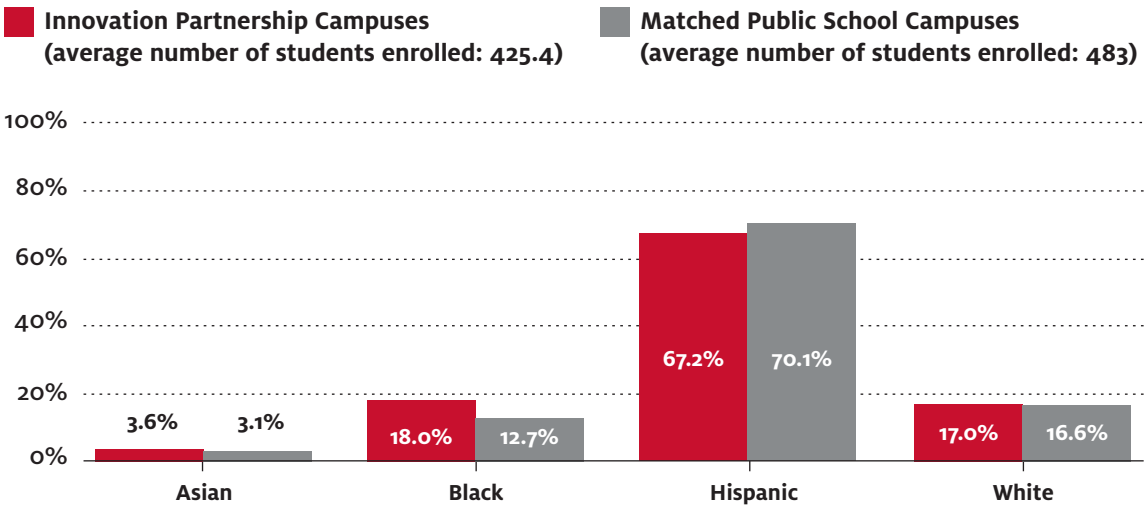
This section reports partnership performance data compared with a subset of matched public schools. The subset of matched public schools was created using propensity score matching as described in Section 4. Innovation Partnership and Turnaround Partnership performance is reported separately, and available data for each partnership type during the 2021–22 school year is provided. For Innovation Partnerships, performance data for Accountability Rating System domain scores, State of Texas Assessments of Academic Readiness (STAAR®) participation, STAAR achievement, STAAR growth, graduation rate, and college, career, and military readiness (CCMR) is provided. For Turnaround Partnerships, performance data for Accountability Rating System domain scores, STAAR participation, STAAR achievement, and STAAR growth is provided. Because Turnaround Partnerships involve only elementary and middle school campuses, no data on graduation rate or CCMR is provided.

Innovation Partnership Matched Data Set

The 81 Innovation Partnership campuses operating during the 2021–22 school year were matched with 312 public school campuses (ISD and charter school campuses) based upon similar size and student demographics (see Section 4 for more information on matching technique). In 2021–22, 34,458 students were enrolled in Innovation Partnership campuses, and 150,691 students were enrolled in the matched public school campuses. Figure 7.1 displays the average size and breakdown of student race and ethnicity of the

FIGURE 7.1

Average Size and Student Race and Ethnicity of Innovation Partnership Campuses and Matched Public School Campuses, 2021–22



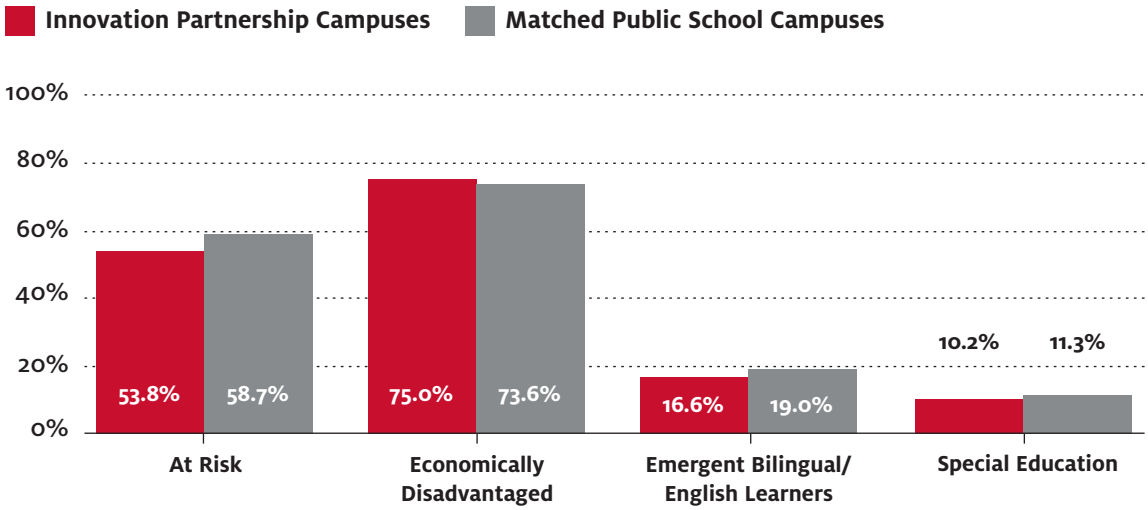
Sources. Public Education Information Management System (PEIMS) Standard Reports–Student Enrollment Reports, Texas Education Agency; Texas Partnerships, Texas Education Agency.

Notes. The figure includes 81 Innovation Partnerships enrolling 34,458 students and 312 matched public school campuses enrolling 150,691 students. "Another race or ethnicity" represents all students not explicitly identified as Asian, Black, Hispanic, or White. 2021–22 race and ethnicity data are estimated from heavily masked PEIMS Standard Reports that do not allow for the accurate calculation of race or ethnicity other than Asian, Black, Hispanic, and White. Masked values of <10, <20, and <30 were imputed as 10, 20, and 30, respectively, and result in an overestimate of the masked values.

Innovation Partnership campuses and the matched public school campuses. Figure 7.2 shows the average student program participation of the Innovation Partnership campuses and the matched public school campuses.

FIGURE 7.2

Average Student Program Participation of Innovation Partnership Campuses and Matched Public School Campuses, 2021–22



Sources. Texas Accountability Rating System, Texas Education Agency; Texas Partnerships, Texas Education Agency.

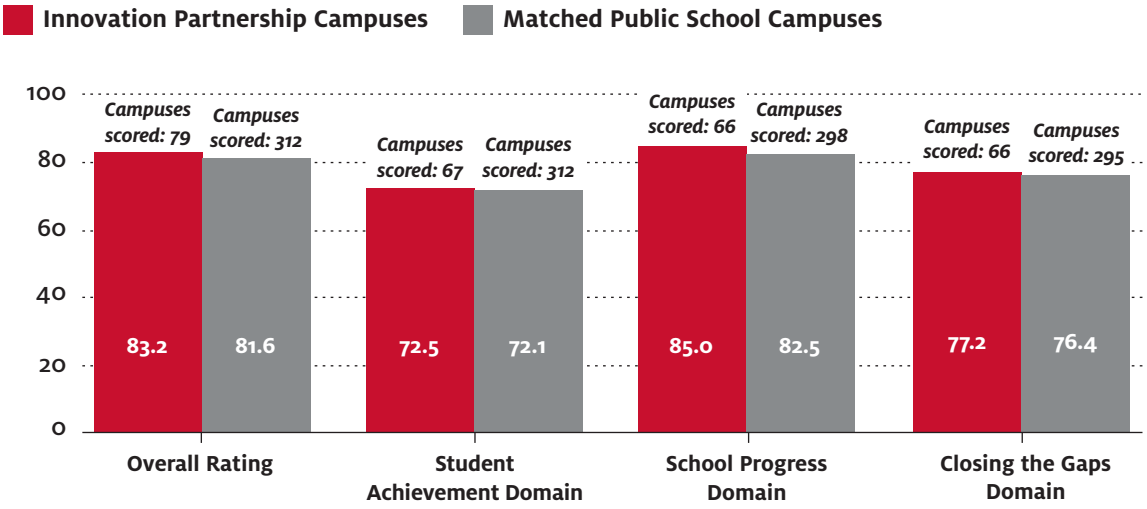
Notes. The figure includes 81 Innovation Partnerships enrolling 34,458 students and 312 matched public school campuses enrolling 150,691 students. Program participation is defined by the Accountability Rating System. Percentages are calculated by averaging campus-level percentages.

Innovation Performance, 2021–22

During 2021–22, 79 of the 81 Innovation Partnership campuses and all 312 of the matched public school campuses were assigned an overall scaled score rating in the Accountability Rating System. It is important to note that the average participation rates for STAAR testing was 98.8% of eligible students at Innovation Partnership campuses and 99.2% of eligible students at matched public school campuses. The average overall rating scaled score for Innovation Partnership campuses was 83.2, and the average score for matched public school campuses was 81.6. Innovation Partnership campus scale scores were higher than matched public school campus scaled scores for the Student Achievement Domain, School Progress Domain, and Closing the Gaps Domain.

FIGURE 7.3

Average Accountability System Scaled Scores by Domain for Innovation Partnership Campuses and Matched Public School Campuses, 2021–22



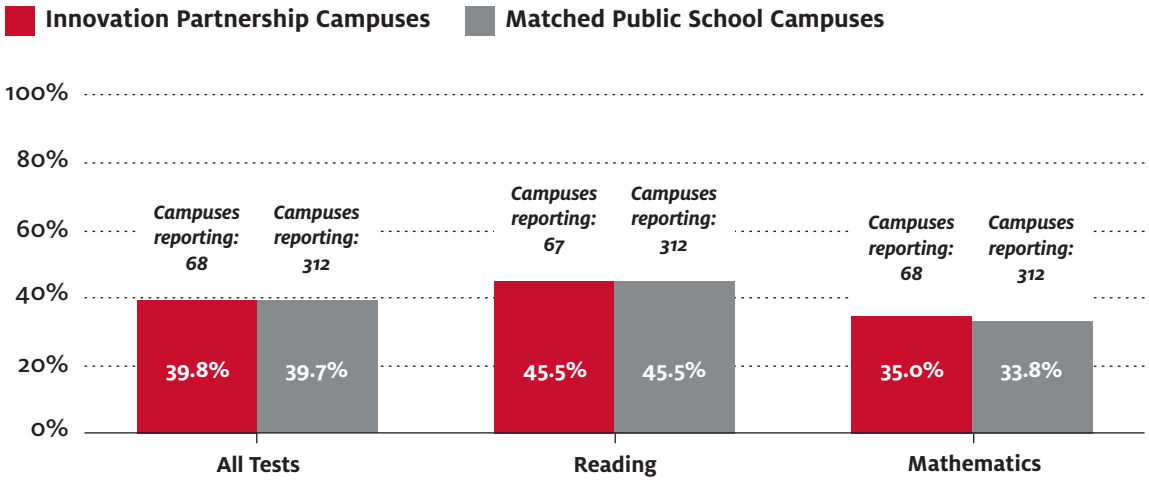
Sources. Texas Accountability Rating System, Texas Education Agency; Texas Partnerships, Texas Education Agency.

Notes. Scaled scores are calculated by the Accountability Rating System. Percentages are calculated by averaging campus-level scores.

Average campus performance on the STAAR exams for 2021–22 is reported in Figure 7.4. The figure shows the average percentage of tests that met the Meets Grade Level standard on STAAR exams for all tests, reading tests, and mathematics tests. In 2021–22, an average of 39.8% of all tests scored at Innovation Partnership campuses earned the Meets Grade Level standard. At the 312 matched public school campuses, 39.7% of all exams scored at the Meets Grade Level standard.

FIGURE 7.4

Average Percentage Exams Scored at Meets Grade Level Standard on STAAR Exams for Innovation Partnership Campuses and Matched Public School Campuses, 2021–22



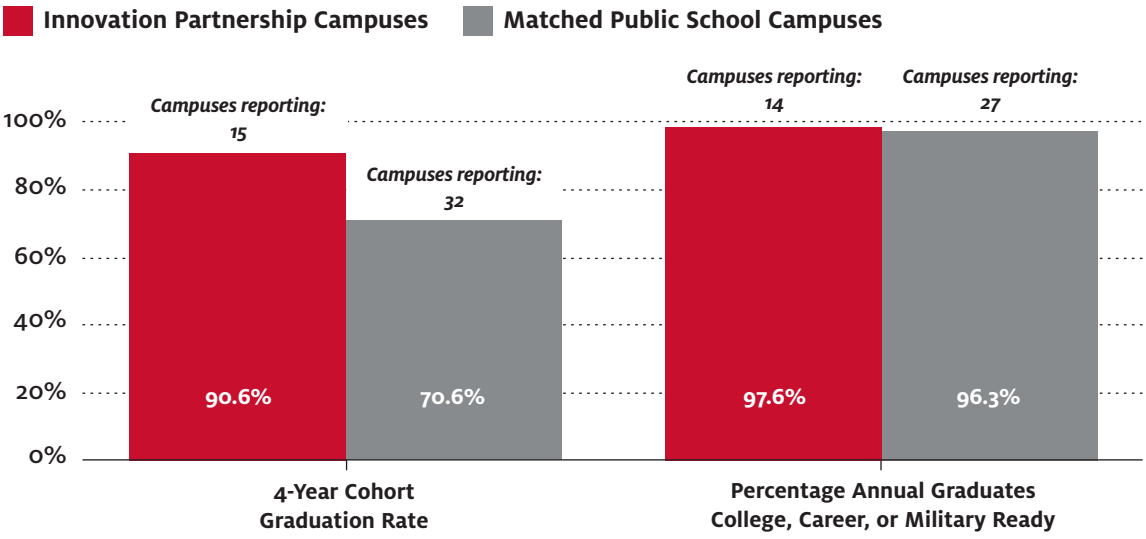
Sources. Texas Accountability Rating System, Texas Education Agency; Texas Partnerships, Texas Education Agency.

Notes. STAAR® = State of Texas Assessments of Academic Readiness. The Meets Grade Level standard reported and subject areas assigned are as defined by the Accountability Rating System. Percentages are calculated by averaging campus-level percentages.

In addition to measuring absolute performance on STAAR exams, the Accountability Rating System also measures student growth from one year to the next using growth points, a measure included in the School Progress Domain. Growth points can be awarded for students meeting or exceeding their progress measure (a standard amount of growth on consecutive STAAR exams determined by the TEA), for students increasing absolute performance standards from one year to the next, or for maintaining high-level performance.[12] In 2021–22, 66 of the 81 Innovation Partnership campuses reported growth points, with an average total possible growth points achieved of 78.4%. The matched public school campuses reporting growth points achieved, on average, 77.8% of possible growth points.

FIGURE 7.5

Average Graduation Rate and College, Career, and Military Readiness of Graduates for Innovation Partnership Campuses and Matched Public School Campuses*, 2021–22



Sources. Texas Accountability Rating System, Texas Education Agency; Texas Partnerships, Texas Education Agency.

Notes. * Excludes campuses rated as an Alternative Education Campus. Four-year cohort graduation rate and College, Career, and Military Readiness reported are as defined in the Accountability Rating System. Percentages are calculated by averaging campus-level percentages.

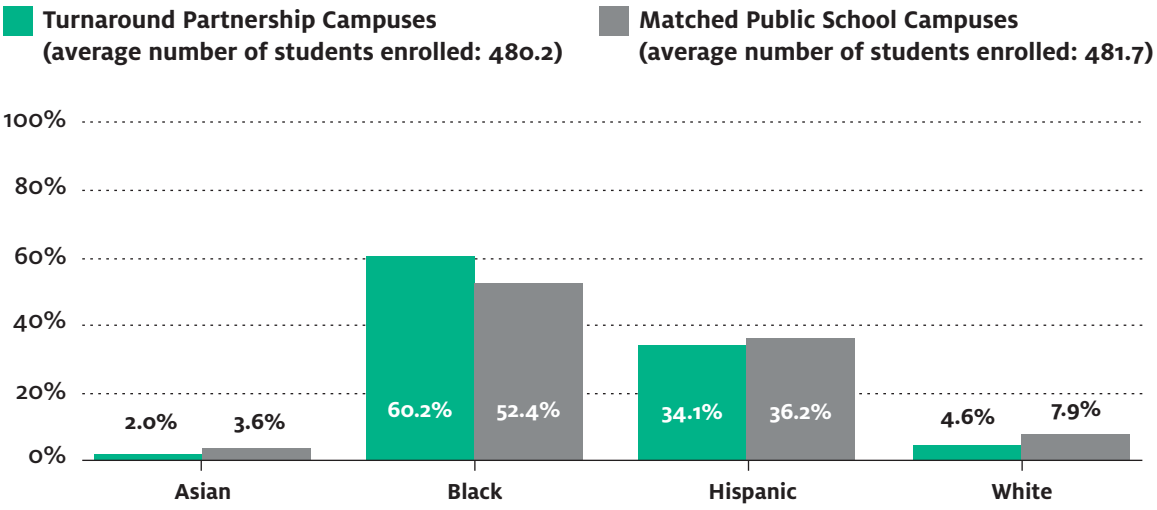
12 See Chapter 3 of the 2022 Accountability Manual for more detail.

Turnaround Partnership Matched Data Set

The 22 Turnaround Partnership campuses in operation during the 2021–22 school year were matched with 103 public school campuses (ISD and charter school campuses) based upon similar size and student demographics (see Section 4 for more information on matching technique). In 2021–22, 10,564 students were enrolled in Turnaround Partnership campuses, and 49,614 students were enrolled in the matched public school campuses. Figure 7.6 displays the average size and student race and ethnicity of the Turnaround Partnership campuses and the matched public school campuses. Figure 7.7 shows the average student program participation of the Turnaround Partnership campuses and the matched public school campuses.

FIGURE 7.6

Average Size and Student Race and Ethnicity of Turnaround Partnership Campuses and Matched Public School Campuses, 2021–22

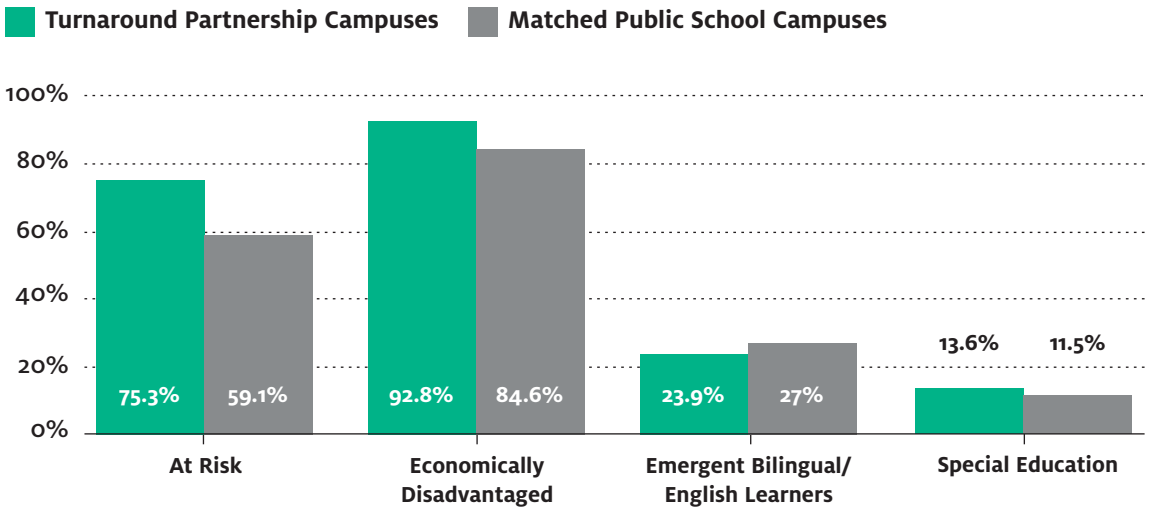


Sources. Public Education Information Management System (PEIMS) Standard Reports–Student Enrollment Reports, Texas Education Agency; Texas Partnerships, Texas Education Agency.

Notes. The figure includes 22 Turnaround Partnerships enrolling 10,564 students and 103 matched public school campuses enrolling 49,614 students. "Another race or ethnicity" represents all students not explicitly identified as Asian, Black, Hispanic, or White. 2021–22 race and ethnicity data are estimated from heavily masked PEIMS Standard Reports that do not allow for the accurate calculation of race or ethnicity other than Asian, Black, Hispanic, and White. Masked values of <10, <20, and <30 were imputed as 10, 20, and 30, respectively, and result in an overestimate of the masked values.

FIGURE 7.7

Average Student Program Participation of Turnaround Partnership Campuses and Matched Public School Campuses, 2021–22



Sources. Texas Accountability Rating System, Texas Education Agency; Texas Partnerships, Texas Education Agency.

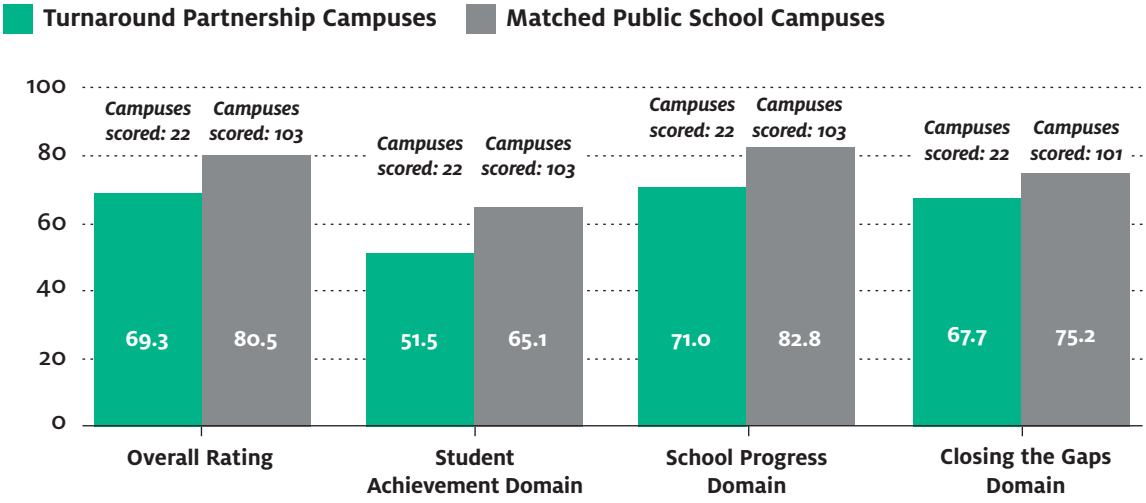
Notes. The figure includes 22 Turnaround Partnerships enrolling 10,564 students and 103 matched public school campuses enrolling 49,614 students. Program participation is defined by the Accountability Rating System. Percentages are calculated by averaging campus-level percentages.

Turnaround Performance, 2021–22

During the 2021–22 school year, all 22 Turnaround Partnership campuses and all 103 of the matched public school campuses were assigned an overall scaled score rating in the Accountability Rating System. It is important to note that the average participation rates for STAAR testing was 99.1% of all eligible students for Turnaround Partnership campuses and 99.7% of all eligible students at matched public school campuses. The average overall rating scaled score for Turnaround Partnership campuses was 69.3, and the average score for matched public school campuses was 80.5 (see Figure 7.8). Matched public school campus scaled scores were higher than those for Turnaround Partnership campuses for the Student Achievement Domain, School Progress Domain, and Closing the Gaps Domain.

FIGURE 7.8

Average Accountability System Scaled Scores by Domain for Turnaround Partnership Campuses and Matched Public School Campuses, 2021–22



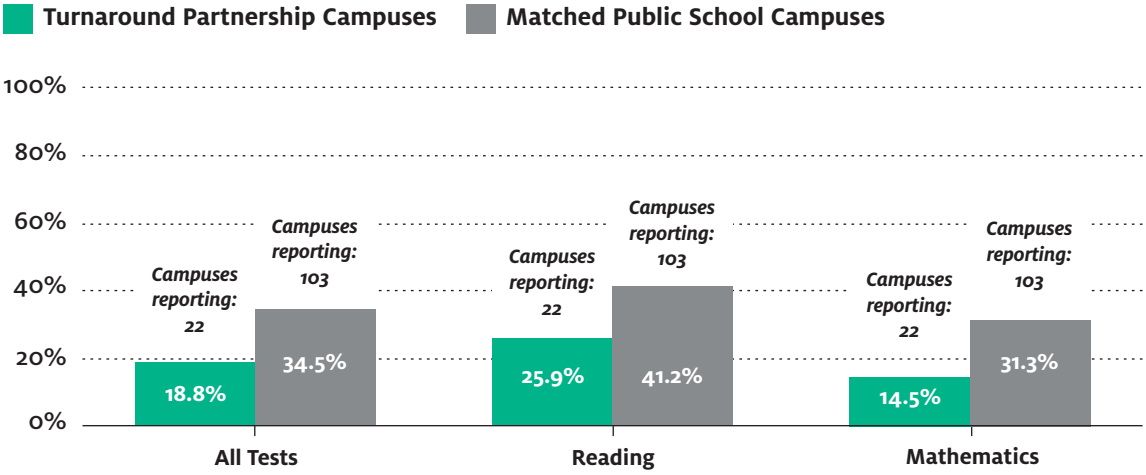
Sources. Texas Accountability Rating System, Texas Education Agency; Texas Partnerships, Texas Education Agency.

Notes. Scaled scores are calculated by the Accountability Rating System. Percentages are calculated by averaging campus-level scores.

Average campus performance on the STAAR exams for 2021–22 is reported in Figure 7.9. The figure shows the average percentage of tests that met the Meets Grade Level standard on STAAR exams for all tests, reading tests, and mathematics tests. In 2021–22, an average of 18.8% of all tests scored at the 22 Turnaround Partnership campuses achieved the Meets Grade Level standard. At the 103 matched public school campuses, 34.5% of exams scored at the Meets Grade Level standard.

FIGURE 7.9

Average Percentage Exams Scored at Meets Grade Level Standard on STAAR Exams for Turnaround Partnership Campuses and Matched Public School Campuses, 2021–22



Sources. Texas Accountability Rating System, Texas Education Agency; Texas Partnerships, Texas Education Agency.

Notes. STAAR® = State of Texas Assessments of Academic Readiness. The Meets Grade Level standard reported and subject areas assigned are as defined by the Accountability Rating System. Percentages are calculated by averaging campus-level percentages.

In addition to measuring absolute performance on the STAAR exam, the Accountability Rating System measures student growth from one year to the next using growth points, a measure included in the School Progress Domain. Growth points can be awarded for students meeting or exceeding their progress measure (a predetermined amount of growth on STAAR exams from one year to the next), for students increasing absolute performance standards from one year to the next, or for maintaining high level performance.[13] In 2021–22, the 22 Turnaround Partnership campuses reported achieving an average of 74.1% of total possible growth points. The 103 matched public school campuses achieved, on average, 79.5% of possible growth points.

13 See Chapter 3 of the 2022 Accountability Manual for more detail.

Section 8: Discussion

SB 1882 (85th Legislative session, 2017) created Texas Partnerships to encourage collaboration between school districts and charter schools with pecuniary and accountability incentives. Since that time, 117 Texas Partnerships have been approved by the commissioner and, as of the 2021–22 school year, those in operation had served 45,022 students across 18 school districts. This report provides an early analysis of the nascent policy, including the creation of Texas Partnerships across the state and their performance in the 2021–22 school year.

Analysis of publicly available data for both Innovation Partnerships and Turnaround Partnerships provides some general insight into the partners, school districts, teachers, and populations of students at partnership campuses. As of 2021–22, only 21 of the more than 1,000 ISDs across the state have created Texas Partnerships. Although the partnerships approved in the first year of implementation were all Turnaround Partnerships, in subsequent years, the number of Innovation Partnerships has far outpaced that of Turnaround Partnerships. Most often, school districts that have created Texas Partnerships have chosen to work with nonprofit entities for both types of partnerships. The shift toward more Innovation Partnerships over time yields initial insights into how school districts are engaging with the policy.

As of 2021–22, only 21 of the more than 1,000 ISDs across the state have created Texas Partnerships.

Innovation Partnership Campuses

Most Innovation Partnership campuses approved—61 out of the 94 approved between 2018–19 and 2021–22—have been for elementary campuses. Additionally, almost three-fourths of those approved between 2018–19 and 2021–22 (71 out of 94) have involved an existing campus rather than the creation of a new campus. As of 2020–21, Innovation Partnership campuses employed a teaching population more diverse than that of the statewide teaching population, but less diverse than the student population served. Specifically, students who identified as Hispanic comprised 67.2% of the student population at Innovation Partnership campuses in 2020–21, while 36.6% of teachers identified as Hispanic. While the average years of experience for teachers at Innovation Partnership schools in 2020–21was similar to the statewide average (10.6 years versus 11.2 years), teachers at Innovation Partnership campuses were paid average base salaries well below the statewide average. As an example, in 2020–21, beginning teachers at Innovation Partnership campuses were paid $47,876 on average, compared to the statewide beginning teacher average salary of $50,849.

Student enrollment at Innovation Partnership campuses for the 2021–22 school year was composed of larger proportions of Hispanic, Black, and economically disadvantaged students compared with statewide enrollment. Controlling for these differences with the creation of a matched set of public schools, Innovation Partnership schools scored higher in the Accountability Rating System than their peer campuses (83.2 overall scaled score compared with 81.6 for matched public schools). The growth and performance at the Meets Grade Level standard on STAAR exams was similar to that of their matched peers, while the four-year cohort graduation rate was much higher on Innovation Partnership campuses (90% compared with 70.6%).

Turnaround Partnership Campuses

Since 2018–19, 23 Turnaround Partnerships have been approved—all of which were at elementary and middle schools in 10 school districts across the state. Nonprofit entities have most often been selected for the turnaround of existing campuses with poor academic performance (13 of 23 approved) with charter schools selected for eight partnerships. As of 2020–21, the teaching population at Turnaround Partnerships included larger proportions of Black and Hispanic teachers than the statewide teaching population, which reflects, although it does not perfectly mirror, the student population at these campuses. Teachers

at Turnaround Partnership campuses have an average of 6.2 years of teaching experience, roughly half the statewide average. In 2020–21, beginning teachers at Turnaround Partnership campuses were paid an average base salary of $50,577 compared with the statewide average base salary for beginning teachers of $50,849 For the same year, Turnaround Partnership teachers with between one and five years of experience were paid an average base salary of $52,864, compared with the statewide average of $53,288 for the same level of experience.

As mentioned above, Turnaround Partnership campus student enrollment is composed of larger proportions of Black (34.1% in 2021–22) and Hispanic (60.2% in 2021–22) students compared with the statewide average for the same year (12.8% and 52.7%, respectively). Turnaround Partnership student enrollment in 2021–22 was also higher for at-risk (75.3% versus 53.5%), economically disadvantaged (92.8% versus 60.6%), emergent bilingual/English learner (23.9% versus 21.7%), and special education (13.6% versus 11.7%) populations than the statewide average. Controlling for these differences using propensity score matching to create a matched data set of public schools for comparison, the performance of Turnaround Partnership campuses on Accountability Rating System scores and STAAR performance is lower than that of their matched peer campuses. However, growth on STAAR exams is similar to that at peer campuses (74.1% versus 79.5% of total possible growth points achieved).

Conclusion

The findings of this report should be interpreted as preliminary results of an early, exploratory analysis of a policy. With only 21 of the more than 1,000 school districts in Texas forming a Texas Partnership to date, the landscape and performance is likely to change as more Texas Partnerships are added. This exploratory analysis indicates that the performance of Innovation Partnership campuses, relative to demographically matched peer campuses, has resulted in similar STAAR achievement and higher graduation rates. While the STAAR achievement of Turnaround Partnership campuses compared with demographically matched peer campuses is lower, the growth demonstrated by students in Turnaround Partnerships is higher than peer campuses. As the number of partnerships increases, the high bar for turnaround partners and the ways in which new partners establish themselves to become existing partners could change the landscape of Texas Partnerships. In order to appropriately and completely establish the policy impact of SB 1882, research into several aspects is needed.

Future Research

Because the Texas Partnerships bill was a newly implemented policy enacted just before the COVID-19 pandemic, additional research is required to fully understand its influence on the quality of the Texas educational system. Sparsely documented evidence in support of or against partnerships suggests that much of the success of partnerships is dependent upon the nature of the partnership itself (Bulkley et al., 2010). Where there is widespread support for the entry of outside partners (e.g., from local and district leaders, educators, community members, and partner organizations), district-managed accountability mechanisms and district-provided implementation support, and enough school autonomy to foster real differentiation in the local context, partnerships may provide opportunities for system-wide reform that benefits school leaders, teachers, and students. However, when relationships between entities are poorly defined; division across local, district, and school leaders and community members is high; transparency into decision-making is low; and partners are not held accountable, partnerships can lead to chaos while leaving the public without a meaningful mechanism for democratic control of public schools. Due to the wide amount of local control granted to school districts in partnering under SB 1882, we suggest additional research in four main areas to assist in a comprehensive understanding of Texas Partnerships:

In order to appropriately and completely establish the policy impact of SB 1882, research into several aspects is needed.

Contract Research

By design, much of Texas Partnerships is determined by the school districts and partners, and each partner contract has the potential to be quite different. The documented success of previous partnerships suggests that giving school leaders autonomy over major campus-level decision-making while holding them accountable for their decisions through a centralized data collection and management system can provide both flexibility and accountability in the partnership model (Borkoski, 2016; Schueler et al., 2017). Investigation into the partnership contracts, including the design, implementation, execution, and the TEA's approval and monitoring of these contracts, is critical in establishing the overall impact of the partnerships.

Turnaround Performance Research

The difficulty of turning around a school is well established in the research (Backstorm, 2019; Duke & Jacobson, 2011; Gill & Campbell, 2017). With the added complications from the COVID-19 pandemic, the degree to which Texas Partnerships have been able to turn around school performance should be examined at the student level, with careful provision for recovery from the pandemic and other complicating factors. This type of student-level approach would also allow for a better understanding of the performance of Innovation Partnerships established at both new and existing campuses.

Incentive Research

The degree to which incentives offered in SB 1882 for partners and school districts have been effective has yet to be explored as a policy issue. The incentive approach has been increasingly used in Texas education policy (bonus funding for CCMR, for example) and should be better understood in order to ensure future policies are influenced by research-based strategies. It would also be interesting to explore the internal decision-making processes of school districts that opt for partnerships. Exploring the school districts' perspectives will be helpful in understanding what motivates school districts to pursue partnerships and what, if any, are the deterrents.

Impact Research

Noting the void in the literature of impact research on portfolio management models or public-private partnerships, an impact study of how Texas Partnerships have shaped a school district's offering of schools, overall student achievement, school community, enrollment patterns, and teacher workforce over several years would be beneficial to support similar policies and programs across the country.

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Appendix A

TABLE A.1

Texas Partnerships, 2018–19 through 2021–22

Campus Number	Campus Name	Partnership Type	Grade Level	ISD	Partner	Partner Type	Years of Data Included in Report
15905016	LEARN4LIFE	Innovation	High	EDGEWOOD ISD	Ridgeline Education Corporation (Learn4Life)	Charter	2022
15905041	BRENTWOOD MIDDLE	Turnaround	Middle	EDGEWOOD ISD	Friends of P-Tech	Nonprofit	2021–2022
15905046	GUS GARCIA MIDDLE	Innovation	Middle	EDGEWOOD ISD	Texas A&M San Antonio Institute for School and Community Partnerships	Institution of Higher Ed	2021–2022
15905104	ROY CISNEROS EL	Innovation	Elementary	EDGEWOOD ISD	Texas Council for International Studies	Nonprofit	2022
15905110	LAS PALMAS EL	Innovation	Elementary	EDGEWOOD ISD	Texas Council for International Studies	Nonprofit	2022
15905116	WINSTON EL	Turnaround	Elementary	EDGEWOOD ISD	Texas A&M San Antonio Institute for School and Community Partnerships	Institution of Higher Ed	2022
15905124	BURLESON CENTER	Innovation	High	EDGEWOOD ISD	Texas A&M San Antonio Institute for School and Community Partnerships	Institution of Higher Ed	2021–2022
15905140	GARDENDALE PRE-K 4 SA EARLY LEARNING	Innovation	Elementary	EDGEWOOD ISD	PreK4SA	Governmental Entity	2020–2022
15905141	PRE-K 4 SAN ANTONIO	Innovation	Elementary	EDGEWOOD ISD	PreK4SA	Governmental Entity	2019–2022
15907002	BURBANK H S	Innovation	High	SAN ANTONIO ISD	Texas Council for International Studies	Nonprofit	2020–2022
15907004	FOX TECHNICAL H S	Innovation	High	SAN ANTONIO ISD	Alamo Colleges District	Institution of Higher Ed	2021–2022
15907007	JEFFERSON H S	Innovation	High	SAN ANTONIO ISD	Texas Council for International Studies	Nonprofit	2020–2022
15907022	TRAVIS EARLY COLLEGE H S	Innovation	High	SAN ANTONIO ISD	Alamo Colleges District	Institution of Higher Ed	2021–2022

Campus Number	Campus Name	Partnership Type	Grade Level	ISD	Partner	Partner Type	Years of Data Included in Report
15907023	YOUNG WOMEN'S LEADERSHIP ACADEMY	Innovation	K-12	SAN ANTONIO ISD	Young Women's Preparatory Network	Nonprofit	2020–2022
15907025	ST PHILIP'S COLLEGE EARLY COLLEGE H S WITH SAISD	Innovation	High	SAN ANTONIO ISD	Alamo Colleges District	Institution of Higher Ed	2021-2022
15907026	ADVANCED LEARNING ACADEMY	Innovation	K-12	SAN ANTONIO ISD	Center for Applied Science and Technology Network (CAST)	Nonprofit	2020–2022
15907027	CAST TECH H S	Innovation	High	SAN ANTONIO ISD	Center for Applied Science and Technology Network (CAST)	Nonprofit	2019–2022
15907028	CAST MED H S	Innovation	High	SAN ANTONIO ISD	Center for Applied Science and Technology Network (CAST)	Nonprofit	2020–2022
15907030	TEXANS CAN ACADEMY AT HIGHLANDS H S	Innovation	High	SAN ANTONIO ISD	Texans Can Academy	Charter	2019–2022
15907047	HARRIS MIDDLE	Innovation	Middle	SAN ANTONIO ISD	Texas Council for International Studies	Nonprofit	2020–2022
15907107	BONHAM ACADEMY	Innovation	Elementary	SAN ANTONIO ISD	University of Texas at San Antonio	Institution of Higher Ed	2022
15907112	BRISCOE EL	Innovation	Elementary	SAN ANTONIO ISD	Texas Council for International Studies	Nonprofit	2020–2022
15907114	CAMERON EL	Innovation	Elementary	SAN ANTONIO ISD	School Innovation Collaborative	Nonprofit	2021–2022
15907120	YOUNG WOMEN'S LEADERSHIP ACADEMY	Innovation	Elementary	SAN ANTONIO ISD	Young Women's Preparatory Network	Nonprofit	2020-2022
15907123	FENWICK ACADEMY	Innovation	Elementary	SAN ANTONIO ISD	Texas Council for International Studies	Nonprofit	2020–2022
15907127	GATES EL	Innovation	Elementary	SAN ANTONIO ISD	School Innovation Collaborative	Nonprofit	2020–2022
15907133	RODRIGUEZ MONTESSORI EL	Innovation	Elementary	SAN ANTONIO ISD	Public Montessori in Action International	Nonprofit	2022

Campus Number	Campus Name	Partnership Type	Grade Level	ISD	Partner	Partner Type	Years of Data Included in Report
15907138	IRVING DUAL LANGUAGE ACADEMY	Innovation	Elementary	SAN ANTONIO ISD	University of Texas at San Antonio	Institution of Higher Ed	2022
15907139	HUPPERTZ EL	Innovation	Elementary	SAN ANTONIO ISD	Texas Council for International Studies	Nonprofit	2020–2022
15907146	LAMAR EL	Innovation	Elementary	SAN ANTONIO ISD	School Innovation Collaborative	Nonprofit	2020–2022
15907147	BOWDEN ACADEMY	Innovation	Elementary	SAN ANTONIO ISD	School Innovation Collaborative	Nonprofit	2020–2022
15907157	OGDEN ACADEMY	Turnaround	Elementary	SAN ANTONIO ISD	Si, Se Puede Schools (formerly Relay Lab Schools)	Nonprofit	2019–2022
15907163	MARK TWAIN DUAL LANGUAGE ACADEMY	Innovation	Elementary	SAN ANTONIO ISD	University of Texas at San Antonio	Institution of Higher Ed	2022
15907166	STEELE MONTESSORI EL	Innovation	Elementary	SAN ANTONIO ISD	Public Montessori in Action International	Nonprofit	2022
15907168	P F STEWART EL	Turnaround	Elementary	SAN ANTONIO ISD	Democracy Prep	Charter	2019–2022
15907169	STORM EL	Turnaround	Elementary	SAN ANTONIO ISD	Si, Se Puede Schools (formerly Relay Lab Schools)	Nonprofit	2019–2022
15907175	WOODLAWN ACADEMY	Innovation	Elementary	SAN ANTONIO ISD	Texas Council for International Studies	Nonprofit	2020–2022
15907176	WOODLAWN HILLS EL	Innovation	Elementary	SAN ANTONIO ISD	Texas Council for International Studies	Nonprofit	2020–2022
15907240	CARROLL EARLY CHILDHOOD CAMPUS	Innovation	Elementary	SAN ANTONIO ISD	High Scope Educational Research Foundation (High Scope)	Nonprofit	2020–2022
15907244	TYNAN EARLY CHILDHOOD CAMPUS	Innovation	Elementary	SAN ANTONIO ISD	High Scope Educational Research Foundation (High Scope)	Nonprofit	2020–2022
24901001	FALFURRIAS H S	Innovation	High	BROOKS COUNTY ISD	Rural Schools Innovation Zone	Nonprofit	2020–2022

Campus Number	Campus Name	Partnership Type	Grade Level	ISD	Partner	Partner Type	Years of Data Included in Report
24901041	FALFURRIAS J H	Innovation	Middle	BROOKS COUNTY ISD	Rural Schools Innovation Zone	Nonprofit	2020–2022
57905550	MI ESCUELITA-CASA VIEW	Innovation	Elementary	DALLAS ISD	Mi Escuelita	Nonprofit	2020
57905551	MI ESCUELITA-COCKRELL HILL	Innovation	Elementary	DALLAS ISD	Mi Escuelita	Nonprofit	2020
57905552	MI ESCUELITA-CROSSOVER	Innovation	Elementary	DALLAS ISD	Mi Escuelita	Nonprofit	2020
57905553	MI ESCUELITA-GOOD SHEPHERD	Innovation	Elementary	DALLAS ISD	Mi Escuelita	Nonprofit	2020
57905560	CHILDCAREGROUP-LANDAUER	Innovation	Elementary	DALLAS ISD	Child Care Group	Nonprofit	2020
57905561	CHILDCAREGROUP-MARTIN LUTHER KING	Innovation	Elementary	DALLAS ISD	Child Care Group	Nonprofit	2020
57905562	CHILDCAREGROUP-WEST DALLAS	Innovation	Elementary	DALLAS ISD	Child Care Group	Nonprofit	2020
57905565	GOOD STREET LEARNING CENTER	Innovation	Elementary	DALLAS ISD	Good Street Learning center	Nonprofit	2020
57905566	HEAVENLY LEARNING CENTER	Innovation	Elementary	DALLAS ISD	Heavenly Learning Center	Nonprofit	2020
57905569	BRYAN'S HOUSE	Innovation	Elementary	DALLAS ISD	Bryan's House	Nonprofit	2020
57910055	UPLIFT LEE SECONDARY AT UPLIFT GRA	Innovation	Middle	GRAND PRAIRIE ISD	Uplift Education	Charter	2020
57910136	UPLIFT LEE	Innovation	Elementary	GRAND PRAIRIE ISD	Uplift Education	Charter	2019
68901047	ECTOR COLLEGE PREP SUCCESS ACADEMY	Turnaround	Middle	ECTOR COUNTY ISD	Ector County Success Network	Nonprofit	2019–2021
68901047	ECTOR COLLEGE PREP SUCCESS ACADEMY	Turnaround	Middle	ECTOR COUNTY ISD	Third Future	Charter	2022
68901134	THE ODESSA Y LEARNING CENTER	Innovation	Elementary	ECTOR COUNTY ISD	Odessa Family YMCA	Nonprofit	2022
77901001	FLOYDADA COLLEGIATE H S	Innovation	High	FLOYDADA COLLEGIATE ISD	Collegiate Edu-nation	Nonprofit	2021–2022

Campus Number	Campus Name	Partnership Type	Grade Level	ISD	Partner	Partner Type	Years of Data Included in Report
77901041	FLOYDADA COLLEGIATE J H	Innovation	Middle	FLOYDADA COLLEGIATE ISD	Collegiate Edu-nation	Nonprofit	2021–2022
77901101	A B DUNCAN COLLEGIATE EL	Innovation	Elementary	FLOYDADA COLLEGIATE ISD	Collegiate Edu-nation	Nonprofit	2021–2022
84902117	MOODY EARLY CHILDHOOD CENTER	Innovation	Elementary	GALVESTON ISD	Moody ECE	Nonprofit	2019–2022
92903001	LONGVIEW H S	Innovation	High	LONGVIEW ISD	Texas Council for International Studies	Nonprofit	2021–2022
92903004	LEAD ACADEMY H S	Innovation	High	LONGVIEW ISD	Longview Leap	Nonprofit	2021–2022
92903041	FOREST PARK MAGNET SCHOOL	Innovation	Middle	LONGVIEW ISD	East Texas Advanced Academies	Nonprofit	2020–2022
92903042	FOSTER MIDDLE	Innovation	Middle	LONGVIEW ISD	Texas Council for International Studies	Nonprofit	2021–2022
92903044	JUDSON STEAM ACADEMY	Innovation	Middle	LONGVIEW ISD	Texas Council for International Studies	Nonprofit	2021–2022
92903111	EAST TEXAS MONTESSORI PREP ACADEMY	Innovation	Elementary	LONGVIEW ISD	East Texas Advanced Academies	Nonprofit	2020–2022
92903117	HUDSON EL	Innovation	Elementary	LONGVIEW ISD	Texas Council for International Studies	Nonprofit	2021–2022
92903122	J L EVERHART MAGNET EL	Innovation	Elementary	LONGVIEW ISD	East Texas Advanced Academies	Nonprofit	2020–2022
92903123	JOHNSTON-MCQUEEN EL	Innovation	Elementary	LONGVIEW ISD	East Texas Advanced Academies	Nonprofit	2020–2022
92903124	SOUTH WARD EL	Innovation	Elementary	LONGVIEW ISD	Texas Council for International Studies	Nonprofit	2021–2022
92903125	WARE EL	Innovation	Elementary	LONGVIEW ISD	East Texas Advanced Academies	Nonprofit	2020–2022
92903126	NED E WILLIAMS EL	Innovation	Elementary	LONGVIEW ISD	Texas Council for International Studies	Nonprofit	2021–2022
92903127	BRAMLETTE STEAM ACADEMY	Innovation	Elementary	LONGVIEW ISD	East Texas Advanced Academies	Nonprofit	2020–2022
112905001	CUMBY H S	Innovation	K-12	CUMBY ISD	Collegiate Edu-nation	Nonprofit	2021–2022

Campus Number	Campus Name	Partnership Type	Grade Level	ISD	Partner	Partner Type	Years of Data Included in Report
112905101	CUMBY EL	Innovation	Elementary	CUMBY ISD	Collegiate Edu-nation	Nonprofit	2021-2022
123910042	SMITH MIDDLE	Turnaround	Middle	BEAUMONT ISD	Phalen Leadership Academies	Charter	2020–2022
123910043	M L KING MIDDLE	Turnaround	Middle	BEAUMONT ISD	Green Dot Public Schools	Charter	2022
123910129	DR MAE E JONES-CLARK EL	Turnaround	Elementary	BEAUMONT ISD	Phalen Leadership Academies	Charter	2020–2022
123910131	FEHL-PRICE EL	Turnaround	Elementary	BEAUMONT ISD	Responsive Education Solutions	Charter	2020–2022
127903001	HAMLIN COLLEGIATE H S	Innovation	High	HAMLIN COLLEGIATE ISD	Collegiate Edu-nation	Nonprofit	2021–2022
127903102	HAMLIN COLLEGIATE EL	Innovation	Elementary	HAMLIN COLLEGIATE ISD	Collegiate Edu-nation	Nonprofit	2021–2022
152901063	DUNBAR COLLEGE PREPARATORY ACADEMY	Turnaround	Middle	LUBBOCK ISD	Lubbock Partnership Network	Nonprofit	2020–2022
152901165	HODGES EL	Innovation	Elementary	LUBBOCK ISD	Lubbock Partnership Network	Nonprofit	2020–2022
152901194	ALDERSON EL	Innovation	Elementary	LUBBOCK ISD	Lubbock Partnership Network	Nonprofit	2020–2022
152901196	ERVIN EL	Innovation	Elementary	LUBBOCK ISD	Lubbock Partnership Network	Nonprofit	2020–2022
161914048	G W CARVER MIDDLE	Turnaround	Middle	WACO ISD	Transformation Waco	Nonprofit	2019–2022
161914050	INDIAN SPRING MIDDLE	Turnaround	Middle	WACO ISD	Transformation Waco	Nonprofit	2019–2022
161914101	ALTA VISTA EL	Turnaround	Elementary	WACO ISD	Transformation Waco	Nonprofit	2019–2022
161914104	BROOK AVENUE EL	Turnaround	Elementary	WACO ISD	Transformation Waco	Nonprofit	2019–2022
161914110	J H HINES EL	Turnaround	Elementary	WACO ISD	Transformation Waco	Nonprofit	2019–2022

Campus Number	Campus Name	Partnership Type	Grade Level	ISD	Partner	Partner Type	Years of Data Included in Report
165901007	YOUNG WOMEN'S LEADERSHIP ACADEMY	Innovation	Middle	MIDLAND ISD	Young Women's Preparatory Network	Nonprofit	2020–2022
165901046	GODDARD J H	Innovation	Middle	MIDLAND ISD	REACH Network	Nonprofit	2020–2022
165901109	SAM HOUSTON COLLEGIATE PREPARATORY EL	Turnaround	Elementary	MIDLAND ISD	Third Future	Charter	2021–2022
165901113	MILAM EL	Innovation	Elementary	MIDLAND ISD	Ben Milam International Academy	Nonprofit	2020–2022
165901126	CARVER CENTER	Innovation	Elementary	MIDLAND ISD	The Carver Center	Nonprofit	2020–2022
165901134	RALPH BUNCHE EL	Innovation	Elementary	MIDLAND ISD	REACH Network	Nonprofit	2020–2022
165901136	PRE-K ACADEMY AT MIDLAND COLLEGE	Innovation	Elementary	MIDLAND ISD	Midland Community College District	Institution of Higher Ed	2020–2022
165901137	IDEA TRAVIS ACADEMY	Innovation	Elementary	MIDLAND ISD	IDEA Public Schools	Charter	2021–2022
177901001	ROSCOE COLLEGIATE H S	Innovation	High	ROSCOE COLLEGIATE ISD	Collegiate Edu-nation	Nonprofit	2020–2022
177901101	ROSCOE EL	Innovation	Elementary	ROSCOE COLLEGIATE ISD	Collegiate Edu-nation	Nonprofit	2020–2022
177901102	ROSCOE COLLEGIATE MONTESSORI EARLY CHILDHOOD	Innovation	Elementary	ROSCOE COLLEGIATE ISD	Collegiate Edu-nation	Nonprofit	2020–2022
198905042	HEARNE J H	Turnaround	Middle	HEARNE ISD	Hearne Education Foundation	Nonprofit	2019–2022
198905104	HEARNE EL	Turnaround	Elementary	HEARNE ISD	Hearne Education Foundation	Nonprofit	2019–2022
208902043	SNYDER J H	Innovation	Middle	SNYDER ISD	Responsive Education Solutions	Charter	2021
220905045	FOREST OAK MIDDLE	Innovation	Middle	FORT WORTH ISD	Texas Wesleyan University	Institution of Higher Ed	2020–2022

Campus Number	Campus Name	Partnership Type	Grade Level	ISD	Partner	Partner Type	Years of Data Included in Report
220905059	PHALEN LEADERSHIP ACADEMY AT JAMES MARTIN JACQUET	Turnaround	Middle	FORT WORTH ISD	Phalen Leadership Academies	Charter	2022
220905064	LEADERSHIP ACADEMY AT FOREST OAK 6TH GRADE	Turnaround	Middle	FORT WORTH ISD	Texas Wesleyan University	Institution of Higher Ed	2021–2022
220905117	COMO EL	Innovation	Elementary	FORT WORTH ISD	Texas Wesleyan University	Institution of Higher Ed	2020–2022
220905124	MAUDE I LOGAN EL	Innovation	Elementary	FORT WORTH ISD	Texas Wesleyan University	Institution of Higher Ed	2020–2022
220905129	JOHN T WHITE EL	Innovation	Elementary	FORT WORTH ISD	Texas Wesleyan University	Institution of Higher Ed	2020–2022
220905144	MITCHELL BOULEVARD EL	Innovation	Elementary	FORT WORTH ISD	Texas Wesleyan University	Institution of Higher Ed	2020–2022
224901001	THROCKMORTON COLLEGIATE ISD	Innovation	K-12	THROCKMORTON COLLEGIATE ISD	Collegiate Edu-nation	Nonprofit	2021–2022
227901058	MENDEZ MIDDLE	Turnaround	Middle	AUSTIN ISD	T-STEM Coalition	Nonprofit	2019–2022
227901194	AUSTIN ISD PREK PARTNERSHIP (PKP)	Innovation	Elementary	AUSTIN ISD	United Way for Greater Austin	Nonprofit	2020–2022
227901197	MAINSPRING SCHOOLS	Innovation	Elementary	AUSTIN ISD	Mainspring Schools	Nonprofit	2019–2022
227901199	GREENLEAF NCC	Innovation	High	AUSTIN ISD	Greenleaf-Easterseals	Nonprofit	2022

Source. Texas Partnerships, Texas Education Agency.

Appendix B

Current Texas Partnerships

The following districts and campuses have been approved for benefits under SB 1882 in prior application cycles.

Cycle 1 (benefits began in SY 2018-2019)

District	CDCN	Partner	Campus	Partnership Type
Austin	227901197	Mainspring Schools	Mainspring School	Innovation: New School
Austin	227901058	T-STEM Coalition	Mendez Middle School	Turnaround
Ector County	068901047	Ector County Success Network	Ector College Prep Success	Turnaround
Edgewood	015905141	PreK4SA	PreK4SA	Innovation: New School
Galveston	084902117	Moody ECE	Moody ECE	Innovation: New School
Grand Prairie	057910136	Uplift Education	Uplift Lee Primary	Innovation: Existing School
Hearne	198905042	Hearne Education Foundation	Hearne Junior High	Turnaround
Hearne	198905104	Hearne Education Foundation	Hearne Elementary	Turnaround
San Antonio	015907027	Center for Applied Science and Technology Network (CAST)	CAST Tech	Innovation: Existing School
San Antonio	015907030	Texans Can Academy	Texans Can Academy	Innovation: New School
San Antonio	015907157	Relay Lab Schools	Ogden Elementary	Turnaround
San Antonio	015907168	Democracy Prep	P F Stewart Elementary	Turnaround
San Antonio	015907169	Relay Lab Schools	Storm Elementary	Turnaround
Waco	161914050	Transformation Waco	Indian Spring Middle School	Turnaround
Waco	161914101	Transformation Waco	Alta Vista Elementary School	Turnaround
Waco	161914104	Transformation Waco	Brook Avenue Elementary	Turnaround
Waco	161914110	Transformation Waco	J H Hines Elementary School	Turnaround
Waco	161914048	Transformation Waco	G W Carver Middle School	Turnaround

Current Texas Partnerships

Cycle 2 (benefits began in SY 2019-2020)

District	CDCN	Partner	Campus	Partnership Type
Austin	227901194	United Way for Greater Austin	Pre-K Partnerships: A Success by 6/AISD Collaboration	Innovation: New School
Beaumont	123910042	Phalen Leadership Academies	Smith Middle School	Turnaround
Beaumont	123910129	Phalen Leadership Academies	Jones-Clark Elementary School	Turnaround
Beaumont	123910131	Responsive Education Solutions	Fehl-Price Elementary School	Turnaround
Brooks County	024901001	Rural Schools Innovation Zone	Falfurrias High School	Innovation: Existing School
Brooks County	024901041	Rural Schools Innovation Zone	Falfurrias Junior High School	Innovation: Existing School
Dallas	057905569	Bryan's House	Bryan's House	Innovation: New School
Dallas	057905560	ChildCareGroup	ChildCareGroup-Landauer Center	Innovation: New School
Dallas	057905561	ChildCareGroup	ChildCareGroup-Martin Luther King Center	Innovation: New School
Dallas	057905562	ChildCareGroup	ChildCareGroup-West Dallas Center	Innovation: New School
Dallas	057905565	Good Street Learning Center	Good Street Learning Center	Innovation: New School
Dallas	057905566	Heavenly Learning Center	Heavenly Learning Center	Innovation: New School
Dallas	057905550	Mi Escuelita	Mi Escuelita-Casa View Center	Innovation: New School
Dallas	057905551	Mi Escuelita	Mi Escuelita-Cockrell Hill Center	Innovation: New School
Dallas	057905552	Mi Escuelita	Mi Escuelita-Crossover Center	Innovation: New School
Dallas	057905553	Mi Escuelita	Mi Escuelita-Good Shephard Center	Innovation: New School
Edgewood	015905140	PreK4SA	Gardendale PreK4SA Early Learning Program	Innovation: New School
Fort Worth	220905045	Texas Wesleyan University	Forest Oak Middle School	Innovation: Existing School
Fort Worth	220905117	Texas Wesleyan University	Como Elementary School	Innovation: Existing School
Fort Worth	220905124	Texas Wesleyan University	Maude I. Logan Elementary School	Innovation: Existing School
Fort Worth	220905129	Texas Wesleyan University	John T. White Elementary School	Innovation: Existing School
Fort Worth	220905144	Texas Wesleyan University	Mitchell Boulevard Elementary School	Innovation: Existing School
Grand Prairie	057910055	Uplift Education	Uplift Lee Secondary Preparatory	Innovation: New School
Longview	092903041	East Texas Advanced Academies	Forest Park Middle School	Innovation: Existing School
Longview	092903111	East Texas Advanced Academies	East Texas Montessori Prep Academy	Innovation: Existing School

Current Texas Partnerships

District	CDCN	Partner	Campus	Partnership Type
Longview	092903121	East Texas Advanced Academies	Bramlette STEAM Elementary School	Innovation: Existing School
Longview	092903122	East Texas Advanced Academies	J.L. Everhart Magnet Academy	Innovation: Existing School
Longview	092903123	East Texas Advanced Academies	Johnston McQueen Elementary School	Innovation: Existing School
Longview	092903125	East Texas Advanced Academies	Ware East Texas Montessori Academy	Innovation: Existing School
Lubbock	152901063	Lubbock Partnership Network	Dunbar Middle School	Turnaround
Lubbock	152901165	Lubbock Partnership Network	Hodges Elementary School	Innovation: Existing School
Lubbock	152901194	Lubbock Partnership Network	Alderson Elementary School	Innovation: Existing School
Lubbock	152901196	Lubbock Partnership Network	Ervin Elementary School	Innovation: Existing School
Midland	165901007	Young Women's Preparatory Network	Young Women's Leadership Academy	Innovation: New School
Midland	165901046	REACH Network	Goddard Junior High School	Innovation: Existing School
Midland	165901113	Ben Milam International Academy	Ben Milam International Academy	Innovation: Existing School
Midland	165901126	The Carver Center	Carver Center	Innovation: Existing School
Midland	165901134	REACH Network	Ralph Bunche Elementary School	Innovation: Existing School
Midland	165901136	Midland Community College District	Midland College PreK Charter	Innovation: New School
Roscoe Collegiate	177901001	Collegiate-Edunation	Roscoe Collegiate Secondary	Innovation: Existing School
Roscoe Collegiate	177901101	Collegiate-Edunation	Roscoe Collegiate Elementary School	Innovation: Existing School
Roscoe Collegiate	177901102	Collegiate-Edunation	Roscoe Collegiate Montessori Early Childhood Center	Innovation: Existing School
San Antonio	015907002	Texas Council for International Studies	Burbank High School	Innovation: Existing School
San Antonio	015907007	Texas Council for International Studies	Jefferson High School	Innovation: Existing School
San Antonio	015907023	Young Women's Preparatory Network	Young Women's Leadership Academy Secondary	Innovation: Existing School
San Antonio	015907026	Center for Applied Science and Technology Network (CAST)	Advanced Learning Academy	Innovation: Existing School
San Antonio	015907028	Center for Applied Science and Technology Network (CAST)	CAST Med	Innovation: New School
San Antonio	015907047	Texas Council for International Studies	Harris Middle School	Innovation: Existing School
San Antonio	015907112	Texas Council for International Studies	Briscoe Elementary School	Innovation: Existing School

Current Texas Partnerships

District	CDCN	Partner	Campus	Partnership Type
San Antonio	015907120	Young Women's Preparatory Network	Young Women's Leadership Academy Primary	Innovation: Existing School
San Antonio	015907123	Texas Council for International Studies	Fenwick Academy	Innovation: Existing School
San Antonio	015907127	School Innovation Collaborative	Gates Elementary School	Innovation: Existing School
San Antonio	015907139	Texas Council for International Studies	Huppertz Elementary School	Innovation: Existing School
San Antonio	015907146	School Innovation Collaborative	Lamar Elementary School	Innovation: Existing School
San Antonio	015907147	School Innovation Collaborative	Bowden Academy	Innovation: Existing School
San Antonio	015907175	Texas Council for International Studies	Woodlawn Academy	Innovation: Existing School
San Antonio	015907176	Texas Council for International Studies	Woodlawn Hills Elementary School	Innovation: Existing School
San Antonio	015907240	High Scope Educational Research Foundation (High Scope)	Carroll Early Childhood Education Center	Innovation: Existing School
San Antonio	015907244	High Scope Educational Research Foundation (High Scope)	Tynan Early Childhood Education Center	Innovation: Existing School

Cycle 3 (benefits began in SY 2020-2021)

District	CDCN	Partner	Campus	Partnership Type
Cumby	112905101	Collegiate Edu-nation	Cumby Elementary School	Innovation: Existing School
Cumby	112905001	Collegiate Edu-nation	Cumby High School	Innovation: Existing School
Edgewood	015905041	Friends of P-Tech	Brentwood STEAM School of Innovation	Turnaround
Edgewood	015905124	Texas A&M San Antonio Institute for School and Community Partnerships	Burleson School of Innovation	Innovation: Existing School
Edgewood	015905046	Texas A&M San Antonio Institute for School and Community Partnerships	Gus Garcia Middle School	Innovation: Existing School
Floydada	077901101	Collegiate Edu-nation	A.B. Duncan Elementary	Innovation: Existing School
Floydada	077901041	Collegiate Edu-nation	Floydada Junior High	Innovation: Existing School
Floydada	077901001	Collegiate Edu-nation	Floydada High School	Innovation: Existing School
Hamlin Collegiate	127903102	Collegiate Edu-nation	Hamlin Collegiate Elementary	Innovation: Existing School
Hamlin Collegiate	127903001	Collegiate Edu-nation	Hamlin Collegiate High School	Innovation: Existing School

Current Texas Partnerships

District	CDCN	Partner	Campus	Partnership Type
Longview	092903004	Longview Educates and Prospers	Longview Early Graduation High School	Innovation: Existing School
Longview	092903001	Texas Council for International Studies	Longview High School	Innovation: Existing School
Longview	092903042	Texas Council for International Studies	Foster Middle School	Innovation: Existing School
Longview	092903117	Texas Council for International Studies	Hudson PEP Elementary School	Innovation: Existing School
Longview	092903126	Texas Council for International Studies	Ned E. Williams Elementary School	Innovation: Existing School
Longview	092903044	Texas Council for International Studies	Judson Middle School	Innovation: Existing School
Longview	092903124	Texas Council for International Studies	South Ward Elementary	Innovation: Existing School
Midland	165901137	IDEA Public Schools	IDEA Travis Academy	Innovation: New School
Midland	165901109	Third Future	Sam Houston Collegiate Preparatory Elementary	Turnaround
San Antonio	015907114	School Innovation Collaborative	Cameron Elementary School	Innovation: Existing School
San Antonio	015907004	Alamo Colleges District	Fox Tech High School	Innovation: Existing School
San Antonio	015907025	Alamo Colleges District	St. Phillips College Early College High School	Innovation: Existing School
San Antonio	015907022	Alamo Colleges District	Travis Early College High School	Innovation: Existing School
Snyder	208902043	Responsive Education Solutions	Snyder Junior High School	Innovation: New School
Throckmorton	224901001	Collegiate Edu-nation	Throckmorton Collegiate ISD	Innovation: Existing School

Current Texas Partnerships

District	Campus	CDCN	Partner	SY benefits began	Partnership Type
Austin	Mainspring School	227901197	Mainspring Schools	2018-2019	Innovation: New School
Austin	Mendez Middle School	227901058	T-STEM Coalition	2018-2019	Turnaround
Austin	Pre-K Partnerships: A Success by 6/AISD Collaboration	227901194	United Way for Greater Austin	2019-2020	Innovation: New School
Austin	Greenleaf-Easterseals	227901199	Greenleaf-Easterseals	2021-2022	Innovation: New School
Beaumont	Smith Middle School	123910042	Phalen Leadership Academies	2019-2020	Turnaround
Beaumont	Jones-Clark Elementary School	123910129	Phalen Leadership Academies	2019-2020	Turnaround
Beaumont	Fehl-Price Elementary School	123910131	Responsive Education Solutions	2019-2020	Turnaround
Beaumont	Martin Luther King Middle School	123910043	Green Dot Public Schools	2021-2022	Turnaround
Brooks County	Falfurrias High School	024901001	Rural Schools Innovation Zone	2019-2020	Innovation: Existing School
Brooks County	Falfurrias Junior High School	024901041	Rural Schools Innovation Zone	2019-2020	Innovation: Existing School
Cumby	Cumby Elementary School	112905101	Collegiate Edu-nation	2020-2021	Innovation: Existing School
Cumby	Cumby High School	112905001	Collegiate Edu-nation	2020-2021	Innovation: Existing School
Ector County	Odessa Family YMCA	068901134	Odessa Family YMCA	2021-2022	Innovation: New School
Ector County	Ector College Prep Success (Ector Middle)	068901047	Third Future	2021-2022	Turnaround
Edgewood	PreK4SA	015905141	PreK4SA	2018-2019	Innovation: New School
Edgewood	Gardendale PreK4SA Early Learning Program	015905140	PreK4SA	2019-2020	Innovation: New School
Edgewood	Brentwood STEAM School of Innovation	015905041	Friends of P-Tech	2020-2021	Turnaround
Edgewood	Learn4Life	015905016	Ridgeline Education Corporation (Learn4Life)	2021-2022	Innovation: New School
Edgewood	Winston Intermediate School of Excellence	015905116	Texas A&M San Antonio Institute for School and Community Partnerships	2021-2022	Turnaround
Edgewood	Cisneros Leadership School for Boys	015905104	Texas Council for International Studies	2021-2022	Innovation: Existing School
Edgewood	Las Palmas Leadership School for Girls	015905110	Texas Council for International Studies	2021-2022	Innovation: Existing School
Edgewood	Burleson School of Innovation	015905124	Texas A&M San Antonio Institute for School and Community Partnerships	2020-2021	Innovation: Existing School

Updated August 2021

Current Texas Partnerships

District	Campus	CDCN	Partner	SY benefits began	Partnership Type
Edgewood	Gus Garcia Middle School	015905046	Texas A&M San Antonio Institute for School and Community Partnerships	2020-2021	Innovation: Existing School
Floydada	A.B. Duncan Elementary	077901101	Collegiate Edu-nation	2020-2021	Innovation: Existing School
Floydada	Floydada Junior High	077901041	Collegiate Edu-nation	2020-2021	Innovation: Existing School
Floydada	Floydada High School	077901001	Collegiate Edu-nation	2020-2021	Innovation: Existing School
Fort Worth	Forest Oak Middle School	220905045	Texas Wesleyan University	2019-2020	Innovation: Existing School
Fort Worth	Como Elementary School	220905117	Texas Wesleyan University	2019-2020	Innovation: Existing School
Fort Worth	Maude I. Logan Elementary School	220905124	Texas Wesleyan University	2019-2020	Innovation: Existing School
Fort Worth	John T. White Elementary School	220905129	Texas Wesleyan University	2019-2020	Innovation: Existing School
Fort Worth	Mitchell Boulevard Elementary School	220905144	Texas Wesleyan University	2019-2020	Innovation: Existing School
Fort Worth	Leadership Academy at Forest Oak 6th Grade	220905064	Texas Wesleyan University	2020-2021	Turnaround
Fort Worth	Jacquet Middle School	220905059	Phalen Leadership Academies	2021-2022	Turnaround
Galveston	Moody ECE	084902117	Moody ECE	2018-2019	Innovation: New School
Hamlin Collegiate	Hamlin Collegiate Elementary	127903102	Collegiate Edu-nation	2020-2021	Innovation: Existing School
Hamlin Collegiate	Hamlin Collegiate High School	127903001	Collegiate Edu-nation	2020-2021	Innovation: Existing School
Hearne	Hearne Junior High	198905042	Hearne Education Foundation	2018-2019	Turnaround
Hearne	Hearne Elementary	198905104	Hearne Education Foundation	2018-2019	Turnaround
Longview	Forest Park Middle School	092903041	East Texas Advanced Academies	2019-2020	Innovation: Existing School
Longview	East Texas Montessori Prep Academy	092903111	East Texas Advanced Academies	2019-2020	Innovation: Existing School
Longview	Bramlette STEAM Elementary School	092903121	East Texas Advanced Academies	2019-2020	Innovation: Existing School
Longview	J.L. Everhart Magnet Academy	092903122	East Texas Advanced Academies	2019-2020	Innovation: Existing School
Longview	Johnston McQueen Elementary School	092903123	East Texas Advanced Academies	2019-2020	Innovation: Existing School
Longview	Ware East Texas Montessori Academy	092903125	East Texas Advanced Academies	2019-2020	Innovation: Existing School
Longview	Longview Early Graduation High School	092903004	Longview Educates and Prospers	2020-2021	Innovation: Existing School
Longview	Longview High School	092903001	Texas Council for International Studies	2020-2021	Innovation: Existing School
Longview	Foster Middle School	092903042	Texas Council for International Studies	2020-2021	Innovation: Existing School

Updated August 2021

Current Texas Partnerships

District	Campus	CDCN	Partner	SY benefits began	Partnership Type
Longview	Hudson PEP Elementary School	092903117	Texas Council for International Studies	2020-2021	Innovation: Existing School
Longview	Ned E. Williams Elementary School	092903126	Texas Council for International Studies	2020-2021	Innovation: Existing School
Longview	Judson Middle School	092903044	Texas Council for International Studies	2020-2021	Innovation: Existing School
Longview	South Ward Elementary	092903124	Texas Council for International Studies	2020-2021	Innovation: Existing School
Lubbock	Dunbar Middle School	152901063	Lubbock Partnership Network	2019-2020	Turnaround
Lubbock	Hodges Elementary School	152901165	Lubbock Partnership Network	2019-2020	Innovation: Existing School
Lubbock	Alderson Elementary School	152901194	Lubbock Partnership Network	2019-2020	Innovation: Existing School
Lubbock	Ervin Elementary School	152901196	Lubbock Partnership Network	2019-2020	Innovation: Existing School
Midland	Ben Milam International Academy	165901113	Ben Milam International Academy	2019-2020	Innovation: Existing School
Midland	Midland College PreK Charter	165901136	Midland Community College District	2019-2020	Innovation: New School
Midland	Goddard Junior High School	165901046	REACH Network	2019-2020	Innovation: Existing School
Midland	Ralph Bunche Elementary School	165901134	REACH Network	2019-2020	Innovation: Existing School
Midland	Carver Center	165901126	The Carver Center	2019-2020	Innovation: Existing School
Midland	Young Women's Leadership Academy	165901007	Young Women's Preparatory Network	2019-2020	Innovation: New School
Midland	IDEA Travis Academy	165901137	IDEA Public Schools	2020-2021	Innovation: New School
Midland	Sam Houston Collegiate Preparatory Elementary	165901109	Third Future	2020-2021	Turnaround
Roscoe Collegiate	Roscoe Collegiate Secondary	177901001	Collegiate Edu-nation	2019-2020	Innovation: Existing School
Roscoe Collegiate	Roscoe Collegiate Elementary School	177901101	Collegiate Edu-nation	2019-2020	Innovation: Existing School
Roscoe Collegiate	Roscoe Collegiate Montessori Early Childhood Center	177901102	Collegiate Edu-nation	2019-2020	Innovation: Existing School
San Antonio	CAST Tech	015907027	Center for Applied Science and Technology Network (CAST)	2018-2019	Innovation: Existing School
San Antonio	P F Stewart Elementary	015907168	Democracy Prep	2018-2019	Turnaround

Updated August 2021

Current Texas Partnerships

District	Campus	CDCN	Partner	SY benefits began	Partnership Type
San Antonio	Ogden Elementary	015907157	Si, Se Puede Schools (formerly Relay Lab Schools)	2018-2019	Turnaround
San Antonio	Storm Elementary	015907169	Si, Se Puede Schools (formerly Relay Lab Schools)	2018-2019	Turnaround
San Antonio	Texans Can Academy	015907030	Texans Can Academy	2018-2019	Innovation: New School
San Antonio	Advanced Learning Academy	015907026	Center for Applied Science and Technology Network (CAST)	2019-2020	Innovation: Existing School
San Antonio	CAST Med	015907028	Center for Applied Science and Technology Network (CAST)	2019-2020	Innovation: New School
San Antonio	Carroll Early Childhood Education Center	015907240	High Scope Educational Research Foundation (High Scope)	2019-2020	Innovation: Existing School
San Antonio	Tynan Early Childhood Education Center	015907244	High Scope Educational Research Foundation (High Scope)	2019-2020	Innovation: Existing School
San Antonio	Gates Elementary School	015907127	School Innovation Collaborative	2019-2020	Innovation: Existing School
San Antonio	Lamar Elementary School	015907146	School Innovation Collaborative	2019-2020	Innovation: Existing School
San Antonio	Bowden Academy	015907147	School Innovation Collaborative	2019-2020	Innovation: Existing School
San Antonio	Burbank High School	015907002	Texas Council for International Studies	2019-2020	Innovation: Existing School
San Antonio	Jefferson High School	015907007	Texas Council for International Studies	2019-2020	Innovation: Existing School
San Antonio	Harris Middle School	015907047	Texas Council for International Studies	2019-2020	Innovation: Existing School
San Antonio	Briscoe Elementary School	015907112	Texas Council for International Studies	2019-2020	Innovation: Existing School
San Antonio	Fenwick Academy	015907123	Texas Council for International Studies	2019-2020	Innovation: Existing School
San Antonio	Huppertz Elementary School	015907139	Texas Council for International Studies	2019-2020	Innovation: Existing School
San Antonio	Woodlawn Academy	015907175	Texas Council for International Studies	2019-2020	Innovation: Existing School

Updated August 2021

Current Texas Partnerships

District	Campus	CDCN	Partner	SY benefits began	Partnership Type
San Antonio	Woodlawn Hills Elementary School	015907176	Texas Council for International Studies	2019-2020	Innovation: Existing School
San Antonio	Young Women's Leadership Academy Secondary	015907023	Young Women's Preparatory Network	2019-2020	Innovation: Existing School
San Antonio	Young Women's Leadership Academy Primary	015907120	Young Women's Preparatory Network	2019-2020	Innovation: Existing School
San Antonio	Fox Tech High School	015907004	Alamo Colleges District	2020-2021	Innovation: Existing School
San Antonio	St. Phillips College Early College High School	015907025	Alamo Colleges District	2020-2021	Innovation: Existing School
San Antonio	Travis Early College High School	015907022	Alamo Colleges District	2020-2021	Innovation: Existing School
San Antonio	Cameron Elementary School	015907114	School Innovation Collaborative	2020-2021	Innovation: Existing School
San Antonio	Rodriguez Montessori Elementary School	015907133	Public Montessori in Action International	2021-2022	Innovation: New School
San Antonio	Steele Montessori Academy	015907166	Public Montessori in Action International	2021-2022	Innovation: Existing School
San Antonio	Bonham Academy	015907107	University of Texas at San Antonio	2021-2022	Innovation: Existing School
San Antonio	Twain Dual Language Academy	015907163	University of Texas at San Antonio	2021-2022	Innovation: Existing School
San Antonio	Irving Dual Language Academy	015907138	University of Texas at San Antonio	2021-2022	Innovation: Existing School
Throckmorton	Throckmorton Collegiate ISD	224901001	Collegiate Edu-nation	2020-2021	Innovation: Existing School
Victoria	Children's Learning Institute	232902129	Children's Learning Institute at The University of Texas Health Science Center at Houston	2021-2022	Innovation: New School
Waco	Indian Spring Middle School	161914050	Transformation Waco	2018-2019	Turnaround
Waco	Alta Vista Elementary School	161914101	Transformation Waco	2018-2019	Turnaround
Waco	Brook Avenue Elementary	161914104	Transformation Waco	2018-2019	Turnaround
Waco	J H Hines Elementary School	161914110	Transformation Waco	2018-2019	Turnaround
Waco	G W Carver Middle School	161914048	Transformation Waco	2018-2019	Turnaround

Updated August 2021