Charter School Program Grant Implementation Report, 2021–22 and 2022–23

Prepared by McREL International and Gibson Consulting Group, Inc. for the Texas Education Agency

October 2023

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Executive Summary

In 2020, Texas secured a five-year, $100 million grant from the U.S. Department of Education under the Expanding Opportunity Through Quality Charter Schools Program (CSP) Grants to State Entities. With this grant, Texas offered competitive grants of up to $900,000 to provide financial assistance for the planning, program design, and initial implementation of charter schools and support the growth of high-quality charter schools in Texas, especially those focused on improving academic outcomes for educationally disadvantaged students. These grants assist eligible applicants in opening and preparing for the operation of newly authorized charter schools and replicated high-quality schools. For ease of reading, these will be referred to as "grants" and "grantees" in the rest of the report.

The Texas Education Agency (TEA) contracted with McREL International and Gibson Consulting Group to conduct an evaluation of CSP grant cohorts over four years of the contract. The evaluation work began in spring 2022 and is expected to continue through 2025. The evaluation includes a range of data collection efforts, including annual surveys of CSP grantee principals, as well as site visits (comprising principal interviews, teacher focus groups, and classroom observations) to CSP grantees. Reports and briefings will describe school characteristics, changes in key implementation and performance metrics over time in CSP schools, and an exploration of relationships between CSP grant usage, CSP school characteristics, and student outcomes.

The focus of this report is to describe CSP Cohort 1 grantees implementation progress over the first two years of the grant, 2021–22 and 2022–23. The results of this evaluation will inform TEA's understanding of which activities school staff prioritized, how grant funds were used to support these startup processes, and the areas in which CSP schools grew the most and areas in which further growth is needed. These findings are expected to inform future efforts to support new charter schools and the administration of related grants.

Planning and intended uses of the CSP grant

Prior to applying for a CSP grant, applicants were required to conduct a needs assessment and to describe the ways in which the grant funds would be used to address those needs. Applications communicated the intent to purchase high-quality curricula and instructional materials, classroom equipment, furniture and instructional supplies, technology, software, and assessment systems, and to provide staff with professional development needed to support effective instruction. Other priority expenses included marketing and recruiting efforts to introduce the school to the community and to attract new students.

Staff recruitment and support

Recruiting, hiring, and supporting high-quality teachers and other staff were among the most crucial tasks of the initial implementation period. Across 2021–22 and 2022–23, principals implemented a wide variety of strategies to attract strong candidates to their schools; among the most used methods were attending job fairs, current teachers recruiting colleagues, word of mouth, and social media. Despite these varied efforts and the fact that most principals had implemented effective processes for selecting and hiring highly qualified staff, the challenges of recruiting and retaining high-quality educators was persistent as the number needed exceeded the number recruited.

Once teachers and other staff were hired and onboarded, the work of supporting staff began. Strong school leaders are at the heart of supporting staff and results from this study showed that the actions of consistent, cohesive administrative teams increased the likelihood that teachers were satisfied and felt supported. The types of support most valued by teachers included assistance with student behavior management, as well as timely feedback and coaching to help them develop and maintain a strong instructional practice. Some of the instructional support practices most often noted by principals were attending professional learning community meetings and providing dedicated planning time for teachers to collaborate.

Establishing a positive school climate and culture

Establishing a positive school climate and culture for students and staff were high-priority tasks during the initial implementation period. Over the first two years of the grant, many CSP principals reported that they effectively established a culture of shared success, a school vision focused on high expectations for students and staff, and a safe and healthy work environment for teachers. Principals also made progress in their community outreach and student recruitment efforts, establishing an effective learning environment, and to a lesser degree, implemented school-wide systems to support student behavior.

Community outreach and student recruitment

Whether a new or a replication school, CSP grantees had to undertake some degree of marketing and awareness building in community to engage families who might see their school as a good fit for their students.
In 2021–22 and 2022–23, many CSP principals established connections by encouraging parents to come into the school for school events, open houses, and volunteer opportunities. Principals refined their communication strategies during the initial implementation period through their focus on communicating about student-school fit as well as the mission and educational philosophy of the school. Across the first two years of operation, Cohort 1 schools were more likely to rely on electronic means for recruiting students (e.g., websites, email, and text messaging) than door-to-door campaigns and formal presentations at community events.

Cohort 1 schools worked to develop a strong learning environment on many fronts. This included improvements to the processes of hiring effective teachers and instructional leaders and increased use of high-quality instructional materials that were aligned to instructional calendars and formative assessments. Between 2021–22 and 2022–23, principals reported substantial growth in the degree to which their schools implemented effective classroom routines and instructional practices.

The implementation of multi-tiered systems of support components also grew over the first two years of the grant. Many Cohort 1 schools prioritized the implementation of tiered support for students, particularly the Tier 1 practices that support all learners, including the use of universal screeners and evidence based practices in general education classrooms. There was also strong growth in schools' use of progress monitoring systems and data-based decision-making to identify and support students' academic needs. The use of strategies such as targeted pull-out instruction by interventionists and in-school instructional or tutorial labs showed a strong commitment to meeting student needs during the school day.

Campus-wide practices to support student behavior

Across CSP campuses, there was progress toward establishing clear expectations and systems to support student behavior. Eighty percent (80%) of Cohort 1 principals indicated that they had implemented Positive Behavioral Interventions and Supports *to a great extent* by 2022–23. Fewer campuses reported this level of progress in other areas of student relationship building and behavior management. For example, in 2022–23 around half of principals (53%) reported that they had developed a culture of respect among students and fewer (40%) reported that they had developed and implemented behavior management systems for students and staff *to a great extent*.

Next Steps in the Implementation Study

As the study team reflects on what was learned from Cohort 1 and considers what can be applied to subsequent cohorts, the following topics emerged as important next steps in the implementation study.

Continue to examine teacher recruitment and retention efforts

First and foremost, the study team recommends a continued focus on CSP schools' successes and challenges with staffing. The state of Texas and the entire nation are amid a teacher shortage and higher than typical teacher turnover rates, and CSP grantee schools are not immune to these trends. A deeper focus on schools' effective strategies for recruiting, hiring, and retaining high-quality staff can inform future efforts to expand charter schools in ways that ensure high-quality instruction for the students who attend these schools. Of particular interest could be gathering success stories for ways in which grant funds successfully aided recruitment and retention efforts.

Continue to monitor instructional best practices

Of the many topics explored in this report, CSP grantees showed the most progress in their implementation of strong instructional practices such as the adoption of high-quality instructional materials and the alignment of those materials to instructional calendars and formative assessment systems. Along with hiring and retaining high-quality teachers, the implementation of strong instructional practices is foundational to student learning. The study team recommends a continued focus on the evolution of these practices and the leadership actions to support these, and uses of grant funding that support their consistent implementation.

Continue to monitor the development of a positive school culture

The first two years of implementation data suggest that, on average, Cohort 1 grantees made more progress directly supporting instruction than they did implementing and maintaining systems to support positive student behavior. Understanding that establishing and maintaining systems to support positive student behavior is critical for student and staff satisfaction and retention, the study team recommends a continued focus on the development of these systems and other aspects of a positive school climate and the identification of success stories where the use of CSP grant funds helped to achieve these important aspects of school implementation.

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Glossary of Acronyms

AP = Advanced Placement

CLASS ® = Classroom Assessment Scoring System

CMO = Charter Management Organization

CSP = Charter School Program

EB/EL = Emergent Bilingual Students/English Learners

ESF = Effective Schools Framework

ELA = English language arts

HMH = Houghton Mifflin Harcourt Publishing Company

HQIM = High-Quality Instructional Materials

IB = International Baccalaureate

IDEA = Individuals with Disabilities Education Act

ISD = Independent School District

MTSS = Multi-tiered Systems of Support

NOGA = Notice of Grant Award

PBIS = Positive Behavioral Interventions and Supports

PLC = Professional Learning Community

RLA = Reading Language Arts

SGSN = System of Great Schools Network

STAAR = State of Texas Assessments of Academic Readiness

TALA = Texas Authorizer Leadership Academy

TCMPC = Texas Curriculum Management Program Cooperative

TEA = Texas Education Agency

TEC = Texas Education Code

TEKS = Texas Essential Knowledge and Skills

TELPAS = Texas English Language Proficiency Assessment System

Background

In 2020, the Texas Education Agency (TEA) secured a five-year, $100 million grant from the U.S. Department of Education under the Expanding Opportunity Through Quality Charter Schools Program (CSP). With this grant, TEA offered grants of up to $900,000 to provide financial assistance for the planning, program design, and initial implementation of charter schools and support the growth of high-quality charter schools in Texas, especially those focused on improving academic outcomes for students identified as educationally disadvantaged.

In Texas, three types of entities are eligible to apply for CSP competitive grants: new open-enrollment charter schools, independent school districts that are opening new or replicating charter campuses, and existing open-enrollment charter schools that are expanding or replicating successful high-quality schools (Table 1).

Table 1. *Entities Eligible for CSP Start Up Grants*

Three Types of Eligible Entities for the CSP Start Up Grants
New open-enrollment charter schools
Brand new open-enrollment charter schools (Texas Education Code (TEC) Chapter 12, Subchapter D, 2022) that have been authorized by the Texas commissioner of education and use the grant to start up their new charter school campus.
Districts with new or replicating district-authorized charter school campuses
Campuses that are authorized to operate as a charter by a traditional independent school district. The campus can be operated by an organization that either holds a current open-enrollment charter in Texas or meets other qualifications (TEC Chapter 12, Subchapter C, 2022).
Replication and expansion open-enrollment charter schools designated as high-quality
Existing open-enrollment charter schools (TEC Chapter 12, Subchapter D, 2022) that have been approved, through the amendment process, for both High-Quality Designation and expansion.[1]

Note. Designation as a "high-quality" is provided by the commissioner of education, according to the requirements set forth in Title 19, Chapter 100, Subchapter AA of the Texas Administrative Code. CSP stands for Charter School Program.

Evaluation Objectives and the Effective Schools Framework

To understand the successes and challenges of CSP grantees and the impact of the CSP grant, TEA contracted with McREL International (McREL) and its research partner, Gibson Consulting Group

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[1] According to the Every Student Succeeds Act, Title IV, Part C Section 4310(8), the term "high-quality charter school" means a charter school that— (A) shows evidence of strong academic results, which may include strong student academic growth, as determined by a State; (B) has no significant issues in the areas of student safety, financial and operational management, or statutory or regulatory compliance; (C) has demonstrated success in significantly increasing student academic achievement, including graduation rates where applicable, for all students served by the charter school; and (D) has demonstrated success in increasing student academic achievement, including graduation rates where applicable, for each of the subgroups of students, as defined in section 1111(c)(2), except that such demonstration is not required in a case in which the number of students in a group is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student (*Charter School Performance Framework: 2016 Manual*, Texas Education Agency).

(Gibson); together, 'the study team', to conduct a comprehensive longitudinal evaluation of the CSP grant. There are five overarching evaluation objectives:

1. Identify best practices of successful charter schools within the state, with respect to starting up new campuses or replicating high-performing campuses and successfully serving areas/populations in need;
2. Describe the characteristics of CSP grantees at the charter school campus level;
3. Describe the progress of the implementation processes among the CSP grantees;
4. Analyze and describe outcomes and relationships with other factors of the CSP grantees and grantee students using extant data; and
5. Conduct an impact analysis of the first cohort of grantees.

The focus of this report is the third of these objectives, to describe CSP Cohort 1 grantees implementation progress over the first two years of the grant, 2021–22 and 2022–23. The results of this evaluation will inform TEA's understanding of which activities school staff prioritized, how grant funds were used to support the school implementation process, as well as the areas in which CSP schools grew the most and areas in which further growth is needed. These findings are expected to inform future efforts to support new charter schools and the administration of related grants.

Successful school processes will be discussed in the context of the TEA-developed Effective Schools Framework (ESF).[2] The ESF describes a comprehensive vision for driving effective instruction that supports all students. The ESF comprises five *levers* each of which includes a set of local education agency *commitments* to ensure schools have what they need to be successful and clearly defined *essential actions* that describe what schools can do to support effective instruction. The five ESF levers are (1) strong school leadership and planning, (2) strategic staffing, (3) positive school culture, (4) high-quality instructional materials (HQIM) and assessments, and (5) effective instruction. The ESF levers and their underlying commitments and essential actions were interwoven throughout the study design.

The following section provides an overview of the literature aligned to the ESF including details about specific actions and activities of principals and school teams that have been associated with strong school performance and academic success for students. An understanding of these actions drove the instrument development, data collection and data analysis strategies for this study and guided the study team's interpretation of the results.

School Leadership and Planning

Scholarship around effective school leadership indicates that principals set the mission, vision, and culture for schools through strategic planning (Allen, Grigsby, & Peters, 2015). Not only do school leaders determine school priorities, principals inspire teachers and other staff to commit to the school purpose that guides work in service of learners (Day et al., 2009; Hitt et al., 2019; Robinson et al., 2008).

As school leaders, principals are responsible for managing and allocating resources in accordance with the shared vision (Tan et al., 2022). Strong leaders are "critical actors" in shaping the conditions of their schools through strong organizational management (e.g., core functions of the school including budget allocation, facilities organization and maintenance, and recruitment and retention

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[2] Texas Education Agency Effective Schools Framework.

of faculty/staff) and administrative practices (e.g., day-to-day concerns including attendance, student assessment, and teacher evaluations) aligned with their mission that have direct ramifications on student achievement (Liebowitz & Porter, 2019).

Principals vary in terms of their leadership style and ability to effectively communicate their vision for their schools in ways that motivate teachers, students, and larger school community to act in alignment with leadership's goals (Dumay et al., 2013). Similarly, principals will vary in their skills and experience with the organizational and managerial aspects of their role.

Establishing a Positive School Climate and Culture

There are three elements of establishing a positive school climate and culture that are directly tied principals' leadership: (1) the academic climate of the school, (2) the professional climate of the school as a workplace for faculty and staff, and (3) the safety and discipline climate—aspects critical to facilitating schools are conducive to teaching and learning.

Principals can positively shape a school's academic climate through their commitment to students and their beliefs in students' capabilities and potential (Hitt et al., 2019). This along with other actions grounded in principals' visions can set the conditions for creating a school where students have high academic motivations and feel responsible for their own learning (Day et al., 2009). Parallel to—and connected with—principals' goals for the school and commitments to students, teachers' perceptions of and expectations for students can influence a school's learning environment (Sebastian et al., 2017). Together, principals and teachers can create an environment of "academic optimism" where students are engaged, cooperative learners who embrace and enact the school community's values (McGuigan & Hoy, 2006).

Related to—and supportive of—academic climate is the professional climate of a school. Professional climate, or the sense that the school is a good place to work, is heavily influenced by the school leadership (Dicke et al., 2020). Not only is a positive working climate related to teachers' job satisfaction, it is also reciprocally connected to student achievement. A factor of professional climate is a collegial workplace (Leithwood & Jantzi, 2000) where faculty and staff work together to meet the principal's vision for the school. A culture of collaboration (Day et al., 2009) is a school condition that promotes a collegial workplace and teachers' instructional practice by making space for purposeful teamwork and shared responsibility among teachers and other instructional staff. Another factor of a collegial workplace is the guidance of caring leadership (Louis et al., 2016) like principals, who actively build personal relationships and attend to the well-being of the school community members that includes teachers, staff, and students.

Finally, a critical element of establishing a positive school culture is a safe school and the overall approach to student discipline. Principals, through their leadership, strategic planning, and organizational management are responsible for creating a safe school environment for students and teachers (Sebastian & Allensworth, 2019). A safe school with a well-functioning disciplinary climate is one where all stakeholders see students as collectively meeting expectations for things like attendance, behavior, participation, motivation, and achievement (Day et al., 2009). Not only does this have a positive impact on student learning, an orderly school with a supportive approach to student discipline promotes positive professional climate for faculty and staff.

Teacher Recruitment and Retention

A principal's vision guides their school management on multiple fronts including that of teacher recruitment and retention. School leaders can shape their school conditions and staff through the recruitment process by communicating what kind of school they are striving to achieve through the interview process (Englert & Barley, 2008). Further, principals can continue aligning their schools' human resources through how professional development, instructional supports, and other efforts aimed at developing teacher capacity and retention are executed (Robinson et al., 2008).

Supporting Effective Instruction

Principals directly contribute to teacher retention in the ways that they provide instructional support to the teachers at their school (Park et al., 2019). Principals serve as instructional leaders by providing teachers with instructional support that is designed to increase teachers' professional capacity and efficacy (Sebastian et al., 2017). School leaders can support teacher learning by (1) offering individualized advice and support to teachers as needed (Witziers et al., 2003), (2) providing ample time to practice high-leverage instructional techniques that align with the principal's vision for the school (Stockard, 2020), (3) promoting professional learning as a valuable professional practice (Alig-Mielcarek & Hoy, 2005), (4) leading tailored professional development sessions aligned to teacher and school needs (Tan et al., 2022), (5) conducting classroom walkthroughs and observations (Grissom et al., 2013), and (6) administering teacher evaluations and coaching (Fancera & Bliss, 2011).

Outside of these principal-focused activities, school leaders can foster environments that support instruction. For example, principals can develop school-wide systems that minimize interruptions to instruction and planning, while maximizing valuable instructional time (Robinson et al., 2008).

Alternatively, principals can grow teachers' capacities to collaborate (Braun et al., 2021) through enabling shared planning times or implementing professional learning communities (PLCs) at their schools where teachers work together to plan for instruction and analysis of assessment data (Park et al., 2019).

High-Quality Instructional Materials

In addition to supporting teachers as instructors, principals are responsible for ensuring that the school has a strong educational program or curriculum (Grissom et al., 2013). This could include direct and detailed oversight of the curriculum across the school or supervising the work of other instructional leaders (Robinson et al, 2008). Furthermore, curricular coordination (Fancera & Bliss, 2011) may also include systematically improving a schools' curriculum to be more aligned with students' academic needs and the principal's strategic plan (Valentine & Prater, 2011).

Parent and Family Engagement

Strong principals actively engage in parent and family engagement outreach efforts to bring in community members as partners (Tan et al., 2022). The purpose of this partnership is to engage all school stakeholders in efforts to realize the principal's strategic plan and vision in service of students' learning and achievement. School leaders' own efforts will inform teachers' perceptions of the importance of parent and family engagement (Shen et al., 2021) and can strengthen relationships between teachers and parents (Sebastian et al., 2017).

Grantee Characteristics

Two sets of grants were awarded for the 2021–2023 period and two sets of grants were awarded for the 2022–2024 period (see Table 2). In this report, the 2021–2023 grantees are referred to as Cohort 1, and 2022–2024 are referred to as Cohort 2. This report covers the first two years of grant implementation for Cohort 1 (2021–22 and 2022–23). However, for Cohort 2, data were only collected from six grantees that the study team was notified about for the 2022–23 school year as many were still completing grant negotiations.[3] Therefore, information for Cohort 2 is included in Appendix C.

Table 2. *CSP Grant Start and End Dates*

Grant Name	Grant Begin Date	Grant End Date
2021–2023 CSP Grant (Subchapter D)	4/1/21	7/31/23
2021–2023 CSP Grant (Subchapter C and D)	7/29/21	7/31/23
2022–2024 CSP Grant (Generation 26)	2/12/22	7/31/24
2022–2024 CSP Grant (Subchapter C and D)	9/2/22	7/31/24

Note. CSP stands for Charter School Program.
Source. Texas Education Agency.

The following table lists each CSP grantee, the charter school grantee campus name and charter type. Cohort 1 comprises 17 campuses: six high-quality open-enrollment campuses, nine district-authorized campuses, and two new open-enrollment schools (Table 3).

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[3] There were three new charters in Cohort 2 that were inadvertently left out of the 2022–23 principal survey collection but were included in the 2022–23 financial and operations interviews and will be included in 2023–24 data collection. Findings from the 2022–23 financial and operations interviews will be included as an addendum to this report.

Table 3. *CSP 2021–2023 Grantees*

Grantee	Charter School Campus	Type of Charter
BASIS Texas	BASIS Benbrook	HQ open-enrollment
BASIS Texas	BASIS Pflugerville Primary	HQ open-enrollment
BASIS Texas	BASIS San Antonio Primary Jack Lewis Jr Campus	HQ open-enrollment
BASIS Texas	BASIS San Antonio Primary Northeast Campus	HQ open-enrollment
Ector County ISD	Ector College Prep Success Academy	District-authorized
San Antonio ISD	Edgar Allan Poe STEM Dual Language Middle School	District-authorized
Austin ISD	Greenleaf NCC	District-authorized
Edgewood ISD	Las Palmas Leadership School for Girls	District-authorized
Edgewood ISD	Learn4Life	District-authorized
Fort Worth ISD	Phalen Leadership Academy at James Martin Jacquet	District-authorized
Prelude Preparatory Charter School	Prelude Preparatory Charter School	New open-enrollment
Edgewood ISD	Roy Cisneros Elementary	District-authorized
Royal Public Schools	Royal Academy of Excellence	New open-enrollment
School of Science and Technology	School of Science and Technology Schertz	HQ open-enrollment
Uvalde ISD	Uvalde Dual Language Academy	District-authorized
Vanguard Academy	Vanguard Van Gogh	HQ open-enrollment
Edgewood ISD	Winston Institute of Excellence	District-authorized

Note. CSP stands for Charter School Program; HQ stands for high-quality; Greenleaf NCC stands for Greenleaf Neurodiversity Community Center; ISD stands for independent school district.
Source. Texas Education Agency.

Cohort 1 Student Characteristics

In 2021–22, CSP Cohort 1 grantee campuses served students across a wide range of programming needs. Across all Cohort 1 campuses, 35% were identified as emergent bilingual students/English learners (EB/EL), 9% were identified as eligible for special education services and 7% were identified for gifted and talented programs. Of particular importance given the goals of the CSP grant is that overall, 76% of students attending CSP schools were identified as economically disadvantaged (Table 4).

Table 4. *Percentage of CSP Cohort 1 Grantee Charter School Students with Each Demographic Characteristic or Instructional Program, 2021–22*

Charter School Campus	Number of Students	Economically Disadvantaged	EB/EL	Special Education	Gifted and Talented
BASIS San Antonio Primary Northeast	361	29.6%	3.6%	3.9%	0.0%
Ector College Prep Success Academy	1,351	74.3%	41.5%	9.0%	14.1%
Edgar Allan Poe STEM Dual Language Middle School	188	94.2%	26.1%	17.0%	6.9%
Greenleaf NCC	4	0.0%	0.0%	100%	0.0%
Las Palmas Leadership School for Girls	143	67.8%	23.8%	5.6%	0.7%
Learn4Life	46	78.3%	4.4%	6.5%	2.0%
Phalen Leadership Academy at James Martin Jacquet	648	97.7%	33.8%	14.7%	8.0%
Prelude Preparatory Charter School	30	86.7%	0.0%	6.7%	0.0%
Roy Cisneros Elementary	227	99.1%	36.1%	15.0%	4.4%
Royal Academy of Excellence	111	97.3%	9.0%	12.6%	1.8%
School of Science and Technology Schertz	229	21.8%	2.6%	5.7%	4.4%
Uvalde Dual Language Academy	570	72.1%	31.4%	4.9%	6.7%
Vanguard Van Gogh	593	82.6%	72.7%	2.4%	2.4%
Winston Institute of Excellence	145	89.7%	33.1%	16.6%	6.2%
Overall	4,646	70.8%	22.7%	15.7%	5.9%

Note. Three Cohort 1 schools, BASIS Benbrook, BASIS Pflugerville Primary, and BASIS San Antonio Primary Jack Lewis Jr, were not serving students in the 2021–22 school year and therefore are not included in this table. CSP stands for Charter School Program; EB/EL stands for emergent bilingual students/English learners; Greenleaf NCC stands for Greenleaf Neurodiversity Community Center.
Source. Texas Education Agency, Public Education Information Management System, 2021–22.

CSP Cohort 1 grantee campuses served students from across the range of federal race/ethnicity designations; however, in 2021–22, most students in CSP Cohort 1 schools were Hispanic/Latino

(78%). Smaller percentages of students were Black/African American (11%), White (8%), or other race/ethnicity groups (4%) (Table 5).

Table 5. *Percentage of CSP Cohort 1 Grantee Charter School Students In Each Federal Race/Ethnicity Designation, 2021–22*

Charter School Campus	Number of Students	African American/ Black	Hispanic/ Latino	White	Other Race/ Ethnicities
BASIS San Antonio Primary Northeast	361	8.6%	36.0%	23.6%	31.9%
Ector College Prep Success Academy	1,351	1.5%	91.3%	6.5%	0.7%
Edgar Allan Poe STEM Dual Language Middle School	188	5.9%	91.0%	2.1%	1.1%
Greenleaf NCC	4	0.0%	0.0%	100.0%	0.0%
Las Palmas Leadership School for Girls	143	1.4%	97.2%	0.7%	0.7%
Learn4Life	46	2.2%	97.8%	0.0%	0.0%
Phalen Leadership Academy at James Martin Jacquet	648	56.2%	38.9%	1.7%	3.2%
Prelude Preparatory Charter School	30	3.3%	90.0%	6.7%	0.0%
Roy Cisneros Elementary	227	1.3%	98.2%	0.4%	0.0%

Table 5 continues on the next page

Note. Three Cohort 1 schools, BASIS Benbrook, BASIS Pflugerville Primary, and BASIS San Antonio Primary Jack Lewis Jr, were not serving students in the 2021–22 school year and therefore are not included in this table. CSP stands for Charter School Program; Greenleaf NCC stands for Greenleaf Neurodiversity Community Center. *Source.* Texas Education Agency, Public Education Information Management System, 2021–22.

Table 5. *Percentage of CSP Cohort 1 Grantee Charter School Students In Each Federal Race/Ethnicity Designation, 2021–22, continued*

Charter School Campus	Number of Students	African American/ Black	Hispanic/ Latino	White	Other Race/ Ethnicities
Royal Academy of Excellence	111	1.8%	91.9%	4.5%	1.8%
School of Science and Technology Schertz	229	12.2%	38.0%	45.0%	4.8%
Uvalde Dual Language Academy	570	0.0%	90.2%	9.1%	0.7%
Vanguard Van Gogh	593	0.0%	98.7%	1.2%	0.2%
Winston Institute of Excellence	145	0.0%	100%	0.0%	0.0%
Overall	4,646	6.7%	75.7%	14.4%	3.2%

Note. Three Cohort 1 schools, BASIS Benbrook, BASIS Pflugerville Primary, and BASIS San Antonio Primary Jack Lewis Jr, were not serving students in the 2021–22 school year and therefore are not included in this table. CSP stands for Charter School Program; Greenleaf NCC stands for Greenleaf Neurodiversity Community Center. *Source.* Texas Education Agency, Public Education Information Management System, 2021–22.

Methodology

The purpose of this report is to summarize the implementation progress of CSP grantee charter schools related to key operational and instructional support areas. The report focuses on the first two school years (covering just over one calendar year) of CSP grant implementation. Study findings are based on information from the CSP grant applications, CSP principal surveys, and on-site data collection activities (i.e., school leader interviews, teacher focus groups, and classroom observations) from fall 2022 and spring 2023. It is important to note that during fall 2022 data collection activities, principals and teachers were asked to reflect on their experiences during the first year of operations, which occurred during the 2021–22 school year.[4] During spring 2023 data collection, principals and teachers were asked to reflect on their 2022–23 school year experiences. Please note this data collection timeline is a study limitation because during the fall collection school leaders and teachers were asked to recollect what occurred in the prior year which may lead to some inaccuracies. In addition, data collected during classroom observations are a true reflection of fall 2022 to spring 2023 instructional practices, as opposed to 2021–22 and 2022–23 results. Throughout the report, results from fall 2022 will be referred to as 2021–22, and results from spring 2023 will be referred to as 2022–23.

This descriptive report focuses on CSP Cohort 1 (2021–23) campuses who were awarded the CSP grant for start-up or replication campuses and their implementation progress from baseline (i.e., when their grants were awarded) through spring 2023. At the time data were collected for this report, the study team was notified of six Cohort 2 grantees available for participation. These Cohort 2 principals participated in spring 2023 survey data collection but did not participate in any of the site-based data collection (interviews, focus groups, classroom observations). Survey results for Cohort 2 are provided in Appendix C; however, these results should be considered a preliminary summary of the experiences of Cohort 2 the initial implementation period.

Data Sources

Extant Data Obtained from TEA

The study team utilized several different TEA data sources for this evaluation, including publicly available data obtained from the TEA website, CSP grant applications, and extant administrative data requested and received from TEA. The following data were used for this project:

- Information related to the CSP grant program available on the TEA website (Charter School Program Grants | Texas Education Agency)
- Grantee information provided by the TEA Division of Authorizing
- CSP grant applications for Cohort 1 grantees[5]
- Student-level data from the Public Education Information Management System
- District- and campus-level data from the Texas Academic Performance Report

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[4] Cohort 1 grantees had begun operations by the spring of the 2021–22 school year, however, the evaluation contract had not been fully executed until late in the 2021–22 school year, therefore data collection could not occur until the fall of 2022.

[5] Not all final, negotiated Cohort 2 grant applications were available at the time of data collection.

CSP Grantee Principal Surveys

The study team administered the baseline CSP Grantee Principal Survey in fall 2022; however, the survey items and prompts were designed to collect reflections on principals' experiences starting up their new campus in the 2021–22 school year when their grant was awarded. Fifteen of the 17 principals leading Cohort 1 CSP charter school campuses completed the 2021–22 survey (83%). Three BASIS charter schools were not included for 2021–22 data collection because they had not yet opened.

The spring 2023 CSP Grantee Principal Survey had two purposes. First, this survey was intended to gather information from Cohort 1 principals that focused on growth and change from campus start up (collected via the 2021–22 survey) to spring of the 2022–23 school year. Second, the survey collected baseline information from Cohort 2 principals about their experiences with recruitment, operations, and instructional processes related to starting up their campus. Cohort 1 and Cohort 2 principals were asked to answer the same questions; however, all items provided response options for Cohort 2 principals that were appropriate to their stage of implementation (e.g., *Not part of our activity plan for the 2022–23 school year, Does not apply in 2022–23*). Sixteen of the 17 Cohort 1 principals (94%) completed the 2022–23 survey. However, for Cohort 2, data were only collected from six grantees that the study team was notified about for the 2022–23 school year as many were still completing grant negotiations.[6]

The 2021–22 and 2022–23 CSP Grantee Principal Surveys shared the following constructs:

- School leadership and planning
- Sources of support establishing the new charter school
- Teacher recruitment and retention
- Establishing a positive school climate and culture
- Teacher and instructional supports
- Parent and family engagement
- HQIM and assessment
- Student academic and behavioral supports
- Uses of CSP grant funds
- Student recruitment
- Barriers to successful campus launch

The principal survey included a variety of questions with close-ended survey response options, as well as survey response options on a 4-point scale ranging from *not at all* to *a great extent* and *strongly disagree* to *strongly agree*, or a 5-point scale with the following response options: *at least weekly*, *at least monthly*, *one time per semester*, *one time per year*, and *never*.

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[6] There were three new charters in Cohort 2 that were inadvertently left out of the 2022–23 principal survey collection but were included in the 2022–23 financial and operations interviews and will be included in 2023–24 data collection. Findings from the 2022–23 financial and operations interviews will be included as an addendum to this report.

Additional "select all that apply" questions were included on the survey to determine if an approach, method, or activity was being used by a CSP grantee campus. Open-ended survey questions were also included on the survey to garner deeper, more nuanced responses from CSP grantee principals.

Throughout the report, findings are often presented in terms of the percentage of principals who felt strongly about a particular item (e.g., using universal screeners for all students) and results are presented in terms of the percent of principals who indicated that this practice was in place *to a great extent.* Appendix A of this report presents the full range of responses for each survey question.

CSP Grantee Principal Interviews

The purpose of the fall 2022 CSP principal interviews related to the 2021–22 school year was to understand the development of organizational and instructional practices during the initial implementation period at grantee campuses. The spring 2023 CSP principal interview was designed to describe implementation progress between the 2021–22 and 2022–23 school years. Only Cohort 1 grantee principals were included for this data collection.

The principal interview protocols for the 2021–22 and 2022–23 school years share the constructs listed below. There were numerous opportunities throughout the interview for principals to describe how the CSP grant helped them to achieve various school objectives:

- School leadership and planning
- Community outreach
- Teacher recruiting, hiring, and retention
- Establishing a positive learning environment and high academic expectations
- Teacher professional development
- HQIM and assessment
- Monitoring student outcomes
- Support systems for students most at-risk
- Challenges and successes launching the new campus

CSP Grantee Teacher Focus Groups

The purpose of the fall 2022 teacher focus groups, which collected data on the 2021–22 school year, was to understand teacher motivation, administrative support, and instructional practices during the campus start-up period. The spring 2023 teacher focus groups were designed to describe implementation progress between 2021–22 and 2022–23. Only Cohort 1 teachers were included in this data collection. The 2021–22 and 2022–23 focus group protocols shared the constructs listed below:

- Teacher motivation and connection to the school community
- Campus administrators' support for instructional practices
- Campus practices to support student behavior
- Campus instructional practices
- Curriculum and instructional materials
- Resources and support for lesson planning

- Data use practices
- Support systems for students most at-risk
- Areas in which the campus has grown since 2021–22 and areas for continued growth

CSP Grantee Classroom Observations

The study team used the Classroom Assessment Scoring System (CLASS)® to conduct classroom observations for all 17 Cohort 1 CSP grantee campuses in fall 2022. In spring 2023, classroom observations were conducted for 14 Cohort 1 campuses. The primary use of CLASS® observation data was to describe changes on these domains and dimensions from fall 2022 to spring 2023.

The CLASS® observation tool is an instrument designed to assess classroom quality, with a focus on the interactions between teachers and students in the classroom environment. The tool examines activities and interactions under the domains of emotional support, classroom organization, instructional support for all grade levels and student engagement for Grades 4 through 12 (Table 6). The study team used the CLASS® observation tool to assess instructional quality across the 17 new charter school campuses.[7] Trained observers rated dimensions of instructional quality on a 7-point scale where scores of 1–2 are considered in the low range, scores of 3–5 are considered to be in the mid-range, and scores of 6–7 are considered to be on the high range of the scale.[8] Dimension scores are then used to calculate overall ratings in four CLASS® domains. The dimensions that comprise each domain vary somewhat across grade level instruments (Table 6).

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[7] Over the course of 60–75-minute time periods, study team members provided 3 to 4 ratings per teacher based on 10–20-minute time periods where instruction was observed.

[8] Scores for the Negative Climate dimension are reverse coded; for example, a score of 1 reflecting the absence of negative behaviors was recoded as a 7.

Table 6. *CLASS® Dimensions that Comprise Each Domain by Grade Level Instrument*

	CLASS® Dimensions Comprising Each Domain by Grade-Level Instrument		
CLASS® Domain	**Lower Elementary** **Grades K–3**	**Upper Elementary** **Grades 4–5**	**Secondary** **Grades 6–12**
Emotional Support	Positive Climate Negative Climate (reverse coded) Teacher Sensitivity Regard for Student Perspectives	Positive Climate Teacher Sensitivity Regard for Student Perspectives	Positive Climate Teacher Sensitivity Regard for Adolescent Perspectives
Classroom Organization	Behavior Management Productivity Instructional Learning Formats	Behavior Management Productivity Negative Climate (reverse coded)	Behavior Management Productivity Negative Climate (reverse coded)
Instructional Support	Concept Development Quality of Feedback Language Modeling	Instructional Learning Formats Concept Understanding Analysis and Inquiry Quality of Feedback Instructional Dialogue	Instructional Learning Formats Concept Understanding Analysis and Inquiry Quality of Feedback Instructional Dialogue
Student Engagement		Student Engagement	Student Engagement

Note. CLASS® stands for Classroom Assessment Scoring System. The dimensions within each domain vary across grade level bands to ensure that the instruments are age and developmentally appropriate.
Source. Pianta, La Paro, and Hamre (2015), *Classroom Assessment Scoring System (CLASS®), K-3 Manual*, and Pianta, Hamre, and Mintz (2012), *Classroom Assessment Scoring System, Secondary Manual.*

CSP Grantee Finance and Operations Interviews

The finance and operations interviews were designed to complement the data gathered from CSP principal surveys and interviews and from CSP grant applications. These interviews were intended to deepen the understanding of how CSP grantees envisioned using the grant funds, whether their actual expenditures were in alignment with the original vision, and the ways in which the CSP grant is combined with other funding sources (e.g., other grants, fundraising) to achieve important campus objectives. These interviews were conducted with district and charter management organization staff who have finance and operations roles, or who lead the administration of the grant. Interviews included all Cohort 1 grantees and a subset of Cohort 2 grantees. The participants from Cohort 1 were able to respond to questions related to how CSP grant funds were utilized while the Cohort 2 participants were asked to speak to planned uses and how the CSP grant fits into the overall campus resourcing strategy. Because the finance and operation interviews were conducted with the subset of

Cohort 2 campuses that had been awarded competitive Subchapter C & D grants by early May, the analysis of the Cohort 2 interviews will be included in an addendum to the report.[9]

Analytic Approach

This report relied on descriptive statistics to examine the implementation progress of the CSP grantees campuses and the students they serve. CSP principal surveys and CLASS® instructional quality data were also analyzed using a descriptive approach. The study team relied on qualitative methods, primarily thematic analysis, to analyze principal interview, teacher focus group, and finance and operations interview data and to further describe progress over the first year of the CSP grant. Thematic analysis is a "method for identifying, analyzing, and reporting patterns (themes) within data" by organizing the data into categories that reflect their rich detail (Braun & Clarke 2006).

Descriptive Analysis of CSP Principal Survey Results

The study team descriptively summarized how principals responded to every question on the 2021–22 and 2022–23 surveys. Open-ended survey responses are also described in the report narrative.

Qualitative Analysis of Implementation Progress

This analysis focused on implementation progress specifically within Cohort 1 grantee campuses. The study team used the qualitative data analysis software, Atlas.ti to analyze the interview and focus group data for emerging themes and subthemes with a focus on changes over time as schools matured.

The study team content-coded the principal interview data using the following themes:

- School leadership
- Community outreach
- Strategic staffing
- Positive school climate
- Professional climate
- Learning environment
- Supports for effective instruction

The study team content-coded the teacher focus group data using the following themes:

- Motivations to work at the school
- Overall school climate (2021–22)
- Special characteristics of the school (2022–23)
- Instructional supports from school administrators
- School climate: Student behavior systems
- Curriculum materials

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[9] When complete, the Finance and Operations report addendum will be posted on the Texas Education Agency's Program Evaluation: Charter Schools page.

- Professional climate: supports for instructional practices
- Supports for effective instruction for at risk students
- Overall reflection on strengths and challenges (2021–22)
- Overall reflection on areas of growth and areas for future development (2022–23)

Descriptive Analysis of Progress in Instructional Practices

To assess any improvements in instructional practices observed over time, the study team conducted a descriptive analysis of fall 2022 CLASS® scores (at the dimension and domain levels) and compared the results with spring 2023 scores for Cohort 1 grantees. The study team summarized the overall average results of teacher CLASS® scores for the two time periods.

Qualitative Analysis of Finance and Operations Interviews

Using thematic analysis, researchers focused specifically on ways the Cohort 1 CSP grantees used their funding and any barriers they experienced using the funds. Results will be combined with information about charter type (independent, in district, replication) to describe patterns in the ways that charters used CSP funding to support the launch of new schools. The Cohort 2 analysis will be a thematic description of intended use of grant funds for different grantee types.

Cohort 1 Implementation Progress

This section presents findings related to how Cohort 1 CSP grantees progressed in key operational and instructional areas from their first to second year of school implementation. Information contained in CSP grant applications, as well as data collected through principal surveys, principal interviews, and teacher focus groups, are organized by theme. The purpose of this section is to investigate the progress of Cohort 1 grantee schools during their first two years of operation and how CSP grant funds were used to achieve implementation goals. This section begins with thematic findings related to the following areas:

- School leadership

- Strategic staffing

- School climate

- Use of HQIM and assessments, and

- Effective instruction and teacher supports.

The second portion of the section examines the proposed and actual use of the CSP grant funds by Cohort 1 grantee schools, according to grant applications and survey results. These findings provide the foundation for future recommendations regarding strategies to support promising operational and instructional practices for new CSP grantee charter schools and provide suggestions related to the best use of CSP grant funds.

School Leadership

Principals play an important role as instructional leaders on their campuses. Principals with extensive prior teaching experience could be expected to deeply understand teachers' needs and thus how best to support them during the early stages of opening a new school. In 2021–22, 80% CSP Cohort 1 principals reported having six or more years of teaching experience prior to becoming a principal (Table 7).[10]

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[10] Three Cohort 1 CSP schools experienced principal turnover between 2021–22 and 2022–23 school years.

Table 7. *Cohort 1 CSP Grantee Principals' Years of Teaching Experience Prior to Becoming Principals, 2021–22 and 2022–23*

	I had no prior teaching experience	Less than one year	1 to 2 years	3 to 5 years	6 to 10 years	11 to 15 years	16 to 20 years	More than 20 years
2021–22	0.0%	6.7%	0.0%	13.3%	20.0%	40.0%	20.0%	0.0%
2022–23	0.0%	0.0%	20.0%	6.7%	20.0%	26.7%	13.3%	13.3%

Note. CSP stands for Charter School Program. Fifteen of 17 CSP Cohort 1 principals responded to each survey. There was turnover of three Cohort 1 principals between the 2021–22 and 2022–23 survey administration. *Source.* CSP Grantee Principal Surveys, 2021–22 and 2022–23.

Another aspect of school leadership that could be expected to impact the successful implementation of a new charter school is principals' years of experience in that role. On average, Cohort 1 principals were relatively new to the position. As of 2021–22, the majority (73%) of Cohort 1 principals had less than six years of experience as school leaders and one third (33%) had less than one year of experience. No CSP Cohort 1 campus principals had more than a 10 years of school leadership experience (Table 8).

Table 8. *Cohort 1 CSP Grantee Principals' Years of Experience as Principals, 2021–22 and 2022–23*

	Less than one year	1 to 2 years	3 to 5 years	6 to 10 years	11 to 15 years	16 to 20 years	More than 20 years
2021–22	33.3%	13.3%	26.7%	26.7%	0.0%	0.0%	0.0%
2022–23	26.7%	26.7%	26.7%	20.0%	0.0%	0.0%	0.0%

Note. CSP stands for Charter School Program. Fifteen of 17 CSP Cohort 1 principals responded to each survey. There was turnover of three Cohort 1 principals between the 2021–22 and 2022–23 survey administration. *Source.* CSP Grantee Principal Surveys, 2021–22 and 2022–23.

An important part of the work of starting a new charter school campus is implementing new processes and systems in several key areas, including clarifying the roles and responsibilities of school leaders, implementing decision-making processes, and implementing policies and procedures for managing student behavior and for monitoring student academic growth. As a reflection of the larger objectives of the CSP grant, principals were also asked to report on the implementation of processes to recruit students from low performing campuses.

Between 2021–22 and 2022–23, there was growth in the percentage of principals who indicated they implemented the organizational processes *to a great extent* in all areas except one. The percentage of principals reporting they had established processes for developing campus instructional leaders remained at 50% across the first two years of the grant. The two areas with the largest gains were implementing processes for monitoring student outcomes (+33 percentage points) and creating differentiated roles for campus leaders (+27 percentage points). In 2022–23, just over half of Cohort 1 principals (54%) indicated that they had implemented processes to recruit students from low performing campuses *to a great extent* (Table 9, Table A.1 in Appendix A, Table B.1 in Appendix B).

Table 9. *Percentage of CSP Cohort 1 Principals Who Implemented Each Organizational Process "To a Great Extent," 2021–22 and 2022–23*

	2021–22	2022–23
Implement focused planning and decision-making processes associated with opening a new charter school campus	64.3%	71.4%
Establish processes for developing campus instructional leaders (e.g., principals, assistant principals, teacher leaders, and counselors)	50.0%	50.0%
Create differentiated roles and responsibilities for campus instructional leaders	46.2%	73.3%
Develop and implement student behavior policies and procedures	46.2%	57.1%
Recruit students from low-performing campuses	41.7%	53.8%
Implement processes for regular monitoring of implementation and outcomes, including the near-term and long-term growth of students	38.5%	71.4%

Note. CSP stands for Charter School Program. Cohort 1 principals also could have selected *Not at all, To a minimal extent, To a moderate extent,* or *Not part of our activity plan for the school year.* Fifteen of 17 CSP Cohort 1 principals responded to each survey. Principals could select all responses that applied, so percentages will not sum to 100%.
Source. CSP Grantee Principal Surveys, 2021–22 and 2022–23.

During on-site interviews, the study team asked Cohort 1 principals to describe ways they developed leaders at their schools. During the 2021–22 school year, Cohort 1 principals who had new or less experienced assistant principals implemented strategies and systems to train their new team members to be leaders. By 2022–23, in many of these schools, these early investments had apparently paid off, with Cohort 1 principals reporting they were able to rely more heavily on their assistant principals and other instructional leaders to take on greater responsibilities.

Teacher focus groups highlighted some aspects of school leadership that are associated with teacher satisfaction and sense of being supported. Consistency across the leadership team and experience within the district or charter school district were identified as particularly important. Cohort 1 teachers reported frustration when members of administrative teams provided differing guidance. For example, one teacher described a scenario in which a student received a different consequence for the same behavior from the principal and assistant principal. Inconsistencies over time also led to teacher frustration. More experienced principals tended to have greater buy-in and respect from their teachers, especially when principals had experience within the charter school district. Teachers reported that these more experienced principals better understood district policies which led to more consistent actions and responses.

> **The Importance of Cohesive and Supportive Administrative Teams**
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> Teachers appreciated having administrators and administrative teams who were consistent in their messaging and responses, including to teacher requests and student behavior. Teachers also noted the importance of having campus leaders that supported instructional practices and validated teachers by providing direct instructional coaching and emotional support when needed.

Strategic Staffing

One of the most critical roles CSP grantee principals had in their first two years of implementing a new campus was staffing that campus with highly qualified teachers and other staff who contribute to the mission of the school. CSP Cohort 1 principals used a variety of strategies to recruit highly qualified teachers, and many of the strategies principals used in the first year continued into the second year. The three most common recruiting strategies in the first year of implementation were job fairs, word of mouth about the school, and social media. In year two, word of mouth was the top staffing strategy. Current teachers recruiting colleagues was also a frequently used strategy across years one and two (Table 10, Table A.3 in Appendix A, Table B.3 in Appendix B).

When asked about their important considerations when hiring new staff, Cohort 1 principals ranked teacher fit with the mission of the charter school campus and teacher fit with educational philosophy of the school as their top considerations. Other highly ranked considerations were content area expertise and a passion for teaching; whereas, factors such as years of prior teaching experience or prior charter school teaching experience were ranked much lower (Table 11, Table B.5 in Appendix B).

Table 10. *Percentage of CSP Cohort 1 Principals Who Indicated Using Each Strategy to Attract High-Quality Educators to Their Campus, 2021–22 and 2022–23*

	2021–22	2022–23
Job fairs	93.3%	73.3%
Word of mouth about the school	86.7%	80.0%
Social media (e.g., Facebook, Instagram)	80.0%	73.3%
Current teachers recruiting colleagues	73.3%	73.3%
Online advertisements	73.3%	73.3%
Recruitment services (e.g., Indeed, LinkedIn, Zip Recruiter)	60.0%	60.0%
CMO or school district resources	26.7%	66.7%
Billboard advertisements	6.7%	6.7%

Note. CSP stands for Charter School Program; CMO stands for charter management organization. Fifteen of 17 CSP Cohort 1 principals responded to each survey. Principals could select all responses that applied, so percentages will not sum to 100%. Appendix B.15 provides a rank ordering of each of the effectiveness of each of these strategies in 2022–23, unfortunately, they are not available for 2021–22.
Source. CSP Grantee Principal Surveys, 2021–22 and 2022–23.

Table 11. *CSP Cohort I Grantee Principal Reports of the Most Important Considerations When Hiring New Teachers 2022–23*

	Rank Order Score	N
Teacher fit with the mission of the charter school campus	79	13
Teacher fit with educational philosophy of the school	71	13
Content expertise	56	13
Passion for teaching	42	13
Desire to work with at-risk populations	31	13
Teacher certification	25	13
Strong demonstrated pedagogical skills	23	13
Prior school district teaching experience	19	13
Number of years of teaching experience	12	13
Prior charter school teaching experience	8	13
Education level	6	13
Ability of teacher to adapt unstructured curriculum into effective lesson plans	4	13
Prior experience working with the teacher	0	13
Other (Please describe)	n/a	1

Note. CSP stands for Charter School Program. Due to a survey programming error, these data are available for Cohort I only in 2022–23.
Source. CSP Grantee Principal Survey, 2022–23.

Survey responses provide additional evidence of challenges related to the hiring of effective educators at their charter school campuses. However, by 2022–23, the majority of Cohort 1 principals (67%) *strongly agreed* they had effective processes for selecting and hiring qualified educators and 60% *strongly agreed* they hired effective instructional leaders. That said, only a third of principals *strongly agreed* they were able to recruit highly qualified teachers and had implemented effective approaches for teacher retention (Table 12, Table A.4 in Appendix A, Table B.4 in Appendix B).

During interviews, the study team asked Cohort 1 principals to describe strategies they have used to recruit and retain high-quality teachers as well as challenges they experienced in either hiring highly qualified teachers or retaining them. The most mentioned challenges centered around the availability of strong candidates including references to the teacher shortage, the overall strong job market, and completing with other districts and schools to fill positions.

Principals had a variety of ways of overcoming these barriers. Some solutions focused on providing the supports teachers needed to be successful in their new roles, such coaching, training, and feedback from the leadership team and doing what they could to remove barriers and frustrations teachers experienced (e.g., by providing more planning time). There was also an awareness among principals that providing teachers the opportunity to do fulfilling work was also an important part of the work of teacher recruitment and retention.

Table 12. *Percentage of CSP Cohort 1 Principals Who Strongly Agreed with Statements Related to School Staffing, 2021–22 and 2022–23*

	2021–22	2022–23
We have been able to hire effective instructional leaders at my school	42.9%	60.0%
We have established effective processes for selecting and hiring qualified educators at my school	35.7%	66.7%
We have established effective new teacher induction processes for newly hired educators at my school	28.6%	40.0%
We have been able to recruit highly qualified teachers to my school	21.4%	33.3%
We have implemented effective approaches for retaining teachers and staff	21.4%	33.3%

Note. CSP stands for Charter School Program. Fifteen of 17 CSP Cohort 1 principals responded to each survey.
Source. CSP Grantee Principal Surveys, 2021–22 and 2022–23.

Other approaches to staff retention were focused on building a positive and supportive school culture, for example, by making themselves available to teachers by having an "open-door" policy and by establishing traditions like potlucks or holiday parties. Other efforts were focused on direct support for teachers' work, by providing tools and trainings, protecting teachers' time (e.g., planning periods), and reducing the number of administrative tasks teachers were asked to complete.

In focus groups, Cohort 1 teachers described some of the ways in which administrators created a supportive culture. Teachers appreciated administrators who provided direct instructional coaching and who were able to provide timely solutions to address issues related to their work (e.g., making adjustments to the master schedule to create a dedicated time for the teachers to collaborate and plan as a grade-level team). Cohort 1 principals and administrators who were viewed as problem-solvers or a resource were typically regarded highly among teachers.

Community Outreach and Student Recruitment

Principals have a critical role in establishing their new charter school's reputation in the community and developing a positive and supportive school climate for teachers and students. The study team examined three aspects of this work in the CSP surveys and in interviews and focus groups: (1) community outreach and recruiting new students to the school, (2) the learning environment within the school, and (3) campus-wide practices in place to support student behavior.

Among the most critical tasks for principals are the purposeful engagement of the community to create awareness about the charter school and efforts to recruit students to attend the charter school. Survey results highlighted some of the approaches principals most often used to engage parents and families. In 2021–22, the most used strategies included engaging with parents at open houses (87%) and securing parent attendance at campus events (80%). By 2022–23, 100% of principals who took the survey reported engaging parents at open house events and communicating with parents about their students' performance. In fact, communicating with parents about student performance was the strategy with the largest year to year gain (+27 percentage points). Cohort 1 principals were also more likely to report encouraging parents to volunteer at the school in 2022–23 compared to the prior year (+20 percentage points). Fewer than 50% of principals reported engaging with parents through a formal parent organization or engaging parents in fundraising activities in either year (Table 13, Table A.6 in Appendix A, Table B.7 in Appendix B).

Table 13. *Percentage of CSP Cohort 1 Principals Who Indicated Using Each Family and Community Engagement Strategy, 2021–22 and 2022–23*

	2021–22	2022–23
Engage with parents at school open house events	86.7%	100.0%
Parent attendance at campus events (e.g., job fairs)	80.0%	93.3%
Interact with parents at afterschool programming events	73.3%	80.0%
Communicate with parents regarding student performance	73.3%	100.0%
Engage with parents at student-related conferences/meetings CMO or school district resources	60.0%	53.3%
Connect with parents through a formal parent organization (e.g., Parent Teacher Association)	46.7%	40.0%
Encourage parents to volunteer to help out at the school	46.7%	66.7%
Engage parents in school fundraising activities	26.7%	40.0%

Note. CSP stands for Charter School Program; CMO stands for Charter Management Organization. Fifteen of 17 CSP Cohort 1 principals responded to each survey. Principals could select all responses that applied, so percentages will not sum to 100%.
Source. CSP Grantee Principal Surveys, 2021–22 and 2022–23.

In interviews and focus groups, principals and teachers from Cohort 1 campuses discussed the critical importance of engaging parents and families in school activities. Some of these engagement approaches—like field trips or unique clubs—also helped drive interest in the school and subsequent student enrollment. Principals were strategic about using parent engagement strategies that best fit their school community's needs. In some cases, principals emphasized the importance of providing avenues for the parents to voice their opinions and be actively involved in the school. Other principals focused on building trust with parents and families, particularly when the charter school was not yet well known in the community. Principals who were focused on awareness and trust building often mentioned the use of community events (e.g., fall festivals or student performances) as ways to draw parents to the school. In addition to providing opportunities for relationship building, some principals described parent engagement strategies as a key factor in driving higher attendance rates for students. By building trust with parents, Cohort 1 principals hoped to increase parents' commitment to sending their students to school every day.

Principals also used a variety of in-person and electronic strategies to recruit students to enroll at their schools. Principals were particularly likely to use strategies that communicated about school-student fit and the mission and educational philosophy of their school. The use of electronic communications, (i.e., email and text messaging) increased between years one and two. Two strategies were used less often in 2022–23 compared to the prior year. Fewer principals indicated that they distributed flyers (-20 percentage

> **Engaging Parents Via Events and Extracurricular Opportunities**
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> Principals across a variety of schools utilized fun campus events and unique extracurricular activities to engage parents. Principals who worked in communities with many school alternatives used these events as a way to distinguish their schools. Principals who worked in areas where there were fewer alternatives used fun events as a way draw parents to the campus and build trust and familiarity with the school.

points) or made presentations at community events (-27 percentage points) as a student recruitment strategy. Door-to-door campaigns were the least frequently used strategy in both years one and two (Table 14, Table A.18 in Appendix A, Table B.14 in Appendix B).

In interviews, a small number of principals described partnering with local businesses or organizations as part of their community outreach strategy. Among those who did, principals indicated that they asked businesses and other organizations to provide donations or services, which were often used as rewards or in support of extracurricular activities for students, teachers, and/or families.

Table 14. *Percentage of CSP Cohort 1 Principals Who Indicated Using Each Strategy to Attract Students to Enroll in Their Charter School, 2021–22 and 2022–23*

	2021–22	2022–23
Communicate to families in your community about why your school may be a good fit for their children	93.3%	100.0%
Distribute flyers in the community about your school	93.3%	73.3%
Communicate the mission and educational philosophy in place at your school	86.7%	93.3%
Create a social media presence that allowed for the creation of a virtual community for the school	86.7%	86.7%
Establish a well-organized website to allow parents to learn more about your school	86.7%	86.7%
Have school leaders make presentations at community events regarding your school	80.0%	53.3%
Email or text message communications regarding the school	66.7%	80.0%
Campaign door-to-door to create awareness of your school	46.7%	40.0%

Note. CSP stands for Charter School Program. Fifteen of 17 CSP Cohort 1 principals responded to each survey. Principals could select all responses that applied, so percentages will not sum to 100%.
Source. CSP Grantee Principal Surveys, 2021–22 and 2022–23.

The Learning Environment

Another key aspect of developing a positive school culture and climate is an intentional focus on the learning environment. Some of the most important work of CSP principals in 2021–22 and 2022–23 was to anchor the work of the school to a clear vision for the work of the campus and to establish respectful, supportive relationships with staff, students, families, and the community.

In interviews, principals often noted that one of the most important aspects of their work of opening a new school was establishing a clear mission and vision for the school. In the first year of implementing their new charter schools in 2021–22, moderate percentages of principals (40–60%) indicated that they had developed shared vision and beliefs *to a great extent*. However, by 2022–23, principals showed large gains in these aspects of climate and culture, including developing a vision focused on a safe environment (+33 percentage points) and developing a vision focused on high expectations for students and teachers (+20 percentage points). Around half of principals reported that they ensured that staff had a shared set of beliefs about schooling/learning (53%), which indicates this may be one of the more difficult aspects of establishing a shared vision for the school (Table 15, Table A.5 in Appendix A, Table B.6 in Appendix B).

Table 15. *Percentage of CSP Cohort 1 Principals Who Indicated That They Effectively Implemented Each Aspect of Developing Shared Vision and Beliefs "To a Great Extent," 2021–22 and 2022–23*

	2021–22	2022–23
Develop a culture of shared success	60.0%	66.7%
Develop a school vision focused on high expectations for students and teachers	46.7%	66.7%
Develop a school vision focused on a safe environment	40.0%	73.3%
Ensure campus staff share a common set of beliefs about schooling/learning	40.0%	53.3%

Note. CSP stands for Charter School Program. Cohort 1 principals also could have selected *Not at all, To a minimal extent,* or *Not part of our activity plan for the school year.* Fifteen of 17 CSP Cohort 1 principals responded to each survey. Principals could select all responses that applied, so percentages will not sum to 100%.
Source. CSP Grantee Principal Surveys, 2021–22 and 2022–23.

The previous section provided details regarding principals noting the importance of developing a positive and supportive school climate as a critical component of their teacher recruitment and retention strategy; however, staff climate and culture is also an important contributor to the learning environment and the quality of instruction at their campuses. By 2022–23, most Cohort 1 principals (80%) believed they had, *to a great extent,* successfully created a safe and healthy working environment for teachers. In 2022–23, moderate percentages of principals believed they had, *to a great extent*, provided the supports necessary for teachers to be successful (47%) and opportunities to collaborate (53%). The most challenging aspect of teacher climate was cultivating a healthy work-life balance for teachers; only 33% of Cohort 1 principals believed they had implemented that *to a great extent* in year one or year two (Table 16, Table A.5 in Appendix A, Table B.6 in Appendix B).

Table 16. *Percentage of CSP Cohort 1 Principals Who Indicated That They Implemented Each Aspect of Positive, Supportive Environment for Teachers "To a Great Extent," 2021–22 and 2022–23*

	2021–22	2022–23
Provide opportunities for teachers to collaborate	60.0%	53.3%
Ensure teachers are provided with the supports they need to be successful	53.3%	46.7%
Create a safe and healthy working environment for teachers	46.7%	80.0%
Cultivate a healthy work-life balance for teachers	33.3%	33.3%

Note. CSP stands for Charter School Program. Cohort 1 principals also could have selected *Not at all, To a minimal extent,* or *Not part of our activity plan for the school year.* Fifteen of 17 CSP Cohort 1 principals responded to each survey. Principals could select all responses that applied, so percentages will not sum to 100%.
Source. CSP Grantee Principal Surveys, 2021–22 and 2022–23.

Campus-wide Practices to Support Student Behavior

For a new charter school to be successful, principals must develop aspects of the learning environment that will lead to enhanced academic and behavioral outcomes for students and improve student retention from year to year.

By 2022–23, moderate percentages of principals reported that they had been able to establish explicit behavioral expectations for students (53%) and a culture of respect among students (53%) *to a great extent*. Somewhat fewer had been able to implement behavior management systems and responsive student support services *to a great extent* (Table 17, Table A.5 in Appendix A, Table B.6 in Appendix B).

Table 17. *Percentage of CSP Cohort 1 Principals Who Indicated That They Effectively Implemented Each Aspect of Positive, Respectful Relationships with Students, Families, and the Community "To a Great Extent," 2021–22 and 2022–23*

	2021–22	2022–23
Develop a culture of respect among students (e.g., anti-bullying culture)	60.0%	53.3%
Establishment of explicit behavioral expectations for students	53.3%	53.3%
Establishment of meaningful relationships between families and the school	53.3%	46.7%
Development and implementation of behavioral management systems for students and staff	40.0%	40.0%
Establishment of proactive and responsive student support services	33.3%	40.0%
Establishment of meaningful relationships between the community and the school	20.0%	33.3%

Note. CSP stands for Charter School Program. Cohort 1 principals also could have selected *Not at all, To a minimal extent, To a moderate extent* or *Not part of our activity plan for the school year*. Fifteen of 17 CSP Cohort 1 principals responded to each survey. Principals could select all responses that applied, so percentages will not sum to 100%. *Source.* CSP Grantee Principal Surveys, 2021–22 and 2022–23.

Three themes emerged from the Cohort 1 principal interviews and teacher focus groups in 2021–22 and 2022–23 that were associated with these practices: (1) the need for explicit behavior supports which address the development of positive social relationships; (2) the impact of behavior on academic outcomes; and (3) the need for school-wide systems to address student behavior.

Across Cohort 1 principal interviews and teacher focus groups, campus staff acknowledged the impact that the pandemic had on students and their social and emotional well-being. Cohort 1 campus staff reported increased need for developmentally appropriate services related to building empathy and developing positive social relationships, for providing positive behavior models and rewards for students, and for engendering positive staff mindsets toward students who may be struggling with peer and adult social interactions. Across grantee campuses, leaders acknowledged that behavioral support should now be considered part of a foundational school curriculum for all students, not just as an additional support for select students.

Cohort 1 teachers and principals noted the significant impact that behavior had upon students' academic outcomes. In some schools, disruptive behavior by students were isolated events, but teachers noted that even having only one or a few students with significant behavioral issues negatively impacted their ability to address the academic needs of all their students. Cohort 1 teachers were concerned about the amount of time spent supporting the students with behavioral issues and the frequent interruptions that problematic behavior could have on their regular instruction. At some schools, inappropriate behavior occurred across the campus, with students acting out both in classrooms and in shared spaces. At these schools, campus staff described the negative impact the behavior had on school culture, academic achievement, and staff morale.

> **Need for School-Wide Behavior Systems**
>
> In the wake of the COVID-19 pandemic school disruptions, students have more social and emotional and behavioral needs. School-wide initiatives that targeted developmentally appropriate services related to building empathy and developing positive social relationships, provided positive behavior modeling and rewards, and established clear and consistent expectations for students all contributed to improved student behavior over the school year.

A notable pattern emerged from site visits and interviews that speaks to the importance of implementing effective systems. Cohort 1 campuses that experienced challenges with student behavior early on, but that implemented systematic school-wide behavior initiatives with fidelity often reported improvements in student behavior. Teachers described several aspects of these systems that made them effective—for example, that student expectations were clear, implemented consistently across campus, encouraged student leadership and independence, and offered students incentives or rewards for positive behavior. Several teachers noted the additional benefit of successfully implementing these systems was that teachers could focus on academics during 2022–23.

At CSP grantee campuses that experienced behavioral challenges in the 2021–2022 school year but did not implement a school-wide behavior initiative continued to experience similar or worse behavioral challenges in 2022–23. Teachers at these schools reported maintaining behavioral systems for their own classrooms, but they noted that without school-wide consistency and shared expectations, behavioral challenges were a persistent obstacle to teaching and learning. Cohort 1 teachers in these situations noted the importance of having administrators who consistently and effectively dealt with student behavioral issues. When Cohort 1 principals or administrators were not consistent in how they dealt with student behavior or if they did not correct student misbehavior with an effective consequence, teachers reported the behavioral challenges continued.

Use of High-Quality Instructional Materials and Assessments

An important part of the successful launch of any new campus is the provision and use of high-quality curriculum, instructional materials, and assessments. Without these resources in place, teachers and instructional leaders likely will be less effective in their instructional delivery and spend a great deal of time identifying or developing these materials. As part of their support of all schools across the state of Texas, TEA has identified HQIM as "curricular resources that: (1) ensure full coverage of Texas Essential Knowledge and Skills (TEKS); (2) are aligned to evidence-based best practices in the relevant content areas of reading language arts (RLA), math, science, and social studies; (3) support all learners, including students with disabilities, EB/EL students, and students identified as gifted and talented; (4) enable frequent progress monitoring through embedded and aligned assessments; (5) include implementation supports for teachers; and (6) provide teacher and student-facing lesson-level materials."[11]

The study team sought to learn more about which Cohort 1 teams selected and used HQIM and the degree to which these practices changed over the first two years of the grant. In 2022–23, compared to the prior year, higher percentages of Cohort 1 *strongly agreed* that teachers used HQIM on a daily basis (+24 percentage points), that HQIM was aligned their instructional planning calendars (+17 percentage points), that instructional materials were aligned to formative instruction to guide instruction (+31 percentage points), and that campus instructional leaders provided adequate lesson planning supports to teachers (+40 percentage points).

These results clearly indicate progress in these areas over the first two years of the CSP grant (Table 18, Table A.7 in Appendix A, Table B.8 in Appendix B). Cohort 1 principals provided specific information about the HQIM they selected for RLA, math, science, and social studies during the 2021–22 and 2022–23 school years. Principal responses are summarized in Appendix D, Table D.1.

Table 18. *Percentage of CSP Cohort 1 Principals Who "Strongly Agreed" with Statements About the Selection and Use of High-Quality Instructional Materials and Practices 2021–22 and 2022–23*

	2021–22	2022–23
High-quality instructional materials are used by our teachers on a daily basis	42.9%	66.7%
High-quality instructional materials are aligned to instructional planning calendars	42.9%	60.0%
Our school employed a rigorous process to identify and select high-quality instructional materials	35.7%	33.3%
High-quality instructional materials are aligned to formative assessments to inform instruction	35.7%	66.7%
Campus instructional leaders provide adequate lesson planning supports to teachers at my school	7.1%	46.7%

Note. CSP stands for Charter School Program. Cohort 1 principals also could have selected *Strongly disagree, Disagree,* or *Agree.* Fifteen of 17 CSP Cohort 1 principals responded to each survey. Principals could select all responses that applied, so percentages will not sum to 100%.
Source. CSP Grantee Principal Surveys, 2021–22 and 2022–23.

Interview and focus groups conversations highlighted other aspects of Cohort 1 implementation of instructional materials and assessments. Early in campus implementation, teachers shared some

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[11] Texas Education Agency High-Quality Instruction Materials.

concerns about implementing their schools' curricula, particularly if it was new or they believed they had not received sufficient training in how to implement it. Some teachers expressed concerns about the implementation of highly rigorous curricula for their students if they perceived there were few resources for differentiating the content and lessons.

Later in implementation, after teachers had spent more time with the curricula and delivering lessons, some teachers had come to value it if they had seen positive outcomes for their students. When teachers had not seen benefits for their students, they continued to share concerns with school leaders about their limited ability to use the materials to differentiate and meet the needs of all their students.

Support for Effective Instruction

Two critical aspects of early implementation of new CSP charter schools are to establish clear, consistent, and strong instructional practices across campus and to provide teachers the support they need to do their best work for students. In 2021–22, only a third of Cohort 1 principals (33%) reported that effective classroom routines and instructional practices were in place *to a great extent*, but by 2022–23, this increased to two thirds (67%) (Figure 1).

Figure 1. *Percentage of CSP Cohort 1 Principals Who Strongly Agree Effective Classroom Routines and Instructional Practices Were in Place "To a Great Extent", 2021–22 and 2022–23*
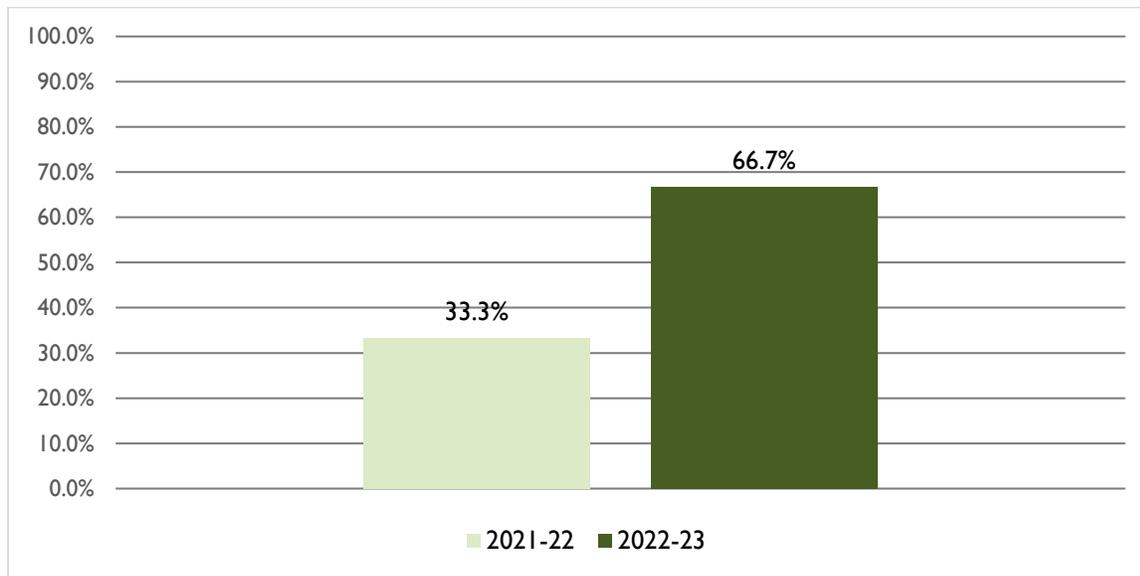
Note. CSP stands for Charter School Program. Principals also could have selected *Not at all, To a minimal extent, To a moderate extent,* or *Does not apply for the school year.* Fifteen of 17 CSP Cohort 1 principals responded to each survey.
Source. CSP Grantee Principal Surveys, 2021–22 and 2022–23.

Providing instructional supports to teachers, especially early career teachers and educators struggling with delivering the curriculum with fidelity, is critical for all new charter schools. These supports can lead to increased teacher buy-in to the school mission, improved instructional practices, increased levels of teacher satisfaction and higher teacher retention rates. CSP Cohort 1 principals were also asked to weigh in on the frequency at which they engaged in various teacher support activities in the 2021–22 and 2022–23 school years.

In 2022–23, fewer principals reported that they engaged in certain teacher support activities "at least weekly" than in 2021–22, with the exception of allowing teachers the flexibility in their use of curriculum in related lesson planning (Table 19, Table A.9 in Appendix A, Table B.10 in Appendix B). It is important to note that principals continued to provide this support, but somewhat less often. In 2022–23, more than half of principals reported providing teachers feedback based on walkthroughs (60%), providing coaching support (53%), and reviewing student performance data with teachers (53%) *at least monthly* (Table B.10 in Appendix B).

Table 19. *Percentage of CSP Cohort 1 Principals Who Reported Engaging in Activities to Support Teachers "At Least Weekly," 2021–22 and 2022–23*

	2021–22	2022–23
Provide dedicated planning time for teachers to collaborate	81.8%	73.3%
Professional learning communities meetings	81.8%	71.4%
Allow teachers flexibility in the use of curriculum and related lesson planning	63.6%	73.3%
Provide coaching support for teachers	54.5%	33.3%
Provide feedback to teachers based on walk-throughs or informal observations	45.5%	33.3%
Review student performance data with teachers	27.3%	13.3%
Provide feedback to teachers based on formal, scheduled observations	18.2%	7.1%
Use research-based rubrics (e.g., CLASS®, Danielson) to give teachers useful feedback	18.2%	7.1%
Use instructional rounds where teachers have opportunities to observe other teachers in the classroom	0.0%	0.0%

Note. CSP stands for Charter School Program. CLASS® stands for Classroom Assessment Scoring System. Cohort 1 principals also could have selected *At least monthly, One time per semester, One time per year, or Never.* Fifteen of 17 CSP Cohort 1 principals responded to each survey.
Source. CSP Grantee Principal Surveys, 2021–22 and 2022–23.

In interviews conducted for the 2021–22 and 2022–23 school years, Cohort 1 principals elaborated on the ways they supported teachers' instructional practice through trainings, professional development, and coaching throughout the summer and the regular school year. In alignment with the 2021–22 and 2022–23 survey findings, many principals considered the time they built into teachers' schedules for collaboration or planning to be a critical aspect of their support. During focus groups, teachers described the instructional supports they found most beneficial for the 2021–22 and 2022–23 school years, noting examples of specific trainings on curricula or behavior management systems, but also emphasizing the value of direct support from their administrators. Teachers were particularly appreciative of in-the-moment coaching or lesson modeling when administrators conducted walkthroughs and of direct support managing students' behavior. Teachers acknowledged the value of administrators who consistently handled behavioral concerns, whether by removing students from the class, implementing appropriate consequences, or by empowering teachers with the knowledge and skills to address behavior concerns in their classroom.

Systems for Monitoring and Supporting Students Most At Risk

All new campuses must implement effective systems of support to help ensure that students' unique learning needs are met. Multi-tiered systems of support (MTSS) frameworks help schools identify struggling students early and provide appropriate interventions in a timely manner.[12] MTSS can be

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[12] MTSS is a tiered framework of student support that targets the level of intervention required to address student needs. Tier 1 is the universal level of support provided in general education classrooms. These curricula, instructional and differentiation practices meet the needs of about 80% of students. Tier 2 refers to a more targeted level of intervention targeted to meet specific academic or behavioral needs. In general, Tier 2 interventions are required for about 20% of students. Tier 3 refers to the most intensive level of intervention, which is designed to meet the needs of students who for whom Tier 1 and Tier 2 supports were inadequate. Typically, about 5% of students require this most intensive level of support. Texas Education Agency MTSS Overview.

implemented to meet students' needs in a range of areas including academics, behavioral, and social interactions, and to address chronic absenteeism issues.

A larger percentage of Cohort 1 principals indicated that various aspects of MTSS were in place *to a great extent* in 2022–23 when compared to 2021–22. Some of the largest gains between 2021–22 and 2022–23 were in the percentage of principals reporting that diagnostic systems were in place to evaluate students for Tier 2 and Tier 3 support (+42 percentage points) and the implementation of evidence-based practices in general education classrooms (+28 percentage points). However, there were notable increases in all aspects of MTSS explored in the survey. These changes indicate that many Cohort 1 schools prioritized the implementation of tiered support for students, particularly with regard to practices that support all learners, including the use of universal screeners and evidence-based practices in general education classrooms (Table 20, Table A.10 in Appendix A, Table B.11 in Appendix B).

Table 20. *Percentage of CSP Cohort 1 Principals Indicating that Multi-tiered Systems of Support Components Were In Place "To a Great Extent," 2021–22 and 2022–23*

	2021–22	2022–23
Universal screeners for all students	54.5%	66.7%
Evidence-based practices in Tier 1, general education classrooms	36.4%	64.3%
Data-based decision-making guidelines or teams to determine whether students qualified for more intensive intervention	36.4%	53.3%
Procedures or teams to determine student eligibility for Tier 3 or special education services	36.4%	46.7%
Progress monitoring procedures in place for students deemed at-risk	30.0%	53.3%
Validated diagnostic assessments to evaluate student learning in Tiers 2 and 3 (or special education)	18.2%	60.0%
Targeted interventions provided in Tier 2 settings, either as push-in or pull-out services	18.2%	42.9%

Note. CSP stands for Charter School Program. Cohort 1 principals also could have selected *Not at all, To a minimal extent, To a moderate extent* or *Not part of our activity plan for the school year.* Fifteen of 17 CSP Cohort 1 principals responded to each survey.
Source. CSP Grantee Principal Surveys, 2021–22 and 2022–23.

The collection and use of student data is foundational to the effective implementation of MTSS. While nearly all Cohort 1 schools collected data on student outcomes, not all teachers believed those data were being used in meaningful ways. During 2021–22 and 2022–23 focus groups, some Cohort 1 teachers spoke to specific ways they utilized school-wide and classroom-level data. Teachers were more likely to report using data to inform their instructional practice when data were easily collected (e.g., computer programs that automatically tracked student progress) and when there were school-wide expectations and systems in place for regular data analysis (e.g., progress monitoring). When systems were in place and expectations for data use were clear, teachers were more likely to express positive opinions about the usefulness of collecting data even if it did require additional work.

> **Value of User-Friendly and/or School-wide Expectations Regarding Data**
>
> Teachers valued and used data in making instructional choices when data collection was easy and/or if there were school-wide systems or expectations in place that required regular data utilization. At schools where data collection was onerous or data use was not required, many teachers saw data collection as a burden and were less likely to use data for instructional decision-making.

Because newly established charter schools are enrolling students who are transferring from other public, private, or home-schooling environments, students arrive with varying degrees of academic proficiency. Therefore, it is essential that new charter schools quickly establish processes to assess and support students most at risk of academic failure.[13] Principal responses regarding the implementation of services for students with disabilities or students at risk indicate growth in the use of most of the strategies included on the survey between 2021–22 and 2022–23. Some of the strategies with the largest increases were targeted pull-out instruction by interventionists (+33 percentage points), the use of in-school instructional or tutorial labs (+27 percentage points), and the implementation of positive behavioral interventions and supports (PBIS) (+20 percentage points). By 2022–23, only social service supports and home visits by school counselors or teachers were utilized by fewer than 53% of Cohort 1 principals, an indicator of a strong commitment to meeting student needs during the school day. Only the provision of social service supports dropped between 2021–22 and 2022–23 (-7 percentage points) (Table 21, Table A.11 in Appendix A, Table B.12 in Appendix B).

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[13] Schools can identify students at risk of academic failure in a number of ways including, failure on prior year state assessment, performing below grade level on reading and math universal screeners, or by not meeting standards on campus or district benchmark tests.

Table 21. *Percentage of CSP Cohort 1 Indicating They Effectively Implemented Each Service for Students with Disabilities or for Students At Risk 2021–22 and 2022–23*

	2021–22	2022–23
Small-group instruction in class	73.3%	86.7%
Individualized or differentiated instruction in class	73.3%	93.3%
Positive Behavioral Interventions and Supports	60.0%	80.0%
Social service supports	60.0%	53.3%
In-school instructional or tutoring labs	46.7%	73.3%
Targeted pull-out instruction by interventionist(s)	40.0%	73.3%
Home visits by school by counselors or teachers	33.3%	46.7%

Note. CSP stands for Charter School Program. Fifteen of 17 CSP Cohort 1 principals responded to each survey. Principals could select all responses that applied, so percentages will not sum to 100%.
Source. CSP Grantee Principal Surveys, 2021–22 and 2022–23.

The study team asked Cohort 1 teachers in the 2021–22 and 2022–23 focus groups what supports were in place at their school and how well qualified they felt to support students with the highest learning needs. Many teachers expressed a lack of confidence in their own ability to adequately address the needs of students with the highest learning needs and expressed appreciation for the support they received from special education staff, interventionists, or external staff to meet the needs of their students identified as special education or who were most at risk of academic failure. Cohort 1 teachers appreciated having experts in the building who could either provide pull-out services, push-in support, or consultations on a regular basis. In many schools, especially schools that were short-staffed, teachers expressed a desire for more time or support from interventionists or special education staff.

Evidence of Instructional Quality

To better understand growth in instructional quality over the course of the CSP grant period, the study team conducted classroom observations using CLASS®, a validated instrument that assesses instructional interactions. In fall 2022, the study team observed a convenience sample of 65 different teachers across 17 Cohort 1 grantee campuses.[14] For the fall observations, 24 teachers were employed at open-enrollment charter school campuses and 41 were employed at district-authorized charter school campuses. In spring observations, the study team returned to 14 of the 17 campuses and observed 50 classrooms with the goal of observing as many of the same teachers as possible. The spring 2023 classroom observations included 20 teachers working at open-enrollment charter school campuses and 30 teachers from district-authorized charter school campuses. Because of the small number of classrooms observed and the fact that classrooms were not randomly selected, it is important to interpret the results in this section with caution; the results cannot be generalized to grantee schools or be used to determine the success of the grant at improving student outcomes. Classroom observation scores and trends can, however, be reasonably used to foster ongoing discussions about appropriate assessments of classroom quality within the context of the CSP evaluation.

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[14] The term convenience sample refers to the fact that teachers were not randomly selected for observation. Rather, the study team requested specific grade levels, but teachers were allowed to decline participation and principals were allowed to recommend replacement teachers.

Observations conducted in Cohort 1 lower elementary (K–3) classrooms in fall 2022 and spring 2023 show that, overall, teachers maintained a positive and supportive classroom environment as evidenced by average emotional support and classroom organization domain scores above 5.0 placing them in the high end of the mid-range of CLASS® scores. Scores on the instructional support domain were on the lower end of the mid-range of scores at the fall and spring observations (around 3.0), although it is important to note that the instructional support domain has historically yielded the lowest scores nationally (Pianta, La Paro, & Hamre, 2015) (Figure 2).

Figure 2. *CSP Cohort 1 Lower Elementary (K–3) Domain-level CLASS® Observation Scores, Fall 2022 and Spring 2023*
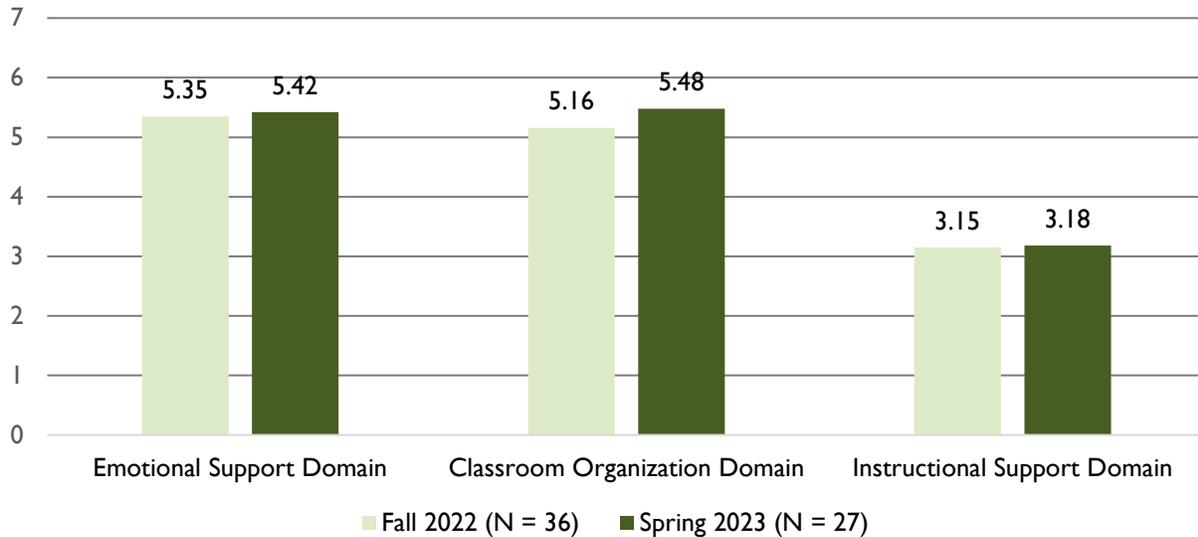
Fall 2022 (N = 36)   Spring 2023 (N = 27)

Note. CSP stands for Charter School Program; CLASS® stands for Classroom Assessment Scoring System. K–3 CLASS® scores are based on observations of 36 classrooms in fall 2022 and 27 classrooms in spring 2023.
Source. CLASS® Observation scores, Cohort 1 CSP Grantees, Fall 2022 and Spring 2023.

The highest average CLASS® scores in upper elementary classrooms were in the classroom organization domain. In fall 2022 and spring 2023, the average scores on this domain were nearly at or above 6.0 which is in the upper range of scores and indicative of the observable strengths in these practices within the observed classrooms. That is, there were strong routines and practices in place to support students' productivity, positive student behavior, and a positive climate. Scores on the emotional support domain were somewhat lower than the average for lower elementary, but the scores on the instructional support domain were somewhat higher. Upper elementary average scores on the student engagement domain were on the higher end of the range of the scale (Figure 3).

The pattern in average scores across secondary classrooms was like that observed in upper elementary classrooms with the highest scores in classroom organization and student engagement domains and somewhat lower scores in the emotional support and instructional support domains (Figure 4).

Figure 3. *CSP Cohort 1 Upper Elementary (Grades 4–6) Domain-level CLASS® Observation Scores, Fall 2022 and Spring 2023*
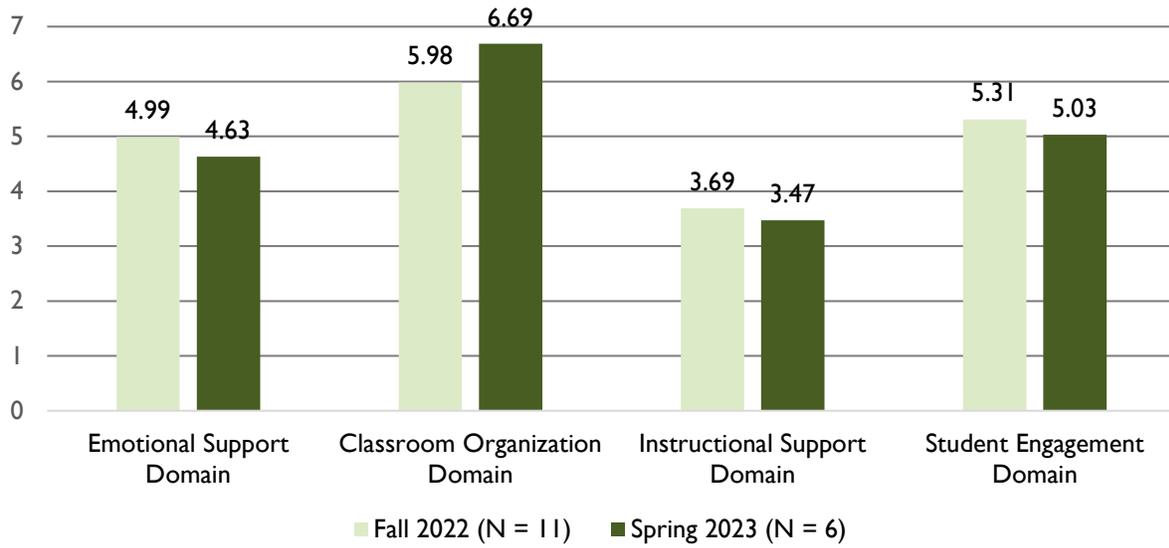
Note. CSP stands for Charter School Program; CLASS® stands for Classroom Assessment Scoring System. Upper Elementary CLASS® scores are based on observations of 11 classrooms in fall 2022 and 6 classrooms in spring 2023.
Source. CLASS® Observation scores, Cohort 1 CSP Grantees, Fall 2022 and Spring 2023.

Figure 4. *CSP Cohort 1 Secondary (Grades 6–12) Domain-level CLASS® Observation Scores, Fall 2022 and Spring 2023*
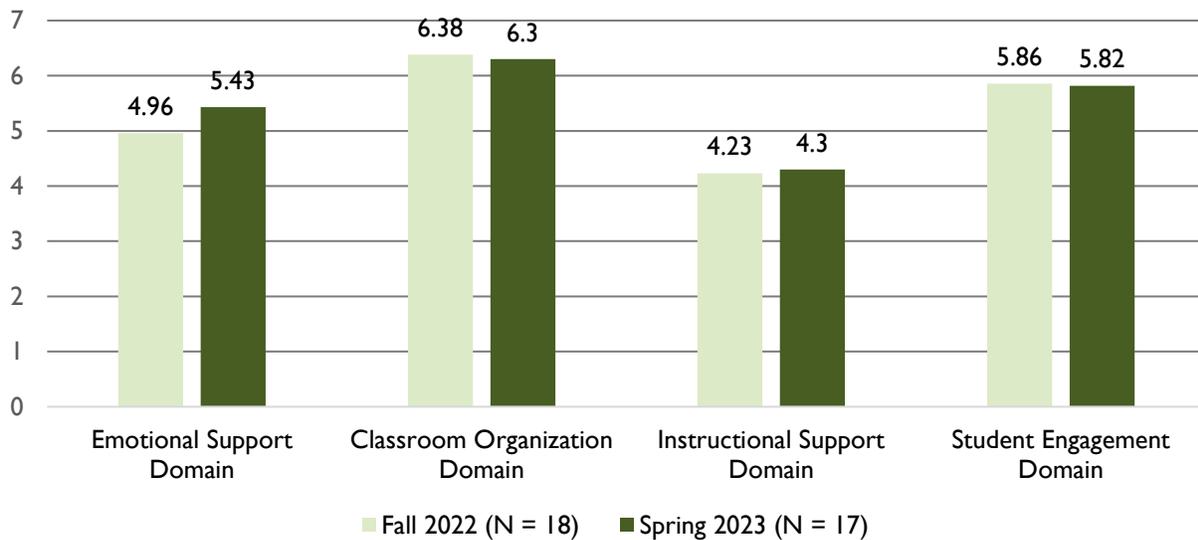
Note. CSP stands for Charter School Program; CLASS® stands for Classroom Assessment Scoring System. Secondary CLASS® scores are based on observations of 18 classrooms in fall 2022 and 17 classrooms in spring 2023.
Source. CLASS® Observation scores, Cohort 1 CSP Grantees, Fall 2022 and Spring 2023.

Planned Use of Grant Funds and Support Received from TEA

The purpose of the CSP grant is to provide funding for new charter schools and for the expansion and replication of existing successful charter school models. To better understand the intended uses of grant funds among Cohort 1 schools, the study team examined two sources of data: the CSP grant applications and responses to the 2021–22 and 2022–23 CSP grantee principal survey.

Proposed Grant Expenditures from CSP Cohort 1 Grant Applications

When preparing a CSP grant application, aspiring grantees conducted a needs assessment that allowed them to identify three quantifiable needs and to describe their plan for addressing those needs. Applicants also provided information about planned activities and the used of grant funds. Taken together, these responses describe how the grant would be used to achieve the stated mission of the school. Across CSP grant applications, several themes emerged regarding the needs many campuses hoped to address and the ways in which CSP grant funds would help address those needs.

Curricula and instructional materials were among the most frequently identified intended uses of grant funds. Applicants that mentioned these potential uses also often described the specific curricular or instructional purpose that the materials would address, such as to support project-based learning; the creation or adoption of a STEM curriculum; the implementation of an international baccalaureate (IB) curriculum; the acquisition of bi-literate classroom and library collections; or to effectively differentiate instruction.

Another commonly mentioned intended use of the grant funds was for marketing the school and recruiting students. Some applicants noted details about how their marketing campaigns would be conducted (e.g., in English and Spanish, via radio, print, and social media) but most applicants focused on the content of their messaging. Planned communications included the strengths of their curricular and instructional implementation models that they would want students and families to understand or unique supports offered by the school (e.g., individualized tutoring, dual language curriculum, or workforce readiness).

A few applicants described intentions to purchase classroom equipment, including furniture and instructional supplies, but the most frequently mentioned types of equipment were technology/ devices and associated software and assessments. The rationale for these purchases were often tied to instructional goals, including opportunities for students to learn at school and at home, to meet individualized instructional needs, and to facilitate data-driven instructional decision-making. Not all technology needs were directly student-facing. Some applicants also described their intention to purchase computers and software for curriculum management, data management, and efficient school operations.

The final major theme among intended uses of grant funds was the support of staff professional learning. Applicants often included the expected content of these trainings, e.g., dual language immersion, MTSS, the implementation of PLCs, or IB Units of Inquiry; although some listed only general objectives of these trainings (e.g., to improve student performance in reading and writing).[15]

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[15] IB Units of Inquiry refer to a curriculum framework, which provide students with the knowledge, concepts, skills, attitudes, and actions to be successful.

Principal Reported Uses of CSP Grant Funds

CSP principal survey results from 2021–22 and 2022–23 show the majority of CSP principals indicated that grant funds were used to pay for instructional materials and technology. Around two-thirds of principals indicated that CSP grant funds were used to support creating community awareness for the school and recruiting students to the school. Smaller percentages of principals reported on the survey that they used grant funds for teacher recruitment, for paying staff salaries, and for building renovations (Table 22, Table A.15 in Appendix A, Table B.13 in Appendix B).

Table 22. *Percentage of CSP Cohort 1 Who Indicated Using CSP Grant Funds in the Following Ways to Help Their School Become Established, 2021–22 and 2022–23*

	2021–22	2022–23
Paying for instructional materials	80.0%	80.0%
Covering the cost of school technology purchases	80.0%	80.0%
Creating community awareness for my charter school	66.7%	66.7%
Paying teacher and staff salaries	46.7%	20.0%
Covering student recruitment costs	46.7%	53.3%
Paying teacher recruitment costs	33.3%	33.3%
Paying for building renovations or rent	26.7%	33.3%

Note. CSP stands for Charter School Program. Fifteen of 17 CSP Cohort 1 principals responded to each survey. Principals could select all responses that applied, so percentages will not sum to 100%.
Source. CSP Grantee Principal Surveys, 2021–22 and 2022–23.

Other Start-Up Resources

The CSP grant provided up to $900,000 in funding to assist with getting new charter schools up and running. However, non-financial sources of support also are critical to the launch of a new school. The CSP surveys offered Cohort 1 principals an opportunity to report which organizations they relied on for resources and assistance in establishing their new charter. Table 22 presents the proportion of CSP Cohort 1 principals who used various resources in the establishment of their new charter school campus.

In comparison, far fewer principals indicated that they relied on TEA grants or charter school staff for assistance during the initial implementation period. Interestingly, around a quarter of principals indicated that they relied on the ESF in 2021–22, which indicates some potential for expanding the use of the ESF as a tool for new schools (Table 23, Table A.2 in Appendix A, Table B.2 in Appendix B).

Table 23. *Percentage of CSP Cohort 1 Grantee Principal Reporting the Use of Each Resource When Opening a New Charter School, 2021–22 and 2022–23*

	2021–22	2022–23
Your charter management organization (CMO) or district central office	80.0%	*
Effective Schools Framework	26.7%	13.3%
Texas Education Agency charter school division staff	13.3%	6.7%
System of Great Schools Network	6.7%	6.7%
Texas Education Agency grants staff	0.0%	13.3%
Texas Authorizer Leadership Academy	0.0%	0.0%
Your CMO	*	46.7%
Your district central office	*	80.0%

Note. CSP stands for Charter School Program. Fifteen of 17 CSP Cohort 1 principals responded to each survey. (*) Indicates that the item regarding support from the "charter management organization or district central office" in 2021–22 was separated into two items in 2022–23. Principals could select all responses that applied, so percentages will not sum to 100%. In open responses, small numbers of principals listed these people and organizations as resources: TEA-assigned mentor, the Texas Council for International Studies, the Texas Public Charter Schools Association, and local philanthropic organizations.
Source. CSP Grantee Principal Surveys, 2021–22 and 2022–23.

The combination of grant applications and principal survey responses provided a high-level overview of the ways in which grantees intended to use and used their CSP grant funds for school expenses during the initial implementation period and the CSP principal surveys provided an opportunity for principals to identify other resources they used when opening their charter schools.

There was collective interest among the study team and TEA staff to understand more deeply how grantees decided to open new schools, how the CSP grant was used in combination with other funding sources to launch new schools, and how TEA can continuously improve the grant application process. For these reasons the study team conducted a series of interviews with the grantee finance and operations staff. Findings from those interviews will be provided as an addendum to this report.

Discussion of CSP Grant Implementation

The primary purpose of this report is to describe the planning, launch, and implementation of CSP Cohort 1 grantees in 2021–22 and 2022–23. The examination of Cohort 1 principal survey, site-based interview, focus group, and classroom observation data across two school years, as well as a review of schools' grant applications provided a comprehensive overview of the priorities, accomplishments, and challenges of grantees during the initial implementation period.

Planned For and Intended Uses of the CSP Grant

Prior to applying for a CSP grant, applicants were required to conduct a needs assessment and to describe the ways in which the grant funds would be used to address those needs. Many of the planned uses of funds were closely aligned to the ESF. Applications communicated the intent to purchase high-quality curricula and instructional materials, classroom equipment, furniture and instructional supplies, technology, software, and assessment systems, and to provide staff with professional development to support effective instruction. Other priority expenses included marketing and recruiting efforts to introduce the school to the community and to attract new students.

Staff Recruitment and Support

Recruiting, hiring, and supporting high-quality teachers and other staff were among the most crucial tasks of the school start-up period. Across 2021–22 and 2022–23, principals implemented a wide variety of strategies to attract strong candidates to their schools; among the most used methods were attending job fairs, current teachers recruiting colleagues, word of mouth, and social media. Despite these varied efforts and the fact that most principals had implemented effective processes for selecting and hiring highly qualified staff, the challenges of recruiting and retaining high-quality educators was persistent as the number of educators needed exceeded the number recruited.

Once teachers and other staff were hired and onboarded, the work of supporting staff began. Strong school leaders are at the heart of supporting staff and results from this study showed that the actions of consistent, cohesive administrative teams increased the likelihood that teachers were satisfied and felt supported. The types of support most valued by teachers included assistance with student behavior management, as well as timely feedback and coaching to help them develop and maintain a strong instructional practice. Instructional support practices most often reported by principals were attending PLC meetings and providing dedicated planning time for teachers to collaborate. In 2021–22 and 2022–23, principals reported many types of direct support to teachers, although the frequency with which support was provided declined somewhat in the second year of implementation, as fewer principals provided direct support "weekly."

Establishing a Positive School Climate and Culture

Establishing a positive school climate and culture for students and staff were high-priority tasks during the initial implementation period. Over the first two years of the grant, many CSP principals reported that they effectively established a culture of shared success, a school vision focused on high expectations for students and staff, and a safe and healthy work environment for teachers. Principals also made progress in their community outreach and student recruitment efforts, establishing an

effective learning environment, and to a lesser degree, implementing school-wide systems to support student behavior.

Community Outreach and Student Recruitment

Whether a new or a replication school, CSP grantees had to undertake some degree of marketing and awareness-building in their respective communities to engage families who might see their school as a good fit for their students. In 2021–22 and 2022–23, many CSP principals established connections by encouraging parents to come into the school for school events, open houses, and volunteer opportunities. Principals refined their communication strategies during the initial implementation period, focusing on communicating about student-school fit as well as the mission and educational philosophy of the school. Across the first two years of operation, Cohort 1 schools were more likely to rely on electronic means for recruiting students (e.g., websites, email, and text messaging) than door-to-door campaigns and formal presentations at community events.

The Learning Environment

Cohort 1 schools worked to develop a strong learning environment on many fronts. This included improvements to the processes of hiring effective teachers and instructional leaders and increased use of HQIM that were aligned to instructional calendars and formative assessments. Between 2021–22 and 2022–23, principals reported substantial growth in the degree to which their schools implemented effective classroom routines and instructional practices.

The implementation of MTSS components also grew over the first two years of the grant. Many Cohort 1 schools prioritized the implementation of tiered support for students, particularly the Tier 1 practices that support all learners, including the use of universal screeners and -evidence-based practices in general education classrooms. There was also strong growth in schools' use of progress monitoring systems and data-based decision-making to identify and support students' academic needs. The use of strategies such as targeted pull-out instruction by interventionists and in-school instructional or tutorial labs, showing a strong commitment to meeting student needs during the school day.

Campus-wide Practices to Support Student Behavior

Across CSP campuses, there was progress toward establishing clear expectations and systems to support student behavior; 80% Cohort 1 principals that had implemented PBIS *to a great extent* by 2022–23. Fewer campuses reported this level of progress in other areas of student relationship building and behavior management. For example, in 2022–23 around half of principals (53%) reported that they had developed a culture of respect among students (53%) and fewer (40%) reported that they had developed and implemented behavior management systems for students and staff *to a great extent*.

Next Steps in the Implementation Study

As the study team reflects on what was learned from Cohort 1 and looks ahead to what can be learned from subsequent cohorts, the following topics emerged as important next steps in the implementation study.

Continue to examine teacher recruitment and retention efforts. First and foremost, the study team recommends a continued focus on CSP schools' successes and challenges with staffing. As is the case across the nation, Texas is amid a teacher shortage and higher than typical teacher turnover rates. CSP grantee schools are certainly not immune to these trends. A deeper focus on schools' effective strategies for recruiting, hiring, and retaining high-quality staff can inform future efforts to expand charter schools in ways that ensure high-quality instruction for the students who attend these schools. Of particular interest could be gathering success stories about ways in which grant funds successfully aided recruitment and retention efforts.

Continue to monitor instructional best practices. Of the many topics explored in this report, CSP grantees showed the most progress in their implementation of strong instructional practices such as the adoption of HQIM and the alignment of those materials to instructional calendars and formative assessment systems. Along with hiring and retaining high-quality teachers, the implementation of strong instructional practices is foundational to student learning. The study team recommends a continued focus on the evolution of these practices and the leadership actions and uses of grant funding that support their adoption and consistent implementation.

Continue to monitor the development of a positive school culture. We know from the first two years of CSP grant implementation for Cohort 1 grantees that establishing and maintaining systems to support positive student behavior are of critical importance for student and staff satisfaction and retention. On average, grantees may have had made somewhat less progress implementing systems that support positive student behavior than the systems that more directly support instruction. The study team recommends a continued focus on the development of these student behavior systems and other aspects of a positive school climate as well as the identification of success stories where the use of CSP grant funds helped to achieve these goals.

Limitations

Like all research and evaluation projects, the CSP Grant Implementation Report for 2021–22 and 2022–23 has some limitations. The two most important limitations of this work are related to data collection and the focus of the data analysis and interpretation.

First, because of delays in finalizing the contract with the study team, data collection regarding the first year of the grant was done retrospectively in the fall of 2022, which was the start of the second year of the grant. Although the results from the principal interviews and surveys and teacher focus groups reflect perceived changes from 2021–22 to 2022–23, it is reasonable to assume that some important details from 2021–22 were forgotten or had been reframed in the minds of the participants based on their subsequent experiences. The delayed project start also resulted in the postponement of classroom observations from the spring of 2022 until the fall of 2022.

Second, the analysis and interpretation of the results in this report focus on overarching trends in the survey data and common themes across the interviews and focus groups. Although this approach describes some important aspects of the implementation progress journey for Cohort 1 campuses, it underemphasizes the wide variation in the experiences of the staff in grantee schools.

In next steps of the evaluation, the study team should have more of an opportunity to focus on the variation in experiences that may be associated with contextual factors such as principal years of experience, or with the varied supports that may be available to schools that are part of different organizational structures (e.g., independent school districts, high-quality replication campuses).

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Appendix A: Charter School Program Grantee Principal Survey Results for Cohort 1, 2021–22

This Appendix contains the item-level results for fifteen (15) participants in the Charter School Program (CSP) Cohort 1 Grantee Principal Survey for the 2021–22 school year. In the survey, Cohort 1 principals were asked to reflect on various aspects of the early stages of opening their new charter school campus.

The tables in this appendix do not include the results for the first two survey items. The first question asked, "Are you currently the principal/school leader for this charter school campus?" If respondent answered, *yes*, the survey logic skipped the second question, and the respondent was directed to the full survey. If the respondent answered, *no*, they were directed to the second question, "If known, please include the name and email address for the current principal/school leader of this campus." After that item, the survey ended. One respondent selected, *no*; however, they did not provide the email address of the current principal/school leader.

Due to an unfortunate survey programming error, this appendix does not include as summary of principals' ranked responses to the following questions:

- When hiring new teachers for your charter school campus for the initial year of operations, which of the following were most important to you? (Please rank from 1 to 5 where 1 is the most important and 5 is fifth most important.)"
- For the 2021–22 school year, of the following student recruitment methods, which 5 have you found to be most effective in attracting students to enroll at your campus? (Rank from 1 to 5, where 1 is most effective and 5 is the fifth most effective.)

Responses to these ranking items are included in Appendices B and C for Cohort 1 in 2022–23 and Cohort 2 in 2022–23, respectively.

Table A.1. *CSP Cohort 1 Grantee Principal Reports of the Degree to Which They Accomplished Various Tasks Related to Opening a New Charter School, 2021–22*

During the 2021–22 school year, to what extent do you feel you were able to accomplish the following tasks or functions related to school processes and procedures?	Not at all	To a minimal extent	To a moderate extent	To a great extent	N
Establish processes for developing campus instructional leaders (e.g., principal, assistant principal, teacher leaders, and counselors)	7.1%	7.1%	35.7%	50.0%	14
Recruit students from low-performing campuses	8.3%	8.3%	41.7%	41.7%	12
Create differentiated roles and responsibilities for campus instructional leaders	7.7%	7.7%	38.5%	46.2%	13
Develop and implement student behavior policies and procedures	7.7%	15.4%	30.8%	46.2%	13
Implement focused planning and decision-making processes associated with opening a new charter school campus	7.1%	7.1%	21.4%	64.3%	14
Implement processes for regular monitoring of implementation and outcomes, including the near-term and long-term growth of students	7.7%	7.7%	46.2%	38.5%	13

Note. CSP stands for Charter School Program. Table does not include responses of *Not part of our activity plan for the 2021–22 school year.*
Source. CSP Grantee Principal Survey, 2021–22.

Table A.2. *CSP Cohort 1 Grantee Principal Reports of the Resources They Used When Opening a New Charter School, 2021–22*

Please indicate if you used any of the following resources for assistance in establishing your charter school campus in 2021–22. (Select all that apply)	No	Yes	N
Texas Education Agency (TEA) grants staff	100.0%	0.0%	15
TEA charter school division staff	86.7%	13.3%	15
System of Great Schools Network	93.3%	6.7%	15
Effective Schools Framework	73.3%	26.7%	15
Texas Authorizer Leadership Academy	100.0%	0.0%	15
Your charter management organization or district central office	20.0%	80.0%	15
Other, please specify	80.0%	20.0%	15

Note. CSP stands for Charter School Program. Principals could select all responses that applied, so column percentages will not sum to 100%. Other responses included "Texas Council for International Studies" and "TEA assigned mentor." One response indicated that the school did not serve students in 2021–22.
Source. CSP Grantee Principal Survey, 2021–22.

Table A.3. *CSP Cohort 1 Grantee Principal Reports of the Teacher Recruitment Strategies They Used When Opening a New Charter School, 2021–22*

Which of the following teacher recruitment methods did you use to attract high-quality educators to your campus in 2021–22? (Select all that apply)	No	Yes	*N*
Current teachers recruiting colleagues	26.7%	73.3%	15
Word of mouth about the school	13.3%	86.7%	15
Online advertisements	26.7%	73.3%	15
Job fairs	6.7%	93.3%	15
Billboard advertisements	93.3%	6.7%	15
Recruitment services (e.g., Indeed, LinkedIn, Zip Recruiter)	40.0%	60.0%	15
Charter management organization or school district resources	73.3%	26.7%	15
Social media (e.g., Facebook, Instagram)	20.0%	80.0%	15
Other (please describe)	93.3%	6.7%	15

Note. CSP stands for Charter School Program. Principals could select all responses that applied, so column percentages will not sum to 100%. Other responses included "Called top colleges to promote our school and the job openings."
Source. CSP Grantee Principal Survey, 2021–22.

Table A.4. *CSP Cohort 1 Grantee Principal Reports about Hiring and Retaining Teachers When Opening a New Charter School, 2021–22*

Please rate the extent to which you agree or disagree with the following statements related to school staffing for 2021–22.	Strongly disagree	Disagree	Agree	Strongly agree	*N*
We have been able to hire effective instructional leaders at my school	0.0%	7.1%	50.0%	42.9%	14
We have established effective processes for selecting and hiring qualified educators at my school	0.0%	7.1%	57.1%	35.7%	14
We have been able to recruit highly qualified teachers to my school	0.0%	35.7%	42.9%	21.4%	14
We have established effective new teacher induction processes for newly hired educators at my school	0.0%	21.4%	50.0%	28.6%	14
We have implemented effective approaches for retaining teachers and staff	0.0%	7.1%	71.4%	21.4%	14

Note. CSP stands for Charter School Program. Table does not include responses of *Not part of our activity plan for the 2021–22 school year.*
Source. CSP Grantee Principal Survey, 2021–22.

Table A.5. *CSP Cohort 1 Grantee Principal Reports of the Degree to Which They Implemented Various Aspects of Culture and Climate when Opening a New Charter School, 2021–22*

During the 2021–22 school year, to what extent do you feel you were able to effectively do each of the following activities related to school climate and culture?	Not at all	To a minimal extent	To a moderate extent	To a great extent	*N*
Develop a school vision focused on a safe environment	0.0%	6.7%	53.3%	40.0%	15
Ensure campus staff share a common set of beliefs about schooling/learning	0.0%	13.3%	46.7%	40.0%	15
Develop a school vision focused on high expectations for students and teachers	6.7%	0.0%	46.7%	46.7%	15
Create a safe and healthy working environment for teachers	0.0%	6.7%	46.7%	46.7%	15
Cultivate a healthy work-life balance for teachers	0.0%	20.0%	46.7%	33.3%	15
Ensure teachers are provided with the supports they need to be successful	0.0%	13.3%	33.3%	53.3%	15
Establishment of explicit behavioral expectations for students	0.0%	13.3%	33.3%	53.3%	15
Develop a culture of shared success	0.0%	13.3%	26.7%	60.0%	15
Provide opportunities for teachers to collaborate	0.0%	6.7%	33.3%	60.0%	15
Development and implementation of behavioral management systems for students and staff	0.0%	13.3%	46.7%	40.0%	15
Establishment of proactive and responsive student support services	0.0%	6.7%	60.0%	33.3%	15
Establishment of meaningful relationships between families and the school	0.0%	6.7%	40.0%	53.3%	15
Establishment of meaningful relationships between the community and the school	0.0%	13.3%	66.7%	20.0%	15
Develop a culture of respect among students (e.g., anti-bullying culture)	0.0%	13.3%	26.7%	60.0%	15

Note. CSP stands for Charter School Program.
Source. CSP Grantee Principal Survey, 2021–22.

Table A.6. *CSP Cohort 1 Grantee Principal Reports of the Parent and Family Engagement Strategies They Used When Opening a New Charter School, 2021–22*

Which of the following parent and family engagement approaches did you use in 2021–22? (Select all that apply)	No	Yes	N
Connect with parents through a formal parent organization (e.g., Parent Teacher Association)	53.3%	46.7%	15
Engage parents in school fundraising activities	73.3%	26.7%	15
Parent attendance at campus events (e.g., job fairs)	20.0%	80.0%	15
Encourage parents to volunteer to help out at the school	53.3%	46.7%	15
Engage with parents at student-related conferences/meetings charter management organization or school district resources	40.0%	60.0%	15
Engage with parents at school open house events	13.3%	86.7%	15
Interact with parents at afterschool programming events	26.7%	73.3%	15
Communicate with parents regarding student performance	26.7%	73.3%	15
Other (Please describe)	80.0%	20.0%	15

Note. CSP stands for Charter School Program. Principals could select all responses that applied, so column percentages will not sum to 100%. Other responses included "Fun family events and programs" and "All parents attend welcome orientation on day of enrollment." One response indicated that the school did not serve students in 2021–22.
Source. CSP Grantee Principal Survey, 2021–22.

Table A.7. *CSP Cohort 1 Grantee Principal Reports of the High-Quality Instructional Materials and Practices They Used When Opening a New Charter School, 2021–22*

Please rate the extent to which you agree or disagree with the following statements related to high-quality instructional materials.	Strongly disagree	Disagree	Agree	Strongly agree	N
Our school employed a rigorous process to identify and select high-quality instructional materials	0.0%	14.3%	50.0%	35.7%	14
High-quality instructional materials are used by our teachers on a daily basis	0.0%	7.1%	50.0%	42.9%	14
Campus instructional leaders provide adequate lesson planning supports to teachers at my school	0.0%	7.1%	85.7%	7.1%	14
High-quality instructional materials are aligned to instructional planning calendars	0.0%	7.1%	50.0%	42.9%	14
High-quality instructional materials are aligned to formative assessments to inform instruction	0.0%	7.1%	57.1%	35.7%	14

Note. CSP stands for Charter School Program.
Source. CSP Grantee Principal Survey, 2021–22.

Table A.8. *CSP Cohort 1 Grantee Principal Reports of the Degree to Which Effective Classroom Routines and Instructional Practices Were in Place, 2021–22*

Question	Not at all	To a minimal extent	To a moderate extent	To a great extent	N
By the end of the 2021–22 school year, to what extent do you feel that effective classroom routines and instructional practices were in place?	8.3%	8.3%	50.0%	33.3%	12

Note. CSP stands for Charter School Program. Results do not include responses of *Did not serve students during the 2021–22 school year*.
Source. CSP Grantee Principal Survey, 2021–22.

Table A.9. *CSP Cohort 1 Grantee Principal Reports of the Frequency With Which They Engaged In Activities to Support Teachers, 2021–22*

During the 2021–22 school year, how frequently did you engage in the following activities to support teachers at your school?	At least weekly	At least monthly	One time per semester	One time per year	Never	N
Provide feedback to teachers based on walk-throughs or informal observations	45.5%	45.5%	9.1%	0.0%	0.0%	11
Provide feedback to teachers based on formal, scheduled observations	18.2%	18.2%	27.3%	18.2%	18.2%	11
Use research-based rubrics (e.g., CLASS®, Danielson) to give teachers useful feedback	18.2%	18.2%	9.1%	9.1%	45.5%	11
Use instructional rounds where teachers have opportunities to observe other teachers in the classroom	0.0%	9.1%	36.4%	18.2%	36.4%	11
Provide dedicated planning time for teachers to collaborate	81.8%	18.2%	0.0%	0.0%	0.0%	11
Allow teachers flexibility in the use of curriculum and related lesson planning	63.6%	9.1%	9.1%	0.0%	18.2%	11
Professional learning communities meetings	81.8%	9.1%	9.1%	0.0%	0.0%	11
Provide coaching support for teachers	54.5%	36.4%	9.1%	0.0%	0.0%	11
Review student performance data with teachers	27.3%	45.5%	18.2%	9.1%	0.0%	11

Note. CSP stands for Charter School Program; CLASS® stands for Classroom Assessment Scoring System. Results do not include responses of *Did not serve students during the 2021–22 school year*.
Source. CSP Principal Survey, 2021–22.

Table A.10. *CSP Cohort 1 Grantee Principal Reports of the Extent to Which Multi-tiered Systems of Supports Were In Place, 2021–22*

To what extent were each of the following Multi-tiered Systems of Supports components in place in the 2021–22 school year?	Not at all	To a minimal extent	To a moderate extent	To a great extent	N
Universal screeners for all students	9.1%	0.0%	36.4%	54.5%	11
Evidence-based practices in Tier 1, general education classrooms	9.1%	0.0%	54.5%	36.4%	11
Progress monitoring procedures in place for students deemed at-risk	0.0%	10.0%	60.0%	30.0%	10
Data-based decision-making guidelines or teams to determine whether students qualified for more intensive intervention	0.0%	18.2%	45.5%	36.4%	11
Validated diagnostic assessments to evaluate student learning in Tiers 2 and 3 (or special education)	0.0%	18.2%	63.6%	18.2%	11
Targeted interventions provided in Tier 2 settings, either as push-in or pull-out services	0.0%	9.1%	72.7%	18.2%	11
Procedures or teams to determine student eligibility for Tier 3 or special education services	0.0%	18.2%	45.5%	36.4%	11

Note. CSP stands for Charter School Program. Results do not include responses of *Did not serve student during the 2021–22 school year.*
Source. CSP Grantee Principal Survey, 2021–22.

Table A.11. *CSP Cohort 1 Grantee Principal Reports of Which Student Services Were Effectively Implemented, 2021–22*

Please indicate which of the services for students with disabilities or students at-risk were effectively implemented in the 2021–22 school year?	No	Yes	N
Positive Behavioral Interventions and Supports	40.0%	60.0%	15
Social service supports	40.0%	60.0%	15
Home visits by school counselors or teachers	66.7%	33.3%	15
Small-group instruction in class	26.7%	73.3%	15
Individualized or differentiated instruction in class	26.7%	73.3%	15
Targeted pull-out instruction by interventionist(s)	60.0%	40.0%	15
In-school instructional or tutoring labs	53.3%	46.7%	15
Other (please specify)	73.3%	26.7%	15

Note. CSP stands for Charter School Program. Principals could select all responses that applied, so column percentages will not sum to 100%. Other responses included "School Behavior Program" and three responses indicated that the school did not serve students in 2021–22.
Source. CSP Grantee Principal Survey, 2021–22.

Table A.12. *CSP Cohort 1 Grantee Principal Responses About their Knowledge of their Campus Operating Budget, 2021–22*

Question	Yes	No	*N*
Do you know your campus operating budget for the 2021–22 school year?	40.0%	60.0%	15

Note. CSP stands for Charter School Program.
Source. CSP Grantee Principal Survey, 2021–22.

Table A.13. *CSP Cohort 1 Grantee Principal Responses About their Knowledge of their Campus Operating Budget by Funding Sources, 2021–22*

Question	Yes	No	*N*
Do you know the make-up of your campus operating budget for the 2021–22 school year by funding sources?	35.7%	64.3%	15

Note. CSP stands for Charter School Program.
Source. CSP Grantee Principal Survey, 2021–22.

Table A.14. *CSP Cohort 1 Grantee Principal Average Reports of the Percentage of Their School's Annual Budget by Funding Source*

Please estimate what percentage of your school's annual budget for 2021–22 is funded by each source. *Please ensure that the total percentage adds to 100%.*	Average	*N* of those indicating this funding source
CSP Grant funding from Texas Education Agency (TEA)	40.0%	10
Federal Title I Grant funds	29.9%	7
Federal IDEA funds	4.7%	2
Other federal funds	9.8%	4
State formula funding (based on weighted average daily attendance)	31.6%	6
State grants	15.0%	1
Local funds	14.5%	6
District funding	45.0%	3
Foundation grants	27.1%	5

Table A.14 continues on the next page

Note. CSP stands for Charter School Program; IDEA stands for Individuals with Disabilities Education Act. There were 14 responses to this question and four indicated 0% for Charter School Grant Funding from TEA. The *N* in the table is the count of respondents with each funding source and the number of responses contributing to the average. N/A means not applicable; there were two responses for "Other," however, they both indicated that the school did not serve students in 2021–22 rather than indicate an additional funding source.
Source. CSP Grantee Principal Survey, 2021–22.

Table A.14 *CSP Cohort 1 Grantee Principal Average Reports of the Percentage of Their School's Annual Budget by Funding Source (continued)*

Please estimate what percentage of your school's annual budget for 2021–22 is funded by each source. *Please ensure that the total percentage adds to 100%.*	Average	*N* of those indicating this funding source
Business or community sponsors	12%	1
Parents gifts or donations	1%	1
School-based fundraising events (e.g., silent auction)	6%	2
Other (please specify)	N/A	2

Note. CSP stands for Charter School Program; IDEA stands for Individuals with Disabilities Education Act. There were 14 responses to this question and four indicated 0% for Charter School Grant Funding from TEA. The *N* in the table is the count of respondents with each funding source and the number of responses contributing to the average. N/A means not applicable; there were two responses for "Other," however, they both indicated that the school did not serve students in 2021–22 rather than indicate an additional funding source.
Source. CSP Grantee Principal Survey, 2021–22.

Table A.15. *CSP Cohort 1 Grantee Principal Reports of the Ways in Which the CSP Grants Helped the Their School Become Established in 2021–22*

In which of the following ways did the CSP grant you received from the Texas Education Agency help your school become established in 2021–22? (Check all that apply)	No	Yes	N
Creating community awareness for my charter school	33.3%	66.7%	15
Paying teacher recruitment costs	66.7%	33.3%	15
Paying teacher and staff salaries	53.3%	46.7%	15
Covering student recruitment costs	53.3%	46.7%	15
Paying for instructional materials	20.0%	80.0%	15
Covering the cost of school technology purchases	20.0%	80.0%	15
Paying for necessary building renovations or rent	73.3%	26.7%	15
Other, please specify	46.7%	53.3%	15

Note. CSP stands for Charter School Program. Principals could select all responses that applied, so column percentages will not sum to 100%. Other responses included "Planning, special education support, and professional development," "Updated Furniture," "Collaborative instruction furniture and library books," "professional development," "Classroom Furniture," "Furniture/fixtures," "Purchased classroom furniture for Kinder-3rd grade classes," and "Student and staff supplies." One response indicated that the school was not serving students in 2021–22.
Source. CSP Grantee Principal Survey, 2021–22.

Table A.16. *CSP Cohort 1 Grantee Principal Reports of the Number of Fundraising Events Held, 2021–22*

Question	None	One event	2-3 events	4-5 events	More than 5 events	N
During the 2021–22 school year, how many fundraising events did your charter school sponsor?	66.7%	6.7%	6.7%	13.3%	6.7%	15

Note. CSP stands for Charter School Program. Fundraising events were not paid for with CSP funds.
Source. CSP Grantee Principal Survey, 2021–22.

Table A.17. *CSP Cohort 1 Grantee Principal Reports of the Extent to Which They Were Able to Effectively Implement Activities Related to Funding, 2021–22*

To what extent do you feel you were able to effectively do each of the following activities in the 2021–22 school year?	Not at all	To a minimal extent	To a moderate extent	To a great extent	N
Effectively utilize CSP grant funds from Texas Education Agency	0.0%	0.0%	38.5%	61.5%	13
Use fundraising events to raise awareness about the school	45.5%	18.2%	27.3%	9.1%	11
Build relationships with local businesses as a source of funding	45.5%	27.3%	9.1%	18.2%	11
Engage community leaders to help with fundraising efforts	41.7%	25.0%	33.3%	0.0%	12
Collect sufficient funds from fundraising to cover any necessary costs	50.0%	25.0%	16.7%	8.3%	12
Secure funding for school buildings	40.0%	10.0%	10.0%	40.0%	10

Note. CSP stands for Charter School Program. Results do not include responses of *Not part of our activity plan in 2021–22.*
Source. CSP Grantee Principal Survey, 2021–22.

Table A.18. *CSP Cohort 1 Grantee Principal Reports of Which Activities to Promote Student Enrollment Were Implemented, 2021–22*

Please indicate if you engaged in any of the following activities to attract students to enroll at your charter school campus in 2021–22. (Select all that apply.)	No	Yes	*N*
Communicate to families in your community about why your school may be a good fit for their children	6.7%	93.3%	15
Communicate the mission and educational philosophy in place at your school	13.3%	86.7%	15
Have school leaders make presentations at community events regarding your school	20.0%	80.0%	15
Create a social media presence that allowed for the creation of a virtual community for the school	13.3%	86.7%	15
Distribute flyers in the community about your school	6.7%	93.3%	15
Campaign door-to-door to create awareness of your school	53.3%	46.7%	15
Email or text message communications regarding the school	33.3%	66.7%	15
Establish a well-organized website to allow parents to learn more about your school	13.3%	86.7%	15
Other, please specify	80.0%	20.0%	

Note. CSP stands for Charter School Program. Principals could select all responses that applied, so column percentages will not sum to 100%. Other responses included "Billboards, Facebook advertisements, Geofencing, marketing videos, Commercials and newspaper advertisements" and "Street banners, billboards, mass mailing, tabling at local business."
Source. CSP Grantee Principal Survey, 2021–22.

Table A.19. *CSP Cohort 1 Grantee Principal Response Regarding their Schools Status as a Replication Campus, 2021–22*

Question	Yes	No	*N*
Is your charter school a replication campus?	13.3%	86.7%	15

Note. CSP stands for Charter School Program.
Source. CSP Grantee Principal Survey, 2021–22.

Table A.20. *CSP Cohort 1 Grantee Principal Reports of Implementation Success as a Replication Charter, 2021–22*

Question	Not at all	To a minimal extent	To a moderate extent	To a great extent	N
If your charter school campus was designed to replicate another campus, to what extent do you feel you were in implementing with fidelity the key components of the model you were replicating?	0.0%	0.0%	50.0%	50.0%	2

Note. CSP stands for Charter School Program. Table does not include responses of *This campus is not a replication campus.*
Source. CSP Grantee Principal Survey, 2021–22.

Table A.21. *CSP Cohort 1 Grantee Principal Reports of Their Highest Level of Educational Attainment, 2021–22*

Question	Associate's degree	Bachelor's degree	Master's degree	PhD	EdD	Other (Please describe)	N
What is your highest level of educational attainment?	0.0%	0.0%	86.7%	6.7%	6.7%	0.0%	15

Source. Note. CSP stands for Charter School Program.
Source. Source. CSP Grantee Principal Survey, 2021–22.

Table A.22. *CSP Cohort 1 Grantee Principal Reports of Their Years of Experience As a Principal, 2021–22*

Question	Less than one year	1 to 2 years	3 to 5 years	6 to 10 years	11 to 15 years	16 to 20 years	More than 20 years	N
How many total years have you been a principal at this or any public school campus?	33.3%	13.3%	26.7%	26.7%	0.0%	0.0%	0.0%	15

Note. CSP stands for Charter School Program.
Source. CSP Grantee Principal Survey, 2021–22.

Table A.23. *CSP Cohort 1 Grantee Principal Reports of Their Years of Experience As a Teacher Before Becoming a Principal, 2021–22*

Question	I had no prior teaching experience	Less than one year	1 to 2 years	3 to 5 years	6 to 10 years	11 to 15 years	16 to 20 years	More than 20 years	N
Before you became a principal, how many total years of K-12 teaching experience did you have?	0.0%	6.7%	0.0%	13.3%	20.0%	40.0%	20.0%	0.0%	15

Note. CSP stands for Charter School Program.
Source. CSP Grantee Principal Survey, 2021–22.

Appendix B: Charter School Program Grantee Principal Survey Results for Cohort 1, 2022–23

This appendix contains the item-level results for the Charter School Program (CSP) Cohort 1 Grantee Principal Survey for the 2022–23 school year. In this survey, Cohort 1 principals reflected on their second year of implementing their new school.

There were two items on the survey that asked principals to rank order the effectiveness of their top five strategies from (1) most important to (5) least important. Because respondents had more than five options available to rank, options that did not merit a top-five ranking were left unranked. Rank order scores were calculated by assigning a rank of 1 a value of 100, 2 a value of 80, 3 a value of 60, 4 a value of 40, and 5 a value of 20. Unranked options were assigned a value of 0. Then, for each item, we took the mean of these assigned values across all respondents who engaged with the rank-order question and took the mean of these values. The resulting score has a theoretical range of 0 to 100; a score of 0 would indicate that none of the respondents ranked an item in their top 5, and a rank of 100 would indicate that every respondent ranked an item as their most important strategy.

The following tables do not include the results for the first three survey items. The first question asked, "Are you currently the principal/school leader for this charter school campus?" If respondent answered, *yes*, the survey logic skipped the second question, and the respondent was directed to the full survey. If the respondent answered, *no*, they were directed to the second question, "If known, please include the name and email address for the current principal/school leader of this campus." After that item, the survey ended. Six respondents selected, *no*, and four of those respondents provided the name and email address of the current principal/school leader. The Study Team then used the provided email address to invite the correct principal/school leader to participate in the survey.

The third question asked, Please select the years for which your campus received your CSP Notice of Grant Award (NOGA). The tables in Appendix B summarize the results for participants who selected, *My campus received a NOGA for 2021–23 (Cycle 1).* The responses for participants who selected, *My campus received a NOGA for 2022–24 (Cycle 2)*, are summarized in Appendix C.

Table B.1. *CSP Cohort 1 Grantee Principal Reports of the Degree to Which They Accomplished Various Tasks Related to Opening a New Charter School, 2022–23*

During the 2022–23 school year, to what extent do you feel you were able to accomplish the following tasks or functions related to school processes and procedures?	Not at all	To a minimal extent	To a moderate extent	To a great extent	N
Establish processes for developing campus instructional leaders (e.g., principals, assistant principals, teacher leaders, and counselors)	0.0%	7.1%	42.9%	50.0%	14
Recruit students from low-performing campuses	0.0%	15.4%	30.8%	53.8%	13
Create differentiated roles and responsibilities for campus instructional leaders	0.0%	6.7%	20.0%	73.3%	15
Develop and implement student behavior policies and procedures	0.0%	7.1%	35.7%	57.1%	14
Implement focused planning and decision-making processes associated with opening a new charter school campus	0.0%	14.3%	14.3%	71.4%	14
Implement processes for regular monitoring of implementation and outcomes, including the near-term and long-term growth of students	0.0%	7.1%	21.4%	71.4%	14

Note. CSP stands for Charter School Program. Table does not include responses of *Not part of our activity plan for the 2022–23 school year.*
Source. CSP Grantee Principal Survey, 2022–23.

Table B.2. *CSP Cohort 1 Grantee Principal Reports of the Resources They Used to Establish or Maintain their New Charter School, 2022–23*

Please indicate if you used any of the following resources for assistance in establishing or maintaining your charter school campus in 2022–23. (Select all that apply.)	No	Yes	N
Texas Education Agency grants staff	86.7%	13.3%	15
TEA charter school division staff	93.3%	6.7%	15
System of Great Schools Network	93.3%	6.7%	15
Effective Schools Framework	86.7%	13.3%	15
Texas Authorizer Leadership Academy	100.0%	0.0%	15
Your charter management organization	53.3%	46.7%	15
Your district central office	20.0%	80.0%	15
Other, please specify	80.0%	20.0%	15

Note. CSP stands for Charter School Program.
Source. CSP Grantee Principal Survey, 2022–23.

Table B.3. *CSP Cohort 1 Grantee Principal Reports of the Teacher Recruitment Strategies They Used When Opening a New Charter School, 2022–23*

Which of the following teacher recruitment methods did you use to attract high-quality educators to your campus in 2022–23? (Select all that apply)	No	Yes	N
Current teachers recruiting colleagues	26.7%	73.3%	15
Word of mouth about the school	20.0%	80.0%	15
Online advertisements	26.7%	73.3%	15
Job fairs	26.7%	73.3%	15
Billboard advertisements	93.3%	6.7%	15
Recruitment services (e.g., Indeed, LinkedIn, Zip Recruiter)	40.0%	60.0%	15
Charter management organization or school district resources	33.3%	66.7%	15
Social media (e.g., Facebook, Instagram)	26.7%	73.3%	15
Other (Please describe)	86.7%	13.3%	15
We are not yet recruiting teachers	100.0%	0.0%	15

Note. CSP stands for Charter School Program.
Source. CSP Grantee Principal Survey, 2022–23.

Table B.4. *CSP Cohort 1 Grantee Principal Reports about Hiring and Retaining Teachers When Opening a New Charter School, 2022–23*

Please rate the extent to which you agree or disagree with the following statements related to school staffing for 2022–23.	Strongly disagree	Disagree	Agree	Strongly agree	N
We have been able to hire effective instructional leaders at my school.	0.0%	13.3%	26.7%	60.0%	15
We have established effective processes for selecting and hiring qualified educators at my school.	0.0%	0.0%	33.3%	66.7%	15
We have been able to recruit highly qualified teachers to my school.	13.3%	13.3%	40.0%	33.3%	15
We have established effective new teacher induction processes for newly hired educators at my school.	0.0%	6.7%	53.3%	40.0%	15
We have implemented effective approaches for retaining teachers and staff.	0.0%	13.3%	53.3%	33.3%	15

Note. CSP stands for Charter School Program. Table does not include responses of *Does not apply in 2022–23.*
Source. CSP Grantee Principal Survey, 2022–23.

Table B.5. *CSP Cohort 1 Grantee Principal Reports of the Most Important Considerations When Hiring New Teachers 2022–23*

When hiring new teachers for your charter school campus for the initial year of operations, which of the following were most important to you? (Please rank from 1 to 5 where 1 is most important and 5 is fifth most important.)	Rank Order Score	N
Teacher fit with the mission of the charter school campus	79	13
Teacher fit with educational philosophy of the school	71	13
Content expertise	56	13
Passion for teaching	42	13
Desire to work with at-risk populations	31	13
Teacher certification	25	13
Strong demonstrated pedagogical skills	23	13
Prior school district teaching experience	19	13
Number of years of teaching experience	12	13
Prior charter school teaching experience	8	13
Education level	6	13
Ability of teacher to adapt unstructured curriculum into effective lesson plans	4	13
Prior experience working with the teacher	0	13
Other (Please describe)	n/a	1

Note. CSP stands for Charter School Program. One participant added the open response of "Loyalty."
Source. CSP Grantee Principal Survey, 2022–23.

Table B.6. *CSP Cohort 1 Grantee Principal Reports of the Degree to Which They Implemented Various Aspects of Culture and Climate when Opening a New Charter School, 2022–23*

During the 2022–23 school year, to what extent do you feel you were able to effectively do each of the following activities related to school climate and culture?	Not at all	To a minimal extent	To a moderate extent	To a great extent	N
Develop a school vision focused on a safe environment	0.0%	6.7%	20.0%	73.3%	15
Ensure campus staff share a common set of beliefs about schooling/learning	0.0%	0.0%	46.7%	53.3%	15
Develop a school vision focused on high expectations for students and teachers	0.0%	6.7%	26.7%	66.7%	15
Create a safe and healthy working environment for teachers	0.0%	6.7%	13.3%	80.0%	15
Cultivate a healthy work-life balance for teachers	0.0%	13.3%	53.3%	33.3%	15
Ensure teachers are provided with the supports they need to be successful	0.0%	6.7%	46.7%	46.7%	15
Establishment of explicit behavioral expectations for students	0.0%	6.7%	40.0%	53.3%	15
Develop a culture of shared success	0.0%	6.7%	26.7%	66.7%	15
Provide opportunities for teachers to collaborate	0.0%	6.7%	40.0%	53.3%	15
Development and implementation of behavioral management systems for students and staff	0.0%	6.7%	53.3%	40.0%	15
Establishment of proactive and responsive student support services	0.0%	6.7%	53.3%	40.0%	15
Establishment of meaningful relationships between families and the school	0.0%	0.0%	53.3%	46.7%	15
Establishment of meaningful relationships between the community and the school	0.0%	13.3%	53.3%	33.3%	15
Develop a culture of respect among students (e.g., anti-bullying culture)	0.0%	0.0%	46.7%	53.3%	15

Note. CSP stands for Charter School Program. Table does not include responses of *Doesn't apply in 2022–23.*
Source. CSP Grantee Principal Survey, 2022–23.

Table B.7. *CSP Cohort 1 Grantee Principal Reports of the Parent and Family Engagement Strategies They Used When Opening a New Charter School, 2022–23*

Which of the following parent and family engagement approaches did you use in 2022–23? (Select all that apply)	No	Yes	N
Connect with parents through a formal parent organization (e.g., Parent Teacher Association)	60.0%	40.0%	15
Engage parents in school fundraising activities	60.0%	40.0%	15
Parent attendance at campus events (e.g., job fairs)	6.7%	93.3%	15
Encourage parents to volunteer to help out at the school	33.3%	66.7%	15
Engage with parents at student-related conferences/meetings charter management organization or school district resources	46.7%	53.3%	15
Engage with parents at school open house events	0.0%	100.0%	15
Interact with parents at afterschool programming events	20.0%	80.0%	15
Communicate with parents regarding student performance	0.0%	100.0%	15
Other (Please describe)	93.3%	6.7%	15
We are not currently engaged with parents and families.	100.0%	0.0%	15

Note. CSP stands for Charter School Program.
Source. CSP Grantee Principal Survey, 2022–23.

Table B.8. *CSP Cohort 1 Grantee Principal Reports of the High-Quality Instructional Materials and Practices They Used When Opening a New Charter School, 2022–23*

Please rate the extent to which you agree or disagree with the following statements related to high-quality instructional materials (HQIM).	Strongly disagree	Disagree	Agree	Strongly agree	N
Our school employs a rigorous process to identify and select HQIM.	0.0%	6.7%	60.0%	33.3%	15
HQIM are used by our teachers on a daily basis.	0.0%	0.0%	33.3%	66.7%	15
Campus instructional leaders provide adequate lesson planning supports to teachers at my school.	0.0%	0.0%	53.3%	46.7%	15
HQIM are aligned to instructional planning calendars.	0.0%	0.0%	40.0%	60.0%	15
HQIM are aligned to formative assessments to inform instruction.	0.0%	0.0%	33.3%	66.7%	15

Note. CSP stands for Charter School Program. Table does not include responses of *Doesn't apply in 2022–23.*
Source. CSP Grantee Principal Survey, 2022–23.

Table B.9. *CSP Cohort 1 Grantee Principal Reports of the Degree to Which Effective Classroom Routines and Instructional Practices Were in Place, 2021–22*

Question	Not at all	To a minimal extent	To a moderate extent	To a great extent	N
At this point in the 2022–23 school year, to what extent do you feel that effective classroom routines and instructional practices are in place?	0.0%	0.0%	33.3%	66.7%	15

Note. CSP stands for Charter School Program. None of the respondents selected *We are not serving students during the 2022–23 school year.*
Source. CSP Grantee Principal Survey, 2022–23.

Table B.10. *CSP Cohort 1 Grantee Principal Reports of the Frequency with Which They Engaged in Activities to Support Teachers, 2022–23*

So far in the 2022–23 school year, how frequently have you engaged in the following activities to support teachers at your school?	At least weekly	At least monthly	One time per semester	One time per year	Never	N
Provide feedback to teachers based on walk-throughs or informal observations	33.3%	60.0%	6.7%	0.0%	0.0%	15
Provide feedback to teachers based on formal, scheduled observations	7.1%	28.6%	35.7%	28.6%	0.0%	14
Use research-based rubrics (e.g., CLASS®, Danielson) to give teachers useful feedback	7.1%	14.3%	50.0%	7.1%	21.4%	14
Use instructional rounds where teachers have opportunities to observe other teachers in the classroom	0.0%	26.7%	40.0%	6.7%	26.7%	15
Provide dedicated planning time for teachers to collaborate	73.3%	6.7%	20.0%	0.0%	0.0%	15
Allow teachers flexibility in the use of curriculum and related lesson planning	73.3%	0.0%	13.3%	0.0%	13.3%	15
Professional learning communities meetings	71.4%	7.1%	7.1%	0.0%	14.3%	14
Provide coaching support for teachers	33.3%	53.3%	13.3%	0.0%	0.0%	15
Review student performance data with teachers	13.3%	53.3%	33.3%	0.0%	0.0%	15

Note. CLASS® stands for Classroom Assessment Scoring System; CSP stands for Charter School Program. Table does not include responses of *Doesn't apply in 2022–23.*
Source. CSP Grantee Principal Survey, 2022–23.

Table B.11. *CSP Cohort 1 Grantee Principal Reports of the Extent to Which Multi-tiered Systems of Supports Were in Place, 2022–23*

So far in the 2022–23 school year, to what extent are each of the following Multi-tiered Systems of Supports components in place?	Not at all	To a minimal extent	To a moderate extent	To a great extent	N
Universal screeners for all students	0.0%	0.0%	33.3%	66.7%	15
Evidence-based practices in Tier 1, general education classrooms	0.0%	7.1%	28.6%	64.3%	14
Progress monitoring procedures in place for students deemed at-risk	0.0%	0.0%	46.7%	53.3%	15
Data-based decision-making guidelines or teams to determine whether students qualified for more intensive intervention	0.0%	0.0%	46.7%	53.3%	15
Validated diagnostic assessments to evaluate student learning in Tiers 2 and 3 (or special education)	0.0%	6.7%	33.3%	60.0%	15
Targeted interventions provided in Tier 2 settings, either as push-in or pull-out services	0.0%	0.0%	57.1%	42.9%	14
Procedures or teams to determine student eligibility for Tier 3 or special education services	0.0%	6.7%	46.7%	46.7%	15

Note. CSP stands for Charter School Program. Table does not include responses of *Doesn't apply* in 2022–23.
Source. CSP Grantee Principal Survey, 2022–23.

Table B.12. *CSP Cohort 1 Grantee Principal Reports of Which Student Services Were Effectively Implemented, 2022–23*

So far in the 2022–23 school year, which of the services for students with disabilities or students at-risk have been effectively implemented?	No	Yes	N
Positive Behavioral Interventions and Supports	20.0%	80.0%	15
Social service supports	46.7%	53.3%	15
Home visits by school counselors or teachers	53.3%	46.7%	15
Small-group instruction in class	13.3%	86.7%	15
Individualized or differentiated instruction in class	6.7%	93.3%	15
Targeted pull-out instruction by interventionist(s)	26.7%	73.3%	15
In-school instructional or tutoring labs	26.7%	73.3%	15
Other (please specify):	93.3%	6.7%	15
We aren't serving students yet.	100.0%	0.0%	15

Note. CSP stands for Charter School Program.
Source. CSP Grantee Principal Survey, 2022–23.

Table B.13. *CSP Cohort 1 Grantee Principal Reports of the Uses of CSP Grant Funding in 2022–23*

In which of the following ways did the CSP grant support your campus in 2022–23? (Check all that apply.)	No	Yes	N
Creating community awareness for my charter school	33.3%	66.7%	15
Paying teacher recruitment costs	66.7%	33.3%	15
Paying teacher and staff salaries	80.0%	20.0%	15
Covering student recruitment costs	46.7%	53.3%	15
Paying for instructional materials	20.0%	80.0%	15
Covering the cost of school technology purchases	20.0%	80.0%	15
Paying for building renovations or rent	66.7%	33.3%	15
Other, please specify	93.3%	6.7%	15

Note. CSP stands for Charter School Program. The only open response to this item was "N/A." There were no responses of "We haven't received funding yet."
Source. CSP Grantee Principal Survey, 2022–23.

Table B.14. *CSP Cohort 1 Grantee Principal Implementation of Activities Related to Student Enrollment, 2022–23*

Please indicate if you engaged in any of the following activities in 2022–23 to attract students to enroll at your charter school campus. (Select all that apply.)	No	Yes	N
Communicate to families in your community about why your school may be a good fit for their children	0.0%	100.0%	15
Communicate the mission and educational philosophy in place at your school	6.7%	93.3%	15
Have school leaders make presentations at community events regarding your school	46.7%	53.3%	15
Create a social media presence that allowed for the creation of a virtual community for the school	13.3%	86.7%	15
Distribute flyers in the community about your school	26.7%	73.3%	15
Campaign door-to-door to create awareness of your school	60.0%	40.0%	15
Email or text message communications regarding the school	20.0%	80.0%	15
Establish a well-organized website to allow parents to learn more about your school	13.3%	86.7%	15
Other, please specify	93.3%	6.7%	15
We aren't recruiting students yet.	100.0%	0.0%	15

Note. CSP stands for Charter School Program.
Source. CSP Grantee Principal Survey, 2022–23.

Table B.15. *CSP Cohort 1 Grantee Principal Reports of the Most Important Considerations When Hiring New Teachers 2022–23*

So far in the 2022–23 school year, of the following student recruitment methods, which 5 have you found to be most effective in attracting students to enroll at your campus? (Rank from 1 to 5, where 1 is most effective and 5 is the fifth most effective.)	Rank Order Score	N
Word of mouth from parents of currently enrolled students	83	13
Open houses where information about the campus is presented	62	13
Social media (Facebook, Twitter, LinkedIn, etc.)	54	13
Enrollment fairs	50	13
Public-facing advertisements (e.g., billboards)	31	13
Charter school campus website	25	13
Published information about campus in community newsletters	23	13
Neighborhood door-to-door recruitment efforts by school staff	15	13
Posted and/or distributed flyers about the campus in area neighborhoods	15	13
Principal presentations at local events (e.g., Rotary Club)	13	13
Other (Please describe)	n/a	1

Note. CSP stands for Charter School Program. The only open response was "N/A."
Source. CSP Grantee Principal Survey, 2022–23.

Table B.16. *CSP Cohort 1 Grantee Principal Reports of Their Years of Experience As a Principal, 2022–23*

Question	Less than one year	1 to 2 years	3 to 5 years	6 to 10 years	11 to 15 years	16 to 20 years	More than 20 years	N
How many total years have you been a principal at this or any public school campus?	26.7%	26.7%	26.7%	20.0%	0.0%	0.0%	0.0%	15

Note. CSP stands for Charter School Program.
Source. CSP Grantee Principal Survey, 2022–23.

Table B.17. *CSP Cohort 1 Grantee Principal Reports of Their Years of Experience as a Teacher Before Becoming a Principal, 2022–23*

Question	I had no prior teaching experience	Less than one year	1 to 2 years	3 to 5 years	6 to 10 years	11 to 15 years	16 to 20 years	More than 20 years	N
Before you became a principal, how many total years of K-12 teaching experience did you have?	0.0%	0.0%	20.0%	6.7%	20.0%	26.7%	13.3%	13.3%	15

Note. CSP stands for Charter School Program.
Source. CSP Grantee Principal Survey, 2022–23.

Appendix C: Charter School Program Cohort 2 Descriptive Information and Grantee Principal Survey Results, 2022–23

This appendix contains descriptive information about Cohort 2 grantee campuses and item level results for the Charter School Program (CSP) Cohort 2 Grantee Principal Survey for the 2022–23 school year.

Cohort 2 Grantee Characteristics

Table C.1 lists each CSP grantee, the charter school grantee school name and charter type for each campus that was included in data collection for the 2022–23 school year. Table C.2 describes the percentage of students at these six campuses that were identified as economically disadvantaged or for emergent bilingual students/English learners, special education or gifted and talented services. Table C.3 describes the federal race/ethnicity of students enrolled in these CSP grantee campuses in their first year of operation.[16]

Table C.1. *CSP 2023–25 Grantees Included In Data Collection for the 2022–23 school year.*

Grantee	Charter School Campus	Type of Charter
Benavides ISD	Benavides New Campus	District-authorized
Benavides ISD	Benavides Secondary School	District-authorized
Bob Hope School/Hughen Center, Inc.	Bob Hope School – East Harris County	HQ open-enrollment
Doral Academy of Texas	Doral Academy of Texas	New open-enrollment
San Antonio ISD	Graebner Elementary	District-authorized
Edgewood ISD	Stafford Visual and Performing Art Elementary	District-authorized

Note. CSP stands for Charter School Program; ISD stands for independent school district; HQ stands for high-quality. Additional Cohort 2 grantees received their notice of grant award in Spring 2023 and will be included future data collection.
Source. Texas Education Agency.

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[16] Benavides New Campus and Bob Hope School – East Harris County principals participated in data collection efforts despite the schools not serving students in the 2022–23 school year. Principals responded to survey questions regarding planned use of funds.

Table C.2. *CSP Cohort 2 Grantee Charter School Students with Each Demographic Characteristic or Instructional Program, 2022–23*

Charter School Campus	Number of Students	Economically Disadvantaged	EB/EL	Special Education	Gifted and Talented
Benavides New Campus	N/A	N/A	N/A	N/A	N/A
Benavides Secondary School	114	86.0%	5.3%	14.9%	7.0%
Bob Hope School – East Harris County	N/A	N/A	N/A	N/A	N/A
Doral Academy of Texas	370	42.7%	5.4%	11.1%	0.5%
Graebner Elementary	670	94.9%	36.7%	165.4%	4.0%
Stafford Visual and Performing Art Elementary	254	93.3%	22.4%	7.1%	0.4%
Overall	1,408	79.2%	17.5%	12.4%	3.0%

Note. CSP stands for Charter School Program; EB/EL stands for emergent bilingual students/ English learners. Not applicable (N/A) indicates that the school was not serving students during the 2022–23 school year.
Source. Texas Education Agency, Public Education Information Management System, 2022–23.

Table C.3. *Percentage of CSP Cohort 2 Grantee Charter School Students In Each Federal Race/Ethnicity Designation, 2022–23*

Charter School Campus	Number of Students	African American/ Black	Hispanic/ Latino	White	Other Race/ Ethnicities
Benavides New Campus	N/A	N/A	N/A	N/A	N/A
Benavides Secondary School	114	0.0%	97.4%	2.6%	0.0%
Bob Hope School – East Harris County	N/A	N/A	N/A	N/A	N/A
Doral Academy of Texas	370	5.7%	50.5%	28.4%	15.4%
Graebner Elementary	670	0.0%	97.2%	2.7%	0.1%
Stafford Visual and Performing Art Elementary	254	0.8%	96.9%	1.6%	0.8%
Overall	1,408	1.6%	85.5%	8.8%	4.1%

Note. CSP stands for Charter School Program; EB/EL stands for emergent bilingual students/ English learners. Not applicable (N/A) indicates that the school was not serving students during the 2022–23 school year.
Source. Texas Education Agency, Public Education Information Management System, 2022–23.

Cohort 2 Grantee Principal Survey Results

Six Cohort 2 campuses were included in data collection for the 2022–23 school year.[17] Results should be interpreted with caution because they do not reflect the experiences of all Cohort 2 grantees. More comprehensive information about the implementation progress of Cohort 2 will be included in a future report.

There were two items on the survey that asked principals to rank order the effectiveness of their top five strategies from (1) most important to (5) least important. Because respondents had more than five options available to rank, options that did not merit a top-five ranking were left unranked. Rank order scores were calculated by assigning a rank of 1 a value of 100, 2 a value of 80, 3 a value of 60, 4 a value of 40, and 5 a value of 20. Unranked options were assigned a value of 0. Then, for each item, we took the mean of these assigned values across all respondents who engaged with the rank-order question and took the mean of these values. The resulting score has a theoretical range of 0 to 100; a score of 0 would indicate that none of the respondents ranked an item in their top 5, and a rank of 100 would indicate that every respondent ranked an item as their most important strategy.

The tables in this section do not include the results for the first three survey items. The first question on the survey asked, "Are you currently the principal/school leader for this charter school

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[17] There were three new charters in Cohort 2 that were inadvertently left out of the 2022–23 principal survey collection but were included in the 2022–23 financial and operations interviews and will be included in 2023–24 data collection. Findings from the 2022–23 financial and operations interviews will be included as an addendum to this report.

campus?" If respondent answered, *yes*, the survey logic skipped the second question, and the respondent was directed to the full survey. If the respondent answered, *no*, they were directed to the second question, "If known, please include the name and email address for the current principal/school leader of this campus." All six of the Cohort 2 principals selected, *yes*, and proceeded to the rest of the survey. The third question asked, Please select the years for which your campus received your CSP Notice of Grant Award (NOGA). The tables in Appendix C summarize the results for participants who selected, *My campus received a NOGA for 2022–24 (Cycle 2)*.

Table C.4. *CSP Cohort 2 Grantee Principal Reports of the Degree to Which They Accomplished Various Tasks Related to Opening a New Charter School, 2022–23*

During the 2022–23 school year, to what extent do you feel you were able to accomplish the following tasks or functions related to school processes and procedures?	Not at all	To a minimal extent	To a moderate extent	To a great extent	N
Establish processes for developing campus instructional leaders (e.g., principal, assistant principal, teacher leaders, and counselors)	0.0%	0.0%	66.7%	33.3%	6
Recruit students from low-performing campuses	0.0%	40.0%	20.0%	40.0%	5
Create differentiated roles and responsibilities for campus instructional leaders	0.0%	0.0%	16.7%	83.3%	6
Develop and implement student behavior policies and procedures	0.0%	16.7%	33.3%	50.0%	6
Implement focused planning and decision-making processes associated with opening a new charter school campus	0.0%	0.0%	66.7%	33.3%	6
Implement processes for regular monitoring of implementation and outcomes, including the near-term and long-term growth of students	0.0%	0.0%	60.0%	40.0%	5

Note. CSP stands for Charter School Program. Table does not include responses of *Not part of our activity plan for the 2022–23 school year.*
Source. CSP Grantee Principal Survey, 2022–23.

Table C.5. *CSP Cohort 2 Grantee Principal Reports of the Resources They Used to Establish or Maintain their New Charter School, 2022–23*

Please indicate if you used any of the following resources for assistance in establishing or maintaining your charter school campus in 2022–23. (Select all that apply.)	No	Yes	*N*
Texas Education Agency grants staff	66.7%	33.3%	6
Texas Education Agency charter school division staff	83.3%	16.7%	6
System of Great Schools Network	100.0%	0.0%	6
Effective Schools Framework	50.0%	50.0%	6
Texas Authorizer Leadership Academy	100.0%	0.0%	6
Your charter management organization	50.0%	50.0%	6
Your district central office	33.3%	66.7%	6
Other, please specify	66.7%	33.3%	6

Note. CSP stands for Charter School Program. Other responses included, "2022–2024 Charter School Program Grant" and "Current systems and structures."
Source. CSP Grantee Principal Survey, 2022–23.

Table C.6. *CSP Cohort 2 Grantee Principal Reports of the Teacher Recruitment Strategies They Used When Opening a New Charter School, 2022–23*

Which of the following teacher recruitment methods did you use to attract high-quality educators to your campus in 2022–23? (Select all that apply)	No	Yes	*N*
Current teachers recruiting colleagues	33.3%	66.7%	6
Word of mouth about the school	0.0%	100.0%	6
Online advertisements	33.3%	66.7%	6
Job fairs	16.7%	83.3%	6
Billboard advertisements	83.3%	16.7%	6
Recruitment services (e.g., Indeed, LinkedIn, Zip Recruiter)	50.0%	50.0%	6
Charter management organization or school district resources	50.0%	50.0%	6
Social media (e.g., Facebook, Instagram)	16.7%	83.3%	6
Other (Please describe)	83.3%	16.7%	6
We are not yet recruiting teachers.	100.0%	0.0%	6

Note. CSP stands for Charter School Program. There was one open response, "Partnerships with local universities (student teachers)."
Source. CSP Grantee Principal Survey, 2022–23.

Table C.7. *CSP Cohort 2 Grantee Principal Reports about Hiring and Retaining Teachers When Opening a New Charter School, 2022–23*

Please rate the extent to which you agree or disagree with the following statements related to school staffing for 2022–23.	Strongly disagree	Disagree	Agree	Strongly agree	N
We have been able to hire effective instructional leaders at my school.	0.0%	0.0%	80.0%	20.0%	5
We have established effective processes for selecting and hiring qualified educators at my school.	0.0%	0.0%	83.3%	16.7%	6
We have been able to recruit highly-qualified teachers to my school.	0.0%	16.7%	66.7%	16.7%	6
We have established effective new teacher induction processes for newly hired educators at my school.	0.0%	50.0%	50.0%	0.0%	6
We have implemented effective approaches for retaining teachers and staff.	0.0%	20.0%	40.0%	40.0%	5

Note. CSP stands for Charter School Program. Table does not include responses of *Does not apply* in 2022–23.
Source. CSP Grantee Principal Survey, 2022–23.

Table C.8. *CSP Cohort 2 Grantee Principal Reports of the Most Important Considerations When Hiring New Teachers 2022–23*

When hiring new teachers for your charter school campus for the initial year of operations, which of the following were most important to you? (Please rank from 1 to 5 where 1 is most important and 5 is fifth most important.)	Rank order score	N
Teacher fit with the mission of the charter school campus	83	6
Strong demonstrated pedagogical skills	54	6
Teacher fit with educational philosophy of the school	46	6
Number of years of teaching experience	38	6
Content expertise	38	6
Desire to work with at-risk populations	29	6
Ability of teacher to adapt unstructured curriculum into effective lesson plans	29	6
Teacher certification	21	6
Passion for teaching	21	6
Education level	17	6
Prior experience working with the teacher	0	6
Prior charter school teaching experience	0	6
Prior school district teaching experience	0	6
Other (Please describe)	0	6

Note. CSP stands for Charter School Program. There were no open responses to this item.
Source. CSP Grantee Principal Survey, 2022–23.

Table C.9. *CSP Cohort 2 Grantee Principal Reports of the Degree to Which They Implemented Various Aspects of Culture and Climate when Opening a New Charter School, 2022–23*

During the 2022–23 school year, to what extent do you feel you were able to effectively do each of the following activities related to school climate and culture?	Not at all	To a minimal extent	To a moderate extent	To a great extent	*N*
Develop a school vision focused on a safe environment	0.0%	0.0%	50.0%	50.0%	6
Ensure campus staff share a common set of beliefs about schooling/learning	0.0%	0.0%	50.0%	50.0%	6
Develop a school vision focused on high expectations for students and teachers	0.0%	0.0%	16.7%	83.3%	6
Create a safe and healthy working environment for teachers	0.0%	0.0%	50.0%	50.0%	6
Cultivate a healthy work-life balance for teachers	0.0%	0.0%	83.3%	16.7%	6
Ensure teachers are provided with the supports they need to be successful	0.0%	0.0%	40.0%	60.0%	5
Establishment of explicit behavioral expectations for students	0.0%	0.0%	40.0%	60.0%	5
Develop a culture of shared success	0.0%	16.7%	50.0%	33.3%	6
Provide opportunities for teachers to collaborate	0.0%	16.7%	50.0%	33.3%	6
Development and implementation of behavioral management systems for students and staff	0.0%	20.0%	60.0%	20.0%	5
Establishment of proactive and responsive student support services	0.0%	20.0%	40.0%	40.0%	5
Establishment of meaningful relationships between families and the school	0.0%	0.0%	60.0%	40.0%	5
Establishment of meaningful relationships between the community and the school	0.0%	20.0%	40.0%	40.0%	5
Develop a culture of respect among students (e.g., anti-bullying culture)	0.0%	0.0%	60.0%	40.0%	5

Note. CSP stands for Charter School Program. Table does not include responses of *Doesn't apply* in 2022–23.
Source. CSP Grantee Principal Survey, 2022–23.

Table C.10. *CSP Cohort 2 Grantee Principal Reports of the Parent and Family Engagement Strategies They Used When Opening a New Charter School, 2022–23*

Which of the following parent and family engagement approaches did you use in 2022–23? (Select all that apply)	No	Yes	N
Connect with parents through a formal parent organization (e.g., Parent Teacher Association)	83.3%	16.7%	6
Engage parents in school fundraising activities	66.7%	33.3%	6
Parent attendance at campus events (e.g., job fairs)	16.7%	83.3%	6
Encourage parents to volunteer to help out at the school	33.3%	66.7%	6
Engage with parents at student-related conferences/meetings charter management organization or school district resources	66.7%	33.3%	6
Engage with parents at school open house events	16.7%	83.3%	6
Interact with parents at afterschool programming events	16.7%	83.3%	6
Communicate with parents regarding student performance	33.3%	66.7%	6
Other (Please describe)	50.0%	50.0%	6
We are not currently engaged with parents and families.	83.3%	16.7%	6

Note. CSP stands for Charter School Program.
Source. CSP Grantee Principal Survey, 2022–23.

Table C.11. *CSP Cohort 2 Grantee Principal Reports of the High-Quality Instructional Materials and Practices They Used When Opening a New Charter School, 2022–23*

Please rate the extent to which you agree or disagree with the following statements related to high-quality instructional materials.	Strongly disagree	Disagree	Agree	Strongly agree	N
Our school employs a rigorous process to identify and select high-quality instructional materials.	0.0%	0.0%	80.0%	20.0%	5
High-quality instructional materials are used by our teachers on a daily basis.	0.0%	0.0%	80.0%	20.0%	5
Campus instructional leaders provide adequate lesson planning supports to teachers at my school.	0.0%	0.0%	60.0%	40.0%	5
High-quality instructional materials are aligned to instructional planning calendars.	0.0%	0.0%	100.0%	0.0%	5
High-quality instructional materials are aligned to formative assessments to inform instruction.	0.0%	20.0%	60.0%	20.0%	5

Note. CSP stands for Charter School Program. Table does not include responses of *Doesn't apply in 2022–23.*
Source. Charter School Program (CSP) Grantee Principal Survey, 2022–23.

Table C.12. *CSP Cohort 2 Grantee Principal Reports of the Degree to Which Effective Classroom Routines and Instructional Practices Were in Place, 2022–23*

Question	Not at all	To a minimal extent	To a moderate extent	To a great extent	*N*
At this point in the 2022–23 school year, to what extent do you feel that effective classroom routines and instructional practices are in place?	0.0%	0.0%	80.0%	20.0%	5

Note. CSP stands for Charter School Program. Table does not include responses of *We are not serving students during the 2022–23 school year.*
Source. CSP Grantee Principal Survey, 2022–23.

Table C.13. *CSP Cohort 2 Grantee Principal Reports of the Frequency with Which They Engaged in Activities to Support Teachers, 2022–23*

So far in the 2022–23 school year, how frequently have you engaged in the following activities to support teachers at your school?	At least weekly	At least monthly	One time per semester	One time per year	Never	*N*
Provide feedback to teachers based on walk-throughs or informal observations	20.0%	80.0%	0.0%	0.0%	0.0%	5
Provide feedback to teachers based on formal, scheduled observations	0.0%	20.0%	20.0%	60.0%	0.0%	5
Use research-based rubrics (e.g., CLASS®, Danielson) to give teachers useful feedback	0.0%	25.0%	0.0%	50.0%	25.0%	4
Use instructional rounds where teachers have opportunities to observe other teachers in the classroom	0.0%	25.0%	25.0%	50.0%	0.0%	4
Provide dedicated planning time for teachers to collaborate	60.0%	40.0%	0.0%	0.0%	0.0%	5
Allow teachers flexibility in the use of curriculum and related lesson planning	50.0%	25.0%	0.0%	25.0%	0.0%	4
Professional learning communities meetings	25.0%	75.0%	0.0%	0.0%	0.0%	4
Provide coaching support for teachers	0.0%	100.0%	0.0%	0.0%	0.0%	5
Review student performance data with teachers	0.0%	100.0%	0.0%	0.0%	0.0%	5

Note. CLASS® stands for Classroom Assessment Scoring System; CSP stands for Charter School Program. Table does not include responses of *Doesn't apply in 2022–23.*
Source. CSP Grantee Principal Survey, 2022–23.

Table C.14. *CSP Cohort 2 Grantee Principal Reports of the Extent to Which Multi-tiered Systems of Supports Were in Place, 2022–23*

So far in the 2022–23 school year, to what extent are each of the following Multi-tiered Systems of Supports components in place?	Not at all	To a minimal extent	To a moderate extent	To a great extent	N
Universal screeners for all students	0.0%	25.0%	0.0%	75.0%	4
Evidence-based practices in Tier 1, general education classrooms	0.0%	0.0%	50.0%	50.0%	4
Progress monitoring procedures in place for students deemed at-risk	0.0%	0.0%	60.0%	40.0%	5
Data-based decision-making guidelines or teams to determine whether students qualified for more intensive intervention	0.0%	20.0%	20.0%	60.0%	5
Validated diagnostic assessments to evaluate student learning in Tiers 2 and 3 (or special education)	0.0%	0.0%	40.0%	60.0%	5
Targeted interventions provided in Tier 2 settings, either as push-in or pull-out services	0.0%	0.0%	40.0%	60.0%	5
Procedures or teams to determine student eligibility for Tier 3 or special education services	0.0%	0.0%	60.0%	40.0%	5

Note. CSP stands for Charter School Program. Table does not include responses of *Doesn't apply* in 2022–23.
Source. CSP Grantee Principal Survey, 2022–23.

Table C.15. *CSP Cohort 2 Grantee Principal Reports of Which Student Services Were Effectively Implemented, 2022–23*

So far in the 2022–23 school year, which of the services for students with disabilities or students at-risk have been effectively implemented?	No	Yes	N
Positive Behavioral Interventions and Supports	33.3%	66.7%	6
Social service supports	33.3%	66.7%	6
Home visits by school counselors or teachers	50.0%	50.0%	6
Small-group instruction in class	33.3%	66.7%	6
Individualized or differentiated instruction in class	16.7%	83.3%	6
Targeted pull-out instruction by interventionist(s)	16.7%	83.3%	6
In-school instructional or tutoring labs	33.3%	66.7%	6
Other (please specify):	83.3%	16.7%	6
We aren't serving students yet.	83.3%	16.7%	6

Note. CSP stands for Charter School Program. There was one open response, "Behavior/Goal Charts & Check-ins with principal and counselor."
Source. CSP Grantee Principal Survey, 2022–23.

Table C.16. *CSP Cohort 2 Grantee Principal Reports of Planned Uses of CSP Grant Funds, 2022–23*

In which of the following ways do you plan to use Charter School Program (CSP) grant to support your campus in 2022–23? (Check all that apply.)	No	Yes	N
Creating community awareness for my charter school	50.0%	50.0%	6
Paying teacher recruitment costs	100.0%	0.0%	6
Paying teacher and staff salaries	66.7%	33.3%	6
Covering student recruitment costs	66.7%	33.3%	6
Paying for instructional materials	16.7%	83.3%	6
Covering the cost of school technology purchases	66.7%	33.3%	6
Paying for building renovations or rent	66.7%	33.3%	6
Other, please specify	100.0%	0.0%	6
We haven't received funding yet.	100.0%	0.0%	6

Note. CSP stands for Charter School Program. There were no open responses to this question.
Source. CSP Grantee Principal Survey, 2022–23.

Table C.17. *CSP Cohort 2 Grantee Principal Implementation of Activities Related to Student Enrolment, 2022–23*

Please indicate if you engaged in any of the following activities in 2022–23 to attract students to enroll at your charter school campus. (Select all that apply.)	No	Yes	N
Communicate to families in your community about why your school may be a good fit for their children	16.7%	83.3%	6
Communicate the mission and educational philosophy in place at your school	16.7%	83.3%	6
Have school leaders make presentations at community events regarding your school	16.7%	83.3%	6
Create a social media presence that allowed for the creation of a virtual community for the school	33.3%	66.7%	6
Distribute flyers in the community about your school	33.3%	66.7%	6
Campaign door-to-door to create awareness of your school	66.7%	33.3%	6
Email or text message communications regarding the school	50.0%	50.0%	6
Establish a well-organized website to allow parents to learn more about your school	33.3%	66.7%	6
Other, please specify	83.3%	16.7%	6
We aren't recruiting students yet.	83.3%	16.7%	6

Note. CSP stands for Charter School Program. There was one open response, "Local chamber and community events."
Source. Charter School Program (CSP) Grantee Principal Survey, 2022–23.

Table C.18. *CSP Cohort 2 Grantee Principal Reports of the Most Effective Student Recruitment Strategies 2022–23*

For the 2022–23 school year, of the following student recruitment methods, which 5 have you found to be most effective in attracting students to enroll at your campus? (Rank from 1 to 5, where 1 is most effective and 5 is the fifth most effective.)	Rank Order Score	N
Word of mouth from parents of currently enrolled students	65	5
Social media (Facebook, Twitter, LinkedIn, etc.)	65	5
Published information about campus in community newsletters	50	5
Enrollment fairs	45	5
Posted and/or distributed flyers about the campus in area neighborhoods	45	5
Public-facing advertisements (e.g., billboards)	40	5
Charter school campus website	25	5
Open houses where information about the campus is presented	15	5
Principal presentations at local events (e.g., Rotary Club)	15	5
Neighborhood door-to-door recruitment efforts by school staff	10	5
Other (Please describe)	0	1

Note. CSP stands for Charter School Program. There was one open response, "we are just beginning."
Source. CSP Grantee Principal Survey, 2022–23.

Table C.19. *CSP Cohort 2 Grantee Principal Response Regarding their Schools Status as a Replication Campus, 2022–23*

Question	Yes	No	N
Is your charter school a replication campus?	16.7%	83.3%	6

Note. CSP stands for Charter School Program.
Source. CSP Grantee Principal Survey, 2022–23.

Table C.20. *CSP Cohort 2 Grantee Principal Reports of Implementation Success as a Replication Charter, 2022–23*

Question	Not at all	To a minimal extent	To a moderate extent	To a great extent	N
If your charter school campus was designed to replicate another campus, to what extent do you feel you were in implementing with fidelity the key components of the model you were replicating?	0.0%	0.0%	0.0%	100.0%	1

Note. CSP stands for Charter School Program. Table does not include responses of *This campus is not a replication campus* or *We aren't serving students yet.*
Source. CSP Grantee Principal Survey, 2022–23.

Table C.21. *CSP Cohort 2 Grantee Principal Reports of Their Years of Experience As a Principal, 2022–23*

Question	Less than one year	1 to 2 years	3 to 5 years	6 to 10 years	11 to 15 years	16 to 20 years	More than 20 years	N
How many total years have you been a principal at this or any public school campus?	0.0%	16.7%	66.7%	16.7%	0.0%	0.0%	0.0%	6

Note. CSP stands for Charter School Program.
Source. CSP Grantee Principal Survey, 2022–23.

Table C.22. *CSP Cohort 2 Grantee Principal Reports of Their Years of Experience as a Teacher Before Becoming a Principal, 2022–23*

Question	I had no prior teaching experience	Less than one year	1 to 2 years	3 to 5 years	6 to 10 years	11 to 15 years	16 to 20 years	More than 20 years	N
Before you became a principal, how many total years of K-12 teaching experience did you have?	0.0%	0.0%	0.0%	16.7%	50.0%	33.3%	0.0%	0.0%	6

Note. CSP stands for Charter School Program.
Source. CSP Grantee Principal Survey, 2022–23.

Appendix D: Charter School Program Cohort 1 Principal Self-Reported High-Quality Instructional Materials Selections

Cohort 1 principals responded to open-response questions on the Charter School Program Surveys about their campus's selections of high-quality instructional materials in the core content areas. Principal responses across the 2021–22 and 2022–23 years are summarized in Table D.1.

Table D.1. *High-Quality Instructional Materials Selected for Use at Cohort 1 CSP Grantee Campuses*

Reading/ELA	Math	Science	Social Studies
Edulastic, Achieve 3000, Lexia, District-developed Curriculum	Carnegie, Mathia, Zearn	STEM Scopes	District-developed Curriculum
Amplify Reading in both English and Spanish	Eureka Math in both English and Spanish	STEM Scopes	Studies Weekly
Textbooks for all 4 levels, ELA student workbooks aligned to textbook, Benq boards, Read 180 library and program, System 44 library and program, STAAR prep *HMH	Textbooks for all 4 levels, Student workbooks aligned to textbooks, Benq boards, Math 180 library and program, STAAR prep *Big Idea Learning	Textbooks for all levels, student workbooks aligned to textbooks, all science lab materials for experiments, STAAR prep *HMH	Textbooks for all subjects, student workbooks aligned to textbooks, STAAR prep *HMH

Table D.1 continues on the next page

Note. AP stands for Advanced Placement; CMO stands for charter management organization; CSP stands for Charter School Program; ELA stands for English language arts; HMH stands for Houghton Mifflin Harcourt Publishing Company; RLA stands for reading language arts; STAAR stands for State of Texas Assessment of Academic Readiness; TCMPC stands for Texas Curriculum Management Program Cooperative; TEKS stand for Texas Essential Knowledge and Skills; TELPAS stands for Texas English Language Proficiency Assessment System.
* Indicates new curriculum or materials included in the spring 2023 survey. Responses based on completed surveys from 17 of the 17 charter schools which received CSP grant funding starting in 2021–2022.
Source. CSP Grantee Principal Surveys, 2021–22 and 2022–23.

Table D.1. *High-Quality Instructional Materials Selected for Use at Cohort 1 CSP Grantee Campuses continued.*

Reading/ELA	Math	Science	Social Studies
CMO-provided curriculum, Logic of English for grades K–3, and additional supplemental materials. *Easy Grammar	CMO-provided curriculum, Saxon in certain grade levels.	CMO-provided curriculum	CMO-provided curriculum
No Red Ink, Amplify, Newsela * District Resources	HMH Go Math!, Imagine Math	HMH Fusion, STEM Scopes, ThinkCentral * Go Science	McGraw Hill * District Resources
TCMPC, TEKS Resource System, Lead4ward, Lowman, and Spring Board for 6th grade *HMH, *iReady, *Think Up, *iStation, *Estrellita, *Heggerty	TCMPC, TEKS Resource System, Lead4ward, Lowman, and Spring Board for 6th grade *STEM Scopes, *iReady, *Think Up, *Mentoring Minds, *iStation, *Engaging Mathematics, *Closing the Distance, *Hand2Mind Math Intervention, *Teach Transform	TCMPC, TEKS Resource System, Lead4ward, and Lowman *STEM Scopes, *iReady, *Think Up	TCMPC, TEKS Resource System, Lead4ward, and Lowman

Table D.1 continues on the next page

Note. AP stands for Advanced Placement; CMO stands for charter management organization; CSP stands for Charter School Program; ELA stands for English language arts; HMH stands for Houghton Mifflin Harcourt Publishing Company; RLA stands for reading language arts; STAAR stands for State of Texas Assessment of Academic Readiness; TCMPC stands for Texas Curriculum Management Program Cooperative; TEKS stand for Texas Essential Knowledge and Skills; TELPAS stands for Texas English Language Proficiency Assessment System. *Indicates new curriculum or materials included in the spring 2023 survey. Responses based on completed surveys from 17 of the 17 charter schools which received CSP grant funding starting in 2021–2022.
Source. CSP Grantee Principal Surveys, 2021–22 and 2022–23.

Table D.1. *High-Quality Instructional Materials Selected for Use at Cohort 1 CSP Grantee Campuses continued.*

Reading/ELA	Math	Science	Social Studies
American Reading Company (K-3), Heggerty, and Voyages in English (Handwriting), PreK uses Creative Curriculum.	Eureka Math	PhD Science	Core Knowledge History and Geography
Logic of English and CMO-provided curriculum	A combination of Saxon and CMO-provided curriculum	CMO-provided curriculum, Interactive Science	CMO-provided curriculum
Benchmark curriculum, American Reading Company intervention and evaluation tools, Summit K-12 intervention for TELPAS	IXL	Benchmark	Benchmark
HMH, Lowman Consulting	STEM Scopes, Lowman Consulting	STEM Scopes * Lowman Consulting	Social Studies Weekly * Lowman Consulting
Learn4Independence®	Learn4Independence®	Learn4Independence®	Learn4Independence®

Note. AP stands for Advanced Placement; CMO stands for charter management organization; CSP stands for Charter School Program; ELA stands for English language arts; HMH stands for Houghton Mifflin Harcourt Publishing Company; RLA stands for reading language arts; STAAR stands for State of Texas Assessment of Academic Readiness; TCMPC stands for Texas Curriculum Management Program Cooperative; TEKS stand for Texas Essential Knowledge and Skills; TELPAS stands for Texas English Language Proficiency Assessment System.
*Indicates new curriculum or materials included in the spring 2023 survey. Responses based on completed surveys from 17 of the 17 charter schools which received CSP grant funding starting in 2021–2022.
Source. CSP Grantee Principal Surveys, 2021–22 and 2022–23.

Table D.1. *High-Quality Instructional Materials Selected for Use at Cohort 1 CSP Grantee Campuses continued.*

Reading/ELA	Math	Science	Social Studies
Amplify, Amira	Eureka Math, Zearn	PhD Science, STEM Scopes	Social Studies Weekly, Project Based Learning
Writing Revolution, Logic of English, Grammar Workbooks.	Saxon, CMO-provided Curriculum	Interactive Science, Holt Science, Biology Textbook, Chemistry Textbook, Physics Textbook	World History, AP World History
Evidence based curriculum that focuses on differentiation and alignment with the TEKS	Evidence based curriculum that focuses on differentiation and alignment with the TEKS	Evidence based curriculum that focuses on differentiation and alignment with the TEKS	Evidence based curriculum that focuses on differentiation and alignment with the TEKS
*HMH	*STEM Scopes, ST Math	*STEM Scopes	*Studies Weekly
*Logic of English, *Easy Grammar, *CMO-provided Curriculum	*Saxon Math, *CMO-provided Curriculum	*CMO-provided Curriculum	*CMO-provided Curriculum
*My Vision RLA curriculum, *Think Up Reading workbook, *MCLASS resources	*Sharon Wells	*Fusion	*McGrawHill

Note. AP stands for Advanced Placement; CMO stands for charter management organization; CSP stands for Charter School Program; ELA stands for English language arts; HMH stands for Houghton Mifflin Harcourt Publishing Company; RLA stands for reading language arts; STAAR stands for State of Texas Assessment of Academic Readiness; TCMPC stands for Texas Curriculum Management Program Cooperative; TEKS stand for Texas Essential Knowledge and Skills; TELPAS stands for Texas English Language Proficiency Assessment System.
*Indicates new curriculum or materials included in the spring 2023 survey. Responses based on completed surveys from 17 of the 17 charter schools which received CSP grant funding starting in 2021–2022.
Source. CSP Grantee Principal Surveys, 2021–22 and 2022–23.

Appendix E: Survey Instruments

This appendix includes the survey instruments administered to Charter School Program (CSP) grantee principals regarding the 2021–22 and 2022–23 school years.

Charter School Program Grant Evaluation School Administrator Survey, 2021–22

Why am I receiving this survey invitation? The Texas Education Agency (TEA) has contracted with McREL International and their research partners at Gibson Consulting Group to conduct an evaluation of the Texas Charter School Program (CSP) grant. TEA is interested in learning more about the practices of newly-funded public charter schools. TEA is conducting an online survey of all principals currently leading schools funded by TEA through the grant program to better understand organizational and instructional practices in place. You are receiving this survey invitation because you have been identified as the school leader for a charter school campus which received Texas Charter School Program grant from TEA for the 2021–22 school year. Per the Program Guidelines for this grant (Program-Specific Assurances #5), your organization's participation is required as a condition of receipt of the grant.

The survey consists of questions related to the implementation of various practices at your school. Because your charter school is new, it is not expected that ratings will be at the high end of the scale or that your school will be engaged in all practices included in this survey. **For each of the questions, consider your experiences since the inception of your current grant with a particular focus on the 2021–22 school year.** The survey will take approximately 30 minutes to complete. You may save the progress you make on the survey, return to complete additional questions, and submit it at a later time. Please read each question carefully and review all choices before making your selections.

Why should I participate? This survey is designed to measure the progress of charter schools in implementing key practices throughout the duration of their CSP grant and help TEA better understand how the CSP grant may be playing a role in the development of new charter schools in Texas. Your participation is voluntary.

Who can I contact for questions or support in completing the survey? Should you have any questions regarding the study, or your rights as a participant in the study, please contact Joseph Shields by phone at (512) 685-2686 or by email at jshields@gibsonconsult.com. If you experience technical or substantive issues with survey content during completion, please direct your questions to Gracie Petty by phone at (512) 685-2690 or email at gpetty@gibsonconsult.com.

Are my responses confidential? Yes. Your identity and the information you share is completely confidential, to the extent permitted by law. Only the evaluation team will have access to your responses. Survey results will be aggregated in all reports prepared for TEA.

By clicking on the Next button below and taking the survey, you consent to let the evaluation team use your responses and comments anonymously in evaluation reports prepared for TEA.

Statement of Consent. If you agree to participate in the survey, click on the "NEXT" button below.

Q1. Are you currently the principal/school leader for this charter school campus?
- o   Yes (Go to Q3)
- o   No (Go to Q2 and survey terminates after Q2)

Q2. *(If Q1 response is No. Note: Survey will end after the respondent provides the name and email of the correct campus administrator)* If known, please include the name and email address for the current principal/school leader of this campus.
- o   Name _____
- o   Email Address _____

Strong school leadership and planning

Q3. During the 2021–22 school year, to what extent do you feel you were able to accomplish the following tasks or functions related to school processes and procedures?

	Not at all	To a minimal extent	To a moderate extent	To a great extent	Not part of our activity plan for the 2021–22 school year
Establish processes for developing campus instructional leaders (e.g., principal, assistant principal, teacher leaders, and counselors)					
Recruit students from low-performing campuses					
Create differentiated roles and responsibilities for campus instructional leaders					
Develop and implement student behavior policies and procedures					
Implement focused planning and decision-making processes associated with opening a new charter school campus					

Implement processes for regular monitoring of implementation and outcomes, including the near-term and long-term growth of students					

Q4. Please indicate if you used any of the following resources for assistance in establishing your charter school campus in 2021–22. (Select all that apply)

- Texas Education Agency grants staff
- Texas Education Agency charter school division staff
- System of Great Schools Network (SGSN)
- Effective Schools Framework (ESF)
- Texas Authorizer Leadership Academy (TALA)
- Your charter management organization or district central office
- Other, please specify _____

Strategic Staffing

Q5. Which of the following teacher recruitment methods did you use to attract high-quality educators to your campus in 2021–22? (Select all that apply)

- Current teachers recruiting colleagues
- Word of mouth about the school
- Online advertisements
- Job fairs
- Billboard advertisements
- Recruitment services (e.g., Indeed, LinkedIn, Zip Recruiter)
- CMO[18] or school district resources
- Social media (e.g., Facebook, Instagram)
- Other (Please describe) _____

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[18] CMO stands for charter management organization.

Q6. Please rate the extent to which you agree or disagree with the following statements related to school staffing for 2021–22.

	Strongly disagree	Disagree	Agree	Strongly agree	Not part of our activity plan for the 2021–22 school year
We have been able to hire effective instructional leaders at my school					
We have established effective processes for selecting and hiring qualified educators at my school					
We have been able to recruit highly-qualified teachers to my school					
We have established effective new teacher induction processes for newly hired educators at my school					
We have implemented effective approaches for retaining teachers and staff					

Q7. When hiring new teachers for your charter school campus for the initial year of operations, which of the following were most important to you? (Please rank from 1 to 5 where 1 is most important and 5 is fifth most important.)

_____ Teacher fit with the mission of the charter school campus
_____ Teacher certification
_____ Prior experience working with the teacher
_____ Education level
_____ Number of years of teaching experience
_____ Passion for teaching
_____ Prior charter school teaching experience
_____ Prior school district teaching experience
_____ Content expertise
_____ Teacher fit with educational philosophy of the school
_____ Desire to work with at-risk populations
_____ Strong demonstrated pedagogical skills
_____ Ability of teacher to adapt unstructured curriculum into effective lesson plans
_____ Other (Please describe) _____

Positive School Climate

Q8. During the 2021–22 school year, to what extent do you feel you were able to effectively do each of the following activities related to school climate and culture?

	Not at all	To a Minimal extent	To a Moderate extent	To a Great extent
Develop a school vision focused on a safe environment				
Ensure campus staff share a common set of beliefs about schooling/learning				
Develop a school vision focused on high expectations for students and teachers				
Create a safe and healthy working environment for teachers				
Cultivate a healthy work-life balance for teachers				
Ensure teachers are provided with the supports they need to be successful				
Establishment of explicit behavioral expectations for students				
Develop a culture of shared success				
Provide opportunities for teachers to collaborate				
Development and implementation of behavioral management systems for students and staff				
Establishment of proactive and responsive student support services				
Establishment of meaningful relationships between families and the school				
Establishment of meaningful relationships between the community and the school				
Develop a culture of respect among students (e.g., anti-bullying culture)				

Q9. In 2021–22, what was the key to your school developing and maintaining a positive school culture?

_____

_____

_____

_____

Q10. Which of the following parent and family engagement approaches did you use in 2021–22? (Select all that apply)

- Connect with parents through a formal parent organization (e.g., Parent Teacher Association)
- Engage parents in school fundraising activities
- Parent attendance at campus events (e.g., job fairs)
- Encourage parents to volunteer to help out at the school
- Engage with parents at student-related conferences/meetings CMO or school district resources
- Engage with parents at school open house events
- Interact with parents at afterschool programming events
- Communicate with parents regarding student performance
- Other (Please describe) _____

High-quality instructional materials and assessments

Q11. Which high-quality instructional materials have been selected for use at your charter school for the following content areas:

English Language Arts

_____
_____
_____
_____

Mathematics:

_____
_____
_____
_____

Science:

_____
_____

_____

_____

Social Studies:

_____

_____

_____

_____

Q12. Please rate the extent to which you agree or disagree with the following statements related to high-quality instructional materials.

	Strongly disagree	Disagree	Agree	Strongly agree
Our school employed a rigorous process to identify and select high-quality instructional materials				
High-quality instructional materials are used by our teachers on a daily basis				
Campus instructional leaders provide adequate lesson planning supports to teachers at my school				
High-quality instructional materials are aligned to instructional planning calendars				
High-quality instructional materials are aligned to formative assessments to inform instruction				

Effective Instruction

Q13. By the end of the 2021–22 school year, to what extent do you feel that effective classroom routines and instructional practices were in place?
- o Not at all
- o To a minimal extent
- o To a moderate extent
- o To a great extent
- o Did not serve students during the 2021–22 school year

Q14. During the 2021–22 school year, how frequently did you engage in the following activities to support teachers at your school?

	At least Weekly	At least monthly	One time per semester	One time per year	Never	Did not serve students in 2021–22
Provide feedback to teachers based on walk-throughs or informal observations						
Provide feedback to teachers based on formal, scheduled observations						
Use research-based rubrics (e.g., CLASS®, Danielson) to give teachers useful feedback						
Use instructional rounds where teachers have opportunities to observe other teachers in the classroom						
Provide dedicated planning time for teachers to collaborate						
Allow teachers flexibility in the use of curriculum and related lesson planning						
Professional learning communities (PLCs) meetings						
Provide coaching support for teachers						
Review student performance data with teachers						

Q15. To what extent were each of the following Multi-tiered Systems of Supports (MTSS) components in place in the 2021–22 school year?

	Not at all	To a minimal extent	To a moderate extent	To a great extent	Did not serve students in 2021–22
Universal screeners for all students					

Evidence-based practices in Tier 1, general education classrooms					
Progress monitoring procedures in place for students deemed at-risk					
Data-based decision-making guidelines or teams to determine whether students qualified for more intensive intervention					
Validated diagnostic assessments to evaluate student learning in Tiers 2 and 3 (or special education)					
Targeted interventions provided in Tier 2 settings, either as push-in or pull-out services					
Procedures or teams to determine student eligibility for Tier 3 or special education services					

Q16. Please indicate which of the services for students with disabilities or students at-risk were effectively implemented in the 2021–22 school year?
- Positive Behavioral Interventions and Supports (PBIS)
- Social service supports
- Home visits by school counselors or teachers
- Small-group instruction in class
- Individualized or differentiated instruction in class
- Targeted pull-out instruction by interventionist(s)
- In-school instructional or tutoring labs
- Other (please specify):

Finances and operations
Q17. Do you know your campus operating budget for the 2021–22 school year?
- Yes
- No

Q18. (Ask if Q17 is Yes) Approximately what was your campus operating budget for the 2021–22 School Year? $_____

Q19. Do you know the make-up of your campus operating budget for the 2021–22 school year by funding sources?
- o   Yes
- o   No

Q20. (Ask if Q19 is Yes) Please estimate what percentage of your school's annual budget for 2021–22 is funded by each source. *Please ensure that the total percentage adds to 100%.* (force to add to 100%)

_____% Charter School Program Grant Funding from TEA
_____% Federal Title I Grant Funds
_____% Federal IDEA[19] Funds
_____% Other Federal Funds
_____% State formula funding (based on weighted average daily attendance)
_____% State grants
_____% Local Funds
_____% District funding
_____% Foundation grants
_____% Business or community sponsors
_____% Parents gifts or donations
_____% School-based fundraising events (e.g., silent auction)
_____% Other (please specify) _____

Q21. In which of the following ways did the Charter School Program (CSP) grant you received from TEA help your school become established in 2021–22? (Check all that apply)

- Creating community awareness for my charter school
- Paying teacher recruitment costs
- Paying teacher and staff salaries
- Covering student recruitment costs
- Paying for instructional materials
- Covering the cost of school technology purchases
- Paying for building renovations or rent
- Other, please specify _____

Q22. Please describe what ways, if any, the CSP grant has been an essential driver to the establishment of your charter school campus?

_____
_____
_____

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[19] IDEA stands for Individuals with Disabilities Education Act.

Q23. Please describe what ways, if any, the CSP grant has been an essential driver to the strategic recruitment, selection, and support of high-quality educators at your charter school campus?

_____

_____

_____

Q24. Please describe what ways, if any, the CSP grant has been an essential driver to creating a positive school culture at your charter school campus?

_____

_____

_____

Q25. Please describe what ways, if any, the CSP grant has been an essential driver to ensuring all students have access to high-quality, TEKS-aligned instructional materials and assessment supports at your charter school campus?

_____

_____

_____

Q26. Please describe what ways, if any, the CSP grant has been an essential driver to ensuring effective instruction is provided to all students at your charter school campus?

_____

_____

_____

Q27. During the 2021–22 school year, how many fundraising events did your charter school sponsor?

- o   None
- o   One event
- o   2-3 events
- o   4-5 events
- o   More than 5 events

Q28. To what extent do you feel you were able to effectively do each of the following activities in the 2021–22 school year?

	Not at all	To a minimal extent	To a moderate extent	To a great extent	Not part of our activity plan for the 2021–22 school year
Effectively utilize Charter School Program (CSP) grant funds from TEA					
Use fundraising events to raise awareness about the school					
Build relationships with local businesses as a source of funding					
Engage community leaders to help with fundraising efforts					
Collect sufficient funds from fundraising to cover any necessary costs					
Secure funding for school buildings					

Q29. Please indicate if you engaged in any of the following activities to attract students to enroll at your charter school campus in 2021–22. (Select all that apply.)

- Communicate to families in your community about why your school may be a good fit for their children
- Communicate the mission and educational philosophy in place at your school
- Have school leaders make presentations at community events regarding your school
- Create a social media presence that allowed for the creation of a virtual community for the school
- Distribute flyers in the community about your school
- Campaign door-to-door to create awareness of your school
- Email or text message communications regarding the school
- Establish a well-organized website to allow parents to learn more about your school
- Other, please specify _____

Q30. For the 2021–22 school year, of the following student recruitment methods, which 5 have you found to be most effective in attracting students to enroll at your campus? (Rank from 1 to 5, where 1 is most effective and 5 is the fifth most effective.)

    a. _____ Enrollment fairs
    b. _____ Public-facing advertisements (e.g., billboards)
    c. _____ Neighborhood door-to-door recruitment efforts by school staff
    d. _____ Open houses where information about the campus is presented
    e. _____ Published information about campus in community newsletters
    f. _____ Word of mouth from parents of currently enrolled students
    g. _____ Principal presentations at local events (e.g., Rotary Club)
    h. _____ Posted and/or distributed flyers about the campus in area neighborhoods
    i. _____ Social media (Facebook, Twitter, LinkedIn, etc.)
    j. _____ Charter school campus website
    k. _____ Other (Please describe)

Q31. Is your charter school a replication campus?
_____ Yes
_____ No

Q32. (Ask if Q31 is Yes) If your charter school campus was designed to replicate another campus, to what extent do you feel you were in implementing with fidelity the key components of the model you were replicating?
- Not at all
- To a minimal extent
- To a moderate extent
- To a great extent
- This campus is not a replication campus

Q33. (Ask if Q32 is Yes) If your campus is a replication campus, please describe any barriers that prevented you from implementing your campus as designed.

_____
_____
_____
_____

Background Questions

Q34. What is your highest level of educational attainment?

- o Associate's degree
- o Bachelor's degree
- o Master's degree
- o PhD
- o EdD
- o Other (Please describe.) _____

Q35. How many total years have you been a principal at this or any public school campus?

- o Less than one year
- o 1 to 2 years
- o 3 to 5 years
- o 6 to 10 years
- o 11 to 15 years
- o 16 to 20 years
- o More than 20 years

Q36. Before you became a principal, how many total years of K-12 teaching experience did you have?

- o I had no prior teaching experience
- o Less than one year
- o 1 to 2 years
- o 3 to 5 years
- o 6 to 10 years
- o 11 to 15 years
- o 16 to 20 years
- o More than 20 years

Charter School Program Grant Evaluation School Administrator Survey, 2022–23

Why am I receiving this survey invitation? The Texas Education Agency (TEA) has contracted with McREL International and their research partners at Gibson Consulting Group to conduct an evaluation of the Texas Charter School Program (CSP) grant. TEA is interested in learning more about the practices of newly-funded public charter schools. TEA is conducting an online survey of all principals currently leading schools funded by TEA through the grant program to better understand organizational and instructional practices in place. You are receiving this survey invitation because you have been identified as the school leader for a charter school campus which received Texas Charter School Program grant from TEA. Per the Program Guidelines for this grant (Program-Specific Assurances #5), your organization's participation in the evaluation is required as a condition of receipt of the grant.

The survey consists of questions related to the implementation of various practices at your school. Because your charter school is new, it is not expected that ratings will be at the high end of the scale or that your school will be engaged in all practices included in this survey.

- **Current grantees (Cohort 2021–2023)** who received their NOGA more than 6 months ago, will be taking this survey for the second time. Your responses will help us understand how your work has evolved since the 2021–22 school year.[20]

- **New grantees (Cohort 2022–2024)**, who received their NOGA less than 6 months ago, will be taking this survey for the first time in the 2022–23 school year. Your responses will help us understand your work as you prepare for or begin the early stages of CSP grant implementation.

The survey will take approximately 20-30 minutes to complete. You may save the progress you make on the survey, return to complete additional questions, and submit it at a later time. Please read each question carefully and review all choices before making your selections.

Why should I participate? This survey is designed to measure the progress of charter schools in implementing key practices throughout the duration of their CSP grant and help TEA better understand how the CSP grant may be playing a role in the development of new charter schools in Texas.

Who can I contact for questions or support in completing the survey? Should you have any questions regarding the study, or your rights as a participant in the study, please contact Lisa Jones by phone at (303) 632-5517 or by email at lmjones@mcrel.org. If you experience technical or substantive issues with survey content during completion, please direct your questions to Samantha Bos by phone at (512) 964-5370 or email at sbos@gibsonconsult.com.

Are my responses confidential? Yes. Your identity and the information you share is completely confidential, to the extent permitted by law. Only the evaluation team will have access to your responses. Survey results will be aggregated in all reports prepared for TEA.

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[20] NOGA stands for Notice of Grant Award.

By clicking on the Next button below and taking the survey, you consent to let the evaluation team use your de-identified responses and comments in evaluation reports prepared for TEA.

Statement of Consent. If you agree to participate in the survey, click on the "NEXT" button below.

Q1. Are you currently the principal/school leader for this charter school campus?

- o Yes (Go to Q3)
- o No (Go to Q2 and survey terminates after Q2)

Q2. *(If Q1 response is No. Note: Survey will end after the respondent provides the name and email of the correct campus administrator)* If known, please include the name and email address for the current principal/school leader of this campus.

- o Name _____
- o Email Address _____

Q3. Please select the years for which your campus received your CSP Notice of Grant Award (NOGA): [SKIP LOGIC WILL BE APPLIED BASED ON THE RESPONSE]

- o My campus received a NOGA for 2021–23 (Cycle 1)
- o My campus received a NOGA for 2022–24 (Cycle 2)

Strong school leadership and planning

Q4. During the 2022–23 school year, to what extent do you feel you have been able to accomplish the following tasks or functions related to school processes and procedures?

	Not at all	To a minimal extent	To a moderate extent	To a great extent	Not part of our activity plan for the 2022–23 school year
Establish processes for developing campus instructional leaders (e.g., principal, assistant principal, teacher leaders, and counselors)					
Recruit students from low-performing campuses					
Create differentiated roles and responsibilities for campus instructional leaders					

	Not at all	To a minimal extent	To a moderate extent	To a great extent	Not part of our activity plan for the 2022–23 school year
Develop and implement student behavior policies and procedures					
Implement focused planning and decision-making processes associated with opening a new charter school campus					
Implement processes for regular monitoring of implementation and outcomes, including the near-term and long-term growth of students					

Q5. Please indicate if you used any of the following resources for assistance in establishing or maintaining your charter school campus in 2022–23. (Select all that apply)

- Texas Education Agency grants staff
- Texas Education Agency charter school division staff
- System of Great Schools Network (SGSN)
- Effective Schools Framework (ESF)
- Texas Authorizer Leadership Academy (TALA)
- Your charter management organization (CMO)
- Your district central office
- Other, please specify _____

Strategic Staffing

Q6. Which of the following teacher recruitment methods are you using to attract high-quality educators to your campus in 2022–23? (Select all that apply)

- Current teachers recruiting colleagues
- Word of mouth about the school
- Online advertisements
- Job fairs
- Billboard advertisements
- Recruitment services (e.g., Indeed, LinkedIn, Zip Recruiter)
- CMO or school district resources
- Social media (e.g., Facebook, Instagram)
- Other (Please describe) _____
- We are not yet recruiting teachers [SKIP LOGIC: If this item is selected, skip Q7 and Q8 and go to Q9]

Q7. Please rate the extent to which you agree or disagree with the following statements related to school staffing for 2022–23?

	Strongly disagree	Disagree	Agree	Strongly agree	Does not apply in 2022–23
We have been able to hire effective instructional leaders at my school					
We have established effective processes for selecting and hiring qualified educators at my school					
We have been able to recruit highly qualified teachers to my school					
We have established effective new teacher induction processes for newly hired educators at my school					
We have implemented effective approaches for retaining teachers and staff					

Q8. When hiring new teachers for your charter school campus, which of the following are most important to you? (Please rank from 1 to 5 where 1 is most important and 5 is fifth most important.)

_____ Teacher fit with the mission of the charter school campus
_____ Teacher certification
_____ Evidence of teachers' instructional effectiveness
_____ Prior experience working with the teacher
_____ Education level
_____ Number of years of teaching experience
_____ Passion for teaching
_____ Prior charter school teaching experience
_____ Prior school district teaching experience
_____ Content expertise
_____ Teacher fit with educational philosophy of the school
_____ Desire to work with at-risk populations
_____ Strong demonstrated pedagogical skills
_____ Ability of teacher to adapt unstructured curriculum into effective lesson plans
_____ Other (Please describe) _____

Positive School Climate

Q9. During the 2022–23 school year, to what extent do you feel you have been able to effectively do each of the following activities related to school climate and culture?

	Not at all	To a Minimal extent	To a Moderate extent	To a Great extent	Doesn't apply in 2022–23
Develop a school vision focused on a safe environment					
Ensure campus staff share a common set of beliefs about schooling/learning					
Develop a school vision focused on high expectations for students and teachers					
Create a safe and healthy working environment for teachers					
Cultivate a healthy work-life balance for teachers					
Ensure teachers are provided with the supports they need to be successful					
Establishment of explicit behavioral expectations for students					

	Not at all	To a Minimal extent	To a Moderate extent	To a Great extent	Doesn't apply in 2022–23
Develop a culture of shared success					
Provide opportunities for teachers to collaborate					
Development and implementation of behavioral management systems for students and staff					
Establishment of proactive and responsive student support services					
Establishment of meaningful relationships between families and the school					
Establishment of meaningful relationships between the community and the school					
Develop a culture of respect among students (e.g., anti-bullying culture)					

Q10. Which of the following parent and family engagement approaches are you using in 2022–23? (Select all that apply)

- Connect with parents through a formal parent organization (e.g., Parent Teacher Association)
- Engage parents in school fundraising activities
- Parent attendance at campus events (e.g., job fairs)
- Encourage parents to volunteer to help out at the school
- Engage with parents at student-related conferences/meetings CMO or school district resources
- Engage with parents at school open house events
- Interact with parents at afterschool programming events
- Communicate with parents regarding student performance
- Other (Please describe) _____
- We are not currently engaged with parents and families.

High-quality instructional materials and assessments

Q11. Which high-quality instructional materials have been selected for use at your charter school for the following content areas in 2022–23? If you have not made a selection, you can type "not selected" in the appropriate text box

English Language Arts

_____
_____
_____
_____

Mathematics:

_____
_____
_____
_____

Science:

_____
_____
_____
_____

Social Studies:

_____
_____
_____
_____

Q12. Please rate the extent to which you agree or disagree with the following statements related to high-quality instructional materials used in 2022–23.

	Strongly disagree	Disagree	Agree	Strongly agree	Doesn't apply in 2022–23
Our school employs a rigorous process to identify and select high-quality instructional materials					
High-quality instructional materials are used by our teachers on a daily basis					
Campus instructional leaders provide adequate lesson planning supports to teachers at my school					
High-quality instructional materials are aligned to instructional planning calendars					

High-quality instructional materials are aligned to formative assessments to inform instruction					

Effective Instruction

Q13. At this point in the 2022–23 school year, to what extent do you feel that effective classroom routines and instructional practices are in place?

- o Not at all
- o To a minimal extent
- o To a moderate extent
- o To a great extent
- o We are not serving students during the 2022–23 school year

Q14. So far in the 2022–23 school year, how frequently have you engaged in the following activities to support teachers at your school?

	At least Weekly	At least monthly	One time per semester	One time per year	Never	Doesn't apply in 2022–23
Provide feedback to teachers based on walk-throughs or informal observations						
Provide feedback to teachers based on formal, scheduled observations						
Use research-based rubrics (e.g., CLASS®, Danielson) to give teachers useful feedback						
Use instructional rounds where teachers have opportunities to observe other teachers in the classroom						
Provide dedicated planning time for teachers to collaborate						
Allow teachers flexibility in the use of curriculum and related lesson planning						
Professional learning communities (PLCs) meetings						

	At least Weekly	At least monthly	One time per semester	One time per year	Never	Doesn't apply in 2022–23
Provide coaching support for teachers						
Review student performance data with teachers						

Q15. So far in the 2022–23 school year, to what extent are each of the following Multi-tiered Systems of Supports (MTSS) components in place?

	Not at all	To a minimal extent	To a moderate extent	To a great extent	Doesn't apply in 2022–23
Universal screeners for all students					
Evidence-based practices in Tier 1, general education classrooms					
Progress monitoring procedures in place for students deemed at-risk					
Data-based decision-making guidelines or teams to determine whether students qualified for more intensive intervention					
Validated diagnostic assessments to evaluate student learning in Tiers 2 and 3 (or special education)					
Targeted interventions provided in Tier 2 settings, either as push-in or pull-out services					
Procedures or teams to determine student eligibility for Tier 3 or special education services					

Q16. So far in the 2022–23 school year, which of the services for students with disabilities or students at-risk have been effectively implemented?

- Positive Behavioral Interventions and Supports (PBIS)
- Social service supports

- Home visits by school counselors or teachers
- Small-group instruction in class
- Individualized or differentiated instruction in class
- Targeted pull-out instruction by interventionist(s)
- In-school instructional or tutoring labs
- Other (please specify): _____
- We aren't serving students yet.

[SKIP LOGIC: DISPLAY ONLY TO CYCLE 1).

Q17 In which of the following ways did the Charter School Program (CSP) grant support your campus in 2022–23? (Check all that apply)

- Creating community awareness for my charter school
- Paying teacher recruitment costs
- Paying teacher and staff salaries
- Covering student recruitment costs
- Paying for instructional materials
- Covering the cost of school technology purchases
- Paying for building renovations or rent
- Other, please specify _____

(SKIP LOGIC: DISPLAY ONLY TO CYCLE 2)

Q18. In which of the following ways do you plan to use Charter School Program (CSP) grant to support your campus in 2022–23? (Check all that apply)

- Creating community awareness for my charter school
- Paying teacher recruitment costs
- Paying teacher and staff salaries
- Covering student recruitment costs
- Paying for instructional materials
- Covering the cost of school technology purchases
- Paying for building renovations or rent
- Other, please specify _____
- We haven't received funding yet.

Q19. Please indicate if you engaged in any of the following activities in 2022–23 to attract students to enroll at your charter school campus. (Select all that apply.)

- Communicate to families in your community about why your school may be a good fit for their children
- Communicate the mission and educational philosophy in place at your school

- Have school leaders make presentations at community events regarding your school
- Create a social media presence that allowed for the creation of a virtual community for the school
- Distribute flyers in the community about your school
- Campaign door-to-door to create awareness of your school
- Email or text message communications regarding the school
- Establish a well-organized website to allow parents to learn more about your school
- Other, please specify _____
- We aren't recruiting students yet.

(SKIP LOGIC: DISPLAY ONLY TO PRINCIPALS WHO DID NOT SELECT THE FINAL ITEM IN Q19)

Q20. So far in the 2022–23 school year, of the following student recruitment methods, which 5 have you found to be most effective in attracting students to enroll at your campus? (Rank from 1 to 5, where 1 is most effective and 5 is the fifth most effective.)

l. _____ Enrollment fairs
m. _____ Public-facing advertisements (e.g., billboards)
n. _____ Neighborhood door-to-door recruitment efforts by school staff
o. _____ Open houses where information about the campus is presented
p. _____ Published information about campus in community newsletters
q. _____ Word of mouth from parents of currently enrolled students
r. _____ Principal presentations at local events (e.g., Rotary Club)
s. _____ Posted and/or distributed flyers about the campus in area neighborhoods
t. _____ Social media (Facebook, Twitter, LinkedIn, etc.)
u. _____ Charter school campus website
v. _____ Other (Please describe)

[SKIP LOGIC: OFFER QUESTIONS 21-23 ONLY TO CYCLE 2; CYCLE 1 PROCEED TO Q24]

Q21. Is your charter school a replication campus?

_____ Yes

_____ No

[SKIP LOGIC ASK IF RESPONSE TO 21 IS YES]

Q22. If your charter school campus is designed to replicate another campus, to what extent do you feel you are implementing with fidelity the key components of the model you were replicating?

o Not at all
o To a minimal extent
o To a moderate extent
o To a great extent
o This campus is not a replication campus
o We aren't serving students yet

[SKIP LOGIC ASK IF RESPONSE TO 21 IS YES]

23. Please describe any barriers that prevented you from implementing your campus as designed, if applicable.

_____
_____
_____
_____

Background Questions

Q24. What is your highest level of educational attainment?

- o   Associate's degree
- o   Bachelor's degree
- o   Master's degree
- o   PhD
- o   EdD
- o   Other (Please describe.) _____

25. How many total years have you been a principal at this or any public school campus?

- o   Less than one year
- o   1 to 2 years
- o   3 to 5 years
- o   6 to 10 years
- o   11 to 15 years
- o   16 to 20 years
- o   More than 20 years

Q26. Before you became a principal, how many total years of K-12 teaching experience did you have?

- o   I had no prior teaching experience
- o   Less than one year
- o   1 to 2 years
- o   3 to 5 years
- o   6 to 10 years
- o   11 to 15 years
- o   16 to 20 years
- o   More than 20 years

Appendix F: Interview Protocols

This appendix includes principal interview protocols utilized during site visits regarding the 2021–22 and 2022–23 school years and the protocol utilized for virtual interviews with finance and operations staff at the end of the 2022–23 school year.

Charter School Program Grant Evaluation Principal Interview Protocol, 2021–22

The Texas Education Agency (TEA) has contracted with McREL International and their research partners at Gibson Consulting Group to conduct an evaluation of the Texas Charter School Program (CSP) grant. TEA is interested in learning more about the practices of newly-funded public charter schools during the 2021–22 school year. As part of this project, we are gathering input from principals and teachers about the early implementation of your charter school.

Thank you for taking time to participate in this interview related to implementing new charter schools. This interview should take approximately 60-75 minutes to complete. As you answer these questions, please think about your experiences during the 2021–22 school year.

This interview with CSP grantee principals is a critical part of this data collection and analysis effort!

Confidentiality Policy

Your participation in this interview is voluntary. You can opt not to answer any question or stop participating in the interview at any time. Your responses to interview questions will be kept confidential. We are recording these interviews so that I can transcribe them and continue to learn from your responses. We want to be clear that only members of the Gibson and McREL research and evaluation team will have access to your interview recordings and transcripts.

Data collected through this interview will be aggregated and included in a written report that we will submit to TEA. In our reporting of results, you will not be identified by name or school.

Do I have your permission to record the interview?

(If Yes, start the recorder and proceed with the interview. If no, the interviewer will take detailed notes throughout the interview.)

Introductions

1. Please state your name(s), how long you have worked at this charter school and how long you have worked for this charter organization or school district.
2. How were you recruited to be the principal of this new charter school?

Thank you for taking the time to speak with us today about implementing a new charter school in Texas. We are eager to learn about your experiences. In our conversation we seek to hear about your initial experiences implementing your charter school.

Strong school leadership and planning

3. Let's start with processes in place to develop and support strong school leadership. Can you describe processes that you have for developing campus instructional leaders (i.e., assistant principals, department heads)?
   a. What challenges have you faced in developing instructional leaders at your charter school campus?
   b. Did you overcome those challenges? If so, how?

4. In what ways, if any, have the roles and responsibilities for campus instructional leaders evolved to meet the needs of the school, students, and community?

5. Can you describe the mission of this charter school and why it was important to establish this school in this community?

6. How do you feel that your mission statement was reflected in the early planning you made in opening the charter school (e.g., systems for developing training or supports for teachers, decisions regarding the design of the school, etc.)?

7. Describe your charter school campus's approach to community outreach—what was effective and what impact has it had on your school and the community?

8. In what ways, if any, did the CSP grant from TEA impact your initial planning decisions and ability to create a strong leadership team?
   a. [Probe if needed] Can you provide specific examples of how the CSP grant was used to fund your leadership team and planning processes?

Strategic staffing

Thank you for sharing about the leadership team and initial decision-making processes at your school. Next, I would like to talk about staffing decisions and procedures at your school.

9. Can you describe your recruitment and hiring process for selecting highly qualified teachers?
   a. Can you please describe your ideal staff and how close you are to achieving that goal?
   b. What would you do the same or differently to recruit or retain teachers so that they meet your ideal?

10. What methods do you think have been most effective in retaining high-quality educators between the 2021–22 and 2022–23 school years?
    a. What methods do you wish you had been able to use to retain teachers, but were not within your ability or scope (e.g., increased pay)?

11. What have been the greatest challenges that you have faced in recruiting, hiring or retaining highly-qualified teachers?
    a. How did you overcome those challenges?

12. How do you think the CSP grant impacted your ability to staff your school with highly qualified educators?
    a. [Probe if needed] Can you provide specific examples of how the CSP grant was used for staffing purposes?

Positive school climate

Thank you for answering those questions regarding teacher hiring, training, and retaining high-quality teachers. I want to turn now to discuss student-related structures in your school, including the way that you build a positive learning environment for students as well as support student learning.

13. Please describe how you create a positive environment for students to learn while also holding them to high academic expectations.

14. How do you think the CSP grant from TEA impacted your ability to create a positive school environment for students, teachers, and families?
    a. [Probe if needed] Can you provide specific examples of how the CSP grant from TEA was used to support a positive school environment?

High-quality instructional materials and assessments and effective instruction

15. What trainings or supports were teachers provided at the beginning of the year and throughout the year as needed?
    a. Please describe the ways that you support teachers' growth at your school through observations, professional development, collaboration, or other opportunities.
    b. Were there any programs or systems in place to support new teachers?
    c. If you had no limitations, what structures or supports would you change or add to better support teachers?

16. Can you please describe the systems in place at your school to monitor short-term and long-term student outcomes?
    a. What barriers or limitations have you faced in implementing systems designed to monitor student outcomes?

17. What current school-level supports do you feel have been most effective at addressing the needs of students who are considered at-risk (including SWDs, students who are economically disadvantaged or emergent bilingual students/English learners)?
    a. What school-level supports (e.g., MTSS teams) will you change, remove, or add moving forward to address the needs of the populations listed above?

18. How do you think the CSP grant from TEA impacted your ability to support effective instruction for all your students?
    a. [Probe if needed] Can you provide specific examples of how the CSP grant was used to purchase high-quality instructional materials and support effective instruction?

Finances and operations

I would like to take a step back now and talk more about the general operations of your school, including funding sources and supports that you received from TEA and other organizations to help you be successful.

19. As you were thinking about opening a school, what funding streams did you have access to? Can you discuss how the various funding sources help to support the successful launch of your charter school campus?

20. What types of supports from your charter management organization, district central office or TEA did you find to be most important to you during the 2021–22 school year and why?

21. What lessons have you learned this year regarding your fundraising efforts that you will apply to fundraising moving forward?

22. What supports do you feel that you still need, either for financial support or to support the operations of your schools?

Challenges and facilitators for successful CSP start-up and implementation activities

My final questions are focused on big picture challenges and successes during these early years of implementing your charter school. We want to hear your story about what challenges you faced, the successes you had, and the changes you are thinking of making moving forward.

23. Please describe what you felt were the greatest challenges that you faced establishing your charter school.
    a. How did you overcome these challenges? If you were not able to overcome the challenges, what resources or support did you need?

24. What communication and support, if any, did you receive from TEA to help with the start-up and implementation of your charter?
    a. What supports did you find most beneficial?
    b. What would you have liked to receive from TEA?

      c.   Were there any barriers from TEA that constrained your ability to start and run your charter school?

25. We also want to hear about your success stories. What do you feel has gone really well in starting up and implementing your charter school?

26. What changes are you planning to make for future years of leading your charter school?

Conclusion

27. What recommendations would you have to a principal who is struggling to start up or run a new charter school?

28. Is there anything else you would like to share with us about starting up and implementing a charter school?

Thank you for sharing your time and thoughts with us regarding the opening and early implementation of your charter school. We appreciate your insight into the running of this school and the ways the CSP grant was able to impact these early days of your charter school.

Charter School Program Grant Evaluation Principal Interview Protocol, 2022–23

The Texas Education Agency (TEA) has contracted with McREL International and their research partners at Gibson Consulting Group to conduct an evaluation of the Texas Charter School Program (CSP) grant. TEA is interested in learning more about the practices of newly-funded public charter schools during the 2022–23 school year. As part of this project, we are gathering input from principals and teachers about the early implementation of your charter school.

Thank you for taking time to participate in this interview related to implementing new charter schools. This interview should take approximately 60-75 minutes to complete.

This interview with CSP grantee principals is a critical part of this data collection and analysis effort!

Confidentiality Policy

Your participation in this interview is voluntary. You can opt not to answer any question or stop participating in the interview at any time. Your responses to interview questions will be kept confidential to the extent permitted by law. We are recording these interviews so that I can transcribe them and continue to learn from your responses. We want to be clear that only members of the Gibson and McREL research and evaluation team will have access to your interview recordings and transcripts.

Data collected through this interview will be aggregated and included in a written report that we will submit to TEA. In our reporting of results, you will not be identified by name or school.

Do I have your permission to record the interview?

(If Yes, start the recorder and proceed with the interview. If no, the interviewer will take detailed notes throughout the interview.)

Introductions

1. (Only ask Q1 if the principal is a new hire since Fall 2022 visit) Please state your name(s), how long you have worked at this charter school and how long you have worked for this charter organization or school district.

2. (Only ask Q2 if principal is a new hire since Fall 2022 visit) How were you recruited to be the principal of this new charter school?

Thank you for taking the time to speak with us today about implementing a new charter school in Texas. We are eager to learn about your experiences since we last visited your campus. For your convenience, I've brought a list of the CSP funded resources and materials mentioned in our last visit as well as the expected use of funding from your grant application. As we go through the interview, feel free to refer to the list and make connections between the grant and the work of your team so far this year.

Strong school leadership and planning

3. Let's start with processes in place to develop and support strong school leadership. Can you describe any changes to the processes that you have for supporting and developing campus instructional leaders (i.e., assistant principals, department heads)?
    a. Have you had to hire or promote anyone new at the leadership level since the fall? Can you please describe how that process went or is going?

4. In what ways, if any, have the roles and responsibilities for campus instructional leaders evolved to meet the needs of the school, students, and community?

[Interviewer: Probe on connections between the artifact from interview 1 and leadership support and development if principal noted using grant money for these items. Example questions could include:

- In our first visit, we heard that CSP grant money had been used for [reference item related to leadership support and development], did that result in the expected outcomes?
- In the fall, we heard that the leadership were planning to use CSP grant money for [reference item related to leadership support and development], can you share how that is going?
  The CSP grant application noted an intention for using the grant money for [reference item related to leadership support and development]. Is that still part of the campus plan?

5. How has your campus's approach to community outreach continued to evolve since the fall?
    a. What practices have you continued? Are there any approaches you've stopped using?

[Interviewer: Probe on connections between the artifact from interview 1 and community outreach if principal noted using grant money for these items. Example questions could include:

- In the fall, we heard that CSP grant money had been used for [reference item related to community outreach], did that result in the expected outcomes?
- In the fall, we heard that the leadership were planning to use CSP grant money for [reference item related to community outreach], can you share how that is going?
- The CSP grant application noted an intention for using the grant money for [reference item related to community outreach]. Is that still part of the campus plan?

Strategic staffing

Thank you for sharing about the leadership team and initial decision-making processes at your school. Next, I would like to talk about any staffing decisions and procedures at your school you have made or changed since the fall.

6. Is your school fully staffed at this time?
    a. Please describe your current approach to recruiting and hiring process for highly qualified teachers?
    b. Is this different from how you were recruiting teachers at the beginning of the school year?

7.   What steps have you taken, if any, to start planning for hiring for next year?

8.   What actions are you taking to retain high-quality educators for the 2023–24 school years?

[Interviewer: Probe on connections between the artifact from interview 1 and recruiting & hiring processes, if principal noted using grant money for these items. Example questions could include:

- In the fall, we had heard that CSP grant money had been used for [reference item related to recruiting & hiring processes], did that result in the expected outcomes?
- In the fall, we heard that the leadership were planning to use CSP grant money for [reference item related to recruiting & hiring processes], can you share how that is going?
- The CSP grant application noted an intention for using the grant money for [reference item related to recruiting & hiring processes]. Is that still part of the campus plan?

Positive school climate and rigorous learning environment

Thank you for answering those questions regarding hiring and retaining high-quality teachers. I want to turn now to discuss student-related structures in your school, including the ways that you continue to build a positive learning environment for students as well as support student learning.

9.   How have efforts to create a positive learning environment for students continued to evolve since the fall?

10. How have efforts to hold high academic expectations for students continued to evolve since the fall?

11. What actions are you taking to keep students enrolled in 2023–24?

[Interviewer: Probe on connections between artifact from interview 1 and the creation of a positive, academically challenging learning environment, if principal noted using grant money for these items. Example questions could include:

- In the fall, we heard that CSP grant money had been used for [reference item related to creation of a positive, academically challenging learning environment], did that result in the expected outcomes?
- In the fall, we heard that the leadership were planning to use CSP grant money for [reference item related to creation of a positive, academically challenging learning environment], can you share how that is going?
- The CSP grant application noted an intention for using the grant money for [reference item related to creation of a positive, academically challenging learning environment]. Is that still part of the campus plan?

Support for high quality instruction

12. Thinking of professional learning opportunities, especially those that were possible with CSP grant funding, what sorts of impacts are you seeing on instructional practices and teachers' abilities to create a positive learning environment for students?

13. Thinking of instructional materials, especially those that you were able to purchase using CSP grant funding, what sorts of impacts are you seeing on instructional practices and student learning?

14. Thinking of systems that are in place at your school to monitor short-term and long-term student outcomes, what is working well and what would you improve?

15. What current school-level supports do you feel have been most effective at addressing the needs of students who are considered at-risk (including SWDs, students who are economically disadvantaged, or emergent bilingual students/English learners)?
    a. What school-level supports (e.g., MTSS teams) will you change, remove, or add moving forward to address the needs of the populations listed above?

[Interviewer: Probe on connections between the artifact from interview 1 and supports for these students, if principal noted using grant money for these items. Example questions could include:

- In the fall, we heard that CSP grant money had been used for [reference item related to supports for these students, did that result in the expected outcomes?
- In the fall, we heard that the leadership were planning to use CSP grant money for [reference item related to supports for these students], can you share how that is going?
- The CSP grant application noted an intention for using the grant money for [reference item related to supports for these students]. Is that still part of the campus plan?

Challenges and facilitators for successful CSP start-up and implementation activities

My final questions are focused on big picture challenges and successes since we have seen you last.

16. Please describe what you felt were the greatest challenges that you faced since last we spoke.
    a. How did you overcome these challenges? If you were not able to overcome the challenges, what resources or support did you still need?

17. We also want to hear about your success stories. What do you feel has gone really well in starting up and implementing your charter school since last we spoke?

18. What changes are you planning to make for future years of leading your charter school?

[Interviewer: Probe on connections between artifact from interview 1 and challenges/success, if principal noted using grant money for these items. Example questions could include:

- In the fall, we heard that CSP grant money had been used for [reference item related to challenges/success] did that result in the expected outcomes?
- In the fall, we heard that they leadership were planning to use CSP grant money for [reference item related to challenges/success], can you share how that is going?
- The CSP grant application noted an intention for using the grant money for [reference item related to challenges/success]. Is that still part of the campus plan?

Conclusion

19. Is there anything else you would like to share with us about starting up and implementing your school?

Thank you for sharing your time and thoughts with us regarding the opening and early implementation of your charter school. We appreciate your insight into the running of this school and the ways the CSP grant was able to impact these early days of your charter school.

Charter School Program Grant Evaluation Finance and Operations Interview Protocol, 2022–23

The Texas Education Agency (TEA) has contracted with McREL International and their research partners at Gibson Consulting Group to conduct an evaluation of the Texas Charter School Program (CSP) grant. TEA is interested in learning more about how CSP grantees use this start-up funding to meet important campus objectives. As part of this project, we are gathering input from district and charter management organization staff who lead the administration of the grant.

Please know that this interview is not for grant compliance monitoring purposes, we only want to better understand the variety of ways that the CSP grant funds were used. These interviews will deepen our understanding of how CSP grantees envisioned using the grant funds, the actual expenditures once fully funded, and the ways the CSP grant has been combined with other funding sources (e.g., other grants, fundraising) to achieve important campus objectives. We recognize that some CSP grantees may not have begun to use their funds—in these cases, we will discuss planned uses for the funds.

Thank you for taking time to participate in this interview. It is a critical part of this data collection and analysis effort! This interview should take approximately 30 minutes to complete.

Confidentiality Policy

Your participation in this interview is voluntary. You can opt not to answer any question or stop participating in the interview at any time. Your responses to interview questions will be kept confidential to the extent permitted by law. We would like to record these interviews so that we can transcribe them and continue to learn from your responses. We want to be clear that only members of the Gibson and McREL research and evaluation team will have access to your interview recordings and transcripts.

Data collected through these interviews will be aggregated and included in a written report that we will submit to TEA. In our reporting of results, you will not be identified by name or school.

Do I have your permission to record the interview?

(If yes, start the recorder and proceed with the interview. If no, the interviewer will take detailed notes throughout the interview.)

Introductions and context

1. Please state your name(s), and how long you have worked for this district/charter management organization.

2. What was your role in preparing the Charter School Project grant application?
    a. Who else was involved?

3. What is your role in supporting the operations of [campus name]?

4. What role do you have in managing the financial administration of the CSP grant?
    a. Who else participates in decision-making about how to use these funds?

Decision-making, startup funding.

The remainder of my questions are about preparing to open [school name] and the financial resources needed to open the school.

5. What is the process involved in the decision to open a new school? Who was involved in making the decision and what were some of the most important factors that were taken into consideration?

6. As you were planning and preparing to open [school name], what funding streams did you have access to? How did the various funding sources help to support the successful launch of the school?
    a. *If not addressed directly*, what funding sources were used to acquire or build the school building?

7. Now I'd like to ask specifically about how the CSP grant funds were used to open the school. Please know that this is not a compliance monitoring question, we only want to better understand the variety of ways that the CSP grant funds were used.
    a. Were you part of the team that prepared the CSP grant application?

[Interviewer, share the prepared artifact that summarizes proposed expenses from the grant application]

8. I'll give you a moment to look over this summary of proposed expenses from the grant application. To your knowledge have the CSP start-up funds been used in alignment with the original vision, or have they been used in other ways to support [school name}?
    a. What were some of the other start-up expenses that were addressed with the CSP funding?

9. How important was fundraising to the successful launch and to the ongoing operations of [school name]?
   a. What types of fundraising have you found most helpful so far?

10. Thinking of the communication and support you received from the Division of Authorizing at TEA to help with the start-up and implementation of your CSP grant,
    a. What supports did you find most beneficial?
    b. What would else you have liked to receive from TEA?
    c. Were there any barriers from TEA that constrained your ability to start and run [school name]?

11. Thinking broadly about financing this school's operations, what are some areas where there are still unmet needs?
    a. Will the grant provide sufficient funding to meet these needs? If not where are the biggest funding gaps?

12. Is there anything else you would like to share about your experiences launching [school name]?

Thank you for sharing your time and thoughts with us regarding the opening and early implementation of [school name]. Your insights will be used to inform the ongoing implementation of the CSP grant.

Appendix G: Focus Group Protocols

This appendix includes the teacher focus group protocols utilized during site visits regarding the 2021–22 and 2022–23 school years.

Charter School Program Grant Evaluation Teacher Focus Group Protocol, 2021–22

The Texas Education Agency (TEA) has contracted with McREL International and their research partners at Gibson Consulting Group to conduct an evaluation of the Texas Charter School Program (CSP) grant. TEA is interested in learning more about the practices of newly-funded public charter schools during the 2021–22 school year. As part of this project, we are gathering input from teachers and principals about the early implementation of your charter school.

This focus group with teachers is a critical part of this data collection and analysis effort. It should take approximately 45-60 minutes to complete. As you answer these questions, please think about your experiences during the 2021–22 school year.

Confidentiality Policy

Your participation is voluntary. You can opt not to answer any question or stop participating in the focus group at any time. Because the focus groups will have multiple participants, we cannot ensure complete confidentiality. We will ask the participants to not share what is said during the focus group. We will be taking notes to record responses as well as recording this focus group so we can transcribe them and continue to learn from your responses. We want to be clear that only members of the Gibson and McREL research and evaluation team will have access to your interview recordings and transcripts.

Data collected through this focus group will be aggregated and included in a written report that we will submit to TEA. In our reporting of focus group results, you will not be individually identified by name or school.

Introductions

To get started, let's go around and state your name, the number of years of teaching at this school as well as in general, and the grade or subject area you taught during the 2021–22 school year. If you did not teach any classes last year, please share grade or subject area you are currently teaching.

Reflection on school climate (and hiring)

These initial questions address the school climate, or the general mood and collegiality of the school.

1. Please describe why you chose to work at this school. If this is not your first year, please describe why you chose to return to the school.

2. I would like you to think of one word or phrase to describe the overall school climate; after that I will ask you to explain what you mean by that word or phrase.

3. Please describe the ways that administrators have supported your growth as a teacher (e.g., walk throughs, feedback, supporting PLCs, etc.).

   a. [Probe if they list programs instead of describing them] Can you provide more details regarding the way administrators have supported your growth?
   b. What supports have been most helpful?
   c. What supports would you have like to have received from instructional leaders at your school?

4. What school-wide systems, if any, are in place to address student behavior?

   a. If systems are in place, how effective are these systems in supporting your ability to teach students?
   b. What system(s) would you like to see added, or what changes would you make to the current system?

Reflection on high-quality instructional materials and assessments

Thank you for sharing your thoughts regarding the school climate. I would like to next talk about the instructional materials and assessments used by your school as well as school-wide instructional practices.

5. On a scale of 1-10 (1 being lowest), I would like you to rate the instructional materials that your school currently uses on the following categories:
   a. the degree to which the instructional materials provide you necessary materials and content to teach your course,
   b. the degree to which the instructional materials allow you to differentiate your teaching, and
   c. the degree to which the materials match students' background and interest.

[Ask each teacher to share just the numbers for each category, one category at a time]

   a. Please elaborate on why you chose those ratings?

6. Please describe the structures in place at your school to help you develop high quality lesson plans.
   a. [Probe if needed] In what ways were these supports helpful to creating lesson plans that translated to effective instruction?

7. Please describe the ways that assessments, including formative and summative assessments, are used in your instructional decision making.

Reflection on effective instruction

8. What opportunities do you have to observe or collaborate with other teachers?

9. Please describe the ways that you use data in planning or implementing your instruction.

10. In what ways does your instruction or school-wide system address the needs of students with learning gaps, including students with disabilities, economically and educationally disadvantaged students, at-risk students, and newly enrolled students from low-performing campuses?

11. How prepared do you feel to support students who require additional or more intensive services?
    a. Is there a team or resources available to you if you need help (e.g., MTSS team)?
    b. If so, please describe how the team or supports work at your school to help you teach all of your students effectively?
    c. If no, what supports would you feel would help you be successful in being able to teach all of your students?

Closing reflections

12. What would you say is one thing your school does really well?

13. If you had an unlimited budget, what changes or additions would you make to the school?

14. Is there anything else that you would like to share with us regarding your experience as a teacher at this school?

Thank you for your time in talking with me today about your school. We greatly appreciate the opportunity to hear about the school from those of you who are actively involved in the instruction and working with students every day.

Charter School Program Grant Evaluation Teacher Focus Group Protocol, 2022–23

The Texas Education Agency (TEA) has contracted with McREL International and their research partners at Gibson Consulting Group to conduct an evaluation of the Texas Charter School Program (CSP) grant. TEA is interested in learning more about the practices of newly-funded public charter schools during the 2022–23 school year. As part of this project, we are gathering input from teachers and principals about the early implementation of your charter school.

This focus group with teachers is a critical part of this data collection and analysis effort. It should take approximately 45-60 minutes to complete.

Confidentiality Policy

Your participation is voluntary. You can opt not to answer any question or stop participating in the focus group at any time. Because the focus groups will have multiple participants, we cannot ensure complete confidentiality; however, we ask each of you to not share what is said during the focus group. We will be recording this focus group so we can transcribe it and continue to learn from your responses. We want to be clear that only members of the Gibson and McREL research and evaluation team will have access to the focus group recording and transcript.

Data collected through this focus group will be aggregated and included in a written report that we will submit to TEA. In our reporting of focus group results, you will not be individually identified by name or school.

Do I have each of your permission to record the focus group? (Obtain verbal agreement from each participant)

(If all agree, start the recorder and proceed with the focus group. If any participant does not agree, the interviewer will take detailed notes throughout the focus group.)

Introductions

[Only ask if there are teachers who did not participate in the fall focus group.] To get started, let's go around and state your name, the number of years of teaching at this school as well as in general, and the grade or subject area you are teaching this school year.

Connection to the school community

In the first couple of questions, we want to learn about your sense of connection to this school community.

1. What motivates you to continue working at this school?

2. Is there anything special or unique about your school? Anything that makes it different from other schools?

Support for instructional practice

In the next question, we would like to learn more about how campus leaders support your instructional practice.

3. How have administrators supported your instructional practice (e.g., walk throughs, feedback, supporting PLCs, etc.)? Have there been any changes or improvements to these supports since the fall?
    a. [Probe if they list programs instead of describing them] Can you provide more details regarding the way administrators have supported your instructional practice?
    b. What supports have been most helpful?
    c. What supports would you have like to have received from instructional leaders at your school?

Classroom management/ student behavior support

Next, let's talk a bit about campus practices to support student behavior.

4. What changes, if any, have been made to school-wide systems, to manage student behavior since the fall? What aspects of the systems are working well and where is there continued need for improvement?

High quality instructional practices

Thank you. My next few questions are about campus instructional practices.

5. What do you consider your campus strengths when it comes to supporting strong instructional practices in every classroom? (e.g., peer observations, instructional coaching, PLC's, other types of teaming)

6. In the fall we heard about the curriculum and instructional materials you were using at the time. How do you think your use of the curriculum has changed, if at all, since the fall?
    a. Do you have any concerns that need to be addressed regarding gaps or areas of improvement in the curriculum and instructional materials?

7. Are there any new structures or resources available to help you develop high quality lesson plans that were not available in the fall?
    a. How has your process for creating lesson plans evolved since the fall?

8. How has your and your team's use of data in planning or implementing instruction continued to evolve since the fall?

9. In what ways has your instruction and school-wide systems evolved to address the needs of students with learning gaps, including students with disabilities, economically and

educationally disadvantaged students, at-risk students, and newly enrolled students from low-performing campuses?

10. How prepared do you feel to support students who require additional or more intensive services?
    a. Do you feel more prepared than you did in the fall?
    b. What supports would you feel you still need to help you be successful in being able to teach all of your students?

Closing reflections

11. What would you say is one area where your school has really grown since the fall?

12. What would you say is one area of growth where your school still needs to develop?

13. Is there anything else that you would like to share with us regarding your experience as a teacher at this school?

Thank you for your time in talking with me today about your school. We greatly appreciate the opportunity to hear about the school from those of you who are actively involved in the instruction and working with students every day.

Appendix H: Classroom Assessment Scoring System Observation Protocol

Classroom observations were conducted at Charter School Program Cohort 1 grantee campuses in fall 2022 and spring 2023.[21] This appendix provides an overview of the Classroom Assessment scoring System (CLASS®), which measures the effectiveness of teacher-student interactions in Prekindergarten (PreK) through Grade 12 classrooms. The protocol takes into account important developmental differences between students at different age level (i.e., PreK- to Grade 3, Grades 4 to 6, and Grades 6 to 12).

Classroom Assessment Scoring System

CLASS® is an observation tool, developed by the University of Virginia's Curry School of Education, that provides a common lens and language focused on classroom interactions that improve learning outcomes. This protocol has been used extensively for both research and teacher professional development purposes. Data from CLASS® observations are used to support teachers' unique professional development needs, set school-wide goals, and shape system-wide policy at the local, state, and national levels. The CLASS® observation tool has been studied in thousands of classrooms nationwide.

CLASS® dimensions are based on developmental theory and research suggesting that interactions between students and teachers are the primary driver for student development and learning (Hamre & Pianta, 2015). Three observation tools were utilized for this evaluation:

- The PK – Grade 3 protocol;
- The Upper Elementary protocol (Grades 4–6); and
- The Secondary protocol (Grades 6–12).

The CLASS® dimensions can generally be groups into the following four, higher-level, domains:

1. Emotional Support
2. Classroom Organization
3. Instructional Support
4. Student Engagement (for CLASS® Upper Elementary and Secondary only)

This organizational structure has been validated in thousands of classrooms across the nation.

Classroom Dimensions

Emotional Support Domain (Dimensions are consistent across all three protocols)

1. *Positive Climate*: Measures the emotional connection, respect, and enjoyment observed between teachers and/or students in the classroom.

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[21] It was the intent of the evaluation team to conduct observations in spring 2022 and spring 2023; however, due to the timing of the start of the contract, it was not possible to conduct site work in spring 2022. Therefore, changes between CLASS® observation scores reflect changes in classroom instruction and teacher-student interactions between the fall 2022 and spring 2023 time points.

2. *Negative Climate*: Measures the level of expressed negativity (e.g., anger, hostility, sarcasm, or aggression) exhibited by teachers and/or students in the classroom.
3. *Teacher Sensitivity*: Measure of teacher awareness of and level of responsiveness to the academic and emotional concerns of students.
4. *Regard for Student perspectives*: Measure of teachers' interactions with students and classroom activities in place with an emphasis on the interests of students, as well as their motivations and points of view.

Classroom Organization Domain (Consistent for all three protocols)

1. *Behavioral Management*: Measures how effectively teachers monitor, prevent, and redirect student behavior in the classroom.
2. *Productivity*: Measures how well the classroom runs with respect to routines, and the degree to which teachers organize activities and directions to maximize time that students can spend on learning activities.
3. *Instructional Learning Formats*: Measures how teachers facilitate classroom activities and provide interesting materials to promote student engagement and ensure learning opportunities are maximized.

Instructional Support Domain (Dimensions differ by protocol)

1. *Concept Development (Used for all three protocols with age-specific differences)*: Measures how teachers use instructional discussions and activities to promote higher order thinking skills of students (as opposed to more rote instructional/discussion approaches).
2. *Analysis and Problem Solving (This dimension is only included on the CLASS® Upper Elementary and Secondary protocols)*: Measures the degree to which teachers facilitate the use of higher-order thinking skills (e.g., analysis, problem-solving, reasoning, and creation through the application of knowledge and skills).
3. *Quality of Feedback*: Measures how teachers extend and accelerates student learning through their responses to the ideas, comments, and work of their students.
4. *Language Modeling (This dimension is only included on the CLASS® PK-3 protocol)*: Measures the extent to which teachers facilitate and encourage students' language acquisition skills through language-simulation and language-facilitation techniques).
5. *Instructional Dialogue Solving (This dimension is only included on the CLASS® Upper Elementary and Secondary protocols)*: This dimension captures the purposeful use of language, such as structured, cumulative questioning and discussion which helps to guide and prompt students' understanding of course content and language development.

Student Engagement Domain (*This domain is only included on the CLASS® Upper Elementary and Secondary protocols*)

1. *Student Engagement:* Measures the degree top which all students in the class are focused and participating in the learning activity presented or facilitated by the teacher. The difference between passive and active engagement is a core component of the assessment.

How CLASS® was Used in the Evaluation

All observed classrooms received scored from 1 to 7 for each of the 10 CLASS® dimensions. Each classroom received a minimum of three scores, based on 10-to-20-minute observation periods. Dimension scores were compiled to create an average score per dimension. Those dimension scores were then aggregated to the domain level. To create classroom scores for the four domains:

- Emotional Support
- Classroom Organization
- Instructional Support
- Student Engagement (for Grades 4–12)

CLASS® observation scores are based on notes taken by researchers who have been trained and certified as reliable on the CLASS® observation protocols.