Charter School Program Grant Implementation Report, 2023–24 and 2024–25

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TEA
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Glossary of Acronyms

AskTED = Ask Texas Education Directory

BES = Build. Excel. Sustain.

CLASS® = Classroom Assessment Scoring System

CMO = Charter Management Organization

COVID = Coronavirus Disease

CRIMSI = COVID Recovery Instructional Materials Support Initiative

CSP = Charter School Program

EB/EL = Emergent Bilingual Students/English Learners

ESC = Education Service Center

ESF = Effective Schools Framework

HQIM = High-Quality Instructional Materials

ISD = Independent School District

MTSS = Multi-tiered Systems of Support

PBIS = Positive Behavioral Interventions and Supports

PLC = Professional Learning Community

RLA = Reading Language Arts

SEL = Social Emotional Learning

SGSN = System of Great Schools Network

STAAR = State of Texas Assessments of Academic Readiness

TALA = Texas Authorizer Leadership Academy

TEA = Texas Education Agency

TEC = Texas Education Code

TEKS = Texas Essential Knowledge and Skills

TFS = Third Future Schools

TNTP = Formerly "The New Teacher Project," the organization changed its name to TNTP as their mission expanded to serve more than new teachers

Executive Summary

In 2020, the Texas Education Agency (TEA) secured a five-year, $90 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 non-competitive and competitive, two-year grants of up to $900,000 to provide financial assistance for the planning, program design, and initial implementation of charter schools that support the growth of high-quality charter schools in Texas, especially those focused on improving academic outcomes for students identified as educationally disadvantaged. These grants assist eligible applicants in opening and preparing for the operation of newly authorized charter schools and replicated high-quality schools.

TEA contracted with McREL International (McREL) and Gibson Consulting Group (Gibson) to conduct an evaluation of CSP grant cohorts over a four-year period. The evaluation work began in spring 2022 and continued through fall 2025. Data collected for this evaluation, including annual surveys of CSP grantee principals and data gathered during site visits (comprising principal interviews, teacher focus groups, and classroom observations), describe grantees' experiences establishing new charter school campuses during the two-year grant period. The CSP campus administrator survey and the site visit data collection examined an extensive range of campus establishment activities. CSP principals and staff described the development of a clear mission and vision for their campus, establishing a positive culture and climate for staff and students, recruiting, hiring and retaining teachers, as well as building connections to the community and recruiting students to the campus. They also provided information about implementing essential campus instructional practices, supporting diverse learnings, and establishing systems to support positive student behavior. Site visits also included classroom observations which describe, on average, some of the instructional strengths and areas for growth among these new campuses.

This report focuses on the experiences of CSP Cohort 2, Cohort 3, and Cohort 4 grantees during the initial years of the grant.[1] The findings are divided into two chapters. The first chapter focuses on CSP Cohort 2 and Cohort 3 grantees during the 2023–24 school year. The second chapter focuses on CSP Cohort 2 grantees, that continued to receive funding, as well as Cohort 3 and Cohort 4 grantees 2024–25 school. Although this evaluation examines the experiences of campus by their funding cohort, there were few consistent trends within or across cohorts; each of these newly established campuses was on their own unique journey. Some were headed by experienced principals, while others had leaders who were newer to the role. Some campuses were true "start-ups" with an innovative approach, mission, and vision for serving the community, that were developing all their practices from the ground up.

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[1] A previously published report describes the establishment experiences of Cohort 1: Charter School Program Grant Implementation Report, 2021–22 and 2022–23.

Other campuses were replicating established, effective charter models with the support of the founding organization, well established systems and curricula, and the benefit of colleagues running similar schools. Other CSP grantee campuses were implementing innovative approaches with a community partner within an established independent school district.

Although it is not possible to a describe typical CSP grantee campus establishment experience, during the process of writing the first CSP Implementation Report, the evaluation team identified three aspects of development that seemed particularly timely, relevant, and important to campus long-term success creating campuses where students and teachers would thrive: recruiting and retaining teachers, establishing a positive campus culture and climate, and establishing instructional best practices.

Recruiting and Retaining Teachers

In both school years examined in this report, most CSP principals *agreed* that they had been able to recruit high quality teachers to their campus. Although hiring high-quality teachers was one of the most consistent challenges CSP principals faced; fewer than one-third indicated that any aspect of recruiting, hiring, and retaining teachers was easier than in the year prior to the study. There were some consistent trends in the methods principals used to recruit teachers to their campus. Across school years and cohorts, CSP principals were most likely to report that word-of-mouth recruitment, and current teachers recruiting colleagues were particularly effective methods for attracting high-quality educators to their campus. Most CSP principals also agreed that they had established strong induction processes for their newly hired teachers.

> *I make sure to give teachers voice and choice in the things that they are a part of. So, in that sense, they feel valued and respected and seen…And so anything that they bring to me, it doesn't fall by the wayside. Because to me, that's making deposits into that trust bank and to continuing to build a positive school culture. And hence they stick around*
>
> *- Principal*

The leaders of new charter school campuses also had showed consistency in their hiring priorities. As you might expect in campuses with unique or innovative instructional practices and the goal of serving students who might be transferring from lower performing campuses, CSP principals focused on hiring teachers who were a "fit" for the educational mission of the campus, who had a passion for teaching, and who had demonstrated instructional effectiveness. These characteristics were prioritized over teachers' years of experience or their previous experience teaching in charter school campus. CSP principals and teachers highlighted some of the instructional leadership practices and aspects of campus culture that encouraged teachers to stay on their new campus. These activities were often investments in educators as professionals, such as coaching and mentoring, providing access to roles as teacher leaders, or opportunities to explore options for growth as aspiring administrators.

Like other campus leaders across the state, CSP principals face some systemic barriers to recruiting and retaining high-quality educators. Non-competitive salaries, the lack of sufficient funding for facilities, and the lack of a robust teacher preparation pipeline all contribute to a constrained hiring pool for these newly established charter campuses.

Establishing a Positive Campus Culture and Climate

Quickly establishing a positive campus climate and culture is a critical task for any newly launched school, which has far-reaching implications for staff recruitment and retention, student recruitment and retention, building trust with parents, and establishing a solid reputation in the community. For many CSP principals, this process started with developing a clear vision for the campus that is safe, that has high expectations for students and teachers, and a culture of shared success.

> *I think it's that we don't only focus on academics. We want them to learn, but we want, first, for them to be happy. We know that if they're happy kids, they'll be good learners. So, I like that flexibility, that the focus is not only on academics, but also on the whole child."*
>
> - Teacher

CSP principals and teachers spoke to the importance of building relationships with students and families as the foundation of accomplishing high academic expectations for all. Principals noted the value of open-door policies and prioritizing that all staff or all administrators know every student's name. Systems and routines that supported staff and students getting to know each other across grade levels were seen as valuable aspects of this work, as were setting expectations for mutual respect and belonging among staff and students. Setting clear behavior expectations, rewarding positive behavior, and activity building students' interpersonal skills were other key components of developing a positive culture for students.

CSP principals created a positive climate for the adults in their community in several ways. Teachers consistently valued principals who listened to their feedback on campus processes, invited them to contribute to decision-making, and who trusted them as professionals. CSP built a positive culture for families by seeking and responding to their feedback from families, engaging them in campus activities and events, and valuing them as partners in their students' educational journey.

Establishing Instructional Best Practices

One of the main objectives of the CSP grant is to help launch new charter school campuses for students in traditionally underserved communities and who may need additional support and resources to meet their highest potential. For this reason, quickly establishing a strong instructional team and effective

instructional practices is critically important. Among the practices that were consistently well established across new CSP campuses were frequent opportunities to meet in professional learning communities, dedicated time to during the school day to collaborate with colleagues and providing teachers with the flexibility to modify the curriculum or lesson plans to adjust to student needs. CSP principals also prioritized implementing systems in which administrators provided mentoring, direct instructional coaching, or modeling lessons. Teachers greatly valued direct, timely feedback, that allowed them to quickly adjust their instruction.

> *"We also offer student hours. All of us have to offer extra, support, academic support, academic support outside of [class]. It's really nice to have that hour to really get to work one-on-one with kids that you're not able to within the school day."*
>
> - Teacher

For some CSP campuses, curricular and instructional innovations were tightly aligned to the mission of the campus. For example, some campuses had a focus on project-based learning or integrated real-world applications as a way of challenging and engaging all learners. Many CSP campuses reported implementing evidence-based Tier I instruction during the school day and providing students with additional instructional time, through before- or after-school tutoring opportunities or additional small-group instruction during the school day if it was needed to help students achieve rigorous learning objectives. Many campuses made progress in establishing their instructional practices in the early years, and most reported they were using evidence-based practices in their Tier I classrooms. However, some campuses were still building the data-driven multi-tiered systems of support (MTSS) they needed to best meet the needs of their special education students and other students who were not yet up to grade-level standards.

Across school years, cohorts and grade levels, there were some common trends in observed instructional practices. CSP classrooms tended to have higher observation ratings on teacher emotional support and classroom organization structures than on the use of instructional strategies that encourage higher-order thinking skills and encourage students to discuss their understanding. This is due, in part, to the fact that these campuses were still early in their development of strong instructional systems, and because nationally schools have lower average ratings on the sorts of teacher-student interactions that are associated with rigorous instruction.

Conclusions and Recommendations

Looking across the 2023–24 and 2024–25 school years and three CSP cohorts, it's clear that most CSP grantees made strides in establishing their charter school campuses. New CSP campuses prioritized establishing a clear mission and vision for their school and building strong, collegial relationships among staff, and with students and families. These CSP campuses opened their doors during a time when it is somewhat difficult to recruit and retain high-quality teachers, but campus leaders were clear in their vision about the teacher skill sets and mindsets that will best serve their school communities and

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leveraged their campus and collegial networks to find strong candidates. The processes of establishing strong Tier I instructional practices also were underway, as was the development of systems and structures for supporting students who need additional support to achieve their highest goals.

If there are future opportunities to administer CSP grants, we encourage TEA to consider ways to structure the grant application process and grant support in ways that are aligned with the learnings from this evaluation. For example, future grant applications could request information about plans for developing the campus instructional leadership practices, recruiting teachers, or about implementing MTSS and student behavior management systems. Application materials could also encourage grantees to use the planning period for their grant to fully develop teacher and student support systems prior to serving students.

This descriptive portion of the CSP evaluation focused on differences between funding cohorts and described the "average" CSP campus establishment experience; however, we see some opportunities to tell a more differentiated story in future evaluations. For example, it may be valuable to ask evaluation questions about the establishment process for campuses that have experienced leaders compared to those who are earlier in their career, or to compare the experiences of the campuses that replicated existing or high-quality charter school models to those that are implementing a new framework. The small number of grantees within each cohort and year constrained the types of comparative analyses that could be conducted in this report; however, in future reports it may be possible to examine campuses with different characteristics if they are pooled across funding cohorts.

Findings Highlights

This report summarizes the experiences of charter school campus leaders and teachers across two school years and three cohorts of CSP grantees. Because there were few discernible differences among the cohorts, these highlights focus on the aspects of charter campus establishment that were consistent across the spring 2024 and spring 2025 surveys and site visits, with an emphasis on three facets of implementation that emerged as important during in the first two years of the CSP grant: *teacher recruitment and retention, the establishment of a positive school culture and climate*, and the *implementation of strong instructional practices and the leadership actions that support these practices.* These highlights also include a few notes on sources of support for these new charter school campuses including some of the common uses of CSP grant funds.

Teacher recruitment and retention

The first CSP cohort, which established their charter campuses during the 2021–22 and 2022–23 school years, recruited and hired teachers during the challenging post-COVID period which was marked by high rates of teachers leaving the profession and teacher shortages across all types of public schools.[2] Although conditions have improved for the CSP cohorts examined in this study, principals were more likely to *agree* than *strongly agree* that they were able to recruit highly qualified teachers to their campuses. Among those CSP campuses that have been open for more than one school year, few principals reported that it was easier to recruit high quality candidates, or that they have had more high-quality candidates compared to prior years.

However, many principals agreed that they had established effective practices for selecting and hiring qualified teachers. CSP principals reported that the most effective recruiting practices were word-of-mouth communication about the campus, current teachers recruiting colleagues, and online advertisements. When recruiting and hiring, CSP principals prioritized finding teachers with content area expertise, evidence of instructional effectiveness, and teacher fit with the mission of the campus, over years of experience or prior experience teaching or teaching on a charter school campus.

Establishing a positive school climate and culture

During the first two years of charter campus establishment, most CSP principals believed that they had effectively established a campus vision focused on a safe environment, set high expectations for students and staff, developed a culture of shared success, and ensured that campus staff shared a common set of beliefs about student learning. Most principals also believed they had created a safe and healthy work environment for teachers and that they provided teachers the support they needed to be successful. Principals were less certain they had provided a healthy work-life balance for their teachers.

Some of the ways in which CSP principals created a positive environment for teachers was through regular celebrations of teachers and their work (e.g., Teacher of the Month), regularly soliciting staff feedback, and by having an open-door policy for staff to bring their questions and concerns. Teachers also valued working in an environment where their perspectives and experiences were valued, where they had opportunities to provide regular feedback on campus processes, and where they were able to contribute to decision-making.

Findings Highlights continue on the next page.

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[2] This finding is documented in the previously published Charter School Program Grant Implementation Report, 2021–22 and 2022–23.

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Establishing a positive culture and climate for students is critically important in the early years of launching a campus. Most CSP principals were confident they had established clear behavior expectations for students and that they had developed a culture of respect among students. Some of the practices that supported positive student behavior and respectful relationships included incorporating social and emotional learning into the curriculum and providing incentives and rewards for positive student behavior.

In the early years of campus establishment, CSP principals also focused on the climate they created for parents and guardians as well as the broader community around the school, although principals were less likely to report that they had implemented those aspects of campus climate *to a great extent*. Some of the engagement practices that were well-established during the first two years were interacting with parents and guardians during student-related conferences and providing regular communication about their students' progress.

Many CSP campuses encouraged parent and guardian engagement through open houses and other campus events; engaging them in fundraising activities or through formal parent organizations was somewhat less common. Principals and teachers emphasized the importance of communicating with parents and guardians frequently as partners in their students' academic growth. Principals also noted the importance of building trust with the parent and guardian community and described community events as positive ways to draw parents and guardians into the building to strengthening those relationships. For example, school staff had many examples of planning events that were aligned to the needs of their community (e.g., parent workshops, food pantry).

Strong instructional practices and support

In the first two years of campus establishment, just over half of CSP principals reported that strong classroom routines and instructional practices were in place *to a great extent*. The practices that principals reported as occurring most frequently were:

- providing dedicated time for teachers to collaborate,
- providing time for professional learning community meetings,
- allowing teachers flexibility in the way they used curricula and lesson plans, and providing coaching support for teachers.

Formal observations, instructional rounds, and reviewing student data occurred less frequently.

Findings Highlights continue on the next page.

CSP principals and teachers highlighted the importance of regular classroom walkthroughs and providing timely – ideally immediate – feedback to teachers, particularly for those who were new to the campus or to teaching. Teachers particularly valued when administrators or instructional coaches took the opportunity to model lessons and instructional strategies to make their expectations clear. Some principals noted that one of the most important aspects of developing instructional leaders was building internal consistency within the leadership team, so that teachers would receive similar feedback regardless of which member of the team conducted classroom walkthroughs or provided coaching.

In addition to implementing practices to support ongoing teacher growth and development, CSP campuses established many student-focused systems and processes. Around two-thirds of CSP principals reported that their campus implemented evidence-based Tier I practices in their classrooms and most reported that their campus provided differentiated and small group instruction in their classrooms for students who needed it.

Other aspects of instructional practice, like multi-tiered systems of support were underway, but in some cases had not been implemented *to a great extent.* Some of the less consistently implemented practices included the use of universal screeners, progress monitoring procedures for at-risk students, and the implementation of Tier 2 push-in or pull-out services. In focus groups, some teachers expressed concerns about their ability to address students' individualized needs if they lacked tools and strategies to be effective or in cases where there was an insufficient number of instructional staff. Offering before- or after-school tutoring was one common way of providing additional small-group instruction using the current levels of staff.

During the first two years of campus establishment, CSP campuses showed consistent trends in observed instructional quality across cohorts and grade levels as measured by the CLASS® observation tool. On average, classrooms had the highest ratings in the *classroom organization* domain which indicates that most classrooms were orderly, productive, and that student behavior management was effective. The *student emotional support* and *student engagement* ratings were next highest, indicating that on average, newly established CSP classrooms have a moderately-high positive climate, and that teachers were sensitive to students' needs and perspectives. *Instructional support* was the lowest rated domain in the first two years; however, it's important to note that this domain historically yields the lowest scores nationally due to its rigorous emphasis on support for higher-order thinking skills, language modeling, and instructional dialogue between students and teachers.

Sources of support and uses of CSP grant funds

Establishing a new charter school campus is a challenging undertaking and principals relied on numerous sources of support during this time. CSP principals most frequently reported relying on their district central office for support establishing their new campus, although more than a quarter indicated that they relied on TEA charter school division staff and TEA grants staff during the early stages of implementation. CSP principals also emphasized the support received from their own collegial networks such as other charter school campus principals, central office staff, and other types of professional mentors and coaches. They greatly valued the informal support and guidance from colleagues who had similar experiences and who had faced similar professional challenges.

CSP grant funds were another important source of support during the campus planning and early implementation periods. Two of the most frequently cited uses of CSP grant funds were paying for instructional materials and for campus technology purchases. Once CSP students were serving students, smaller numbers of CSP campuses used their grant funds to create community awareness for their charter school campus, to cover costs associated with student recruitment, or for the short-term coverage of teacher and other staff salaries or for paying for building renovations or rent.

Introduction

In 2020, the Texas Education Agency (TEA) secured a five-year, $90 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 that 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 school campuses and existing open enrollment charter schools that are expanding or replicating successful high-quality school campuses (Table 1).

Table 1. Entities Eligible for CSP Grants

Three Types of Entities Eligible for CSP Grants
New open-enrollment charter schools (open enrollment) ▪ Brand new open-enrollment charter schools (TEC Chapter 12, Subchapter D, § § 12.101-12.141, 2025) 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 (district-authorized) ▪ 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, § § 12.051-12.065, 2025).
Replication and expansion of open enrollment charter schools designated as high-quality (HQ open enrollment) ▪ Existing open-enrollment charter schools (TEC Chapter 12, Subchapter D, § § 12.101-12.141, 2025) that have been approved, through the amendment process, for both high-quality designation and expansion.[3]

Source. Texas Education Agency.
Note. TEC stands for Texas Education Code. CSP stands for Charter School Program. Designation as "high-quality" is provided by the commissioner of education, according to the requirements set forth in Title 19 Texas Administrative Code (TAC), Chapter 100, Subchapter AA, §100.1025 (2025).

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[3] 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).

The CSP grant will ultimately serve five cohorts of grantees. The evaluation team previously delivered an implementation report to TEA that focused on Cohort 1 campuses, whose grants began in 2021 and ended in 2023.[4] This report focuses on Cohorts 2, 3, and 4, whose grants began between 2022 and 2024. The CSP grant start and end dates, and the cohorts aligned to each one are presented in Table 2.

Table 2. CSP Grant Names, Cohort Names, and Start and End Dates

Grant Name	Cohort	Grant Begin Date	Grant End Date
2021–2023 CSP Grant (Subchapter D)	Cohort 1	4/1/21	7/31/23
2021–2023 CSP Grant (Subchapter C and D)	Cohort 1	7/29/21	7/31/23
2022–2024 CSP Grant (Generation 26)	Cohort 2	2/12/22	7/31/24
2022–2024 CSP Grant (Subchapter C and D)	Cohort 2	9/2/22	7/31/25
2023–2025 CSP Grant (Subchapter D)	Cohort 3	11/15/22	9/30/25
2023–2025 CSP Grant (Subchapter C and D)	Cohort 3	4/1/23	9/30/25
2023–2025 CSP Grant (Subchapter C)	Cohort 3	9/19/23	9/30/25
2024–2025 CSP Grant (Generation 28)	Cohort 4	10/15/23	9/30/25
2024–2025 CSP Grant (Subchapter C)	Cohort 4	4/1/24	9/30/25
2024–2025 CSP Grant (Subchapter C and D)	Cohort 4	8/2/24	9/30/25

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

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

- 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;

- Describe the characteristics of CSP grantees at the charter school campus level;

- Describe the progress of the implementation processes among the CSP grantees;

- Analyze and describe outcomes and relationships with other factors of the CSP grantees and grantee students using extant data; and

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[4] The first Charter School Program Grant Implementation Report, 2021–22 and 2022–23 describes the experiences of the first cohort of CSP grantees.

- Conduct an impact analysis of the first cohort of grantees.

This report focuses on the third evaluation objective, which is to describe the progress of implementation processes among the CSP grantees. Study findings are based on information collected through a survey of CSP grantee school administrators and on-site data collection activities (i.e., school administrator interviews, teacher focus groups, and classroom observations).

The overall study design and development of data collection instruments were informed by the TEA-developed Effective Schools Framework (ESF) and a review of the literature examining the actions and activities of principals and school teams establishing a new campus that have been associated with strong school performance and academic success for students. [5, 6]

The ESF provides a comprehensive vision for driving effective instruction that supports all students. It 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.

Some of the highlights from the literature review that informed the instrument development, data collection, and data analysis strategies for this evaluation are:

- The importance of establishing a rigorous academic climate, including setting high expectations for students, as a key component of the mission (Quick & Conrad, 2013). To support student growth, school leadership (primarily the principal) are responsible for establishing a professional campus climate as a workplace for faculty and staff (Marino & Ranney, 2021, Stefkovich et al., 2013). To support the academics, the principal must also establish safety and discipline practices early on to ensure that students feel safe where they are learning (Sebastian & Allensworth, 2019).

- The importance of recruiting, hiring and retaining staff who are highly skilled (Garcia, & Salinas, 2018). School leaders have become creative in recruiting highly qualified staff during the ongoing shortage of qualified teachers that many campuses face (Englert & Barley, 2008). One strategy that has worked well for many principals is to hire teachers whose professional beliefs and practices are well aligned to the campus mission (Gleason, 2017).

- The importance of providing teacher instructional support (Hughes & Silva, 2013). One example is coaching, both via in-the-moment coaching provided by administrators as well as

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[5] Texas Education Agency Effective Schools Framework.

[6] A more detailed review of the literature for this study is provided in the Charter School Program Grant Implementation Report, 2021–22 and 2022–23.

longer coaching support cycles (Fancera & Bliss, 2011). Teachers benefit from targeted professional development that addresses their specific needs, such as classroom management strategies. Charter campuses can also focus on establishing effective instructional practices across the campus to provide a unified learning experience for students.

- The importance of implementing a strong instructional program and providing high-quality curricular and instructional materials. These instructional programs can include extended learning opportunities, either before or after school or on weekends (Gleason, 2017). Instructional practices and curricula should also align with the principal's strategic plan and vision for the campus (Valentine & Prater, 2011).

- The importance of building relationships with and engaging parents, guardians, and the broader community as partners to benefit students' learning and achievement (Kern et al., 2012). Strong principals actively engage in parent and family engagement outreach efforts to bring community members in 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.

Methodology

This implementation study used a mixed-methods approach to describe the experiences and activities of current grantees from Cohort 2 and Cohort 3 during the 2023–24 school year and current grantees from Cohorts 2, 3, and 4 during the 2024–25 school year. The quantitative sources of data were the results of the CSP Grant Evaluation Administrator Survey and classroom interaction data collected using the CLASS® observation tool. Qualitative data included principal interviews and focus groups with the observed teachers. Each spring, the study team distributed the CSP Grant Evaluation Administrator Survey electronically each spring and conducted in-person site visits to collect the administrator interview, teacher focus groups, and classroom observation data. Table 3 presents the data collection timelines for each school year.

Table 3. Data Collection Timelines, 2023–24 and 2024–25

Data Collection Type	Data Collection Timeline
2023–24	
CSP Principal Survey	February 12 to April 10, 2024
CSP Site Visits	February 8 to March 5, 2024
2024–25	
CSP Principal Survey	February 3 to March 7, 2025
CSP Site Visits	February 6 to April 11, 2025

Source. Gibson Consulting Group.
Note. CSP stands for Charter School Program.

Using these data, the evaluation team sought to answer the following research questions:

- What do 2023–24 and 2024–25 CSP principal survey results indicate about the early years establishing charter school campuses?

- What do 2023–24 and 2024–25 principal interviews and teacher focus group data indicate about the process of establishing charter school campuses in the first and second years of serving students?

- What do 2023–24 and 2024–25 CLASS® observations indicate about the establishment of high-quality instructional practices in the first and second years of serving students?

- What are the differences and similarities between campuses that participated in data collection in 2023–24 and 2024–25?

Participants

This report presents the results from two years of data collection, so there are two distinct sets of participants: current grantees from Cohorts 2 and 3 in the 2023–24 school year and current grantees from Cohorts 2, 3, and 4 in the 2024–25 school year. Each year all current grantee administrators were invited to participate in the administrator survey. To be eligible for the administrator survey, the grantee only had to be receiving grant funds and have an assigned administrator hired for the campus at the time of the survey launch. The campus could still be in the planning stage and not yet serving students. Former grantees whose grant period had ended were invited to voluntarily participate in the survey, but their responses are not included in this report. [7]

Most CSP campuses were eligible for site visits. To be eligible for site visits, the campus had to be receiving grant funds and had to be actively serving students in Kindergarten through Grade 12. Campuses in the planning stages prior to opening the campus were not eligible for site visits. The evaluation team also attempted to visit a balance of newly opened campuses and campuses that were in their second year of serving students. Principals were asked to nominate teachers to be observed for selected grade levels that were determined by the evaluation team.

Participants from the 2023–24 school year were from:

- CSP Cohort 2, which first received funding in the 2022–23 school year, and
- CSP Cohort 3, which first received funding in the 2023–24 school year.

Current grantee campuses had high rates of participation for both the survey and site visits (100% and where 90%, Tables 4 and 5, respectively). Information about CSP grantees in each of these cohorts is provided in Appendix A.

Table 4. CSP Implementation Study Administrator Survey Participation by Cohort, 2023–24

CSP Cohort	N Current Grantees	N Participated	Participation Rate
Cohort 2	15	15	100%
Cohort 3	14	14	100%
Total	**29**	**29**	**100%**

Source. Gibson Consulting Group.
Note. CSP stands for Charter School Program. Responses of CSP Cohort 2 and Cohort 3 grantees to the 2023–24 survey can be found in Appendix B.

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[7] Results from the Cohort 1 administrator surveys for 2023–24 and 2024–25 are available upon request at programevaluation@tea.texas.gov.

Table 5. CSP Implementation Study Site Visit Participation by Cohort, 2023–24

CSP Cohort	N Current Grantees Eligible for Site Visit	N Selected for Site Visit	N Participated	Participation Rate of Selected Campuses
Cohort 2	15	11	10	91%
Cohort 3	10	10	9	90%
Total	**25**	**21**	**19**	**90%**

Source. Gibson Consulting Group.
Note. CSP stands for Charter School Program.

Participants from the 2024–25 school year were from:

- CSP Cohort 2, which first received funding in the 2022–23 school year,

- CSP Cohort 3, which first received funding in the 2023–24 school year, and

- CSP Cohort 4, which first received funding in the 2023–24 school year.

Nine Cohort 3 campuses were visited for a second time in Spring 2025 to collect data on campuses open for a second year. Eligible and selected campuses had high rates of participation in the survey (100%, Table 6) and site visits (100%, Table 7). Information about CSP grantees that comprise each of these cohorts is provided in Appendix A.

Table 6. CSP Implementation Study Administrator Survey Participation by Cohort, 2024–25

CSP Cohort	N Current Grantees Eligible for Survey	N Participated	Participation Rate
Cohort 2	12	12	100%
Cohort 3	12	12	100%
Cohort 4	7	7	100%
Total	**31**	**31**	**100%**

Source. Gibson Consulting Group.
Note. CSP stands for Charter School Program. Responses of current CSP grantees to the 2024–25 survey can be found in Appendix C.

Table 7. CSP Implementation Study Site Visit Participation by Cohort, 2023–24

CSP Cohort	N Current Grantees Eligible for Site Visit	N Selected for Site Visit	N Participated	Participation Rate of Selected Campuses
Cohort 2	10	4	4	100%
Cohort 3	12	12	12	100%
Cohort 4	4	4	4	100%
Total	**26**	**20**	**20**	**100%**

Source. Gibson Consulting Group.
Note. CSP stands for Charter School Program.

Data Sources

This section provides brief descriptions of each of the quantitative and qualitative data collection instruments used in this study. There were minor differences in the CSP Grant Evaluation Administrator Survey, principal interview protocol, and teacher focus group protocols between the two years of data collection. The full instruments used each year are included in Appendices E, F, and G, respectively. Appendix H provides additional details about the methods used to analyze each of these sources of data.

Charter School Program Grant Evaluation School Administrator Survey

The study team administered the electronic CSP Grant Evaluation Administrator Survey (hereafter the "CSP principal survey" or "principal survey") through the online survey platform, Qualtrics. The CSP principal survey measured many of the constructs identified in the literature review as important for the establishment of new campuses, including:

- Strong campus leadership and planning processes;
- Sources of support for establishing the new charter school;
- Teacher recruitment and retention;
- Establishing a positive school climate and culture;
- Parent and family engagement;
- Instructional materials and assessments;
- Effective instruction, including teacher support;

- Student academic and behavioral supports;

- Uses of CSP grant funds;

- Student recruitment;

- Replication model questions (if applicable); and

- Principal demographic questions.

The principal survey used several types of close-ended survey response options using 4-point scales ranging from *not at all* to *to a great extent* and *strongly disagree* to *strongly agree*, and some frequency questions with response options on a 5-point scale of *at least weekly*, *at least monthly*, *one time per semester, one time per year*, and *never*. Additional "*select all that apply*" questions were used so principals could indicate whether an approach, method, or activity was being used by a CSP grantee campus. Open-ended survey questions gathered deeper, more nuanced responses from CSP grantee principals. The CSP principal survey instruments from spring 2024 and spring 2025 are available in Appendix D.

Charter School Program Grant Evaluation Principal Interview Protocol

The CSP principal interview was a semi-structured protocol to gather information about the organizational and instructional practices during the initial implementation period at grantee campuses. The principal interview protocols included the constructs listed below:

- Campus mission and vision;

- Community outreach;

- Student recruitment;

- Campus leadership and planning;

- Teacher recruitment and retention;

- Positive campus climate/student behavior support;

- Support for high quality instruction; and

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

There were minor differences between the spring 2024 and spring 2025 versions of the interview protocol; Appendix E includes both versions.

Charter School Program Grant Evaluation Teacher Focus Group Protocol

The purpose of the spring 2024 and spring 2025 teacher focus groups was to understand teacher motivation, administrative support, and instructional practices during the early years of campus establishment. The semi-structured protocols focused on constructs identified in the literature as of particular importance to teacher satisfaction and retention:

- Staff recruitment practices;

- Campus climate and culture;

- Student recruitment;

- High-quality instructional practices; and

- Classroom management/student behavior support.

There were minor differences between the spring 2024 and spring 2025 versions of the teacher focus group protocol, which are presented in Appendix F.

Classroom Assessment Scoring System (CLASS)® Observations

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. Trained observers rated dimensions of instructional quality on a 7-point scale, where scores of 1–2 are considered low range, scores of 3–5 are in the mid-range, and scores of 6–7 are the high range of the scale. Dimension scores were then used to calculate overall ratings in four CLASS® domains. The dimensions that comprise each domain vary somewhat across grade level instruments (Table 8). Additional information about the CLASS® instrument is provided in Appendix G.

Table 8. CLASS® Dimensions that Comprise 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

Source. Pianta, R. C., Hamre, B. K., & Mintz S. (2012). *Classroom Assessment Scoring System (CLASS)*, *Secondary Manual.* Teachstone; Pianta, R. C., La Paro, K. M., & Hamre B. K., (2015), *Classroom Assessment Scoring System (CLASS®), K-3 Manual.* Teachstone.

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.

This section presents key implementation findings for CSP Cohort 2 and Cohort 3 campuses established during the 2023–24 school year. The organization of key findings centers around the major constructs in the CSP principal survey. Results from the qualitative analysis of principal interviews and teacher focus groups, along with representative quotes, are integrated throughout to provide a more nuanced understanding of the findings. The final portion of the key findings section summarizes the results of the classroom observations.

Principal Demographics

The CSP principal survey administered in 2023–24 included three demographic questions related to education level, prior teaching experience, and campus leadership experience. The results suggest that, on average, Cohort 2 and Cohort 3 principals appeared to be well-prepared for their roles in establishing new charter school campuses. All the CSP principals held at least a master's degree, and almost one fifth of principals had doctorates (Table 9).

Table 9. CSP Grantee Cohort 2 and Cohort 3 Principals' Highest Level of Educational Attainment, 2023–24

	Associate degree	Bachelor's degree	Master's degree	PhD	EdD
Cohort 2	0.0%	0.0%	80.0%	0.0%	20.0%
Cohort 3	0.0%	0.0%	84.6%	0.0%	15.4%
Overall	**0.0%**	**0.0%**	**82.1%**	**0.0%**	**17.9%**

Source. CSP Grantee Principal Survey, 2023–24.
Note. CSP stands for Charter School Program. A total of 15 CSP Cohort 2 principals and 13 CSP Cohort 3 principals responded to this question. The principal for BASIS Cedar Park Primary and BASIS Cedar Park completed one survey for both campuses.

Principal prior experience was another indicator of readiness to lead a new campus. Most Cohort 2 principals and Cohort 3 principals reported having six or more years of teaching experience prior to becoming a principal (Table 10).

Table 10. CSP Grantee Cohort 2 and Cohort 3 Principals' Years of Teaching Experience Prior to Becoming Principals, 2023–24

	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
Cohort 2	0.0%	0.0%	6.7%	20.0%	40.0%	33.3%	0.0%	0.0%
Cohort 3	0.0%	0.0%	0.0%	7.7%	76.9%	0.0%	0.0%	15.4%
Overall	**0.0%**	**0.0%**	**3.6%**	**14.3%**	**57.1%**	**17.9%**	**0.0%**	**7.1%**

Source. CSP Grantee Principal Survey, 2023–24.
Note. CSP stands for Charter School Program. A total of 15 CSP Cohort 2 principals and 13 CSP Cohort 3 principals responded to this question.

Most principals also had at least three years of prior experience as a public school administrator. One-third of Cohort 2 CSP principals and more than two-thirds of Cohort 3 principals had six or more years of experience as a public school administrator (Table 11).

Table 11. CSP Grantee Cohort 2 and Cohort 3 Principals' Years of Experience as a Public School Administrator, 2023–24

	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
Cohort 2	6.7%	6.7%	53.3%	13.3%	13.3%	0.0%	6.7%
Cohort 3	7.7%	7.7%	15.4%	38.5%	15.4%	7.7%	7.7%
Overall	**7.1%**	**7.1%**	**35.7%**	**25.0%**	**14.3%**	**3.6%**	**7.1%**

Source. CSP Grantee Principal Survey, 2023–24.
Note. CSP stands for Charter School Program. A total of 15 CSP Cohort 2 principals and 13 CSP Cohort 3 principals responded to this question.

Strong School Leadership and Planning Processes

Important to starting a new charter school campus is implementing new processes and systems in several key areas, including decision making, instructional leadership, student recruitment, student growth monitoring, and student behavior management. Cohort 3 principals reported higher levels of implementation for organizational processes than their Cohort 2 counterparts. At the time of the survey, at least half of Cohort 2 principals reported that only two of the six organizational processes were implemented *to a great extent*: student growth and student behavior policies and procedures. In contrast, most Cohort 3 principals reported implementing all but one of these systems and processes *to

a great extent. A smaller percentage of principals in both cohorts reported that they have implemented processes to recruit students from low-performing campuses (Table 12).

Table 12. Percentage of CSP Cohort 2 and Cohort 3 Principals Who Implemented Each Organizational Process "To a Great Extent," 2023–24

	Cohort 2	Cohort 3	Overall
Create differentiated roles and responsibilities for campus instructional leaders.	38.5%	63.6%	50.0%
Establish processes for developing campus instructional leaders (e.g., principal, assistant principal, teacher leaders, and counselors).	42.9%	90.9%	64.0%
Execute processes for regular monitoring of implementation and outcomes, including the near-term and long-term growth of students.	50.0%	90.9%	68.0%
Implement focused planning and decision-making processes associated with opening a new charter school campus.	46.2%	50.0%	47.8%
Implement student behavior policies and procedures.	64.3%	63.6%	64.0%
Recruit students from low-performing campuses.	25.0%	36.4%	30.4%

Source. CSP Grantee Principal Surveys, 2023–24.

Note. CSP stands for Charter School Program. 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*. A total of 14 CSP Cohort 2 and 11 Cohort 3 principals responded to each survey.

During on-site interviews, the study team asked CSP principals to describe their approaches for developing leaders at their campus for roles like assistant principal and department head. Both CSP Cohort 2 and Cohort 3 principals emphasized the need to build internal consistency within the leadership team regarding instructional expectations for teachers. For example, at one campus the principal attended walkthroughs with their assistant principals and instructional coaches and modeled how to provide coaching support. Assistant principals and instructional coaches were thus positioned to align their feedback to match the principal's feedback to teachers. Principals shared examples of providing scaffolded support for their assistant principals and teachers based on their individual needs.

> *"I like to take on a mentorship role and analyze what areas the assistant principals need support in. In the beginning, if I have a new assistant principal for example, I would do a lot of that together and do a gradual release kind of cycle and support when things come up that need our attention."*
>
> *- Principal*

Many principals also emphasized the importance of implementing policies and procedures that aligned to the mission statement and values of the charter school campus. For example, if a charter school campus mission statement emphasized college preparatory education, principals prioritized creating a rigorous campus environment and putting policies in place to ensure academic rigor in all classrooms.

Sources of Support for Establishing the New Campus

The CSP survey asked principals to select from a list of supports that they may have relied upon when opening their campus. Eighty percent of principals in Cohort 2 and half of Cohort 3 responding principals indicated that they relied on support from their district central office.[8] Smaller percentages of principals reported using each of the resources listed in Table 13, although more than one-third of principals indicated that they relied on TEA grants staff for assistance.

The site visit teams also asked principals what resources they used when thinking about implementing best practices while starting up a new charter school campus. Principals overwhelmingly reported relying on their own collegial networks (e.g., other charter principals, administrative team at central office) and other leaders from their charter organization or independent school district (e.g., the superintendent). Principals appreciated having the support of colleagues who understood the unique challenges that charter campuses face.

> *"My primary source of information has always been the district. We have our monthly meetings at the district level with the principal collaboration, our chief academic officer, and the education team as well. A lot of that information also comes from their training to us."*
>
> *- Principal*

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[8] A total of 27 principals from 10 district-authorized campuses and 17 open-enrollment campuses completed this survey question. Forty percent of Cohort 2 principals were from district-authorized charter campuses, and 31% of Cohort 3 principals were from district-authorized charter campuses, which likely impacted the resources they accessed.

Table 13. Percentage of CSP Cohort 2 and Cohort 3 Grantee Principals Reporting the Use of Each Resource When Opening a New Charter School, 2023–24

	Cohort 2	Cohort 3	Overall
Effective Schools Framework	20.0%	25.0%	22.2%
System of Great Schools Network	0.0%	0.0%	0.0%
Texas Authorizer Leadership Academy	0.0%	0.0%	0.0%
Texas Education Agency charter school division staff	26.7%	33.3%	29.6%
Texas Education Agency grants staff	33.3%	41.7%	37.0%
Your charter management organization	33.3%	8.3%	22.2%
Your district central office	80.0%	50.0%	66.7%
Other	26.7%	25.0%	25.9%

Source. CSP Grantee Principal Surveys, 2023–24.

Note. CSP stands for Charter School Program. A total of 15 CSP Cohort 2 and 12 CSP Cohort 3 principals responded to each survey. Principals could select all responses that applied, so percentages will not sum to 100%. Other responses included *COVID Recovery Instructional Materials Support Initiative (CRIMSI)* (Cohort 2)*; mentorship of other educational professionals* (Cohort 2); *Third Future Schools (TFS) Network Directors* (Cohort 2); *TNTP* (Cohort 2); *Build. Excel. Sustain. (BES) Leadership Coach* (Cohort 3); *campus principal* (Cohort 3); and *unknown* (Cohort 3).

Teacher Recruitment and Retention

Teachers are the cornerstone of any campus; one of the central tasks of principals who are establishing new campuses is to ensure their campuses are staffed with highly qualified and passionate teachers. Many of the strategies CSP principals used to recruit high-quality educators were common across Cohorts 2 and 3. The four most common recruiting strategies used by both CSP Cohort 2 and Cohort 3 principals included job fairs, word-of-mouth advertising about the campus, current teachers recruiting colleagues, and social media. Three-quarters of CSP Cohort 3 principals also indicated that they used online advertisements as a method to recruit teachers (Table 14).

Table 14. Percentage of CSP Cohort 2 and Cohort 3 Principals Who Indicated Using Each Strategy to Attract High-Quality Educators to Their Campus, 2023–24

	Cohort 2	Cohort 3	Overall
Billboard advertisements	20.0%	33.3%	25.9%
CMO or school district resources	26.7%	8.3%	18.5%
Current teachers recruiting colleagues	73.3%	66.7%	70.4%
Job fairs	80.0%	66.7%	74.1%
Online advertisements	60.0%	75.0%	66.7%
Recruitment services (e.g., Indeed, LinkedIn, Zip Recruiter)	60.0%	58.3%	59.3%
Social media (e.g., Facebook, Instagram)	73.3%	66.7%	70.4%
Word of mouth about the school campus	73.3%	75.0%	74.1%
Other	20.0%	8.3%	14.8%
We're not recruiting teachers during the 2023–24 school year	0.0%	7.7%	3.6%

Source. CSP Grantee Principal Surveys, 2023–24.

Note. CSP stands for Charter School Program; CMO stands for charter management organization. Fifteen CSP Cohort 2 and 13 CSP Cohort 3 principals responded to each survey. Principals could select all responses that applied, so percentages will not sum to 100%. Other responses included *college visits* (Cohort 2); *district website* (Cohort 2)*; regional service center teacher job network* (Cohort 2); and *internal transfers* (Cohort 3).

When asked about their success with hiring effective instructional leaders and recruiting qualified teachers, principal survey responses suggest that these tasks have been a challenge, although more Cohort 3 principals *strongly agreed* with statements about these hiring and recruitment functions (Table 15). Only one-third or fewer CSP Cohort 2 principals *strongly agreed* they have been able to establish effective processes for selecting and hiring qualified educators, recruit high-qualified teachers, hire effective instructional leaders, and effectively create new teacher induction processes. Principals were more confident in their ability to retain teachers and staff. Across the board, Cohort 3 principals expressed more confidence in their ability to recruit, hire, and retain high-quality educators.

Table 15. Percentage of CSP Cohort 2 and Cohort 3 Principals Who Strongly Agreed with Statements Related to Effective Processes for Selecting and Hiring Qualified Educators, 2023–24

We have…	Cohort 2	Cohort 3	Overall
Been able to hire effective instructional leaders at my campus.	33.3%	63.6%	46.2%
Been able to recruit highly qualified teachers to my campus.	28.6%	50.0%	38.5%
Established effective new teacher induction processes for newly hired educators at my campus.	6.7%	58.3%	29.6%
Established effective processes for selecting and hiring qualified educators at my campus.	33.3%	83.3%	55.6%
Implemented effective approaches for retaining teachers and staff.	46.7%	66.7%	55.6%

Source. CSP Grantee Principal Surveys, 2023–24.
Note. CSP stands for Charter School Program. Principals also could have selected *Strongly disagree, Disagree,* or *Agree.* A total of 15 CSP Cohort 2 and 12 CSP Cohort 3 principals responded to these survey items.

When asked in interviews about effective strategies for recruiting teachers, many principals echoed the use of the recruiting strategies that were noted on the survey, often citing the importance of word-of-mouth recruiting and asking their teachers to recruit their colleagues. Experienced principals noted they sometimes had the opportunity to recruit teachers from their former campuses or other locations within their charter network. As principals continued to build a larger pool of potential applicants interested in the campus, they were able to be more deliberate in their hiring choices.

The CSP principal survey asked principals about their important considerations when hiring new staff. Cohort 2 and Cohort 3 responses indicated the importance of teachers' content expertise, teacher fit with the mission of the charter campus, evidence of teachers' instructional effectiveness, and teacher fit with the educational philosophy of the campus as their top considerations. In addition, more than half of principals ranked a desire to work with at-risk populations as an important consideration when hiring new teachers (Table 16).

> *"The biggest success I've had is the majority of the teachers here now are word-of-mouth referrals from teachers who had worked for me for the last couple of years. That has created a situation where when these folks apply, their friend has already told them what it will be like here. That has cut down on people not understanding what they're about to do here. Being in the region long enough and having developed enough relationships with teachers to have that be my primary source has changed everything."*
>
> *- Principal*

Table 16. Percentage of CSP Cohort 2 and Cohort 3 Principals Who Indicated Each Characteristic as Among the Most Important Considerations When Hiring New Teachers 2023–24

	Cohort 2	Cohort 3	Overall
Ability of teacher to adapt unstructured curriculum into effective lesson plans	46.7%	16.7%	33.3%
Content expertise	86.7%	66.7%	77.8%
Desire to work with at-risk populations	60.0%	50.0%	55.6%
Education level	26.7%	33.3%	29.6%
Evidence of teachers' instructional effectiveness	60.0%	66.7%	63.0%
Number of years of teaching experience	26.7%	16.7%	22.2%
Passion for teaching	53.3%	50.0%	51.9%
Prior charter school teaching experience	20.0%	0.0%	11.1%
Prior experience working with the teacher	26.7%	16.7%	22.2%
Prior school district teaching experience	20.0%	8.3%	14.8%
Strong demonstrated pedagogical skills	53.3%	41.7%	48.1%
Teacher certification	46.7%	50.0%	48.1%
Teacher fit with educational philosophy of the campus	60.0%	58.3%	59.3%
Teacher fit with the mission of the charter campus	66.7%	75.0%	70.4%
Other	13.3%	16.7%	14.8%

Source. CSP Grantee Principal Surveys, 2023–24.

Note. CSP stands for Charter School Program; CMO stands for charter management organization. A total of 15 CSP Cohort 2 and 12 CSP Cohort 3 principals responded to each survey. Principals could select multiple responses that applied, so percentages will not sum to 100%. Other responses included: *ability to work with students from all demographics and backgrounds* (Cohort 2), *growth mindset* (Cohort 3), *not the principal at the onset of hiring* (Cohort 2), *PLC* (Cohort 3), and *teacher requesting transfer into school* (Cohort 3).

Building on the first two years of learning from the CSP grant evaluation, the study team developed a principal survey question to assess whether recruiting and hiring processes had improved in 2023–24 relative to the prior school year. Among the Cohort 2 and Cohort 3 principals who were engaged in recruiting and hiring in both years, very few Cohort 2 principals and no Cohort 3 principals *strongly agreed* that it has been easier to recruit and hire teachers compared to their first year of operation. One-third of CSP Cohort 2 principals *strongly agreed* that their recruiting strategies have been more effective in 2023–24. One-tenth of CSP Cohort 2 principals *strongly agreed* it has been easier to recruit high-quality candidates and that they have had more high-quality applicants for each open position

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compared to last year (Table 17). Even though no Cohort 3 principals *strongly agreed* to any statement that hiring conditions had improved, 100% *agreed* their recruiting strategies were more effective; 67% *agreed* it was easier to recruit high-quality candidates, and it has been easier to retain high-quality teachers; and 33% *agreed* they had more high-quality applicants for each open position.

Table 17. Percentage of CSP Cohort 2 and Cohort 3 Principals Who Strongly Agreed with Statements Related to Ease of Hiring Compared to Previous Years, 2023–24

	Cohort 2	Cohort 3	Overall
It has been easier to recruit high-quality candidates.	11.1%	0.0%	8.3%
We've had more high-quality applicants for each open position.	11.1%	0.0%	8.3%
Our campus recruiting strategies have been more effective.	33.3%	0.0%	25.0%
It has been easier to retain high-quality teachers.	33.3%	0.0%	25.0%

Source. CSP Grantee Principal Surveys, 2023–24.
Note. CSP stands for Charter School Program. Principals also could have selected *Strongly disagree, Disagree,* or *Agree.* Nine CSP Cohort 2 and three Cohort 3 principals responded to each survey question.

During onsite interviews, principals across both Cohort 2 and Cohort 3 campuses shared the importance of recruiting individuals who believed in the mission of the campus and were open to improving their instruction. Principals emphasized the need to build from within and offered creative solutions to the current teaching shortage, including supporting paraprofessionals in completing their certifications or recruiting family members of current teachers and staff and then supporting them in becoming certified teachers. Across both cohorts, principals spoke to the importance of investing in their current staff, and many reported high levels of expected retention for the following school year. As one principal said, they were "looking to grow and build a capacity from within."

Teacher focus group discussions allowed educators to describe why they chose to work at their campus, which helps explain the teacher characteristics that are likely associated with successful hiring and long-term teacher retention. Many of these teachers spoke to their desire to work on campuses in neighborhoods where they grew up or with students with whom they shared demographic characteristics. Teachers appreciated the unique opportunities that students received

"The principals identify high performing teachers, and then we let our directors know. These particular teachers are given some admin duties as well. For example, they may create the duty schedule morning and afternoon. They may spearhead the parent newsletter that parents get monthly. They're given some of these admin roles in the midst of teaching. They're also joining the admin team for instructional rounds. They're getting that constant coaching and feedback to make sure that they have a more keen eye of good first instruction, and then they're implementing their coaching so that they can grow as a leader."

- Principal

at charter campuses, including access to fine arts instruction, field trips, activities provided through club participation, and internships with businesses in the community. Teachers from more than half of the campuses expressed that students in some neighborhoods would not otherwise have access to those opportunities if not for their charter school campus.

In some cases, teachers transferred to the new charter school campus team from within the same charter organization because the campus was more conveniently located to them or they were following a principal from a previous campus where they worked. These findings indicate that there is no "one-size-fits-all" approach when hiring and retaining teachers. Teacher fit and alignment with the campus culture and mission, logistical convenience, and relationships with other staff members all contribute to teachers' decisions to join and continue with a campus team.

Establishing a Positive School Climate and Culture

One of the main takeaways from the previous CSP implementation report was the importance of establishing a positive school culture and climate.[9] Two core aspects of this work are establishing a campus vision and culture and establishing a positive, supportive work environment for teachers.

Most principals indicated that they had implemented aspects of a shared vision of the charter values *to a great extent*. Most principals also indicated they had developed a campus vision focused on a safe environment and high expectations for students and that they had developed a culture of success. And most principals indicated their campus staff shared a common set of beliefs about schooling and learning (Table 18).

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[9] Charter School Program Grant Implementation Report, 2021–22 and 2022–23.

Table 18. Percentage of CSP Cohort 2 and Cohort 3 Principals Who Indicated That They Effectively Implemented Each Aspect of Developing Shared Vision and Beliefs "To a Great Extent," 2023–24

	Cohort 2	Cohort 3	Overall
Develop a campus vision focused on a safe environment.	73.3%	81.8%	76.9%
Develop a campus vision focused on high expectations for students and teachers.	73.3%	72.7%	73.1%
Develop a culture of shared success.	60.0%	81.8%	69.2%
Ensure campus staff share a common set of beliefs about schooling/learning.	66.7%	72.7%	69.2%

Source. CSP Grantee Principal Surveys, 2023–24.

Note. CSP stands for Charter School Program. 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*. A total of 15 CSP Cohort 2 and 11 Cohort 3 principals responded to each survey question.

The CSP principal survey also asked principals to reflect on the degree to which their campus created a positive and supportive environment for teachers. The majority of Cohort 2 and Cohort 3 principals reported that they had created a safe and healthy working environment for teachers, and that they provided opportunities for teachers to collaborate *to a great extent*. Almost all Cohort 3 principals indicated they provided teachers with the supports they needed to be successful; however, fewer Cohort 2 principals reported success in this area. Across Cohort 2 and Cohort 3, fewer principals reported that they had cultivated a healthy work-life balance for teachers (Table 19).

Table 19. Percentage of CSP Cohort 2 and Cohort 3 Principals Who Indicated That They Implemented Each Aspect of a Positive, Supportive Environment for Teachers "To a Great Extent," 2023–24

	Cohort 2	Cohort 3	Overall
Create a safe and healthy working environment for teachers.	80.0%	90.9%	84.6%
Cultivate a healthy work-life balance for teachers.	40.0%	54.5%	46.2%
Ensure teachers are provided with the supports they need to be successful.	53.3%	90.9%	69.2%
Provide opportunities for teachers to collaborate.	73.3%	72.7%	73.1%

Source. CSP Grantee Principal Surveys, 2023–24.

Note. CSP stands for Charter School Program. 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*. A total of 15 CSP Cohort 2 and 11 Cohort 3 principals responded to each survey question.

During onsite interviews as well as through open-ended survey responses, principals described the strategies they used to create a positive campus culture and climate for teachers and staff. Principals honored and celebrated their teachers through *Teacher of the Month,* monthly birthday celebrations, and team building events. Principals also cited soliciting regular survey feedback from teachers as well as encouraging teachers to set personal and professional goals as ways of building a positive campus culture.

Principals also emphasized the importance of having an open-door policy for staff and creating an emotionally safe environment where teachers are treated as professionals. Indeed, teachers from several schools shared that they felt like they were part of a family or welcomed when they taught on these charter campuses. Teachers also shared that they appreciated the autonomy and freedom they felt in being able to adapt their curriculum as needed.

> *"I feel like we have total freedom in the classroom, which I love. I can implement something that I know will work. I can voice it and get validation. And we're able to do it."*
>
> - Teacher

Another important aspect of establishing a positive campus environment includes implementing systems, routines, and standards that create a culture of respect for students and that form the basis of meaningful relationships with families and the community. When asked about the degree to which they had established positive relationships with their students and families, the majority of principals reported they had, *to a great extent*, developed a culture of respect among students, established proactive and responsive student support systems, and established explicit behavioral expectations for students. A smaller percentage of Cohort 2 principals reported establishing meaningful relationships between families and the charter school campus, and between the community and the charter school campus (Table 20).

Table 20. Percentage of CSP Cohort 2 and Cohort 3 Principals Who Indicated That They Effectively Implemented Each Aspect of Positive, Respectful Relationships with Students, Families, and the Community "To a Great Extent," 2023–24

	Cohort 2	Cohort 3	Overall
Develop a culture of respect among students (e.g., anti-bullying culture).	60.0%	63.6%	61.5%
Develop and implement behavioral management systems for students and staff.	66.7%	45.5%	57.7%
Establish meaningful relationships between families and the charter school campus.	26.7%	45.5%	34.6%
Establish meaningful relationships between the community and the charter school campus.	33.3%	54.5%	42.3%
Establish proactive and responsive student support services.	60.0%	63.6%	61.5%
Establish explicit behavioral expectations for students.	73.3%	72.7%	73.1%

Source. CSP Grantee Principal Surveys, 2023–24.

Note. CSP stands for Charter School Program. 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*. A total of 15 CSP Cohort 2 and 11 Cohort 3 principals responded to each survey question.

During onsite interviews, principals shared strategies they implemented to help students feel valued by the campus community. Principals often noted the importance of providing social and emotional learning (SEL) programs to support students' behavioral needs in addition to their academic needs. Principals across both cohorts emphasized the importance of setting clear behavioral expectations and providing incentives and rewards for positive behavior.

In focus groups, teachers across cohorts expressed appreciation when their campus had a consistent, school-wide behavior system in place. When a campus did not have a system in place or it was not consistently implemented across the campus, teachers at these campuses shared they were more likely to need help managing challenging student behaviors. Teachers and principals both noted that SEL was integrated into the curriculum. The widespread use of SEL strategies both addressed behavioral challenges and helped build positive learning environments for all students.

> *"There is a lot of really thinking about mindfulness. We have Second Step, which is a curriculum that we have, and we also have Sanford Harmony. Every teacher has time embedded in their schedule to take time from their day to revisit those strategies. And it's a lot of de-escalation coping strategies, peer mediation, and restorative practices."*
>
> - Principal

Parent/Guardian and Family Engagement

In addition to building strong, respectful relationships with the teachers and students on campus, the principal is also responsible for engaging the parent and guardian community. Some of the most used engagement strategies were to encourage attending campus events and to encourage parents to volunteer at the campus. Principals also commonly engaged with parents at campus open-house events, at student-related conferences, and through regular communications with parents about their students' performance (Table 21).

Table 21. Percentage of CSP Cohort 2 and Cohort 3 Principals Who Indicated Using Each Family and Community Engagement Strategy, 2023–24

	Cohort 2	Cohort 3	Overall
Connect with parents through a formal parent organization (e.g., Parent Teacher Association)	53.3%	33.3%	44.4%
Encourage parent attendance at campus events (e.g., job fairs)	80.0%	91.7%	85.2%
Encourage parents to volunteer to help out at the campus	73.3%	66.7%	70.4%
Engage parents in campus fundraising activities	53.3%	50.0%	51.9%
Engage with parents at campus open-house events	93.3%	100.0%	96.3%
Engage with parents at student-related conferences/meetings	86.7%	83.3%	85.2%
Interact with parents at afterschool programming events	60.0%	66.7%	63.0%
Regularly communicate with parents regarding student performance	93.3%	100.0%	96.3%
Other	13.3%	16.7%	14.8%
We are not engaged with parents and families during the 2023–24 school year	0.0%	7.7%	3.6%

Source. CSP Grantee Principal Surveys, 2023–24.

Note. CSP stands for Charter School Program. A total of CSP Cohort 2 and 13 Cohort 3 principals responded to each survey question. Principals could select all responses that applied, so percentages will not sum to 100%. Other responses included *hosting monthly parent meetings* (Cohort 2); *hosting Title I Parent Academies* (Cohort 2); *hosting quarterly presentations for families* (Cohort 3); and *participating in community events* (Cohort 3).

During site visits, principals and teachers discussed the need to engage with parents and guardians and to communicate with them directly as partners in their students' educational experience. Principals commonly noted the importance of building trust with the parent and guardian community and described how they used community events to draw parents and guardians into the building as a way of strengthening those relationships. In addition to consistent outreach efforts, principals shared success stories of student academic growth and honoring promises they made to the community, including field trips, permanent buildings, or overall campus academic growth. Principals also emphasized the importance of addressing parent and guardian concerns and having avenues for the families to share their input. Together, by listening to and honoring parent and guardian feedback, principals were able to engage families both as a means of recruiting new students and ensuring the success of the current students.

> *"I think the consistency of the implementation to support the students has been effective. Just making sure if a parent has a concern, then I want to go and I want to address that at the school's level. We address it, we talk about it, and then from there we create some type of plan to implement. The implementation and the consistency, checking in on the student, and making sure they're doing well is, I think is the biggest key to making sure the student is successful."*
>
> - Principal

Several teachers from both cohorts remarked on the benefits of having parents and guardians engaged in their students' academics, and the positive impact that these partnerships had on student behavior and academic achievements. Teachers felt that including the parents created a united front that helped ensure that students were successful.

Student Recruitment

Another aspect of community engagement and one of the most critical tasks for any new charter school campus is recruiting and enrolling students. Since a significant portion of a charter school's funding relies on the number of students enrolled in a campus, principals and charter school leaders need to ensure they are serving an adequate number of students to financially support their staff. Across Cohort 2 and Cohort 3, commonly used recruitment strategies were communicating the mission and educational philosophy of the campus and communicating to families in the community about why the campus would be a good fit for their children. Creating a social media presence for the campus and establishing a well-organized website were other frequently cited recruiting strategies. More than half of Cohort 2 and Cohort 3 principals reported using grassroots approaches like campaigning door-to-door, having school leaders make presentations at community events, and distributing flyers in the community about the campus (Table 22).

Table 22. Percentage of CSP Cohort 2 and Cohort 3 Principals Who Indicated Using Each Strategy to Attract Students to Enroll in Their Charter School, 2023–24

	Cohort 2	Cohort 3	Overall
Campaign door-to-door to create awareness of your charter campus	53.8%	61.5%	57.7%
Communicate the mission and educational philosophy in place at your campus	92.3%	76.9%	84.6%
Communicate to families in your community about why your school may be a good fit for their children	92.3%	84.6%	88.5%
Create a social media presence that allowed for the creation of a virtual community for the campus	76.9%	84.6%	80.8%
Distribute flyers in the community about your campus	76.9%	84.6%	80.8%
Email or text message communications regarding the campus	76.9%	53.8%	65.4%
Establish a well-organized website to allow parents to learn more about your campus	84.6%	84.6%	84.6%
Have school leaders make presentations at community events regarding your campus	69.2%	76.9%	73.1%
Other	13.3%	0.0%	7.1%
We are not recruiting students during the 2023–24 school year	0.0%	0.0%	0.0%

Source. CSP Grantee Principal Surveys, 2023–24.

Note. CSP stands for Charter School Program. A total of 11 CSP Cohort 2 and 13 Cohort 3 principals responded to each survey question. Principals could select all responses that applied, so percentages will not sum to 100%. One respondent indicated *the Charter partners failed miserably in recruiting students* (Cohort 2); and another wrote *model classroom set up* (Cohort 2).

When asked which strategies were most effective in recruiting students, almost all principals indicated that using social media and word-of-mouth recruitment from families currently enrolled were effective. Approximately two-thirds of each cohort also found that open-house presentations were effective recruiting practices. Principals used other strategies, but they were less consistently rated as effective (Table 23).

In interviews, principals shared a variety of ways that they recruited students throughout the year. Many principals noted

> *"We go knock door-to-door, we pound the pavement, we go door-to-door, knocking on the doors. We have lots of community events or we will welcome all. We have newsletters, we use social media, and word of mouth. We get on the phone, we call. Something that we're doing right now since it's recruitment season, we have enrollment parties once a week, we have family events on the weekends so parents can come and tour the school and see what we are all about. And then we also go to other outreach opportunities in the community."*
>
> *- Principal*

that recruitment was only the first step, and they felt that it was their job to continually prove to students and families that their campus was the best place for those students.

Table 23. Percentage of CSP Cohort 2 and Cohort 3 Principals Who Indicated Each Strategy was Most Effective in Attracting Students to Enroll in Their Charter School, 2023–24

	Cohort 2	Cohort 3	Overall
Enrollment fairs	46.7%	38.5%	42.9%
Neighborhood door-to-door recruitment efforts by campus staff	33.3%	46.2%	39.3%
Open houses where information about the campus is presented	66.7%	69.2%	67.9%
Posted and/or distributed flyers about the campus in area neighborhoods	40.0%	61.5%	50.0%
Principal presentations at local events (e.g., Rotary Club)	46.7%	30.8%	39.3%
Public-facing advertisements (e.g., billboards)	53.3%	38.5%	46.4%
Published information about campus in community newsletters	53.3%	30.8%	42.9%
Social media (e.g., Facebook, Twitter, LinkedIn, etc.)	86.7%	100.0%	92.9%
Word of mouth from parents of currently enrolled students	100.0%	84.6%	92.9%
Charter school campus website	33.3%	61.5%	46.4%
Other	20.0%	0.0%	10.7%

Source. CSP Grantee Principal Surveys, 2023–24.
Note. CSP stands for Charter School Program. A total of 15 CSP Cohort 2 and 13 Cohort 3 principals responded to each survey question. Principals could select all responses that applied, so percentages will not sum to 100%. Other responses included *community events* (Cohort 2); *no efforts from charter partner* (Cohort 2); and *referrals from local schools and ABA clinics* (Cohort 2).

Instructional Materials and Assessments

Important to establishing a new charter school campus is the selection of high-quality instructional materials (HQIM) and assessments—and training teachers on how to use them. Having high-quality materials and assessments at teachers' fingertips allows them to focus more of their energy on building relationships and teaching rather than searching for resources. [10]

[10] TEA has defined 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 identified as having disabilities, Emergent Bilingual Students/ English Learners (EB/EL), 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." Texas Education Agency High-Quality Instruction Materials.

Cohort 3 principals were more likely to *strongly agree* with items related to instructional materials and assessments than those in Cohort 2. Most principals in both cohorts *strongly agreed* that they have high-quality instructional materials that are aligned to formative assessments and instructional planning calendars. Cohort 3 principals were more likely to *strongly agree* that their campus leaders provide adequate lesson planning support, that the high-quality materials are used on a daily basis, and that their campus uses a rigorous process to identify and select these materials (Table 24).

Table 24. Percentage of CSP Cohort 2 and Cohort 3 Principals Who "Strongly Agreed" with Statements About the Selection and Use of High-Quality Instructional Materials and Practices, 2023–24

	Cohort 2	Cohort 3	Overall
Campus instructional leaders provide adequate lesson planning supports to teachers at my campus.	40.0%	66.7%	51.9%
High-quality instructional materials are aligned to formative assessments to inform instruction.	57.1%	58.3%	57.7%
High-quality instructional materials are aligned to instructional planning calendars.	57.1%	66.7%	61.5%
High-quality instructional materials are used by our teachers on a daily basis.	46.7%	83.3%	63.0%
Our campus employs a rigorous process to identify and select high-quality instructional materials.	35.7%	91.7%	61.5%

Source. CSP Grantee Principal Surveys, 2023–24.
Note. CSP stands for Charter School Program. Principals also could have selected *Strongly disagree, Disagree,* or *Agree.* A total of 15 CSP Cohort 2 and 12 Cohort 3 principals responded to each survey question.

In focus groups, teachers shared the importance of having access to a curriculum that they could easily adapt. Teachers were especially appreciative when the curriculum included all the necessary materials, instructions, and resources to implement in its original form, but was also flexible enough to adapt to meet students' needs and interests. Teachers also shared the importance of having assessments that were easy to implement and allowed them to make immediate changes to their lesson plans for the day in response to the results.

"We don't ever just use one tool. We'll measure growth, using MAP, we measure growth using the i-Ready diagnostic. We also measure growth using the interim assessments. From there, we're shifting and changing. We shift the day if we have to, if we see it's not working."
                                                    - Teacher

Effective Instruction and Teacher Supports

Central to campus success is the instruction that is taking place in the classroom to support student learning. When asked if their teachers were implementing effective classroom routines and instructional practices, just over half of principals agreed these practices were in place *to a great extent* (Figure 1).

Figure 1. Percentage of CSP Cohort 2 and Cohort 3 Principals Who Reported that Effective Classroom Routines and Instructional Practices Were in Place "To a Great Extent," 2023–24
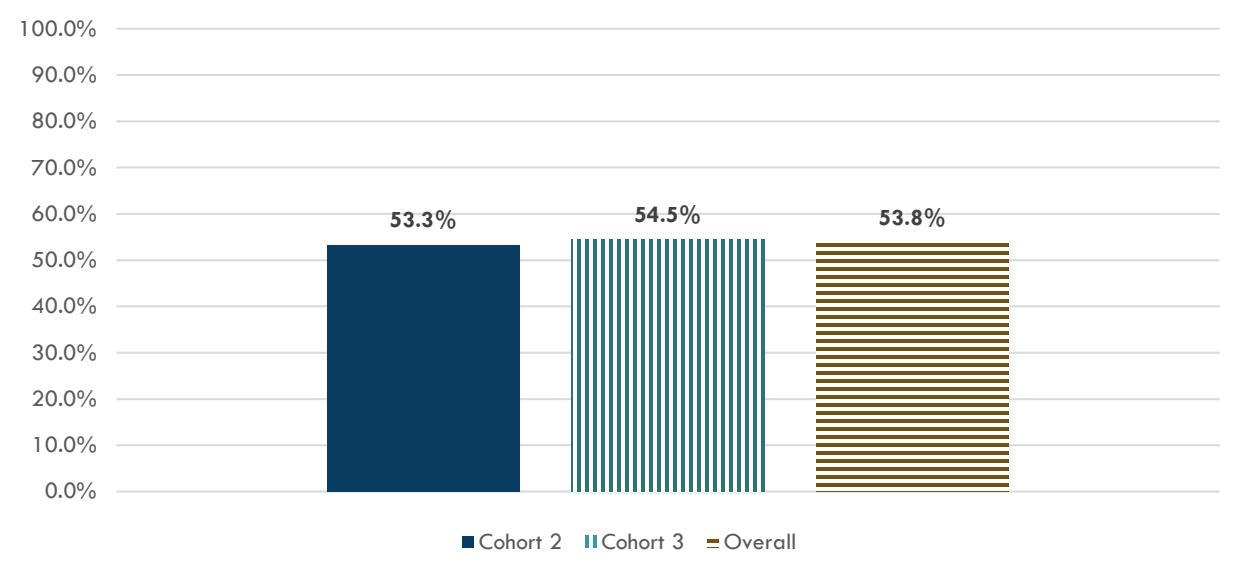
Source. CSP Grantee Principal Surveys, 2023–24.

Note. CSP stands for Charter School Program. 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*. A total of 15 CSP Cohort 2 and 11 Cohort 3 principals responded to this survey question.

> *"I'm able to have a firsthand view of how effective giving that coaching and feedback is, how important it is to support the teachers through that coaching and feedback. Then also how effective it's been with holding staff accountable, and then also holding ourselves accountable and having that high expectation for our students. Because I've discovered that if that expectation is high, students are going to work to meet that expectation and they have."*
>
> - Principal

Principals and instructional coaching staff have multiple avenues to support teachers during the period when a campus is becoming established. Of the teacher support practices listed on the CSP survey, at least two-thirds of principals indicated they allowed teachers flexibility in the use of curriculum and related lesson planning, offered professional development to teachers through PLC meetings, provided coaching support for teachers, and provided dedicated planning time *at least weekly.* Fewer principals indicated they provided feedback based on formal observations, reviewed performance data with teachers, or used instructional rounds *at least weekly* (Table 25).

Although formal, scheduled observations may not occur this frequently on most CSP campuses, principals across both cohorts highlighted the importance of providing regular feedback and coaching to their teachers. In interviews, principals shared that they regularly observed teachers and provided timely, if not immediate feedback to teachers so they could adjust their instruction. Teachers and principals across both cohorts spoke to the value of having principals model the instructional strategies they expected teachers to be implementing, especially when they were supporting new teachers.

Table 25. Percentage of CSP Cohort 2 and Cohort 3 Principals Who Reported Engaging in Activities to Support Teachers "At Least Weekly," 2023–24

	Cohort 2	Cohort 3	Overall
Allow teachers flexibility in the use of curriculum and related lesson planning.	73.3%	70.0%	72.0%
Offer teachers professional learning communities (PLCs) meetings.	60.0%	81.8%	69.2%
Provide coaching support for teachers.	60.0%	72.7%	65.4%
Provide dedicated planning time for teachers to collaborate.	66.7%	90.9%	76.9%
Provide feedback to teachers based on formal, scheduled observations.	26.7%	45.5%	34.6%
Provide feedback to teachers based on walk-throughs or informal observations.	40.0%	63.6%	50.0%
Review student performance data with teachers.	20.0%	27.3%	23.1%
Use instructional rounds where teachers have opportunities to observe other teachers in the classroom.	14.3%	18.2%	16.0%
Use research-based rubrics (e.g., CLASS©, Danielson) to give teachers useful feedback.	41.7%	36.4%	39.1%

Source. CSP Grantee Principal Surveys, 2023–24.
Note. CSP stands for Charter School Program. CLASS® stands for Classroom Assessment Scoring System. Principals also could have selected *At least monthly, One time per semester, One time per year, or Never.* A total of 15 CSP Cohort 2 and 11 Cohort 3 principals responded to each survey question.

Focus groups provided teachers an opportunity to express which supports were most valued and helpful for improving their instructional practice to meet the needs of their students. Teachers across both cohorts valued autonomy and flexibility to adapt their instruction as well as flexibility in the schedule, when available. Teachers appreciated when principals provided a combination of autonomy in making instructional choices alongside coaching and feedback to improve their practice. Teachers also spoke to the importance of having open lines of communication and a sense of transparency with their principals. Teachers who were regularly observed expressed appreciation for their principals' or instructional coaches' feedback, while teachers who were not observed as often were more likely to report that they wanted more feedback about their instructional delivery.

Principals often cited PLCs as structures in place to support teachers and their professional growth. When asked, teachers at some charter campuses shared positive feedback regarding PLCs, especially when their schedule allowed them to plan with colleagues teaching the same content or same grade level.

> *"I really enjoy one thing that the principal does. She has these little notes for you. She dropped off a note when she came to observe me. It was a little sun and on the sun's ray she put all like highlights that she liked what she saw. And then we do the formal talk after. I think that while anyone is observing your class, any feedback is good feedback. I like constructive feedback so I want to know what I'm not doing correct so I can fix it. I think that there's a lot of communication about what we're doing in the classes, what are the best practices and there's a lot of modelling as well, I think that's crucial."*
>
> - Teacher

Student Academic and Behavioral Supports

As new charter school campuses are launching, they often have to manage the challenge of meeting the needs of students who require additional supports or accommodations without the fully developed systems or robust support staff typically found on large or well-established public school campuses. It is imperative for charter leaders and principals to establish purposeful systems to identify, monitor, and provide services to students deemed at risk of dropping out of school.

Multi-tiered systems of support (MTSS) frameworks are one tool that many campuses use to create a cohesive system to provide targeted instruction to students who need additional support.[11]

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[11] 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 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 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.

Approximately two-thirds of Cohort 2 principals indicated that evidence-based practices in Tier 1 were in place in their general education classrooms and that progress monitoring systems were in place for at risk students *to a great extent.* Cohort 3 campuses were more likely than Cohort 2 campuses to report that Tier 2 targeted interventions, such as push-in or pull-out services, were available, and to indicate that they used diagnostic assessments to evaluate student learning in Tiers 2 and 3 *to a great extent.* Approximately half of principals from each cohort indicated that universal screeners were in place *to a great extent* (Table 26).

Table 26. Percentage of CSP Cohort 2 and Cohort 3 Principals Indicating that Multi-tiered Systems of Support Components Were in Place "To a Great Extent," 2023–24

	Cohort 2	Cohort 3	Overall
Data-based decision-making guidelines or teams to determine whether students qualified for more intensive intervention.	60.0%	63.6%	61.5%
Evidence-based practices in Tier 1, general education classrooms.	66.7%	60.0%	64.0%
Procedures or teams to determine student eligibility for Tier 3 or special education services.	53.3%	45.5%	50.0%
Progress monitoring procedures in place for students deemed at risk.	66.7%	72.7%	69.2%
Targeted interventions provided in Tier 2 settings, either as push-in or pull-out services.	46.7%	72.7%	57.7%
Universal screeners for all students.	53.3%	50.0%	52.0%
Validated diagnostic assessments to evaluate student learning in Tiers 2 and 3 (or special education).	46.7%	81.8%	61.5%

Source. CSP Grantee Principal Surveys, 2023–24.
Note. CSP stands for Charter School Program. 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*. A total of 15 CSP Cohort 2 and 11 Cohort 3 principals responded to each survey question.

In open-ended survey responses, CSP Cohort 2 and Cohort 3 principals provided additional feedback on the MTSS practices they felt had the greatest impact on student outcomes. Principals across both cohorts listed small-group instruction and intervention, as well as regular MTSS meetings that are data-driven, as practices that helped to improve student learning. Principals also described the importance of providing evidence-based interventions that matched students' needs, as well as having a coordinated system in place to ensure students were being identified and provided with educational services in a timely manner.

Many of the CSP grantees sought to serve students identified as being at risk of dropping out of school or academic failure or students who came from underserved communities or populations. To meet the needs of those students and help them succeed, newly established charter school campuses needed to

provide services to students with disabilities and at-risk students.[12] The majority of principals indicated they provide individualized or differentiated classroom instruction as well as small-group instruction to meet students' needs (Table 27).

Table 27. Percentage of CSP Cohort 2 and Cohort 3 Principals Indicating They Effectively Implemented Each Service for Students with Disabilities or for At-Risk Students, 2023–24

	Cohort 2	Cohort 3	Overall
Home visits by campus counselors or teachers	26.7%	54.5%	38.5%
Individualized or differentiated classroom instruction	93.3%	81.8%	88.5%
In-school instructional or tutoring labs	73.3%	45.5%	61.5%
Positive Behavioral Interventions and Supports	46.7%	63.6%	53.8%
Small-group instruction in class	93.3%	100.0%	96.2%
Social service supports	46.7%	54.5%	50.0%
Targeted pull-out instruction by interventionist(s)	66.7%	72.7%	69.2%
Other	20.0%	18.2%	19.2%
We are not serving students during the 2023–24 school year	0.0%	15.4%	7.1%

Source. CSP Grantee Principal Surveys, 2023–24.

Note. CSP stands for Charter School Program. A total of 15 CSP Cohort 2 and 13 Cohort 3 principals responded to each survey question. Principals could select all responses that applied, so percentages will not sum to 100%. Other responses included *resources and dyslexia services* (Cohort 2); *Saturday school tutoring* (Cohort 2); *tutor pull-outs* (Cohort 2); *character school implementations* (Cohort 3); and *restorative discipline and social emotional learning (SEL) instruction* (Cohort 3).

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[12] Schools can identify students at risk of academic failure in several ways, including failure on prior year state assessments, performing below grade level on reading and math universal screeners, or not meeting standards on campus or district benchmark tests (TEC § 29.081, 2025).

During on-site interviews, principals often shared they were confident their general education teachers were meeting the needs of most of the students on campus, and the special education teachers were providing additional services where needed. Some principals shared that the ability to adequately serve students with more intensive needs was an area of growth for them, but this was often seen as a logistical issue with not enough students enrolled to support the cost of hiring additional specialized staff. When teachers were asked about supporting students with more intensive needs, teachers at half of the campuses stated they were less confident that they had all the tools and strategies necessary to support all their students. Instead, they reflected on a need for greater training or more support staff to be able to address the needs of all the students on the campus.

> *"We have to determine our own data by our own assessments to place students in the place that they get the best services for them. We're learning as teachers that this student probably needs a lot more support than they're getting. And they're in my general education classroom. So what am I going to do to give them the specialized instruction that they need? Well, I need support and because we're low staff, we don't necessarily have that all the time. I think that we can get stronger in that area."*
>
> - Teacher

Observed Instructional Quality

To understand instructional quality during the period when CSP grantee campuses are getting established, the study team conducted classroom observations using CLASS®, a validated instrument that assesses instructional interactions between teachers and students. The results in this section represent findings from a convenience sample of 67 teachers across 10 Cohort 2 and nine Cohort 3 grantee campuses.[13] 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 all grantee campuses or be used to determine the success of the grant at improving the quality of instructional practices.

That said, classroom observation scores and trends can be reasonably used to foster ongoing discussions about average instructional strengths and weaknesses within the context of the CSP evaluation. Classrooms were observed across three to four CLASS® domains and 10 to 12 CLASS® dimensions, depending on the grade level.[14] Observers rated classrooms on a scale from 1 to 7 for each dimension. CLASS® scores ranging from 1 to 2 are considered "low," scores between 3 and 5 are considered to be "mid-range," and scores between 6 and 7 are considered to be "high" scores.

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[13] 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 principals were allowed to recommend teachers.

[14] Detailed information about the CLASS® assessment is provided in Appendix H.

The student engagement domain only applies to the older grades (4–12) and refers to the degree to which all students in the class are focused and engaged in the classroom learning. A classroom that scores high in this domain would include all students enthusiastically participating in the learning activities.

As shown in Figure 2, observations conducted in CSP Cohort 2 lower elementary (K–3) classrooms indicated that the selected teachers had classrooms with mid-high levels of emotional support (5.8) and classroom organization (5.7), with mid-range instructional support (3.6). Observations in CSP Cohort 3 lower elementary (K–3) classrooms reflect high levels of emotional support (6.0) and classroom organization (6.0), as well as mid-ranges of instructional support (3.8). It is important to note that the instructional support domain has historically yielded the lowest scores nationally (Pianta et al., 2015).

Figure 2. CSP Cohort 2 and Cohort 3 Lower Elementary (K–3) Domain-level CLASS® Observation Scores, Spring 2024
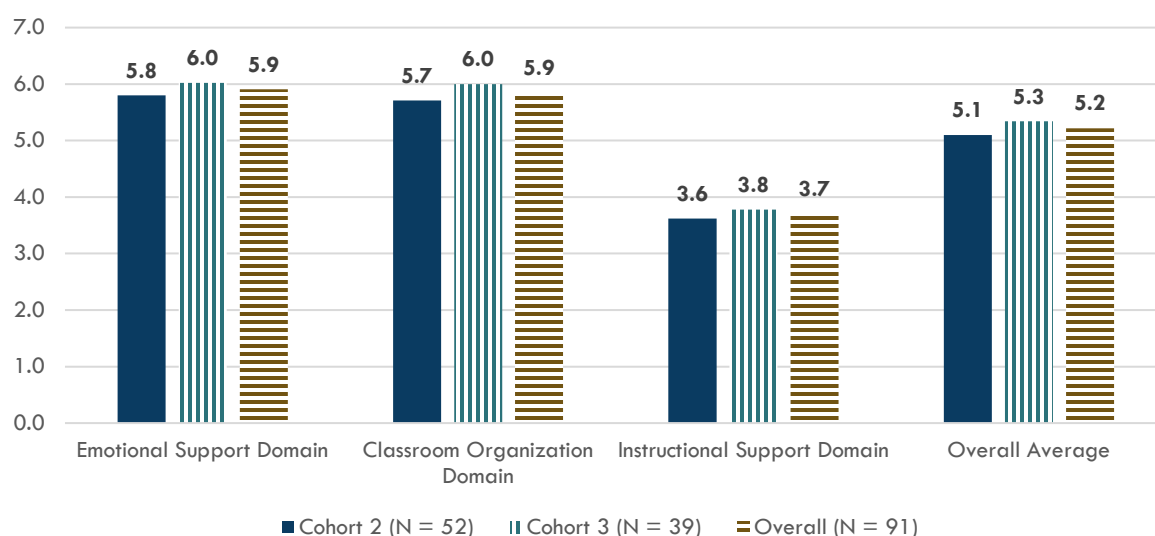
Source. CLASS® observation scores, CSP Cohort 2 and Cohort 3 grantees, 2023–24.
Note. CSP stands for Charter School Program; CLASS® stands for Classroom Assessment Scoring System. K–3 CLASS® scores are based on 52 observations of 16 Cohort 2 classrooms and 39 observations of 12 Cohort 3 classrooms in 2023–24.

As shown in Figure 3, observations conducted in CSP Cohort 2 in upper elementary (4–6) classrooms reflect high levels of classroom organization (6.1) and mid-range levels of emotional support (4.3) and instructional support (3.2). The CLASS® upper elementary and secondary observation rubrics also captured student engagement levels. In observed CSP Cohort 2 classrooms, there were mid-high levels of student engagement. Similarly, observed CSP Cohort 3 classrooms had high levels of classroom organization (6.2), mid-range levels of emotional support (4.1) and instructional support (3.5), and mid-high levels of student engagement (5.3).

Figure 3. CSP Cohort 2 and Cohort 3 Upper Elementary (Grades 4–6) Domain-level CLASS® Observation Scores, Spring 2024
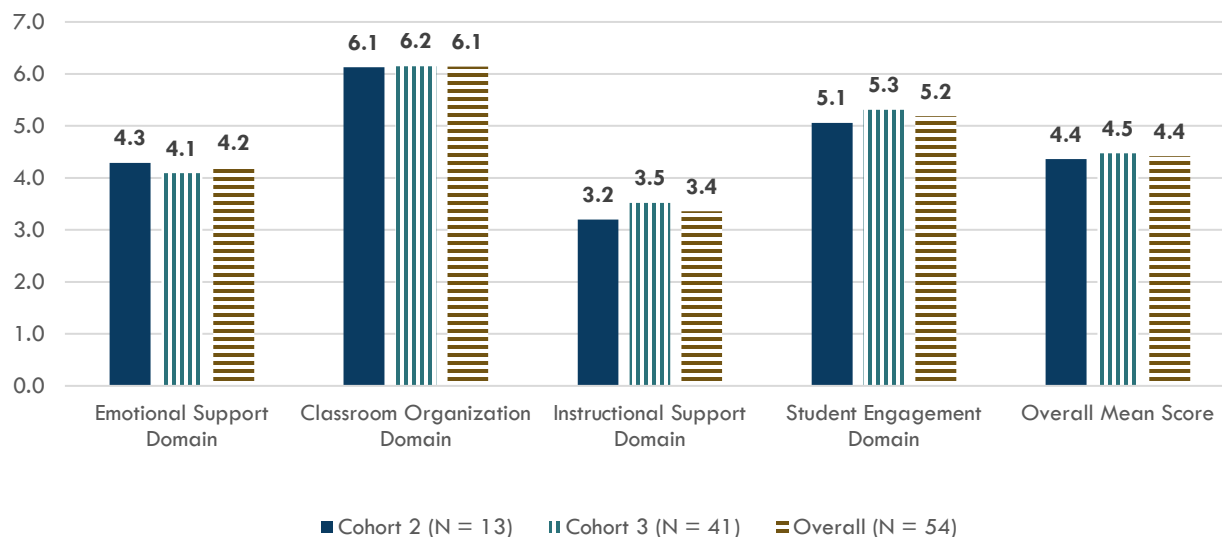
Source. CLASS® observation scores, CSP Cohort 2 and Cohort 3 grantees, Spring 2024.

Note. CSP stands for Charter School Program; CLASS® stands for Classroom Assessment Scoring System. 4–6 CLASS® scores are based on 13 observations of four Cohort 2 classrooms and 41 observations of 16 Cohort 3 classrooms in Spring 2024. The study team conducted an additional five observations in spring 2024 that are not included here. Due to an unfortunate error, the data were lost during the data entry process (one observation from Cohort 2 and four from Cohort 3).

As shown in Figure 4, like the observed upper elementary classrooms, CSP Cohort 2 secondary classrooms, on average, were seen to have high levels of classroom organization (6.1), mid-range levels of instructional support (4.5), and mid-high levels of student engagement (5.7). Observed CSP Cohort 2 secondary classrooms also had mid-high levels of emotional support (5.3). Observed CSP Cohort 3 secondary classrooms were also observed to have high levels of classroom organization (6.1), mid-high levels of emotional support (5.4) and student engagement (5.4), and mid-range levels of instructional support (3.9).

Figure 4. CSP Cohort 2 and Cohort 3 Secondary (Grades 7–12) Domain-level CLASS® Observation Scores, Spring 2024
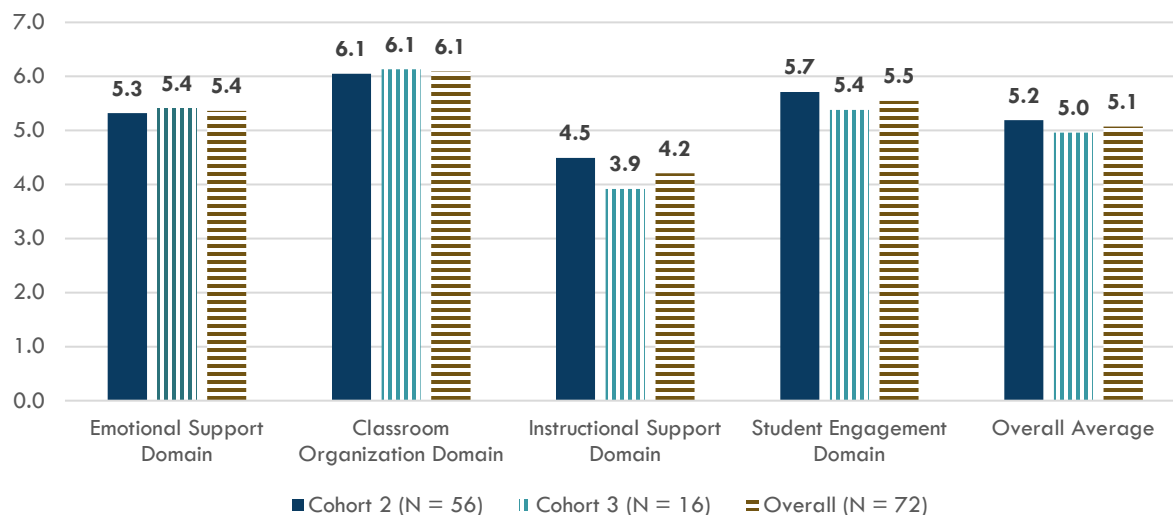
Source. CLASS® observation scores, CSP Cohort 2 and Cohort 3 grantees, Spring 2024.

Note. CSP stands for Charter School Program; CLASS® stands for Classroom Assessment Scoring System. 7–12 CLASS® scores are based on 56 observations of 15 Cohort 2 classrooms and 16 observations of four Cohort 3 classrooms in Spring 2024.

Uses of the CSP Grant

The purpose of the CSP grant is to provide funding for new charter school campuses and for expansion and replication of existing successful charter school models. Three-quarters of CSP Cohort 2 principals indicated that they used CSP grant funds to pay for instructional materials and campus technology, the two most common uses of grant funds for Cohort 2 grantees. Sixty percent of CSP Cohort 3 principals also indicated that they used CSP grant funds for instructional materials. The other most common uses of the grant funds by CSP Cohort 3 principals included covering the cost of campus technology and creating community awareness (Table 28).

Table 28. Percentage of CSP Cohort 2 and Cohort 3 Principals Who Indicated Using CSP Grant Funds in the Following Ways to Help Their School Become Established, 2023–24

	Cohort 2	Cohort 3	Overall
Covering student recruitment costs	33.3%	40.0%	36.4%
Covering the cost of campus technology purchases	75.0%	50.0%	63.6%
Creating community awareness for my charter school campus	50.0%	50.0%	50.0%
Paying for building renovations or rent	8.3%	10.0%	9.1%
Paying for instructional materials	75.0%	60.0%	68.2%
Paying teacher and staff salaries	58.3%	40.0%	50.0%
Paying teacher recruitment costs	25.0%	40.0%	31.8%
Other	8.3%	30.0%	18.2%

Source. CSP principal surveys, 2023–24.

Note. CSP stands for Charter School Program. Twelve CSP Cohort 2 and 10 Cohort 3 principals responded to each survey question. Principals could select all responses that applied, so percentages will not sum to 100%. Other responses included *administrative planning costs* (Cohort 3), *furniture* (Cohort 2, Cohort 3), and *unknown* (Cohort 3).

Replication Charter School Campuses

The CSP grant was available to applicants from open-enrollment and district-authorized campuses as well as replication campuses of existing, high-quality charter school campuses. Approximately one-third of Cohort 2 charter school campuses and half of Cohort 3 campuses were replication campuses (Figure 5).

Figure 5. Percentage of CSP Cohort 2 and Cohort 3 Principals Who Indicated Being a Replication Campus, 2023–24
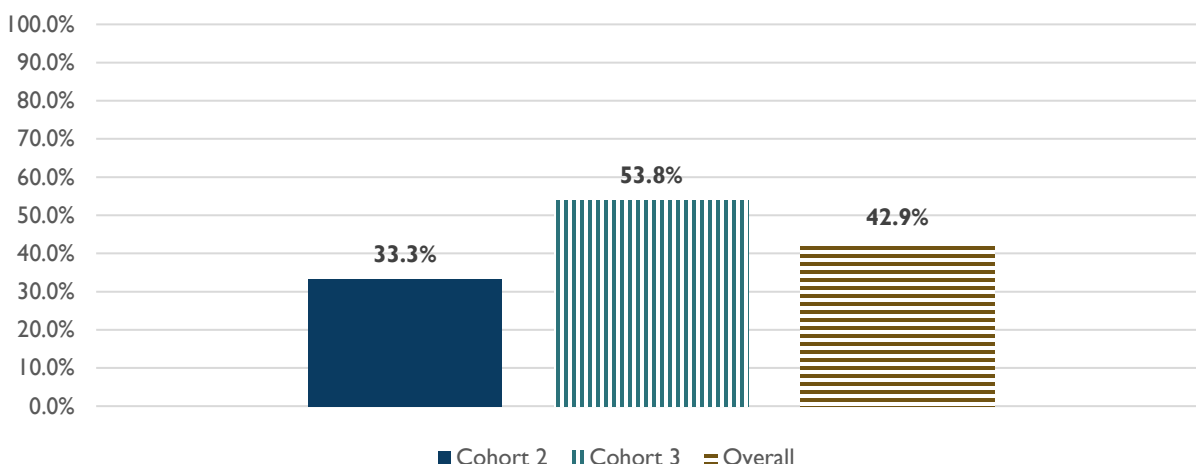
Source. CSP principal surveys, 2023–24.
Note. CSP stands for Charter School Program. A total of 15 CSP Cohort 2 and 13 Cohort 3 principals responded to each survey question.

When asked to rate the degree to which their campus was implementing the key components of their charter school model, the majority of principals *strongly agreed* they were implementing the core components of their charter school model with fidelity (Figure 6).

Figure 6. Percentage of CSP Cohort 2 and Cohort 3 Principals Who "Strongly Agreed" Their Replication Campus was Implementing the Key Components of the Charter School Model with Fidelity, 2023–24
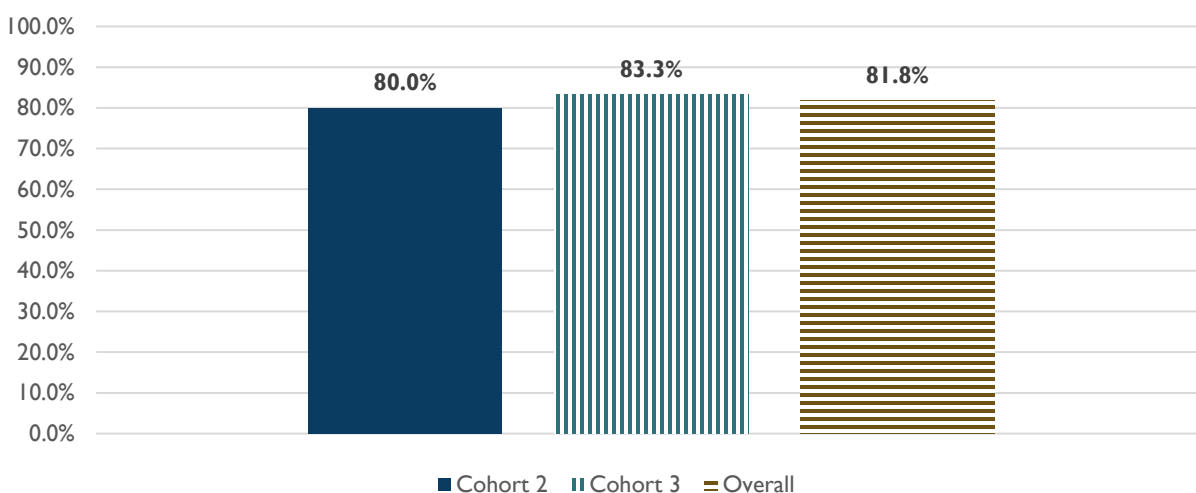
Source. CSP principal surveys, 2023–24.
Note. CSP stands for Charter School Program. Five CSP Cohort 2 and six Cohort 3 principals responded to each survey question.

2024–25 Key Findings

This section presents key implementation findings for CSP Cohort 2, Cohort 3, and Cohort 4 campuses established during the 2023–24 and 2024–25 school years. Like the previous chapter, *2023-24 Key Findings,* the organization of key findings centers around the major constructs in the CSP principal survey. Results from the qualitative analysis of principal interviews and teacher focus groups, along with representative quotes, are integrated throughout to complement these findings. The final section summarizes the results of the classroom observations.

Principal Demographics

The CSP principal survey administered in 2024–25 included the same three demographic questions related to education level, prior teaching experience, and campus leadership experience. Like principals in the previous year, most principals were experienced educators and administrators. All the CSP principals held at least a master's degree, with an additional 10% holding a doctorate (Table 29).

Table 29. CSP Grantee Cohort 2–4 Principals' Highest Level of Educational Attainment, 2024–25

	Associate degree	Bachelor's degree	Master's degree	PhD	EdD
Cohort 2	0.0%	0.0%	90.9%	0.0%	9.1%
Cohort 3	0.0%	0.0%	90.9%	0.0%	9.1%
Cohort 4	0.0%	0.0%	85.7%	0.0%	14.3%
Overall	**0.0%**	**0.0%**	**89.7%**	**0.0%**	**10.3%**

Source. CSP Grantee Principal Survey, 2024–25.
Note. CSP stands for Charter School Program. A total of 11 CSP Cohort 2 principals, 11 CSP Cohort 3 principals, and seven CSP Cohort 4 principals responded to this question. The principal for BASIS Cedar Park Primary and BASIS Cedar Park completed one survey for both campuses.

Most principals came with at least some experience as an educator prior to becoming a principal. While one Cohort 4 principal had no prior teaching experience, most principals had previously taught for three years or more (Table 30).

Table 30. CSP Grantee Cohort 2–4 Principals' Years of Teaching Experience Prior to Becoming Principals, 2024–25

	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
Cohort 2	0.0%	0.0%	9.1%	18.2%	18.2%	45.5%	9.1%	0.0%
Cohort 3	0.0%	0.0%	0.0%	18.2%	36.4%	27.3%	0.0%	18.2%
Cohort 4	14.3%	0.0%	0.0%	28.6%	14.3%	28.6%	0.0%	14.3%
Overall	**3.4%**	**0.0%**	**3.4%**	**20.7%**	**24.1%**	**34.5%**	**3.4%**	**10.3%**

Source. CSP Grantee Principal Survey, 2024–25.

Note. CSP stands for Charter School Program. A total of 11 CSP Cohort 2 principals, 11 CSP Cohort 3 principals, and seven CSP Cohort 4 principals responded to this question. The principal for BASIS Cedar Park Primary and BASIS Cedar Park completed one survey for both campuses.

Opening a new charter school campus is challenging work, and experienced principals the study team spoke with appreciated having knowledge of campus logistics prior to opening a new charter campus. While one Cohort 2 principal and one Cohort 4 principal had less than one year of experience, many principals were experienced, with almost one-quarter of principals (24.1%) having 11 years or more of experience as an administrator (Table 31).

Table 31. CSP Grantee Cohort 2–4 Principals' Years of Experience as a Public School Administrator, 2024–25

	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
Cohort 2	9.1%	9.1%	36.4%	36.4%	9.1%	0.0%	0.0%
Cohort 3	0.0%	27.3%	45.5%	0.0%	27.3%	0.0%	0.0%
Cohort 4	14.3%	0.0%	14.3%	28.6%	28.6%	0.0%	14.3%
Overall	**6.9%**	**13.8%**	**34.5%**	**20.7%**	**20.7%**	**0.0%**	**3.4%**

Source. CSP Grantee Principal Survey, 2024–25.

Note. CSP stands for Charter School Program. A total of 11 CSP Cohort 2 principals, 11 CSP Cohort 3 principals, and seven CSP Cohort 4 principals responded to this question. The principal for BASIS Cedar Park Primary and BASIS Cedar Park completed one survey for both campuses.

Strong School Leadership and Planning Processes

Key to starting a new charter campus is establishing the organizational processes that will allow teachers to teach and students to learn. These processes include systems for building campus leadership capacity, creating decision-making systems, establishing school-wide student behavior policies, and recruiting students. Across cohorts, principals were most likely to indicate they had established processes for developing campus instructional leaders. Only one-quarter of principals across cohorts and only one Cohort 4 principal indicated they had processes to recruit students from low-performing campuses in place to a *great extent*, suggesting an area of growth for many campuses (Table 32).

Table 32. Percentage of CSP Cohort 2–4 Principals Who Implemented Each Organizational Process "To a Great Extent," 2024–25

	Cohort 2	Cohort 3	Cohort 4	Overall
Create differentiated roles and responsibilities for campus instructional leaders.	80.0%	81.8%	57.1%	75.0%
Establish processes for developing campus instructional leaders (e.g., principal, assistant principal, teacher leaders, and counselors).	81.8%	81.8%	83.3%	82.1%
Execute processes for regular monitoring of implementation and outcomes, including the near-term and long-term growth of students.	80.0%	63.6%	71.4%	71.4%
Implement focused planning and decision-making processes associated with opening a new charter school campus.	60.0%	63.6%	71.4%	64.3%
Implement student behavior policies and procedures.	80.0%	63.6%	66.7%	70.4%
Recruit students from low-performing campuses.	25.0%	36.4%	14.3%	26.9%

Source. CSP Grantee Principal Surveys, 2024–25.
Note. CSP stands for Charter School Program. 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.* A total of 11 CSP Cohort 2, 11 Cohort 3 principals, and seven Cohort 4 principals responded to each survey.

> *"Here we also provide our teacher leaders different opportunities to lead on their own. Such as planning parent engagement nights or planning events for the students such as a dance or the school lunches. We give them opportunities to showcase their leadership skills."*
>
> - Principal

During on-site interviews, many principals shared the importance of developing current and aspiring campus leaders by providing them with responsibilities and opportunities to work with or shadow the principal. Many principals saw value in having their assistant principals, counselors, or teacher leaders shadow them and participate in decision making and teacher coaching. Principals also discussed the importance of reaching out to teachers who seemed interested in becoming an administrator and having those conversations to create a plan to support the teacher.

Sources of Support for Establishing the New Campus

The CSP survey asked principals to select from a list of supports that they may have relied upon when opening their campus. While principals relied on a variety of resources, most principals across all cohorts indicated they relied on their district central office for support (see Table 33). When asked in interviews what additional resources they relied on when starting their charter school campuses, principals provided a variety of responses. Many principals shared that they relied on a mentor or colleagues who were part of the charter organization or district where they worked. Other principals shared that they relied on external resources, including the teams at their Education Service Centers (ESCs). Still other respondents noted that they participated in leadership development provided by their school districts, and continued their own learning by taking courses, reading books, or reading research to continue to grow as campus leaders.

"I read a lot of articles about education, about charter schools, looking at things that have worked, things that didn't work, and then I see how I can apply it to my campus. Also we have our supervisors, our superintendent, we have leadership trainings as well. They select topics based on when they come and visit, things that they see and train us on for us to implement as well."

- Principal

Table 33. Percentage of CSP Cohort 2–4 Grantee Principals Reporting the Use of Each Resource When Opening a New Charter School, 2024–25

	Cohort 2	Cohort 3	Cohort 4	Overall
Effective Schools Framework	37.5%	30.0%	57.1%	40.0%
System of Great Schools Network	0.0%	10.0%	14.3%	8.0%
Texas Authorizer Leadership Academy	0.0%	0.0%	14.3%	4.0%
Texas Education Agency charter school division staff	50.0%	20.0%	57.1%	40.0%
Texas Education Agency grants staff	37.5%	30.0%	28.6%	32.0%
Charter management organization	25.0%	20.0%	42.9%	28.0%
District central office	100.0%	70.0%	85.7%	84.0%
Other	12.5%	30.0%	14.3%	20.0%

Source. CSP Grantee Principal Surveys, 2024–25.

Note. CSP stands for Charter School Program. A total of eight CSP Cohort 2 principals, 10 Cohort 3 principals, and seven Cohort 4 principals responded to each survey. Principals could select all responses that applied, so percentages will not sum to 100%. Other responses included *Region 10 Service Center* (Cohort 2); *SEN* (Cohort 2); *and Charter School Success (CSS)* (Cohort 2); *Bellwether Consulting* (Cohort 3); and *Empower Schools* (Cohort 4).

Teacher Recruitment and Retention

Recruiting, hiring, and retaining highly qualified teachers is one of the most important tasks principals undertake when establishing their new charter school campus. Common strategies to recruit teachers included word of mouth about the campus, current teachers recruiting colleagues, and online advertisements (Table 34). Cohort 2 principals were especially likely to report that their teachers recruiting colleagues was one of their strategies.

Table 34. Percentage of CSP Cohort 2–4 Principals Who Indicated Using Each Strategy to Attract High-Quality Educators to Their Campus, 2024–25

	Cohort 2	Cohort 3	Cohort 4	Overall
Billboard advertisements	10.0%	9.1%	0.0%	7.4%
CMO or school district resources	20.0%	0.0%	16.7%	11.1%
Current teachers recruiting colleagues	90.0%	63.6%	50.0%	70.4%
Job fairs	80.0%	54.5%	33.3%	59.3%
Online advertisements	70.0%	63.6%	83.3%	70.4%
Recruitment services (e.g., Indeed, LinkedIn, Zip Recruiter)	50.0%	45.5%	66.7%	51.9%
Social media (e.g., Facebook, Instagram)	80.0%	54.5%	50.0%	63.0%
Word of mouth about the school campus	90.0%	81.8%	100.0%	88.9%
Other	10.0%	18.2%	0.0%	11.1%
We're not recruiting teachers during the 2024–25 school year	0.0%	0.0%	14.3%	3.6%

Source. CSP Grantee Principal Surveys, 2024–25.
Note. CSP stands for Charter School Program; CMO stands for charter management organization. A total of 10 CSP Cohort 2 principals, 11 Cohort 3 principals, and six Cohort 4 principals responded to each survey. Principals could select all responses that applied, so percentages will not sum to 100%. Other responses included *Intrax International Teacher Program* (Cohort 2)*; School Marquee* (Cohort 3); *Region 11 Job board* (Cohort 3); and *Teacher Job Network (Region 10).*

When asked about their processes for selecting and hiring effective instructional leaders and recruiting qualified teachers, Cohort 3 principals were more likely to indicate that they were successful in selecting and hiring qualified educators for their campus than Cohort 2 and Cohort 4 principals (Table 35). Across cohorts, principals were more likely to *strongly agree* that they have been able to hire effective instructional leaders than to have well established processes for new teacher induction or to have effective processes for retaining teachers and staff.

Table 35. Percentage of CSP Cohort 2–4 Principals Who Strongly Agreed with Statements Related to Effective Processes for Selecting and Hiring Qualified Educators, 2024–25

We have…	Cohort 2	Cohort 3	Cohort 4	Overall
Been able to hire effective instructional leaders at my campus.	54.5%	72.7%	66.7%	64.3%
Been able to recruit highly qualified teachers to my campus.	27.3%	63.6%	16.7%	39.3%
Established effective new teacher induction processes for newly hired educators at my school.	45.5%	54.5%	33.3%	46.4%
Established effective processes for selecting and hiring qualified educators at my campus.	63.6%	81.8%	50.0%	67.9%
Implemented effective approaches for retaining teachers and staff.	40.0%	63.6%	33.3%	48.1%

Source. CSP Grantee Principal Surveys, 2024–25.

Note. CSP stands for Charter School Program. Principals also could have selected *Strongly disagree, Disagree,* or *Agree.* A total of 11 CSP Cohort 2 principals, 11 Cohort 3 principals, and six Cohort 4 principals responded to each survey.

When asked in interviews about effective strategies for recruiting teachers, many principals shared they recruited teachers using traditional routes, including attending job fairs, posting on LinkedIn, and relying on their district or charter organizations for recommendations or support. Other principals shared innovative ways they were recruiting new teachers, including partnering with local universities and colleges to develop teacher pipelines.

The CSP principal survey asked principals about their important considerations when hiring new staff. One of the most common characteristics noted across cohorts was teacher fit with the mission of the charter campus. Principals also prioritized evidence of instructional effectiveness, content expertise, and passion for teaching over previous experience as a teacher (Table 36).

> *"Our district does very well in finding different job fairs that are happening within the community. I've actually hired a few teachers from those types of events. That has been very helpful. People don't know that your campus exists, so they don't know to apply. It has also helped that our teachers that are here, they're happy. They tell friends. I let them send my number out to let their friends know that we're here."*
>
> - Principal

> *"You're looking for people who have the right mindset. Coming from a traditional school into a charter school at times can be a little difficult because of the mindset change and getting people in who understand the content."*
>
> *- Principal*

In interviews, principals shared a variety of opinions regarding the most important characteristics of teachers, which mirrored the survey responses. Some principals prioritized a passion for the mission of the school, while others discussed the importance of hiring teachers with classroom management skills and content knowledge.

Table 36. Percentage of CSP Cohort 2–4 Principals Who Indicated Each Characteristic as Among the Most Important Considerations When Hiring New Teachers, 2024–25

	Cohort 2	Cohort 3	Cohort 4	Overall
Ability of teacher to adapt unstructured curriculum into effective lesson plans	18.2%	8.3%	16.7%	13.8%
Content expertise	72.7%	91.7%	16.7%	69.0%
Desire to work with at-risk populations	36.4%	33.3%	16.7%	31.0%
Education level	27.3%	8.3%	16.7%	17.2%
Evidence of teacher's instructional effectiveness	54.5%	83.3%	83.3%	72.4%
Number of years of teaching experience	0.0%	8.3%	16.7%	6.9%
Passion for teaching	90.9%	41.7%	83.3%	69.0%
Prior charter school teaching experience	9.1%	0.0%	0.0%	3.4%
Prior experience working with the teacher	9.1%	8.3%	16.7%	10.3%
Prior school district teaching experience	9.1%	8.3%	0.0%	6.9%
Strong demonstrated pedagogical skills	36.4%	33.3%	33.3%	34.5%
Teacher certification	27.3%	58.3%	33.3%	41.4%
Teacher fit with educational philosophy of the campus	27.3%	41.7%	66.7%	41.4%
Teacher fit with the mission of the charter campus	81.8%	75.0%	100.0%	82.8%

Source. CSP Grantee Principal Surveys, 2024–25.

Note. CSP stands for Charter School Program; CMO stands for charter management organization. A total of 11 CSP Cohort 2 principals, 12 Cohort 3 principals, and six Cohort 4 principals responded to each survey. Principals could select multiple responses that applied, so percentages will not sum to 100%.

Although CSP principals have a clear vision for the characteristics of teachers they would like to hire and who would be a good fit for their campus, survey responses show that recruiting and hiring high-quality teachers continues to be a challenge. Fewer than one-third of the principals *strongly agreed* on the principal survey that any aspect of recruiting, hiring, and retaining teachers is easier than in prior years (Table 37).

Table 37. Percentage of CSP Cohort 2–4 Principals Who Strongly Agreed with Statements Related to Ease of Hiring Compared to Previous Years, 2024–25

	Cohort 2	Cohort 3	Cohort 4	Overall
It has been easier to recruit high-quality candidates.	9.1%	27.3%	20.0%	18.5%
We've had more high-quality applicants for each open position.	18.2%	27.3%	20.0%	22.2%
Our campus recruiting strategies have been more effective.	9.1%	27.3%	20.0%	18.5%
It has been easier to retain high-quality teachers.	10.0%	54.5%	20.0%	30.8%

Source. CSP principal surveys, 2024–25.
Note. CSP stands for Charter School Program. Principals also could have selected *Strongly disagree, Disagree,* or *Agree.* Eleven CSP Cohort 2 principals, 11 Cohort 3 principals, and five Cohort 4 principals responded to each survey question.

During on-site interviews, principals who were struggling to recruit highly qualified teachers reported that the challenge identified some of the systemic challenges they face. These included non-competitive salaries, the lack of sufficient funding for facilities, and the lack of a robust teacher training pipeline, each of which have resulted in a smaller applicant pool of well-qualified teachers. Some principals hypothesized that a lack of adequate training prior to teachers starting their careers may be contributing to difficulties with teacher retention.

Once teachers have been hired, the principals that the study team spoke with work hard to retain their high-quality teachers. Across principal interviews and teacher focus groups, the study team heard that one key contributor to teacher retention is when principals value teacher input and expertise. Teachers also value working in an environment where they have opportunities to provide regular feedback on campus processes and to contribute to decision-making.

> *"There are issues in public education with salary, with appropriate funding for facilities to make sure teachers have locations that are affordable to them to where they live. We don't have a robust teacher training pipeline for teachers to come into schools as a nation. There's some serious recruiting challenges. I don't know if that's a school problem, I view it as a nationwide problem."*
>
> - Principal

Many teachers shared that they stayed on their CSP campus because the administration both provided necessary resources while respecting teachers' autonomy and expertise as professionals. Teachers

appreciated having the ability to differentiate their instruction based on students' needs and have flexibility within the curriculum to make judgment calls. Many of the CSP schools in this study provide teachers with a scripted or semi-scripted curricula. When asked how they adapt the curriculum based on their own expertise, teachers provided examples such as adjusting pacing as needed and providing reteaching. Some teachers had the opportunity to preview the curriculum units with their administrators and make their suggested revisions to the curriculum before starting the unit. Each of these practices helped teachers feel respected and develop a sense of ownership of the instruction they were providing.

> *"We appreciate the autonomy to choose what we want to do with the classroom. We already have a scripted curriculum to see what needs to be the big focus. We can focus on how we want to add to it or take away because it's different for every kid in every class, and every teacher is always different."*
>
> *- Teacher*

Establishing a Positive School Climate and Culture

Through the survey results and across the principal interviews and teacher focus groups, the study team heard and saw many ways that school leaders build a positive school climate. As soon as the study team walked in the door, observers were able to get a feel for the school and were oftentimes able to see school policies and procedures in action. Many principals shared that establishing the campus culture was their top priority when opening the campus, especially during the first year of operation.

On the CSP survey, most principals indicated that the components of a shared vision were in place at their schools *to a great extent.* High percentages of principals across cohorts most often indicated they had developed a campus vision focused on a safe environment and one focused on high expectations for students and teachers (Table 38).

Table 38. Percentage of CSP Cohort 2–4 Principals Who Indicated That They Effectively Implemented Each Aspect of Developing Shared Vision and Beliefs "To a Great Extent," 2024–25

	Cohort 2	Cohort 3	Cohort 4	Overall
Develop a campus vision focused on a safe environment.	81.8%	90.0%	83.3%	85.2%
Develop a campus vision focused on high expectations for students and teachers.	72.7%	80.0%	83.3%	77.8%
Develop a culture of shared success.	63.6%	66.7%	83.3%	69.2%
Ensure campus staff share a common set of beliefs about schooling/learning.	63.6%	70.0%	83.3%	70.4%

Source. CSP Grantee Principal Surveys, 2024–25.

Note. CSP stands for Charter School Program. 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*. A total of 11 CSP Cohort 2 principals, 10 Cohort 3 principals, and six Cohort 4 principals responded to each survey question.

The CSP principal survey also asked principals to reflect on the degree to which their campus created a positive and supportive environment for teachers. Across cohorts, the majority of principals indicated they had created a safe and healthy working environment for teachers, and most indicated they ensured teachers are provided with the support they need to be successful to *a great extent;* however, fewer than half of responding principals indicated they had cultivated a heathy work-life balance for teachers, indicating an area of growth *(*Table 39).

In focus groups, many teachers indicated that they appreciated their campus' family-like or welcoming culture. Especially when teachers worked at a small school or on a small team, they noted the importance of reaching out to their colleagues for support. Teachers also shared that tight-knit communities created safe places where students and families felt included, creating the feeling of an "extended family."

> *"As well as the virtues, which I think go back to the small campus feeling where everybody's a family and we can truly show love to our kiddos. They're not just a number. It's like they're part of us, part of our extended family. So that's what I truly like about [the school], that it's close. It's a small knit community, and so we have that opportunity to share and treat each other as family."*
>
> - Teacher

Table 39. Percentage of CSP Cohort 2–4 Principals Who Indicated That They Implemented Each Aspect of a Positive, Supportive Environment for Teachers "To a Great Extent," 2024–25

	Cohort 2	Cohort 3	Cohort 4	Overall
Create a safe and healthy working environment for teachers.	81.8%	80.0%	83.3%	81.5%
Cultivate a healthy work-life balance for teachers.	36.4%	40.0%	50.0%	40.7%
Ensure teachers are provided with the supports they need to be successful.	72.7%	70.0%	66.7%	70.4%
Provide opportunities for teachers to collaborate.	63.6%	50.0%	66.7%	59.3%

Source. CSP Grantee Principal Surveys, 2024–25.

Note. CSP stands for Charter School Program. 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*. A total of 11 CSP Cohort 2 principals, 10 Cohort 3 principals, and six Cohort 4 principals responded to each survey question.

To establish a positive culture within the campus, many principals acknowledged the importance of engaging parents and the community outside of the campus walls to set a foundation for students to be successful. To support students' success on campus, almost three-quarters of principals indicated their campus had established explicit behavioral expectations for students. When asked in the survey about the degree to which they had established positive relationships with their students and families, approximately two-thirds of principals indicated they had systems in place to address student behavior and build a positive school culture. Approximately half of the principals also indicated they have established meaningful relationships between families and the charter school campus and meaningful relationships between the community and the charter school campus (Table 40).

Table 40. Percentage of CSP Cohort 2–4 Principals Who Indicated That They Effectively Implemented Each Aspect of Positive, Respectful Relationships with Students, Families, and the Community "To a Great Extent," 2024–25

	Cohort 2	Cohort 3	Cohort 4	Overall
Develop a culture of respect among students (e.g., anti-bullying culture).	81.8%	60.0%	50.0%	66.7%
Develop and implement behavioral management systems for students and staff.	81.8%	50.0%	50.0%	63.0%
Establish meaningful relationships between families and the charter school campus.	54.5%	50.0%	83.3%	59.3%
Establish meaningful relationships between the community and the charter school campus.	36.4%	40.0%	66.7%	44.4%
Establish proactive and responsive student support services.	72.7%	55.6%	66.7%	65.4%
Establish explicit behavioral expectations for students.	81.8%	60.0%	83.3%	74.1%

Source. CSP principal surveys, 2024–25.

Note. CSP stands for Charter School Program. 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*. A total of 11 CSP Cohort 2 principals, 10 Cohort 3 principals, and six Cohort 4 principals responded to each survey question.

In focus groups, teachers emphasized the importance of building relationships with students as the foundation of building a strong school culture and an environment of high expectations for all students. At many campuses, principals acknowledged that building these relationships began with having open-door policies and prioritizing that all staff or all administrators know every student's name. At other campuses, systems were in place to create extra support for struggling students. On one campus, leaders assigned these students to a staff member, other than their classroom teacher, who was responsible for checking up on that student regularly.

> *"Everyone just gets to know everyone's children. And I think that that really builds rapport with the kids so they feel safe here and they're comfortable and they're more willing to learn."*
> - Teacher

At many campuses the study team visited, principals and teachers described how support staff assisted in supporting positive student behavior, including attending to their mental wellness and social and emotional needs. There were a variety of models in place to meet these needs. At some schools, this person or team was a school counselor who the students could turn to when they needed extra support. At other schools, external counseling services were provided, either by in-person counselors who were available on campus or virtual counselors students could meet during school hours. Other schools had internal teams who had received additional training and were in place to handle more severe cases of behavior.

Parent/Guardian and Family Engagement

Across CSP cohorts, principals used a variety of engagement strategies to build successful relationships with parents and guardians. Some of the most used engagement strategies across all three cohorts included encouraging parent attendance at campus events, engaging with parents at campus open house events, and regularly communicating with parents regarding student performance (Table 41).

Table 41. Percentage of CSP Cohort 2–4 Principals Who Indicated Using Each Family and Community Engagement Strategy, 2024–25

	Cohort 2	Cohort 3	Cohort 4	Overall
Connect with parents through a formal parent organization (e.g., Parent Teacher Association)	45.5%	20.0%	16.7%	29.6%
Encourage parent attendance at campus events (e.g., job fairs)	90.9%	70.0%	100.0%	85.2%
Encourage parents to volunteer to help out at the campus	81.8%	60.0%	66.7%	70.4%
Engage parents in campus fundraising activities	81.8%	40.0%	16.7%	51.9%
Engage with parents at campus open house events	100.0%	90. 0%	83.3%	92.6%
Engage with parents at student-related conferences/meetings	72.7%	100.0%	66.7%	81.5%
Interact with parents at afterschool programming events	63.6%	50.0%	33.3%	51.9%
Regularly communicate with parents regarding student performance	81.8%	90.0%	83.3%	85.2%
Other	18.2%	20.0%	0.0%	14.8%
We are not engaged with parents and families during the 2024–25 school year	0.0%	0.0%	14.3%	3.6%

Source. CSP Grantee Principal Surveys, 2024–25.
Note. CSP stands for Charter School Program. A total of 11 CSP Cohort 2 principals, 10 Cohort 3 principals, and seven Cohort 4 principals responded to each survey question. Principals could select all responses that applied, so percentages will not sum to 100%. Other responses included *monthly Parent Nights where parents can discuss behavior and academic progress of students* (Cohort 2); *weekly newsletters and social media* (Cohort 2); *parental monthly meetings* (Cohort 3); and *our social media, ClassDojo, and weekly newsletter* (Cohort 3).

During on-site interviews with principals and teacher focus groups, the study team heard multiple examples of ways that principals created opportunities to engage families. At one campus, teachers were expected to complete home visits with an assigned number of students. Both the teachers and principal at the campus lauded the practice as highly effective at increasing parent buy-in and building a foundation for open communication with families throughout the year. Principals at other campuses shared community engagement activities such as parent training workshops, fun events, or family support events such as holding food pantry nights on campus. Teachers and principals emphasized the importance of communicating often with parents, both to engage them in activities and to keep them informed of their students' progress.

> *"I also believe something that we do well is communicate with parents. I think administration does a really good job of communicating to parents about any information such as upcoming events. I think the communication with parents, even with teachers, ensures that we establish those relationships with them."*
>
> - Teacher

Student Recruitment

Another essential component of establishing a new charter school campus is recruiting students and filling the building with learners. On the CSP survey, many principals indicated that they use strategies such as communicating about the mission and educational philosophy at their campus and telling families in the community why the campus may be a good fit for their children. Other common recruitment strategies included establishing a social media presence and distributing flyers in the community (Table 42).

Table 42. Percentage of CSP Cohort 2–4 Principals Who Indicated Using Each Strategy to Attract Students to Enroll in Their Charter School, 2024–25

	Cohort 2	Cohort 3	Cohort 4	Overall
Campaign door-to-door to create awareness of your charter campus	45.5%	50.0%	0.0%	36.7%
Communicate the mission and educational philosophy in place at your campus	90.9%	66.7%	85.7%	80.0%
Communicate to families in your community about why your school may be a good fit for their children	100.0%	91.7%	85.7%	93.3%
Create a social media presence that allowed for the creation of a virtual community for the campus	90.9%	66.7%	85.7%	80.0%
Distribute flyers in the community about your campus	72.7%	75.0%	71.4%	73.3%
Email or text message communications regarding the campus	90.9%	58.3%	42.9%	66.7%
Establish a well-organized website to allow parents to learn more about your campus	90.9%	41.7%	57.1%	63.3%
Have school leaders make presentations at community events regarding your campus	72.7%	58.3%	42.9%	60.0%
Other	9.1%	8.3%	14.3%	10.0%

Source. CSP Grantee Principal Surveys, 2024–25.
Note. CSP stands for Charter School Program. A total of 11 CSP Cohort 2 principals, 12 Cohort 3 principals, and seven Cohort 4 principals responded to each survey question. Principals could select all responses that applied, so percentages will not sum to 100%. Other responses included *tours/shadow days* (Cohort 2); *community events* (Cohort 3); and *sending emails to families with students at other schools* (Cohort 4).

When asked which strategies were most effective in recruiting students, almost all principals selected word-of-mouth from parents of current students. The majority of principals also indicated that using social media and holding open houses were effective strategies in attracting students to the campus (Table 43).

> *"It's word of mouth. It's parents who know about us and hear about us, and then they share the amazing experience they have. Really it's not about bringing people to the door, it's bringing them to the first day of school once they've stepped in the door the first time. That's where we focus a lot of our efforts: on converting the applications to seat arrivals."*
>
> - Principal

Table 43. Percentage of CSP Cohort 2–4 Principals Who Indicated Each Strategy was Most Effective in Attracting Students to Enroll in Their Charter School, 2024–25

	Cohort 2	Cohort 3	Cohort 4	Overall
Enrollment fairs	45.5%	25.0%	42.9%	36.7%
Neighborhood door-to-door recruitment efforts by campus staff	18.2%	41.7%	28.6%	30.0%
Open houses where information about the campus is presented	81.8%	58.3%	71.4%	70.0%
Posted and/or distributed flyers about the campus in area neighborhoods	27.3%	75.0%	28.6%	46.7%
Principal presentations at local events (e.g., Rotary Club)	36.4%	25.0%	28.6%	30.0%
Public-facing advertisements (e.g., billboards)	36.4%	16.7%	42.9%	30.0%
Published information about campus in community newsletters	27.3%	25.0%	28.6%	26.7%
Social media (Facebook, Twitter, LinkedIn, etc.)	90.9%	83.3%	71.4%	83.3%
Word of mouth from parents of currently enrolled students	100.0%	91.7%	85.7%	93.3%
Charter school campus website	54.5%	33.3%	57.1%	46.7%
Other	9.1%	8.3%	14.3%	10.0%

Source. CSP Grantee Principal Surveys, 2024–25.

Note. CSP stands for Charter School Program. A total of 11 CSP Cohort 2 principals, 12 Cohort 3 principals, and seven Cohort 4 principals responded to each survey question. Principals could select all responses that applied, so percentages will not sum to 100%. Other responses included *tours/shadow days* (Cohort 2); *community events* (Cohort 3); and *sending emails to families with students at other schools.* (Cohort 4).

Instructional Materials and Assessments

HQIM and assessments provide the foundation for quality teaching to take place. Approximately half to two-thirds of principals *strongly agreed* with statements regarding the selection and use of HQIM at their campus. Principals at Cohort 3 campuses were most likely to indicate they had materials and practices in place at their campuses, which shows that even though some Cohort 2 campuses had been open longer, implementing these practices to a high degree can take some time to firmly establish *(*Table 44).

Table 44. Percentage of CSP Cohort 2–4 Principals Who "Strongly Agreed" with Statements About the Selection and Use of HQIM and Practices, 2024–25

	Cohort 2	Cohort 3	Cohort 4	Overall
Campus instructional leaders provide adequate lesson planning supports to teachers at my campus.	36.4%	70.0%	66.7%	55.6%
High-quality instructional materials are aligned to formative assessments to inform instruction.	63.6%	60.0%	50.0%	59.3%
High-quality instructional materials are aligned to instructional planning calendars.	63.6%	80.0%	50.0%	66.7%
High-quality instructional materials are used by our teachers on a daily basis.	45.5%	60.0%	66.7%	55.6%
Our campus employs a rigorous process to identify and select high-quality instructional materials.	54.5%	70.0%	33.3%	55.6%

Source. CSP Grantee Principal Surveys, 2024–25.
Note. CSP stands for Charter School Program. HQIM stands for high-quality instructional materials. Principals also could have selected *Strongly disagree, Disagree,* or *Agree.* A total of 11 CSP Cohort 2 principals, 10 Cohort 3 principals, and six Cohort 4 principals responded to each survey question.

In focus groups, teachers provided feedback regarding the use of HQIM at their campuses. Many teachers felt well supported and that they had the necessary materials and resources to support their students. Teachers appreciated it when materials, including lesson plans, had embedded opportunities and strategies for differentiation. Having opportunities for differentiation that teachers could pick and choose allowed teachers greater flexibility in their instruction while also ensuring all students were learning.

> *"With all of the books that we have, the [curriculum] guides help us a lot. When you have questions about an activity, you can read the guide and you can always update it with that book. Each team teacher has a set of books, so they're always available to us."*
>
> *- Teacher*

Effective Instruction and Teacher Supports

Across cohorts, over 60% of principals at newly established CSP campuses indicated their teachers were implementing effective classroom routines and instructional practices *to a great extent* (Figure 7). Across cohorts, principals were most likely to report that they allowed teachers flexibility in the use of curriculum and provided coaching support for teachers at least weekly, but responses varied widely. Cohort 2 principals were most likely to provide coaching support for teachers and to provide dedicated planning time for teachers to collaborate at least weekly. Eighty percent of Cohort 3 principals were

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most likely to indicate that they allowed teachers flexibility in the use of curriculum and related lesson planning. Two-thirds of Cohort 4 principals were most likely to report providing feedback to teachers based on walk-throughs or informal observations at least weekly (Table 45).

Figure 7. Percentage of CSP Cohort 2–4 Principals Who Reported that Effective Classroom Routines and Instructional Practices Were in Place "To a Great Extent," 2024–25
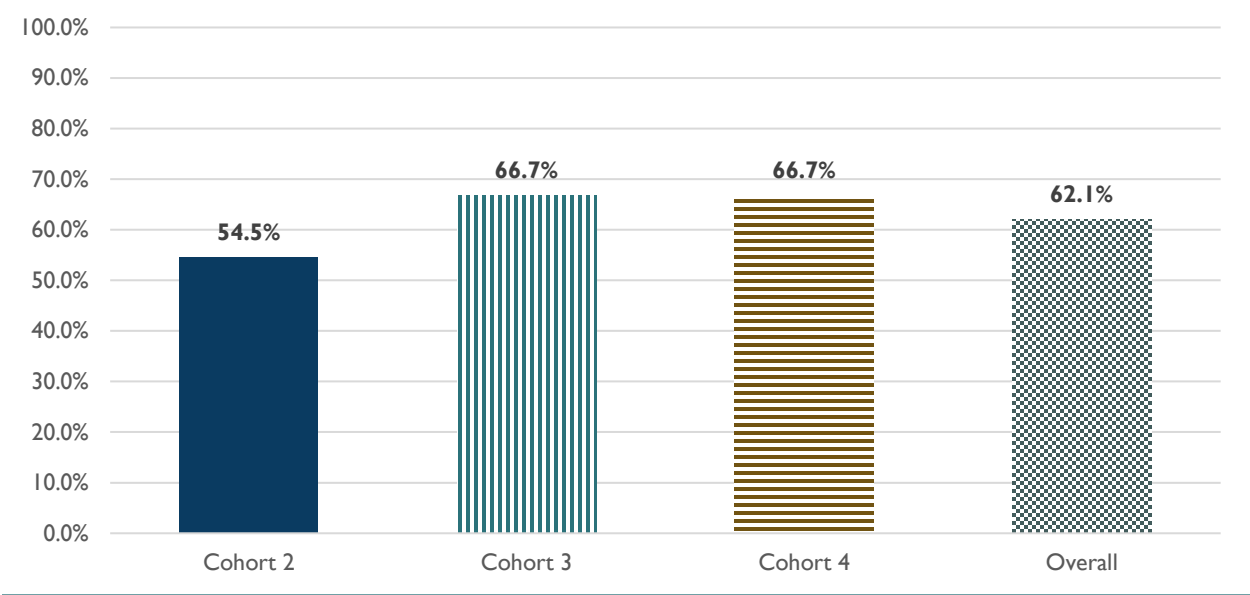
Source. CSP Grantee Principal Surveys, 2024–25.
Note. CSP stands for Charter School Program. Principals also could have selected *Not at all, To a minimal extent, To a moderate extent, or Not part of our activity plan for the school year*. A total of 11 CSP Cohort 2 principals, 12 Cohort 3 principals, and six Cohort 4 principals responded to this survey question.

In interviews, principals highlighted the importance of consistency in supporting teachers. Principals noted that they wanted to ensure that teachers received the same messaging from other administrative and instructional leaders as they would from the principal directly. They also noted that when teachers had reliable and consistent feedback, it helped them implement high-quality instructional practices faster. In addition to benefiting teachers, principals also shared that a consistent schedule and format to learning benefitted the students as well.

> *"What has gone well? We're consistent on our feedback. So everyone's on the same page as far as expectations are concerned."*
>
> - Principal

Table 45. Percentage of CSP Cohort 2–4 Principals Who Reported Engaging in Activities to Support Teachers "At Least Weekly," 2024–25

	Cohort 2	Cohort 3	Cohort 4	Overall
Allow teachers flexibility in the use of curriculum and related lesson planning.	63.6%	80.0%	66.7%	70.4%
Offer teachers professional learning communities (PLCs) meetings.	72.7%	50.0%	50.0%	59.3%
Provide coaching support for teachers.	90.9%	60.0%	50.0%	70.4%
Provide dedicated planning time for teachers to collaborate.	81.8%	40.0%	50.0%	59.3%
Provide feedback to teachers based on formal, scheduled observations.	18.2%	33.3%	33.3%	26.9%
Provide feedback to teachers based on walk-throughs or informal observations.	63.6%	50.0%	66.7%	59.3%
Review student performance data with teachers.	18.2%	10.0%	16.7%	14.8%
Use instructional rounds where teachers have opportunities to observe other teachers in the classroom.	27.3%	10.0%	16.7%	18.5%
Use research-based rubrics (e.g., CLASS©, Danielson, T-TESS) to give teachers useful feedback.	9.1%	10.0%	33.3%	14.8%

Source. CSP Grantee Principal Surveys, 2024–25.

Note. CSP stands for Charter School Program. CLASS® stands for Classroom Assessment Scoring System. Principals also could have selected *At least monthly, One time per semester, One time per year, or Never.* A total of 11 CSP Cohort 2 principals, 10 Cohort 3 principals, and six Cohort 4 principals responded to each survey question.

In both principal interviews and teacher focus groups, participants emphasized the benefits of timely and targeted feedback from administrators, especially when paired with administrators who were willing to model the strategy they wanted the teacher to improve. At many campuses, administrators provide in-the-moment coaching, offering feedback and suggestions that teachers can implement immediately. Key to the success of in-the-moment coaching seemed to be administrators' pairing of positive feedback alongside the corrective feedback as well as a willingness to model the strategy they wanted teachers to implement. Teachers shared that the modelling was very helpful to better understand what administrators wanted them to achieve.

> *"Coaching for sure. I was stepping into the classroom for the first time. It was scary. But the reason I started working for the charter and not trying to work for the independent school district (ISD) beforehand was that I knew someone was going to be there in my classroom every day helping."*
>
> - Teacher

Student Academic and Behavioral Supports

Implementing systems to meet the needs of all their students, including those who require additional supports to be successful, is another crucial task of campus establishment. MTSS frameworks provide campuses the reliable structures and systems they need to provide targeted instruction to students who need it. When asked about which MTSS components were in place at their campus, most principals indicated that evidence-based practices in Tier 1, general education classrooms were in place *to a great extent*. There were few notable differences across cohorts. Almost all Cohort 2 principals indicated there were universal screeners for all students in place *to a great extent.* For most other components, approximately half of principals indicated they had the components in place *to a great extent*, suggesting these practices had been established, but that deep implementation is a continuing process (Table 46).

Table 46. Percentage of CSP Cohort 2–4 Principals Indicating That MTSS Components Were in Place "To a Great Extent," 2024–25

	Cohort 2	Cohort 3	Cohort 4	Overall
Data-based decision-making guidelines or teams to determine whether students qualified for more intensive intervention.	50.0%	60.0%	33.3%	50.0%
Evidence-based practices in Tier 1, general education classrooms.	60.0%	70.0%	83.3%	69.2%
Procedures or teams to determine student eligibility for Tier 3 or special education services.	50.0%	50.0%	50.0%	50.0%
Progress monitoring procedures in place for students deemed at risk.	50.0%	50.0%	33.3%	46.2%
Targeted interventions provided in Tier 2 settings, either as push-in or pull-out services.	50.0%	50.0%	40.0%	48.0%
Universal screeners for all students.	90.0%	40.0%	50.0%	61.5%
Validated diagnostic assessments to evaluate student learning in Tiers 2 and 3 (or special education).	50.0%	50.0%	50.0%	50.0%

Source. CSP Grantee Principal Surveys, 2024–25.

Note. CSP stands for Charter School Program. MTSS stands for multi-tiered systems of support. 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*. A total of 10 CSP Cohort 2 principals, 10 Cohort 3 principals, and six Cohort 4 principals responded to each survey question.

In open-ended survey responses, principals noted the importance of making data-driven decisions and meeting regularly with teachers to discuss the data. These responses were echoed in principal interviews and teacher focus groups, in which participants described the importance of using regular assessment data to make instructional decisions. Assessments included both teacher-developed check-ins or tests as well as campus-level or district-level assessments to capture student growth and areas of need.

In addition to questions about MTSS supports, principals were asked in the CSP survey to indicate which services they were effectively implementing for students who qualify for special education services or students identified as being at risk. All principals across all cohorts indicated their campuses provided small-group instruction in class. Most principals further indicated that individualized or differentiated classroom instruction was in place across classrooms to support these students (Table 47).

> *"And really what we're focusing right now is looking at the data. Okay, so here's the data. Now what, where are we going with the phonics? Okay, so the student is struggling with a concept. Just really teaching the teachers how to look at the data and how to move the kids up. What do I do with this now?"*
>
> - Principal

> *"With the data, we're looking at where the students are, where they need to be, how we're going to meet them there. These kids are growing faster than other ones. We have flexible groups. And admin lets us access that data. We are going to take the latest data when we make these small groups with it."*
>
> - Teacher

During on-site interviews with principals and focus groups with teachers, both groups of participants discussed the use of small-group instruction as ways to address students' needs, oftentimes while also keeping them in a general education setting. Using the data collected as part of the MTSS process, teachers were able to create flexible small groups. At some campuses, these small groups were then pulled by an interventionist or tutor to receive additional instruction, while other campuses had campus-wide intervention periods in which all students received additional instruction.

Table 47. Percentage of CSP Cohort 2–4 Principals Indicating They Effectively Implemented Each Service for Students with Disabilities or for Students at Risk, 2024–25

	Cohort 2	Cohort 3	Cohort 4	Overall
Home visits by campus counselors or teachers	9.1%	20.0%	16.7%	14.8%
Individualized or differentiated classroom instruction	72.7%	90.0%	83.3%	81.5%
In-school instructional or tutoring labs	81.8%	60.0%	66.7%	70.4%
Positive Behavioral Interventions and Supports	54.5%	50.0%	50.0%	51.9%
Small-group instruction in class	100.0%	100.0%	100.0%	100.0%
Social service supports	18.2%	30.0%	16.7%	22.2%
Targeted pull-out instruction by interventionist(s)	81.8%	60.0%	33.3%	63.0%
Other	9.1%	0.0%	16.7%	7.4%

Source. CSP Grantee Principal Surveys, 2024–25.

Note. CSP stands for Charter School Program. A total of 11 CSP Cohort 2 principals, 10 Cohort 3 principals, and six Cohort 4 principals responded to each survey question. Principals could select all responses that applied, so percentages will not sum to 100%. Other responses included *promote the importance of collaboration between special education teachers and general education teachers* (Cohort 3), and *speech therapy* (Cohort 4).

During on-site interviews and focus groups, participants also discussed additional opportunities for students to receive tutoring before or after school hours. The before- or after-school tutoring opportunities allow students to receive additional small-group instruction. While principals and teachers touted the practice as an opportunity for students to receive additional instruction, some teachers indicated that students who needed the tutoring did not always attend the voluntary tutoring sessions.

To support learning for all students, teachers and principals also described engagement strategies in place to help students focus on learning the material. Teachers implemented targeted strategies including questioning, writing opportunities, and turn-and-talks, as well as classroom structures such as project-based learning. Teachers and principals also described behavior systems in place, including elements of Positive Behavioral Interventions and Supports (PBIS) such as positive reinforcement. Engaging students and teaching and rewarding positive behavior helped students to be more academically successful.

> *"Every single one of our students' teachers offers an hour after school every single week where students will learn how to be self-advocates, where they learn that they can get their questions addressed. It's not homework club, it's true one-on-one or group support for those students for their questions."*
>
> - Principal

Observed Instructional Quality

During the site visits in spring 2025, the study team conducted classroom observations using CLASS®, a validated instrument that assesses instructional interactions between teachers and students. The results in this section represent findings from a convenience sample of 80 teachers across four Cohort 2, 12 Cohort 3, and four Cohort 4 grantee 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 all classrooms on these campuses or be used to determine the success of the grant at improving the quality of instructional practices. See the previous chapter or Appendix H for a description of the CLASS® tool and how it was used to capture instructional quality in this study.

As shown in Figure 8, observations conducted in CSP Cohort 2 lower elementary (K–3) classrooms indicated that the selected teachers had classrooms with mid-high levels of emotional support (5.5), high levels of classroom organization (6.0), and low-mid ranges of instructional support (3.2). Observations in CSP Cohort 3 lower elementary (K–3) classrooms reflect mid-high levels of emotional support (5.4) and classroom organization (5.7), as well as low-mid ranges of instructional support (3.3). Observations in CSP Cohort 4 lower elementary (K–3) classrooms reflect mid-high levels of emotional support (5.6) and classroom organization (5.3), as well as low-mid ranges of instructional support (3.5). As noted in the results from spring 2024 classroom observations, the instructional support domain has historically yielded the lowest scores nationally (Pianta et al., 2015).

Figure 8. CSP Cohort 2–4 Lower Elementary (Grades K–3) Domain-level CLASS® Observation Scores, Spring 2025
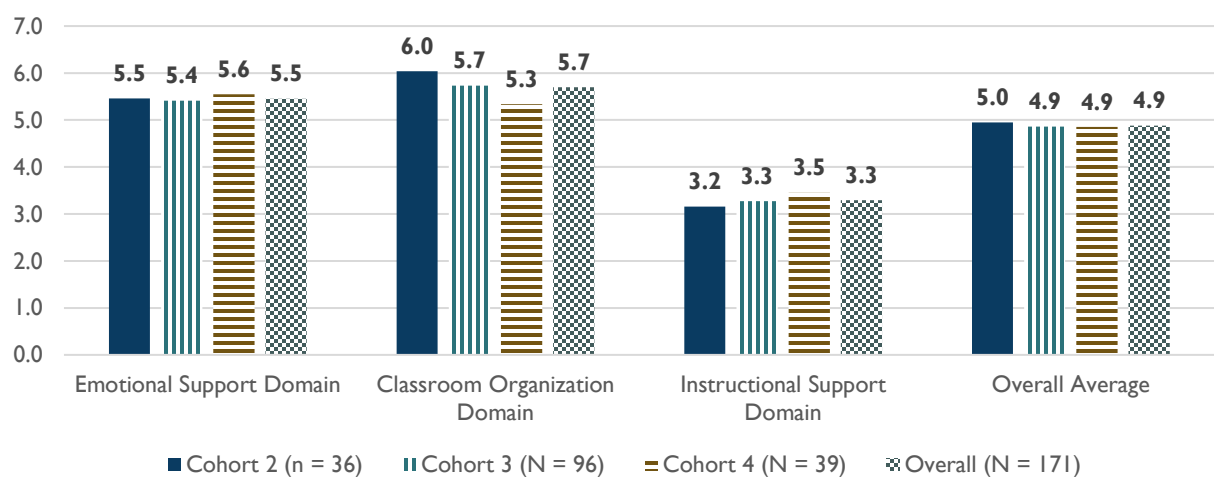
Source. CLASS® observation scores, CSP Cohort 2–4 grantees, 2024–25.
Note. CSP stands for Charter School Program; CLASS® stands for Classroom Assessment Scoring System. K–3 CLASS® scores are based on 36 observations of 10 Cohort 2 classrooms, 96 observations of 27 Cohort 3 classrooms, and 39 observations of 12 Cohort 4 classrooms in 2024–25.

As shown in Figure 9, observations conducted in CSP Cohort 2–4 in upper elementary (4–6) classrooms reflect mid-high levels of emotional support (5.1), high levels of classroom organization (6.2), and mid-low range levels of instructional support (3.6). The CLASS® upper elementary and secondary observation rubrics also captured student engagement levels. In observed CSP Cohort 2–4 classrooms, there were mid-high levels of student engagement (5.3).

Figure 9. CSP Cohorts 2–4 Upper Elementary (Grades 4–6) Domain-level CLASS® Observation Scores, Spring 2025
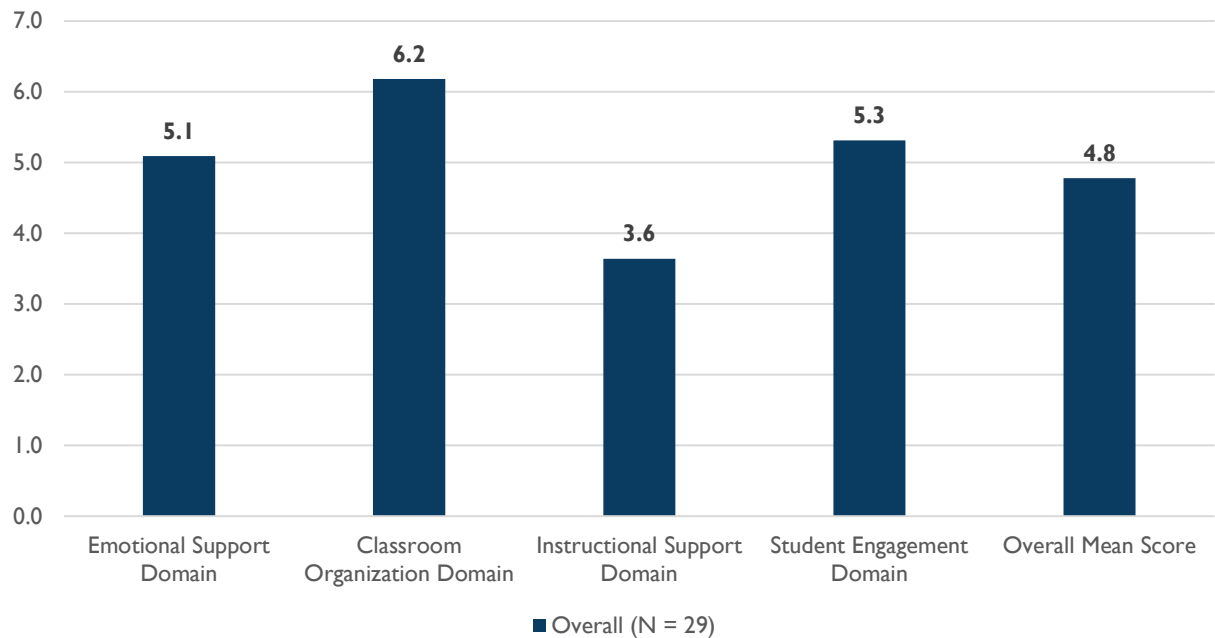
Overall (N = 29)

Source. CLASS® observation scores, CSP Cohort 2–4 grantees, Spring 2025.

Note. CSP stands for Charter School Program; CLASS® stands for Classroom Assessment Scoring System. 4–6 CLASS® scores are based on 16 observations of five Cohort 2 classrooms, 10 observations of three Cohort 3 classrooms, and three observations of one Cohort 4 classroom in Spring 2025. Due to the small sample sizes, only overall scores for all campuses are shown.

As shown in Figure 10, similar to observed upper elementary classrooms, CSP Cohort 2–4 secondary classrooms were also observed to have mid-high levels of emotional support (5.0), high levels of classroom organization (6.5), mid-low range levels of instructional support (3.7), and mid-high levels of student engagement (5.5).

Figure 10. CSP Cohort 2–4 Secondary (Grades 7–12) Domain-level CLASS® Observation Scores, Spring 2025
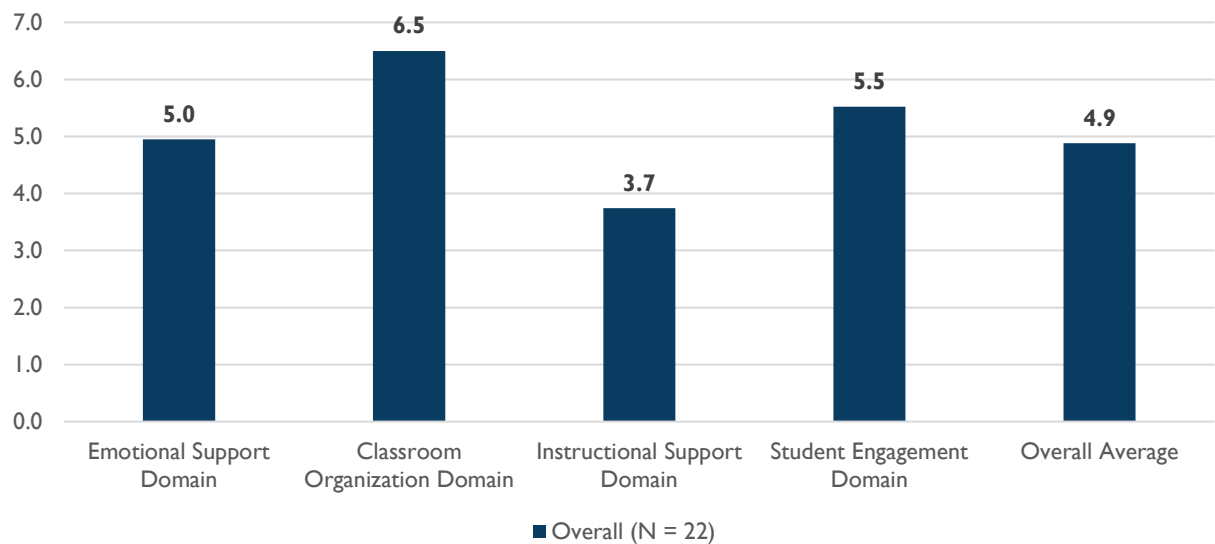
Source. CLASS® observation scores, CSP Cohort 2–4 grantees, Spring 2025.

Note. CSP stands for Charter School Program; CLASS® stands for Classroom Assessment Scoring System. 7–12 CLASS® scores are based on three observations of one Cohort 2 classroom, 59 observations of 18 Cohort 3 classrooms, and 12 observations of three Cohort 4 classrooms in Spring 2025. Due to the small sample sizes, only overall scores for all campuses are shown.

Uses of the CSP Grant

The purpose of the CSP grant is to provide funding for new charter school campuses and expansion and replication of existing successful charter school models. Principals from different cohorts indicated using the CSP grant funds in different ways but, across cohorts, most principals indicated they used the funds to pay for instructional materials (Table 48). The majority of Cohort 3 and Cohort 4 principals also indicated using the funds to cover the cost of campus technology purchases.

Table 48. Percentage of CSP Cohort 2–4 Principals Who Indicated Using CSP Grant Funds in the Following Ways to Help Their School Become Established, 2024–25

	Cohort 2	Cohort 3	Cohort 4	Overall
Covering student recruitment costs	18.2%	33.3%	57.1%	33.3%
Covering the cost of campus technology purchases	54.5%	77.8%	71.4%	66.7%
Creating community awareness for my charter school campus	36.4%	44.4%	57.1%	44.4%
Paying for building renovations or rent	27.3%	11.1%	28.6%	22.2%
Paying for instructional materials	72.7%	66.7%	71.4%	70.4%
Paying teacher and staff salaries	27.3%	22.2%	57.1%	33.3%
Paying teacher recruitment costs	27.3%	22.2%	14.3%	22.2%
Other	36.4%	22.2%	28.6%	29.6%

Source. CSP Grantee Principal Surveys, 2024–25.

Note. CSP stands for Charter School Program. Eleven CSP Cohort 2 principals, nine Cohort 3 principals, and seven Cohort 4 principals responded to each survey question. Principals could select all responses that applied, so percentages will not sum to 100%. Other responses included *additional materials such as tables, chairs, and transportation* (Cohort 2); *not aware/unknown* (Cohort 2 and Cohort 3); *teacher professional development* (Cohort 4); and *consultants and PD* (Cohort 4).

Replication Charter School Campuses

The CSP grant was available to applicants from open-enrollment and district-authorized campuses as well as replication campuses of existing, high-quality charter school campuses. Approximately 36% of Cohort 2, 55% of Cohort 3, and 29% of Cohort 4 charter school campuses were replication campuses (Figure 11).

Figure 11. Percentage of CSP Cohort 2–4 Principals Who Indicated Being a Replication Campus, 2024–25
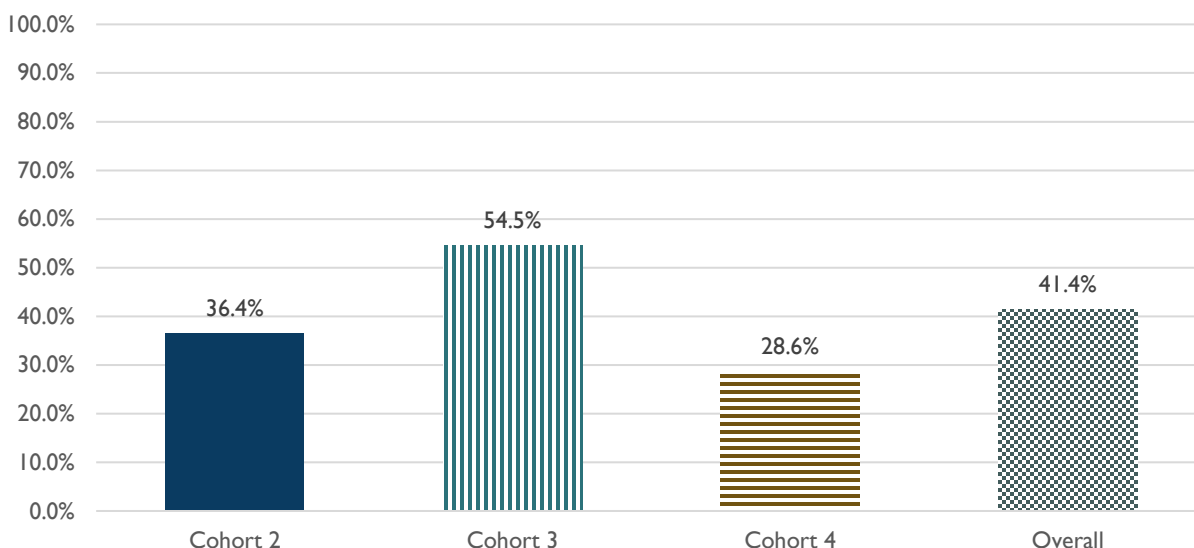
Source. CSP Grantee Principal Surveys, 2024–25.
Note. CSP stands for Charter School Program. A total of 11 CSP Cohort 2 principals, 11 Cohort 3 principals, and seven Cohort 4 principals responded to the survey question.

When asked to rate the degree to which their campus was implementing the key components of their charter school model, all principals *strongly agreed* their replication campus was implementing key components with fidelity.

Discussion

The first CSP Grant Implementation Report, 2021–22 and 2022–23, focused on the progress of Cohort 1 over the first two years of establishing their new charter school campuses. In that report, the study team identified some of the areas of campus establishment that were most challenging and in which campuses made the most progress. At the conclusion of that report, the study team recommended closely monitoring three key processes for the remainder of the CSP study: teacher recruitment and retention, the development of a positive school culture, and the establishment of instructional best practices.

In contrast to first grant implementation report which had the straightforward task of examining the progress of one funding cohort across two school years, this report is a cross-sectional examination of three funding cohorts across two school years of data collection. To further complicate interpretation, some campuses were in their first year of operation and others that were in their second or third year of operation. Throughout main body of this report, results were examined separately for each cohort; however, there were no consistent trends distinguishing these cohorts or these school years, so this discussion focuses primarily on the common experiences of these charter school campuses during the early establishment period.

Teacher Recruitment and Retention

Across the two school years examined in this report, the majority of CSP principals *agreed* that they had been able to recruit high quality teachers to their campus, and that word-of-mouth recruitment, and recruitment supported by current staff helped the school find teachers whose values were aligned to the mission of the campus. Principals prioritized hiring teachers who had a passion for the mission of the campus, who had content area expertise, and who had demonstrated instructional effectiveness over teachers with prior teaching experience. When teachers lacked some of the skills or experiences necessary to provide high-quality instruction, school leaders provided training and coaching to develop them. Principals also prioritized developing internal talent, including providing effective teachers with opportunities to take on leadership roles paired with mentoring and shadowing opportunities for aspiring administrators to develop their skillset.

> *"The biggest success I've had is the majority of the teachers here now are word-of-mouth referrals from teachers who had worked for me for the last couple of years. That has created a situation where when these folks apply, their friend has already told them what it will be like here."*
>
> - Principal

Although CSP principals have a clear vision for the characteristics of teachers they would like to hire and who would be a good fit for their campus, recruiting and hiring high-quality teachers continues to be one of the biggest challenges CSP principals face. Fewer than one-third of the principals indicated on the principal survey that any aspect of recruiting and hiring teachers is easier than in prior years. Principals indicated that some of the systemic barriers they face included non-competitive salaries, the lack of sufficient funding for facilities, and the lack of a robust teacher preparation pipeline. Some principals hypothesized that a lack of adequate training prior to teachers starting their careers may be contributing to some of the difficulties with teacher retention.

Establishing a Positive Campus Culture and Climate

Many CSP principals and teachers highlighted that developing a positive campus culture was a top priority in the early years of establishing their campus. Most CSP principals reported they had made strides toward establishing a clear mission and vision for the campus that focused on creating a safe environment for students and teachers and high academic and behavioral expectations for students. To develop a safe environment alongside rigorous expectations, principals emphasized the importance of valuing all members of the campus community including teachers, students, and families. Principals created a positive climate by listening to teacher feedback on campus processes, and by inviting teachers to contribute to decision-making. CSP administrators also sought and responded to feedback from families, engaged them through campus activities and events, and valued them as partners in their students' educational journey. The approaches to building a positive culture for students focused on setting clear behavior expectations and valuing and supporting students as individuals.

> "We do implement the positive behavior in schools, the PBIS. We have certain protocols that we use for PBIS. We also implement different incentives, different protocols to promote student behavior. And our counselor does an amazing job with guidance and counseling lessons. She has a way of implementing through those guidance lessons positive behavior strategies.
>
> - Principal

Although study results indicated many early successes establishing a positive culture and climate for students and staff, e.g. establishing a culture of respect and implementing behavioral management systems; principals and teachers noted sometimes managing student behaviors or student mental wellness needs required additional support and resources. CSP campus teams sometimes proactively addressed these needs by integrating social and emotional learning into the curriculum (e.g., self-awareness, relationship skills, de-escalation). At other times, campuses responded to these needs by providing additional resources, like internal or external counseling support.

Establishing Instructional Best Practices

New charter school campuses are often established in traditionally underserved communities where students are either at risk of dropping out of school or may need additional support and resources to meet their highest potential. In these cases, strong collegial instructional practices are essential. Most CSP principals reported that effective classroom routines and instructional practices were in place to at least a moderate extent in the first two years of campus establishment. Some of the practices that were best developed among the campuses in this study were frequent opportunities to meet in PLCs, dedicated time to collaborate with colleagues, and providing teachers with the flexibility to modify the curriculum or lesson plans to adjust to student needs. Another essential practice that was a focus in the early years of campus establishment was instructional coaching and mentoring from CSP campus leaders. Principals and teachers highlighted the importance of regular walkthroughs paired with timely feedback to teachers so they could adjust their instruction. Teachers also greatly valued when principals (or other leaders) modeled the instructional strategies to make their expectations clear.

> *"We are constantly focusing on student-centered learning. We're always reminding teachers to focus on what does the student need, whether it is academically, whether it's social, or whether it's emotional.*
>
> - Principal

Developing the student-facing instructional experience was also of critical importance. In some cases, curriculum and instruction was tightly aligned to the mission of the campus. For example, campuses integrated project-based learning or integrated real world applications as a way of challenging and engaging all learners. In other cases, campuses may be meeting student needs through before- or after-school tutoring opportunities that provided access to additional small-group instruction. Many campuses made progress in establishing their instructional practices in the early years, and most reported they were using evidence-based practices in their Tier I classrooms. However, some campuses were still building the data-driven MTSS systems they needed to best meet the needs of their special education students and other students who were not yet up to grade-level standards.

Conclusions

Looking across the 2023–24 and 2024–25 school years and three CSP cohorts, it's clear that most CSP grantees made strides in establishing their charter school campuses. As in the first grant implementation report, CSP campuses made the most extensive progress establishing a clear mission and vision for their school community and implementing a leadership team for the school. These campuses also made notable progress connecting with their communities, recruiting students to the campus, and engaging their families as partners in their students' education. Like all public schools, these CSP campuses faced some challenges recruiting and retaining high-quality teachers, although there is some evidence that

these processes are somewhat easier now than in the years immediately following COVID. Campus leaders are clear in their vision about the teacher skill sets and mindsets that will best serve their school communities and have begun building the systems needed to provide professional and collegial support to teachers and to support learners with a wide variety of needs to be successful.

If there are future opportunities to administer CSP grants, we encourage TEA to consider ways to structure the grant application process and grant support in ways that are aligned with the learnings from this evaluation. For example, this evaluation has highlighted the importance of developing strong instructional leadership and strong instructional support systems. In response, future grant applications could request information about plans for developing the campus instructional leadership team or encourage grantees to use professional development funds to build the capacities of the instructional leadership team. Similarly, the grant application could request information about planned MTSS and student behavior management processes and encourage grantees to use the planning period of their grant to assess and perhaps more fully develop these systems prior to serving students.

Limitations

Like all research and evaluation projects, this CSP Grant Implementation Report has limitations. Chief among these is that the analysis and interpretation of the results in this report focus on overarching trends across two school years, three cohorts, and multiple sources of qualitative and quantitative data. By focusing on consistent themes, and the "average" CSP campus experience, this report underemphasizes the unique growth trajectories, strengths, and weaknesses of each of these new charter school campuses. On average, CSP grantees appear to have made substantial progress toward developing many of the core components of successful new campuses. However, this descriptive component of the evaluation does not include a systematic examination of the experiences of CSP grantees that ended their charters and excludes former grantee campuses if they ended their charters or if their grant period ended prior to data collection widows in the spring of 2024 or 2025.

Because of the small number of observed classrooms and the fact that classrooms were not randomly selected, it is important to interpret the results in the CLASS® results with caution. The conclusions about the instructional quality cannot be generalized to all classrooms on these campuses nor can they be used to determine the success of the grant at improving the quality of instructional practices.

If TEA has the opportunity to administer another CSP grant, we encourage the team to include evaluation questions about the campuses that replicated existing or high-quality charter school models. The design of the CSP survey instrument limited the types of analyses that the study team could conduct. In future efforts to examine campus establishment of CSP grantee campuses, it could be valuable to collect survey data using more scaled items, which would provide more options to use inferential analytic approaches, rather than just descriptive interpretations of the data. It also would open more analytic options to identify trends in the establishment process of charter school campuses

based on characteristics that are hypothesized to be meaningful such as principal years of experience, charter organization type, or whether the charter campus replicated a previously established implementation model.

Finally, if TEA has the opportunity to administer another CSP grant, we encourage the team to include evaluation questions about the campuses that replicated existing or high-quality charter school models. In an exploratory analysis not included in this report, there was some evidence that self-identified replication campuses made more progress than non-replication campuses in the areas of school leadership, staffing, and establishing a positive learning environment and high academic expectations. It may be the case that having a strong model to follow and the benefits of a network of similar schools helped these campuses make more progress in the first two years than would otherwise be expected.

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Appendix A: Charter School Program Current Grantee Principal Study Participants, 2023–24 and 2024–25

This appendix includes tables of Cohort 2 and Cohort 3 campuses that participated in the CSP principal survey and the campuses that were eligible to participate in site visits and that participated in site visits in spring 2024.

This appendix also includes tables of Cohort 2, Cohort 3, and Cohort 4 campuses that participated in the CSP principal survey and the campuses that were eligible to participate in site visits and that participated in site visits in spring 2025.

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Table A.1. CSP 2022–2024 Cohort 2 Grantees and Data Collection Participation, 2023–24

Charter School Campus (CDCN)	Grantee	CSP Principal Survey	Site Visit		
			Eligible	Selected	Participated
BASIS Cedar Park (015-834-007)	BASIS Texas	Yes	Yes	Yes	Yes
BASIS Cedar Park Pri (015-834-107)	BASIS Texas	Yes [b]	No [c]	--	--
BASIS Pflugerville (015-834-005)	BASIS Texas	Yes	No [a]	--	--
Benavides Secondary (066-901-001)	Benavides ISD	Yes	Yes	Yes	No [d]
Bob Hope School El School – Baytown (123-807-103)	Bob Hope School/Hughen Center Inc.	Yes	Yes	No	--
Charles Graebner El (015-907-129)	San Antonio ISD	Yes	Yes	Yes	Yes
Doral Academy of Texas (105-804-101)	Doral Academy of Texas	Yes	Yes	Yes	Yes
East Central CAST Lead HS (015-911-007)	East Central ISD	Yes	Yes	Yes	Yes
Essence Prep (015-844-101)	Essence Prep, Inc.	Yes	Yes	Yes	Yes
Mendez Middle (227-901-058)	Austin ISD	Yes	Yes	Yes	Yes

Table A.1 continues on the next page.

Source. Texas Education Agency, Gibson Consulting Group.

Note. CSP stands for Charter School Program; ISD stands for Independent School District. [a] BASIS Pflugerville was not eligible for a site visit because the evaluation team observed BASIS Pflugerville Primary (Cohort 1) in Fall 2022 and Spring 2023 site visits. BASIS Pflugerville Primary and BASIS Pflugerville shared a building as well as a principal during the 2023–24 school year. [b] There is one principal for BASIS Cedar Park Primary and BASIS Cedar Park. That principal completed one survey that reflects her experiences with both campuses. [c] BASIS Cedar Park Primary was not eligible for a site visit because BASIS Cedar Park and BASIS Cedar Park Primary were housed in the same building and shared one principal. [d] Benavides Secondary declined a site visit because they were planning on ending their charter and did not feel their campus would be appropriate to visit. [e] Trinity Basin Preparatory Arlington was listed as "under construction" in AskTed and was without a principal at the time of the survey launch, and therefore was not eligible for a site visit because they were not serving students. [f] Due to an unfortunate coding error, the study team lost one of the two classroom observations.

Table A.1. CSP 2022–2024 Cohort 2 Grantees and Data Collection Participation, 2023–24 (continued)

Charter School Campus (CDCN)	Grantee	CSP Principal Survey	Site Visit		
			Eligible	Selected	Participated
Rocketship Dennis Dunkins El (220-820-101)	Rocketship Public Schools	Yes	Yes	Yes	Yes
Stafford El Visual and Performing Arts (015-905-144)	Edgewood ISD	Yes	Yes	Yes	Yes
Thrive Center for Success (170-802-001)	Thrive with Autism	Yes	Yes	No	--
TriPoint Academy San Antonio (066-901-044)	San Antonio ISD	Yes	Yes	Yes	Yes
Trinity Basin Preparatory Arlington (057-813-106)	Trinity Basin Preparatory	No [e]	No [e]	--	--
Trinity Basin Preparatory Grand Prairie (057-813-107)	Trinity Basin Preparatory	Yes	Yes	Yes	Yes [f]
Universal Academy – Bartonville (057-808-104)	Universal Academy	Yes	Yes	No	--
Cohort 2 Total		**15**	**14**	**11**	**10**

Source. Texas Education Agency, Gibson Consulting Group.

Note. CSP stands for Charter School Program; ISD stands for Independent School District. [a] BASIS Pflugerville was not eligible for a site visit because the evaluation team observed BASIS Pflugerville (Cohort 1) in Fall 2022 and Spring 2023 site visits. BASIS Pflugerville Primary and BASIS Pflugerville shared a building as well as a principal during the 2023–24 school year. [b] There is one principal for BASIS Cedar Park Primary and BASIS Cedar Park. That principal completed one survey that reflects her experiences with both campuses. [c] BASIS Cedar Park Primary was not eligible for a site visit because BASIS Cedar Park and BASIS Cedar Park Primary were housed in the same building and shared one principal. [d] Benavides Secondary declined a site visit because they were planning on ending their charter and did not feel their campus would be appropriate to visit. [e] Trinity Basin Preparatory Arlington was listed as "under construction" in AskTed and was without a principal at the time of the survey launch and therefore was not eligible for a site visit because they were not serving students. [f] Due to an unfortunate coding error, the study team lost one of the two classroom observations.

Table A.2. CSP 2022–2024 Cohort 3 Grantees and Data Collection Participation, 2023–24

Charter School Campus (CDCN)	Grantee	CSP Principal Survey	Site Visits		
			Eligible	Selected	Participated
Academy of Visual and Performing Arts (220-821-001)	Academy of Visual and Performing Arts	Yes	Yes	Yes	Yes
Bright Scholar DeSoto (066-901-045)	Benavides ISD	Yes	No [a]	--	--
Bright Scholar Helen of Troy (066-901-048)	Benavides ISD	No [b]	No [b]	--	--
Bright Scholar Park Ridge (066-901-047)	Benavides ISD	No [b]	No [b]	--	--
Brillante Academy (108-810-101)	Brillante Academy Charter School	Yes	Yes	Yes	Yes
BRYSS Academy HS (101-806-002)	Raul Yzaguirre Schools for Success Charter	Yes	No [c]	--	--
Dr. Mae Jones-Clark El (123-910-129)	Beaumont ISD	Yes	Yes	Yes	Yes
Fehl-Price El (123-910-131)	Beaumont ISD	Yes	Yes	Yes	Yes
Lamar Elementary (165-901-111)	Midland ISD	Yes	Yes	Yes	Yes

Table A.2 continues on the next page.

Source. Texas Education Agency, Gibson Consulting Group.

Note. CSP stands for Charter School Program. [a] The Bright Scholar campuses were not eligible for site visits as they are early childhood centers and were not serving a significant number of students in Kindergarten or above in 2023–24. [b] Bright Scholar Helen of Troy and Bright Scholar Park Ridge were not receiving grant funds and therefore no longer part of the cohort at the time of data collection. [c] BRYSS Academy HS was not eligible for site visits because they were not serving students. [d] RYSS Northeast1 Pre-K–5 ES and RYSS Northeast2 Pre-K–8 did not have principal contacts at the time of survey launch, and were not eligible for site visits because they were not serving students. [e] RYSS STEM Academy at First Friends Pasadena only had one teacher who was responsible for grades K–2 and eligible for observation. The evaluation team, with TEA's approval, did not conduct a site visit due to the lack of other teachers to observe. No qualitative data, including principal interview or teacher focus group data were collected either. [f] Smith Middle School participated in site visits; however, due to an unfortunate data entry error, the study team lost the data for all four classroom observations. [g] STEP Charter School III was not eligible for site visits because they were not serving students.

Table A.2. CSP 2022–2024 Cohort 3 Grantees and Data Collection Participation, 2023–24 (continued)

Charter School Campus (CDCN)	Grantee	CSP Principal Survey	Site Visits		
			Eligible	Selected	Participated
RYSS Northeast1 Pre-K–5	Raul Yzaguirre Schools for Success Charter	No [d]	No [d]	--	--
RYSS Northeast2 Pre-8 Academy	Raul Yzaguirre Schools for Success Charter	No [d]	No [d]	--	--
RYSS STEM Academy at First Friends Pasadena (101-806-104)	Raul Yzaguirre Schools for Success Charter	Yes	Yes	Yes	No [e]
Smith Middle (123-910-042)	Beaumont ISD	Yes	Yes	Yes	Yes [f]
SST Hill Country College Prep HS (015-831-008)	School of Science and Technology	Yes	Yes	Yes	Yes
SST Sugar Land College Prep HS (015-831-009)	School of Science and Technology	Yes	Yes	Yes	Yes
STEP Charter School III (101-859-103)	STEP Charter School	Yes	No [g]	--	--
Vanguard Monet (108-808-107)	Vanguard Academy	Yes	Yes	Yes	Yes
Cohort 3 Total		**14**	**10**	**10**	**9**

Source. Texas Education Agency, Gibson Consulting Group.

Note. CSP stands for Charter School Program. [a] The Bright Scholar campuses were not eligible for site visits as they are early childhood centers and were not serving a significant number of students in Kindergarten or above in 2023–24. [b] Bright Scholar Helen of Troy and Bright Scholar Park Ridge were not receiving grant funds and therefore no longer part of the cohort at the time of data collection. [c] BRYSS Academy HS was not eligible for site visits because they were not serving students. [d] RYSS Northeast1 Pre-K–5 ES and RYSS Northeast2 Pre-K–8 did not have principal contacts at the time of survey launch, and were not eligible for site visits because they were not serving students. [e] RYSS STEM Academy at First Friends Pasadena only had one teacher who was responsible for grades K–2 and eligible for observation. The evaluation team, with TEA's approval, did not conduct a site visit due to the lack of other teachers to observe. No qualitative data, including principal interview or teacher focus group data were collected either. [f] Smith Middle School participated in site visits; however, due to an unfortunate data entry error, the study team lost the data for all four classroom observations. [g] STEP Charter School III was not eligible for site visits because they were not serving students.

Table A.3. CSP Cohort 1 Grantees and Data Collection Participation, 2024–25

Charter School Campus (CDCN)	Grantee	Grantee Status	CSP Principal Survey	Site Visit		
				Eligible	Selected	Participated
BASIS Benbrook (015-834-104)	BASIS Texas	Former	Yes	No	--	--
BASIS Pflugerville Pri (015-834-105)	BASIS Texas	Former	Yes	No	--	--
BASIS San Antonio Pri – Jack Lewis Jr (015-834-106)	BASIS Texas	Former	Yes	No	--	--
BASIS San Antonio Pri-Northeast (015-834-103)	BASIS Texas	Former	No	No	--	--
Edgar Allan Poe STEM Dual Language Middle (015-907-060)	San Antonio ISD	Former	No	No	--	--
Greenleaf NCC (227-901-199)	Austin ISD	Former	Yes	No	--	--
Las Palmas Leadership School for Girls (015-905-142)	Edgewood ISD	Former	No	No	--	--
Learn4Life (015-905-016)	Edgewood ISD	Former	Yes	No	--	--
Prelude Preparatory Charter School (015-843-101)	Prelude Preparatory Charter School	Former	No	No	--	--
Roy Cisneros El (015-905-104)	Edgewood ISD	Former	Yes	No	--	--
Royal Academy of Excellence (015-842-001)	Royal Academy of Excellence	Former	Yes	No	--	--
SST Schertz (015-827-007)	School of Science and Technology	Former	No	No	--	--
Vanguard Van Gogh (108-808-106)	Vanguard Academy	Former	Yes	No	--	--
Cohort 1 Total		**13**	**8**	**0**		

Source. Texas Education Agency, Gibson Consulting Group.

Note. [1]No site visits were conducted for Cohort 1 campuses, as all were former CSP grantees.

Table A.4. CSP Cohort 2 Grantees and Data Collection Participation, 2024–25

Charter School Campus (CDCN)	Grantee	Grantee Status	CSP Principal Survey	Site Visit		
				Eligible	Selected	Participated
BASIS Cedar Park (015-834-007)	BASIS Texas	Current	Yes	No [a]	--	--
BASIS Cedar Park Pri (015-834-107)	BASIS Texas	Current	Yes [b]	Yes	Yes	Yes
BASIS Pflugerville (015-834-005)	BASIS Texas	Current	Yes [c]	No [d]	--	--
Bob Hope School El School – Baytown (123-807-103)	Bob Hope School/Hughen Center Inc.	Current	Yes	Yes	Yes	Yes
Charles Graebner El (015-907-129)	San Antonio ISD	Current	Yes	Yes	--	--
Doral Academy of Texas (105-804-101)	Doral Academy of Texas	Current	Yes	Yes	--	--
East Central CAST Lead HS (015-911-007)	East Central ISD	Current	Yes	Yes	--	--
Essence Prep (015-844-101)	Essence Prep, Inc.	Former	Yes	No [e]	--	--
Mendez Middle (227-901-058)	Austin ISD	Current	Yes	Yes	--	--
Rocketship Dennis Dunkins El (220-820-101)	Rocketship Public Schools	Former	No	No [e]	--	--

Table A.4 continues on the next page.

Source. Texas Education Agency, Gibson Consulting Group.

Note. [a] BASIS Cedar Park was not eligible for a site visit because BASIS Cedar Park and BASIS Cedar Park Primary were housed in the same building and shared one principal. [b] The principal for BASIS Cedar Park Primary completed one survey for both BASIS Cedar Park Primary as well as BASIS Cedar Park. [c] The principal for BASIS Pflugerville completed one survey for both BASIS Pflugerville Primary as well as BASIS Pflugerville. [d] BASIS Pflugerville was not eligible for a site visit because the evaluation team observed BASIS Pflugerville Primary in Fall 2022 and Spring 2023 site visits. [e] Essence Prep, Rocketship Dennis Dunkins El, and Thrive Center for Success were not eligible for site visits because they were no longer receiving grant funds.

Table A.4. CSP Cohort 2 Grantees and Data Collection Participation, 2024–25 (continued)

Charter School Campus (CDCN)	Grantee	Grantee Status	CSP Principal Survey	Site Visit		
				Eligible	Selected	Participated
Stafford El Visual and Performing Arts (015-905-144)	Edgewood ISD	Current	Yes	Yes	--	--
Thrive Center for Success (170-802-001)	Thrive with Autism	Former	Yes	No [e]	--	--
Trinity Basin Preparatory Arlington (057-813-106)	Trinity Basin Preparatory	Current	Yes	Yes	Yes	Yes
Trinity Basin Preparatory Grand Prairie (057-813-107)	Trinity Basin Preparatory	Current	Yes	Yes	--	--
Universal Academy – Bartonville (057-808-104)	Universal Academy	Current	Yes	Yes	Yes	Yes
Cohort 2 Total		**15**	**14**	**10**	**4**	**4**

Source. Texas Education Agency, Gibson Consulting Group.

Note. [a] BASIS Cedar Park was not eligible for a site visit because BASIS Cedar Park and BASIS Cedar Park Primary were housed in the same building and shared one principal. [b] The principal for BASIS Cedar Park Primary completed one survey for both BASIS Cedar Park Primary as well as BASIS Cedar Park. [c] The principal for BASIS Pflugerville completed one survey for both BASIS Pflugerville Primary as well as BASIS Pflugerville. [d] BASIS Pflugerville was not eligible for a site visit because the evaluation team observed BASIS Pflugerville Primary in Fall 2022 and Spring 2023 site visits. [e] Essence Prep, Rocketship Dennis Dunkins El, and Thrive Center for Success were not eligible for site visits because they were no longer receiving grant funds.

Table A.5. CSP Cohort 3 Grantees and Data Collection Participation, 2024–25

Charter School Campus (CDCN)	Grantee	Grantee Status	CSP Principal Survey	Site Visit		
				Eligible	Selected	Participated
Academy of Visual and Performing Arts (220-821-001)	Academy of Visual and Performing Arts	Current	Yes	Yes	Yes	Yes
Brillante Academy (108-810-101)	Brillante Academy Charter School	Current	Yes	Yes	Yes	Yes
BRYSS Academy HS (101-806-002)	Raul Yzaguirre Schools for Success Charter	Current	Yes	Yes	Yes	Yes
Dr. Mae Jones-Clark El (123-910-129)	Beaumont ISD	Current	Yes	Yes	Yes	Yes
Fehl-Price El (123-910-131)	Beaumont ISD	Current	Yes	Yes	Yes	Yes
Lamar Elementary (165-901-111)	Midland ISD	Current	Yes	Yes	Yes	Yes
RYSS Northeast1 Pre-K-5 ES		Current	No [a]	No [b]	--	--
RYSS Northeast2 Pre-8 Academy		Current	No [a]	No [b]	--	--
RYSS STEM Academy at First Friends Pasadena (101-806-104)	Raul Yzaguirre Schools for Success Charter	Current	Yes	Yes	Yes	Yes
Smith Middle (123-910-042)	Beaumont ISD	Current	Yes	Yes	Yes	Yes

Table A.5 continues on the next page.

Source. Texas Education Agency, Gibson Consulting Group.

Note. [a] RYSS Northeast1 Pre-K-5 ES and RYSS Northeast2 Pre-8 Academy did not have principals at the time of the survey launch. [b] RYSS Northeast PK-5 ES and RYSS Northeast Pk-8 Academy were not eligible for site visits as they were not serving students in 2024–2025 school year.

Table A.5. CSP Cohort 3 Grantees and Data Collection Participation, 2024–25 (continued)

Charter School Campus (CDCN)	Grantee	Grantee Status	CSP Principal Survey	Site Visit		
				Eligible	Selected	Participated
SST Hill Country College Prep HS (015-831-008)	School of Science and Technology	Current	Yes	Yes	Yes	Yes
SST Sugar Land College Prep HS (015-831-009)	School of Science and Technology	Current	Yes	Yes	Yes	Yes
STEP Charter School III (101-859-103)	STEP Charter School	Current	Yes	Yes	Yes	Yes
Vanguard Monet (108-808-107)	Vanguard Academy	Current	Yes	Yes	Yes	Yes
Cohort 3 Total		**14**	**12**	**12**	**12**	**12**

Source. Texas Education Agency, Gibson Consulting Group.

Note. [a] RYSS Northeast1 Pre-K-5 ES and RYSS Northeast2 Pre-8 Academy did not have principals at the time of the survey launch. [b] RYSS Northeast PK-5 ES and RYSS Northeast Pk-8 Academy were not eligible for site visits as they were not serving students in 2024–2025 school year.

Table A.6. CSP Cohort 4 Grantees and Data Collection Participation, 2024–25

Charter School Campus (CDCN)	Grantee	Grantee Status	CSP Principal Survey	Site Visit		
				Eligible	Selected	Participated
CAST Imagine Middle (015-907-067)	San Antonio ISD	Current	Yes	Yes	Yes	Yes
Celebrate Dyslexia School (015-845-001)	Celebrate Dyslexia Schools	Current	Yes	Yes	Yes	Yes
DaVinci Academy for Science (071-801-003)	Burnham Wood Charter School District	Current	Yes	No [a]	--	--
Driscoll Madison Square Child Development CTR (178-905-109)	Driscoll ISD	Current	Yes	No [b]	--	--
Early Learning Academy (117-904-103)	Plemons-Stinnett-Phillips CISD	Current	Yes	No [b]	--	--
Parnell El (121-904-103)	Jasper ISD	Current	Yes	Yes	Yes	Yes
UP Excellence Academy (101-881-001)	UP Excellence Academy	Current	Yes	Yes	Yes	Yes
Cohort 4 Total		**7**	**7**	**4**	**4**	**4**

Source. Texas Education Agency, Gibson Consulting Group.

Note. [a] DaVinci Academy for Science was not eligible for site visits as they were not serving students in 2024–2025 school year. [b] Driscoll Madison Square Child Development CTR and Early Learning Academy were not eligible for site visits as they served primarily preschool grades.

Appendix B: Charter School Program Current Grantee Principal Survey Results 2023–24

Cohort 2 Principal Responses

Table B.1. CSP Cohort 2 Grantee Principal Reports of the Degree to Which They Accomplished Various Tasks Related to Opening a New Charter School, 2023–24

During the 2023–24 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%	7.1%	50.0%	42.9%	14
Recruit students from low-performing campuses.	16.7%	16.7%	41.7%	25.0%	12
Create differentiated roles and responsibilities for campus instructional leaders.	7.7%	7.7%	46.2%	38.5%	13
Implement student behavior policies and procedures.	0.0%	7.1%	28.6%	64.3%	14
Implement focused planning and decision-making processes associated with opening a new charter school campus.	0.0%	7.7%	46.2%	46.2%	13
Execute processes for regular monitoring of implementation and outcomes, including the near-term and long-term growth of students.	0.0%	7.1%	42.9%	50.0%	14

Source. CSP Grantee Principal Survey, 2023–24.
Note. CSP stands for Charter School Program.

Table B.2. CSP Cohort 2 Grantee Principal Reports of the Resources They Used When Opening a New Charter School, 2023–24

Please indicate if you used any of the following resources for assistance in establishing or maintaining your charter school campus in 2023–24. (Select all that apply.)	No	Yes	N
Texas Education Agency (TEA) grants staff	66.7%	33.3%	15
TEA charter school division staff	73.3%	26.7%	15
System of Great Schools Network	100.0%	0.0%	15
Effective Schools Framework	80.0%	20.0%	15
Texas Authorizer Leadership Academy	100.0%	0.0%	15
Your charter management organization (CMO)*	66.7%	33.3%	15
Your district central office*	20.0%	80.0%	15
Other, please specify	73.3%	26.7%	15

Source. CSP Grantee Principal Survey, 2023–24.

Note. CSP stands for Charter School Program. (*) 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 and 2023–24.

Table B.3. CSP Cohort 2 Grantee Principal Reports of the Teacher Recruitment Strategies They Used When Opening a New Charter School, 2023–24

Which of the following teacher recruitment methods did you use to attract high-quality educators to your campus in 2023–24? (Select all that apply.)	No	Yes	N
Current teachers recruiting colleagues	26.7%	73.3%	15
Word of mouth about the campus	26.7%	73.3%	15
Online advertisements	40.0%	60.0%	15
Job fairs	20.0%	80.0%	15
Billboard advertisements	80.0%	20.0%	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)	26.7%	73.3%	15
Other (please describe)	80.0%	20.0%	15
We're not recruiting teachers during the 2023–24 school year	100.0%	0.0%	15

Source. CSP Grantee Principal Survey, 2023–24.

Note. CSP stands for Charter School Program.

Table B.4. CSP Cohort 2 Grantee Principal Reports about Hiring and Retaining Teachers When Opening a New Charter School, 2023–24

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 campus.	6.7%	0.0%	60.0%	33.3%	15
We have established effective processes for selecting and hiring qualified educators at my campus.	6.7%	6.7%	53.3%	33.3%	15
We have been able to recruit highly qualified teachers to my campus.	0.0%	7.1%	64.3%	28.6%	14
We have established effective new teacher induction processes for newly hired educators at my campus.	0.0%	6.7%	86.7%	6.7%	15
We have implemented effective approaches for retaining teachers and staff.	0.0%	13.3%	40.0%	46.7%	15

Source. CSP Grantee Principal Survey, 2023–24.
Note. CSP stands for Charter School Program.

Table B.5. CSP Cohort 2 Grantee Principal Reports about Hiring New Teachers for the Initial Year of Operations, 2023–24

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 the following statements from 1 to 5 where 1 is the most important and 5 is fifth the most important.)	Not Ranked	Ranked	N
Teacher fit with the mission of the charter campus	33.3%	66.7%	15
Teacher certification	53.3%	46.7%	15
Prior experience working with the teacher	73.3%	26.7%	15
Education level	73.3%	26.7%	15
Number of years of teaching experience	73.3%	26.7%	15
Passion for teaching	46.7%	53.3%	15

Table B.5 continues on the next page.

Source. CSP Grantee Principal Survey, 2023–24.
Note. CSP stands for Charter School Program.

Table B.5. CSP Cohort 2 Grantee Principal Reports about Hiring New Teachers for the Initial Year of Operations, 2023–24 (continued)

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 the following statements from 1 to 5 where 1 is the most important and 5 is fifth the most important.)	Not Ranked	Ranked	N
Evidence of teachers' instructional effectiveness	40.0%	60.0%	15
Prior charter school teaching experience	80.0%	20.0%	15
Prior school district teaching experience	80.0%	20.0%	15
Content expertise	13.3%	86.7%	15
Teacher fit with educational philosophy of the campus	40.0%	60.0%	15
Desire to work with at-risk populations	40.0%	60.0%	15
Strong demonstrated pedagogical skills	46.7%	53.3%	15
Ability of teacher to adapt unstructured curriculum into effective lesson plans	53.3%	46.7%	15
Other (Please describe)	86.7%	13.3%	15

Source. CSP Grantee Principal Survey, 2023–24.
Note. CSP stands for Charter School Program.

Table B.6. CSP Cohort 2 Grantee Principal Reports About Recruiting and Retaining Teachers, 2023–24

Please rate the extent to which you agree or disagree with the following statements related to your ability to recruit and retain teachers since the first year your campus opened or transitioned to a charter school campus.	Strongly Disagree	Disagree	Agree	Strongly Agree	N
It has been easier to recruit high quality candidates.	0.0%	66.7%	22.2%	11.1%	9
We've had more high-quality applicants for each open position.	0.0%	66.7%	22.2%	11.1%	9
Our campus recruiting strategies have been more effective.	0.0%	22.2%	44.4%	33.3%	9
It has been easier to retain high quality teachers.	0.0%	33.3%	33.3%	33.3%	9

Source. CSP Grantee Principal Survey, 2023–24.
Note. CSP stands for Charter School Program.

Table B.7. 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, 2023–24

During the 2023–24 school year, to what extent do you feel you have been able to effectively do each of the following activities related to campus climate and culture?	Not at all	To a minimal extent	To a moderate extent	To a great extent	N
Develop a campus vision focused on a safe environment.	6.7%	0.0%	20.0%	73.3%	15
Ensure campus staff share a common set of beliefs about schooling/learning.	0.0%	6.7%	26.7%	66.7%	15
Develop a campus vision focused on high expectations for students and teachers.	0.0%	6.7%	20.0%	73.3%	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%	20.0%	40.0%	40.0%	15
Ensure teachers are provided with the supports they need to be successful.	0.0%	6.7%	40.0%	53.3%	15
Establishment of explicit behavioral expectations for students.	0.0%	13.3%	13.3%	73.3%	15
Develop a culture of shared success.	0.0%	6.7%	33.3%	60.0%	15
Provide opportunities for teachers to collaborate.	0.0%	13.3%	13.3%	73.3%	15
Develop and implement behavioral management systems for students and staff.	0.0%	6.7%	26.7%	66.7%	15
Establish proactive and responsive student support services.	0.0%	13.3%	26.7%	60.0%	15
Establish meaningful relationships between families and the charter school campus.	0.0%	20.0%	53.3%	26.7%	15
Establish meaningful relationships between the community and the charter school campus.	0.0%	20.0%	46.7%	33.3%	15
Develop a culture of respect among students (e.g., anti-bullying culture).	0.0%	6.7%	33.3%	60.0%	15

Source. CSP Grantee Principal Survey, 2023–24.
Note. CSP stands for Charter School Program.

Table B.8. CSP Cohort 2 Grantee Principal Reports about Parent and Family Engagement Strategies, 2023–24

Which of the following parent and family engagement approaches are you using in 2023–24? (Select all that apply.)	No	Yes	N
Connect with parents through a formal parent organization (e.g., Parent Teacher Association)	46.7%	53.3%	15
Engage parents in campus fundraising activities	46.7%	53.3%	15
Encourage parent attendance at campus events (e.g., job fairs)	20.0%	80.0%	15
Encourage parents to volunteer to help out at the campus	26.7%	73.3%	15
Engage with parents at student-related conferences/meetings	13.3%	86.7%	15
Engage with parents at campus open house events	6.70%	93.3%	15
Interact with parents at afterschool programming events	40.0%	60.0%	15
Regularly communicate with parents regarding student performance	6.7%	93.3%	15
Other (Please describe)	86.7%	13.3%	15
We are not engaged with parents and families during the 2023–24 school year.	100.0%	0.0%	15

Source. CSP Grantee Principal Survey, 2023–24.
Note. CSP stands for Charter School Program.

Table B.9. CSP Cohort 2 Grantee Principal Reports of High-Quality Instructional Materials and Practices, 2023–24

Please rate the extent to which you agree or disagree with the following statements related to high-quality instructional materials used in 2023–24.	Not at all	To a minimal extent	To a moderate extent	To a great extent	N
Our campus employs a rigorous process to identify and select high-quality instructional materials.	0.0%	0.0%	64.3%	35.7%	14
High-quality instructional materials are used by our teachers on a daily basis.	0.0%	0.0%	53.3%	46.7%	15
Campus instructional leaders provide adequate lesson planning supports to teachers at my campus.	0.0%	0.0%	60.0%	40.0%	15
High-quality instructional materials are aligned to instructional planning calendars.	0.0%	0.0%	42.9%	57.1%	14
High-quality instructional materials are aligned to formative assessments to inform instruction.	0.0%	0.0%	42.9%	57.1%	14

Source. CSP Grantee Principal Survey, 2023–24.
Note. CSP stands for Charter School Program.

Table B.10. CSP Cohort 2 Grantee Principal Reports of the Degree to Which Effective Classroom Routines and Instructional Practices Were in Place, 2023–24

	Not at all	To a minimal extent	To a moderate extent	To a great extent	N
At this point in the 2023–24 school year, to what extent do you feel that effective classroom routines and instructional practices are in place?	0.0%	6.7%	40.0%	53.3%	15

Source. CSP Grantee Principal Survey, 2023–24.
Note. CSP stands for Charter School Program.

Table B.11. CSP Cohort 2 Grantee Principal of the Degree to Which Effective Classroom Routines and Instructional Practices Were in Place, 2023–24

So far in the 2023–24 school year, how frequently have you engaged in the following activities to support teachers at your campus?	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.	40.0%	60.0%	0.0%	0.0%	0.0%	15
Provide feedback to teachers based on formal, scheduled observations.	26.7%	13.3%	40.0%	20.0%	0.0%	15
Use research-based rubrics (e.g., CLASS©, Danielson) to give teachers useful feedback.	41.7%	16.7%	25.0%	0.0%	16.7%	12
Use instructional rounds where teachers have opportunities to observe other teachers in the classroom.	14.3%	35.7%	28.6%	14.3%	7.1%	14
Provide dedicated planning time for teachers to collaborate.	66.7%	20.0%	6.7%	0.0%	6.7%	15
Allow teachers flexibility in the use of curriculum and related lesson planning.	73.3%	26.7%	0.0%	0.0%	0.0%	15
Offer teachers professional learning communities (PLCs) meetings.	60.0%	40.0%	0.0%	0.0%	0.0%	15
Provide coaching support for teachers.	60.0%	40.0%	0.0%	0.0%	0.0%	15
Review student performance data with teachers.	20.0%	66.7%	13.3%	0.0%	0.0%	15

Source. CSP Grantee Principal Survey, 2023–24.
Note. CSP stands for Charter School Program.

Table B.12. CSP Cohort 2 Grantee Principal Reports of the Extent to Which Multi-tiered Systems of Supports Were in Place, 2023–24

So far in the 2023–24 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	N
Universal screeners for all students.	0.0%	13.3%	33.3%	53.3%	15
Evidence-based practices in Tier 1, general education classrooms.	0.0%	6.7%	26.7%	66.7%	15
Progress monitoring procedures in place for students deemed at-risk.	0.0%	13.3%	20.0%	66.7%	15
Data-based decision-making guidelines or teams to determine whether students qualified for more intensive intervention.	0.0%	6.7%	33.3%	60.0%	15
Validated diagnostic assessments to evaluate student learning in Tiers 2 and 3 (or special education).	0.0%	6.7%	46.7%	46.7%	15
Targeted interventions provided in Tier 2 settings, either as push-in or pull-out services.	0.0%	6.7%	46.7%	46.7%	15
Procedures or teams to determine student eligibility for Tier 3 or special education services.	0.0%	13.3%	33.3%	53.3%	15

Source. CSP Grantee Principal Survey, 2023–24.
Note. CSP stands for Charter School Program.

Table B.13. CSP Cohort 2 Grantee Principal Reports of Which Student Services Were Effectively Implemented, 2023–24

So far in the 2023–24 school year, which of the services for students with disabilities or students at-risk have been effectively implemented? (select all that apply)	No	Yes	N
Positive Behavioral Interventions and Supports (PBIS)	53.3%	46.7%	15
Social service supports	53.3%	46.7%	15
Home visits by campus counselors or teachers	73.3%	26.7%	15
Small-group instruction in class	6.7%	93.3%	15
Individualized or differentiated classroom instruction	6.7%	93.3%	15
Targeted pull-out instruction by interventionist(s)	33.3%	66.7%	15
In-school instructional or tutoring labs	26.7%	73.3%	15
Other (please specify):	80.0%	20.0%	15
We are not serving students during the 2023–24 school year	100.0%	0.0%	15

Source. CSP Grantee Principal Survey, 2023–24.
Note. CSP stands for Charter School Program.

Table B.14. CSP Cohort 2 Grantee Principal Reports About Ways the CSP Grant Supported Their Campus, 2023–24

In which of the following ways did the Charter School Program (CSP) grant supported your campus in the 2023–24 school year? (Select all that apply.)	No	Yes	N
Creating community awareness for my charter school campus	50.0%	50.0%	12
Paying teacher recruitment costs	75.0%	25.0%	12
Paying teacher and staff salaries	41.7%	58.3%	12
Covering student recruitment costs	66.7%	33.3%	12
Paying for instructional materials	25.0%	75.0%	12
Covering the cost of campus technology purchases	25.0%	75.0%	12
Paying for building renovations or rent	91.7%	8.3%	12
Other, please specify	91.7%	8.3%	12

Source. CSP Grantee Principal Survey, 2023–24.
Note. CSP stands for Charter School Program.

Table B.15. CSP Cohort 2 Grantee Principal Reports of Which Activities to Promote Student Enrollment Were Implemented, 2023–24

Please indicate if you engaged in any of the following activities in the 2023–24 school year 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.	7.7%	92.3%	13
We are not recruiting students during the 2023–24 school year.	7.7%	92.3%	13
Communicate the mission and educational philosophy in place at your campus.	7.7%	92.3%	13
Have school leaders make presentations at community events regarding your campus.	30.8%	69.2%	13
Create a social media presence that allowed for the creation of a virtual community for the campus.	23.1%	76.9%	13
Distribute flyers in the community about your campus.	23.1%	76.9%	13

Source. CSP Grantee Principal Survey, 2023–24.
Note. CSP stands for Charter School Program.

Table B.15. CSP Cohort 2 Grantee Principal Reports of Which Activities to Promote Student Enrollment Were Implemented, 2023–24 (continued)

Please indicate if you engaged in any of the following activities in the 2023–24 school year to attract students to enroll at your charter school campus. (Select all that apply)	No	Yes	N
Campaign door-to-door to create awareness of your charter campus.	46.2%	53.8%	13
Email or text message communications regarding the campus.	23.1%	76.9%	13
Establish a well-organized website to allow parents to learn more about your campus.	15.4%	84.6%	13
Other, please specify.	86.7%	13.3%	15

Source. CSP Grantee Principal Survey, 2023–24.
Note. CSP stands for Charter School Program.

Table B.16. CSP Cohort 2 Grantee Principal Reports About Student Recruitment Methods, 2023–24

So far in the 2023–24 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 the most effective and 5 is the fifth most effective.)	Not Ranked	Ranked	N
Enrollment fairs	53.3%	46.7%	15
Public-facing advertisements (e.g., billboards)	46.7%	53.3%	15
Neighborhood door-to-door recruitment efforts by campus staff	66.7%	33.3%	15
Open houses where information about the campus is presented	33.3%	66.7%	15
Published information about campus in community newsletters	46.7%	53.3%	15
Word of mouth from parents of currently enrolled students	0.0%	100.0%	15
Principal presentations at local events (e.g., Rotary Club)	53.3%	46.7%	15
Posted and/or distributed flyers about the campus in area neighborhoods	60.0%	40.0%	15
Social media (Facebook, Twitter, LinkedIn, etc.)	13.3%	86.7%	15
Charter school campus website	66.7%	33.3%	15
Other (Please describe)	80.0%	20.0%	15

Source. CSP Grantee Principal Survey, 2023–24.
Note. CSP stands for Charter School Program.

Table B.17. CSP Cohort 2 Grantee Principal Reports About Replication Campuses, 2023–24

	Yes	No	N
Is your charter school campus a replication campus?	33.3%	66.7%	15

Source. CSP Grantee Principal Survey, 2023–24.
Note. CSP stands for Charter School Program.

Table B.18. CSP Cohort 2 Grantee Principal Responses Regarding their School's Status as a Replication Campus, 2023–24

	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?	0.00%	0.0%	20.0%	80.0%	5

Source. CSP Grantee Principal Survey, 2023–24.
Note. CSP stands for Charter School Program.

Table B.19. CSP Cohort 2 Grantee Principal Reports of Their Highest Level of Educational Attainment, 2023–24

	Associate 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%	80.0%	0.0%	20.0%	0.0%	15

Source. CSP Grantee Principal Survey, 2023–24.
Note. CSP stands for Charter School Program.

Table B.20. CSP Cohort 2 Grantee Principal Reports of Their Years of Experience as a Principal, 2023–24

	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 an administrator at this or any public school campus?	6.70%	6.7%	53.3%	13.3%	13.3%	0.0%	6.7%	15

Source. CSP Grantee Principal Survey, 2023–24.
Note. CSP stands for Charter School Program.

Table B.21. CSP Cohort 2 Grantee Principal Reports of Their Years of Experience as a Teacher Before Becoming a Principal, 2023–24

	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 an administrator, how many total years of K-12 teaching experience did you have?	0.0%	0.0%	6.7%	20.0%	40.0%	33.3%	0.0%	0.0%	15

Source. CSP Grantee Principal Survey, 2023–24.

Note. CSP stands for Charter School Program.

Cohort 3 Principal Responses

Table B.22. CSP Cohort 3 Grantee Principal Reports of the Degree to Which They Accomplished Various Tasks Related to Opening a New Charter School, 2023–24

During the 2023–24 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%	9.1%	90.9%	11
Recruit students from low-performing campuses	0.0%	9.1%	54.5%	36.4%	11
Create differentiated roles and responsibilities for campus instructional leaders	0.0%	0.0%	36.4%	63.6%	11
Implement student behavior policies and procedures.	0.0%	9.1%	27.3%	63.6%	11
Implement focused planning and decision-making processes associated with opening a new charter school campus.	0.0%	20.0%	30.0%	50.0%	10
Execute processes for regular monitoring of implementation and outcomes, including the near-term and long-term growth of students.	0.0%	0.0%	9.1%	90.9%	11

Source. CSP Grantee Principal Survey, 2023–24.

Note. CSP stands for Charter School Program.

Table B.23. CSP Cohort 3 Grantee Principal Reports of the Resources They Used When Opening a New Charter School, 2023–24

Please indicate if you used any of the following resources for assistance in establishing or maintaining your charter school campus in 2023–24. (Select all that apply.)	No	Yes	N
Texas Education Agency (TEA) grants staff	58.3%	41.7%	12
TEA charter school division staff	66.7%	33.3%	12
System of Great Schools Network	100.0%	0.0%	12
Effective Schools Framework	75.0%	25.0%	12
Texas Authorizer Leadership Academy	100.0%	0.0%	12
Your charter management organization (CMO)	91.7%	8.3%	12
Your district central office	50.0%	50.0%	12
Other, please specify	75.0%	25.0%	12

Source. CSP Grantee Principal Survey, 2023–24.
Note. CSP stands for Charter School Program.

Table B.24. CSP Cohort 3 Grantee Principal Reports of the Teacher Recruitment Strategies They Used When Opening a New Charter School, 2023–24

Which of the following teacher recruitment methods did you use to attract high-quality educators to your campus in 2023–24? (Select all that apply.)	No	Yes	N
Current teachers recruiting colleagues	33.3%	66.7%	12
Word of mouth about the campus	25.0%	75.0%	12
Online advertisements	25.0%	75.0%	12
Job fairs	33.3%	66.7%	12
Billboard advertisements	66.7%	33.3%	12
Recruitment services (e.g., Indeed, LinkedIn, Zip Recruiter)	41.7%	58.3%	12
Charter management organization or school district resources	91.7%	8.3%	12
Social media (e.g., Facebook, Instagram)	33.3%	66.7%	12
Other (please describe)	91.7%	8.3%	12
We're not recruiting teachers during the 2023–24 school year	92.3%	7.7%	13

Source. CSP Grantee Principal Survey, 2023–24.
Note. CSP stands for Charter School Program.

Table B.25. CSP Cohort 3 Grantee Principal Reports about Hiring and Retaining Teachers When Opening a New Charter School, 2023–24

Please rate the extent to which you agree or disagree with the following statements related to school staffing for 2023–24.	Strongly disagree	Disagree	Agree	Strongly agree	N
We have been able to hire effective instructional leaders at my campus.	0.0%	0.0%	36.4%	63.6%	11
We have established effective processes for selecting and hiring qualified educators at my campus.	0.0%	0.0%	16.7%	83.3%	12
We have been able to recruit highly qualified teachers to my campus.	0.0%	0.0%	50.0%	50.0%	12
We have established effective new teacher induction processes for newly hired educators at my campus.	0.0%	0.0%	41.7%	58.3%	12
We have implemented effective approaches for retaining teachers and staff.	0.0%	8.3%	25.0%	66.7%	12

Source. CSP Grantee Principal Survey, 2023–24.
Note. CSP stands for Charter School Program.

Table B.26. CSP Cohort 3 Grantee Principal Reports about Hiring New Teachers for the Initial Year of Operations, 2023–24

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 the following statements from 1 to 5 where 1 is the most important and 5 is fifth the most important.)	Not Ranked	Ranked	N
Teacher fit with the mission of the charter campus	25.0%	75.0%	12
Teacher certification	50.0%	50.0%	12
Prior experience working with the teacher	83.3%	16.7%	12
Education level	66.7%	33.3%	12
Number of years of teaching experience	83.3%	16.7%	12
Passion for teaching	50.0%	50.0%	12
Evidence of teachers' instructional effectiveness	33.3%	66.7%	12

Source. CSP Grantee Principal Survey, 2023–24.
Note. CSP stands for Charter School Program.

Table B.26. CSP Cohort 3 Grantee Principal Reports about Hiring New Teachers for the Initial Year of Operations, 2023–24 (continued)

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 the following statements from 1 to 5 where 1 is the most important and 5 is fifth the most important.)	Not Ranked	Ranked	N
Prior charter school teaching experience	100.0%	0.0%	12
Prior school district teaching experience	91.7%	8.3%	12
Content expertise	33.3%	66.7%	12
Teacher fit with educational philosophy of the campus	41.7%	58.3%	12
Desire to work with at-risk populations	50.0%	50.0%	12
Strong demonstrated pedagogical skills	58.3%	41.7%	12
Ability of teacher to adapt unstructured curriculum into effective lesson plans	83.3%	16.7%	12
Other (Please describe)	83.3%	16.7%	12

Source. CSP Grantee Principal Survey, 2023–24.
Note. CSP stands for Charter School Program.

Table B.27. CSP Cohort 3 Grantee Principal Reports About Recruiting and Retaining Teachers, 2023–24

Please rate the extent to which you agree or disagree with the following statements related to your ability to recruit and retain teachers since the first year your campus opened or transitioned to a charter school campus.	Strongly Disagree	Disagree	Agree	Strongly Agree	N
It has been easier to recruit high quality candidates.	0.0%	33.3%	66.7%	0.0%	3
We've had more high-quality applicants for each open position.	0.0%	66.7%	33.3%	0.0%	3
Our campus recruiting strategies have been more effective.	0.0%	0.0%	100.0%	0.0%	3
It has been easier to retain high quality teachers.	0.0%	33.3%	66.7%	0.0%	3

Source. CSP Grantee Principal Survey, 2023–24.
Note. CSP stands for Charter School Program.

Table B.28. CSP Cohort 3 Grantee Principal Reports of the Degree to Which They Implemented Various Aspects of Culture and Climate when Opening a New Charter School, 2023–24

During the 2023–24 school year, to what extent do you feel you have been able to effectively do each of the following activities related to campus climate and culture?	Not at all	To a minimal extent	To a moderate extent	To a great extent	N
Develop a campus vision focused on a safe environment.	0.0%	9.1%	9.1%	81.8%	11
Ensure campus staff share a common set of beliefs about schooling/learning.	0.0%	0.0%	27.3%	72.7%	11
Develop a campus vision focused on high expectations for students and teachers.	0.0%	0.0%	27.3%	72.7%	11
Create a safe and healthy working environment for teachers.	0.0%	0.0%	9.1%	90.9%	11
Cultivate a healthy work-life balance for teachers.	0.0%	9.1%	36.4%	54.5%	11
Ensure teachers are provided with the supports they need to be successful.	0.0%	0.0%	9.1%	90.9%	11
Establishment of explicit behavioral expectations for students.	0.0%	0.0%	27.3%	72.7%	11
Develop a culture of shared success.	0.0%	0.0%	18.2%	81.8%	11
Provide opportunities for teachers to collaborate.	0.0%	0.0%	27.3%	72.7%	11
Develop and implement behavioral management systems for students and staff.	0.0%	9.1%	45.5%	45.5%	11
Establish proactive and responsive student support services.	0.0%	9.1%	27.3%	63.6%	11
Establish meaningful relationships between families and the charter school campus.	0.0%	0.0%	54.5%	45.5%	11
Establish meaningful relationships between the community and the charter school campus.	0.0%	0.0%	45.5%	54.5%	11
Develop a culture of respect among students (e.g., anti-bullying culture).	0.0%	0.0%	36.4%	63.6%	11

Source. CSP Grantee Principal Survey, 2023–24.
Note. CSP stands for Charter School Program.

Table B.29. CSP Cohort 3 Grantee Principal Reports about Parent and Family Engagement Strategies, 2023–24

Which of the following parent and family engagement approaches are you using in 2023–24? (Select all that apply.)	No	Yes	N
Connect with parents through a formal parent organization (e.g., Parent Teacher Association)	66.7%	33.3%	12
Engage parents in campus fundraising activities	50.0%	50.0%	12
Encourage parent attendance at campus events (e.g., job fairs)	8.3%	91.7%	12
Encourage parents to volunteer to help out at the campus	33.3%	66.7%	12
Engage with parents at student-related conferences/meetings	16.7%	83.3%	12
Engage with parents at campus open house events	0.0%	100.0%	12
Interact with parents at afterschool programming events	33.3%	66.7%	12
Regularly communicate with parents regarding student performance	0.0%	100.0%	12
Other (Please describe)	83.3%	16.7%	12
We are not engaged with parents and families during the 2023–24 school year.	92.3%	7.7%	13

Source. CSP Grantee Principal Survey, 2023–24.
Note. CSP stands for Charter School Program.

Table B.30. CSP Cohort 3 Grantee Principal Reports of High-Quality Instructional Materials and Practices, 2023–24

Please rate the extent to which you agree or disagree with the following statements related to high-quality instructional materials used in 2023–24.	Not at all	To a minimal extent	To a moderate extent	To a great extent	N
Our campus employs a rigorous process to identify and select high-quality instructional materials.	0.0%	0.0%	8.3%	91.7%	12
High-quality instructional materials are used by our teachers on a daily basis.	0.0%	0.0%	16.7%	83.3%	12
Campus instructional leaders provide adequate lesson planning supports to teachers at my campus.	0.0%	0.0%	33.3%	66.7%	12
High-quality instructional materials are aligned to instructional planning calendars.	0.0%	0.0%	33.3%	66.7%	12
High-quality instructional materials are aligned to formative assessments to inform instruction.	0.0%	0.0%	41.7%	58.3%	12

Source. CSP Grantee Principal Survey, 2023–24.
Note. CSP stands for Charter School Program.

Table B.31. CSP Cohort 3 Grantee Principal Reports of the Degree to Which Effective Classroom Routines and Instructional Practices Were in Place, 2023–24

	Not at all	To a minimal extent	To a moderate extent	To a great extent	N
At this point in the 2023–24 school year, to what extent do you feel that effective classroom routines and instructional practices are in place?	0.0%	0.0%	45.5%	54.5%	11

Source. CSP Grantee Principal Survey, 2023–24.
Note. CSP stands for Charter School Program.

Table B.32. CSP Cohort 3 Grantee Principal Reports of the Degree to Which Effective Classroom Routines and Instructional Practices Were in Place, 2023–24

So far in the 2023–24 school year, how frequently have you engaged in the following activities to support teachers at your campus?	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.	63.6%	36.4%	0.0%	0.0%	0.0%	11
Provide feedback to teachers based on formal, scheduled observations.	45.5%	9.1%	45.5%	0.0%	0.0%	11
Use research-based rubrics (e.g., CLASS©, Danielson) to give teachers useful feedback.	36.4%	36.4%	27.3%	0.0%	0.0%	11
Use instructional rounds where teachers have opportunities to observe other teachers in the classroom.	18.2%	36.4%	18.2%	27.3%	0.0%	11
Provide dedicated planning time for teachers to collaborate.	90.9%	9.1%	0.0%	0.0%	0.0%	11
Allow teachers flexibility in the use of curriculum and related lesson planning.	70.0%	30.0%	0.0%	0.0%	0.0%	10
Offer teachers professional learning communities (PLCs) meetings.	81.8%	18.2%	0.0%	0.0%	0.0%	11
Provide coaching support for teachers.	72.7%	27.3%	0.0%	0.0%	0.0%	11
Review student performance data with teachers.	27.3%	63.6%	9.1%	0.0%	0.0%	11

Source. CSP Grantee Principal Survey, 2023–24.
Note. CSP stands for Charter School Program.

Table B.33. CSP Cohort 3 Grantee Principal Reports of the Extent to Which Multi-tiered Systems of Supports Were in Place, 2023–24

So far in the 2023–24 school year, to what extent are each of the following MTSS 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%	10.0%	40.0%	50.0%	10
Evidence-based practices in Tier 1, general education classrooms.	0.0%	0.0%	40.0%	60.0%	10
Progress monitoring procedures in place for students deemed at-risk.	0.0%	0.0%	27.3%	72.7%	11
Data-based decision-making guidelines or teams to determine whether students qualified for more intensive intervention.	0.0%	0.0%	36.4%	63.6%	11
Validated diagnostic assessments to evaluate student learning in Tiers 2 and 3 (or special education).	0.0%	0.0%	18.2%	81.8%	11
Targeted interventions provided in Tier 2 settings, either as push-in or pull-out services.	0.0%	0.0%	27.3%	72.7%	11
Procedures or teams to determine student eligibility for Tier 3 or special education services.	0.0%	9.1%	45.5%	45.5%	11

Source. CSP Grantee Principal Survey, 2023–24.

Note. CSP stands for Charter School Program. MTSS stands for multi-tiered systems of supports.

Table B.34. CSP Cohort 3 Grantee Principal Reports of Which Student Services Were Effectively Implemented, 2023–24

So far in the 2023–24 school year, which of the services for students with disabilities or students at-risk have been effectively implemented? (select all that apply)	No	Yes	N
Positive Behavioral Interventions and Supports (PBIS)	36.4%	63.6%	11
Social service supports	45.5%	54.5%	11
Home visits by campus counselors or teachers	45.5%	54.5%	11
Small-group instruction in class	0.0%	100.0%	11
Individualized or differentiated classroom instruction	18.2%	81.8%	11
Targeted pull-out instruction by interventionist(s)	27.3%	72.7%	11
In-school instructional or tutoring labs	54.5%	45.5%	11
Other (please specify):	81.8%	18.2%	11
We are not serving students during the 2023–24 school year	84.6%	15.4%	13

Source. CSP Grantee Principal Survey, 2023–24.
Note. CSP stands for Charter School Program.

Table B.35. CSP Cohort 3 Grantee Principal Reports About Ways the CSP Grant Supported Their Campus, 2023–24

In which of the following ways did the CSP grant supported your campus in the 2023–24 school year? (Select all that apply.)	No	Yes	N
Creating community awareness for my charter school campus	50.0%	50.0%	10
Paying teacher recruitment costs	60.0%	40.0%	10
Paying teacher and staff salaries	60.0%	40.0%	10
Covering student recruitment costs	60.0%	40.0%	10
Paying for instructional materials	40.0%	60.0%	10
Covering the cost of campus technology purchases	50.0%	50.0%	10
Paying for building renovations or rent	90.0%	10.0%	10
Other, please specify	70.0%	30.0%	10

Source. CSP Grantee Principal Survey, 2023–24.
Note. CSP stands for Charter School Program.

Table B.36. CSP Cohort 3 Grantee Principal Reports of Which Activities to Promote Student Enrollment Were Implemented, 2023–24

Please indicate if you engaged in any of the following activities in the 2023–24 school year 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.	15.4%	84.6%	13
We are not recruiting students during the 2023–24 school year.	100.0%	0.0%	13
Communicate the mission and educational philosophy in place at your campus.	23.1%	76.9%	13
Have school leaders make presentations at community events regarding your campus.	23.1%	76.9%	13
Create a social media presence that allowed for the creation of a virtual community for the campus.	15.4%	84.6%	13
Distribute flyers in the community about your campus.	15.4%	84.6%	13
Campaign door-to-door to create awareness of your charter campus.	38.5%	61.5%	13
Email or text message communications regarding the campus.	46.2%	53.8%	13
Establish a well-organized website to allow parents to learn more about your campus.	15.4%	84.6%	13
Other, please specify.	100.0%	0.0%	13

Source. CSP Grantee Principal Survey, 2023–24.

Note. CSP stands for Charter School Program.

Table B.37. CSP Cohort 3 Grantee Principal Reports About Student Recruitment Methods, 2023–24

So far in the 2023–24 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 the most effective and 5 is the fifth most effective.)	Not Ranked	Ranked	N
Enrollment fairs	61.5%	38.5%	13
Public-facing advertisements (e.g., billboards)	61.5%	38.5%	13
Neighborhood door-to-door recruitment efforts by campus staff	53.8%	46.2%	13
Open houses where information about the campus is presented	30.8%	69.2%	13
Published information about campus in community newsletters	69.2%	30.8%	13
Word of mouth from parents of currently enrolled students	15.4%	84.6%	13
Principal presentations at local events (e.g., Rotary Club)	69.2%	30.8%	13
Posted and/or distributed flyers about the campus in area neighborhoods	38.5%	61.5%	13
Social media (Facebook, Twitter, LinkedIn, etc.)	0.0%	100.0%	13
Charter school campus website	38.5%	61.5%	13
Other (Please describe)	100.0%	0.0%	13

Source. CSP Grantee Principal Survey, 2023–24.
Note. CSP stands for Charter School Program.

Table B.38. CSP Cohort 3 Grantee Principal Reports About Replication Campuses, 2023–24

	Yes	No	N
Is your charter school campus a replication campus?	53.8%	46.2%	13

Source. CSP Grantee Principal Survey, 2023–24.
Note. CSP stands for Charter School Program.

Table B.39. CSP Cohort 3 Grantee Principal Responses Regarding their School's Status as a Replication Campus, 2023–24

	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%	16.7%	83.3%	6

Source. CSP Grantee Principal Survey, 2023–24.
Note. CSP stands for Charter School Program.

Table B.40. CSP Cohort 3 Grantee Principal Reports of Their Highest Level of Educational Attainment, 2023–24

	Associate 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%	84.6%	0.0%	15.4%	0.0%	13

Source. CSP Grantee Principal Survey, 2023–24.
Note. CSP stands for Charter School Program.

Table B.41. CSP Cohort 3 Grantee Principal Reports of Their Years of Experience as a Principal, 2023–24

	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 an administrator at this or any public school campus?	7.7%	7.7%	15.4%	38.5%	15.4%	7.7%	7.7%	13

Source. CSP Grantee Principal Survey, 2023–24.
Note. CSP stands for Charter School Program.

Table B.42. CSP Cohort 3 CSP Grantee Principal Reports of Their Years of Experience as a Teacher Before Becoming a Principal, 2023–24

	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 an administrator, how many total years of K-12 teaching experience did you have?	0.0%	0.0%	0.0%	7.7%	76.9%	0.0%	0.0%	15.4%	13

Source. CSP Grantee Principal Survey, 2023–24.

Note. CSP stands for Charter School Program.

Appendix C: Charter School Program Current Grantee Principal Survey Results 2024–25

Table C.1. CSP Grantee Principal Reports of Serving Students in the 2024–25 School Year

Are you serving students in the 2024–25 school year?	No	Yes	N
Cohort 2	0.0%	100.0%	11
Cohort 3	0.0%	100.0%	12
Cohort 4	14.3%	85.7%	7

Source. CSP Grantee Principal Survey, 2024–25.
Note. CSP stands for Charter School Program.

Table C.2. CSP Grantee Principal Reports of Strong Campus Leadership and Planning Processes in the 2024–25 School Year

During the 2024–25 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	N
Establish processes for developing campus instructional leaders (e.g., principal, assistant principal, teacher leaders, and counselors).					
Cohort 2	0.0%	0.0%	18.2%	81.8%	11
Cohort 3	0.0%	9.1%	9.1%	81.8%	11
Cohort 4	0.0%	16.7%	0.0%	83.3%	6
Recruit students from low-performing campuses.					
Cohort 2	0.0%	0.0%	75.0%	25.0%	8
Cohort 3	0.0%	18.2%	45.5%	36.4%	11
Cohort 4	14.3%	28.6%	42.9%	14.3%	7

Source. CSP Grantee Principal Survey, 2024–25.
Note. CSP stands for Charter School Program.

Table C.2. CSP Grantee Principal Reports of Strong Campus Leadership and Planning Processes in the 2024–25 School Year (continued)

During the 2024–25 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	N
Create differentiated roles and responsibilities for campus instructional leaders.					
Cohort 2	0.0%	0.0%	20.0%	80.0%	10
Cohort 3	0.0%	9.1%	9.1%	81.8%	11
Cohort 4	0.0%	14.3%	28.6%	57.1%	7
Implement student behavior policies and procedures.					
Cohort 2	0.0%	0.0%	20.0%	80.0%	10
Cohort 3	0.0%	18.2%	18.2%	63.6%	11
Cohort 4	16.7%	0.0%	16.7%	66.7%	6
Implement focused planning and decision-making processes associated with opening a new charter school campus.					
Cohort 2	0.0%	10.0%	30.0%	60.0%	10
Cohort 3	9.1%	0.0%	27.3%	63.6%	11
Cohort 4	0.0%	14.3%	14.3%	71.4%	7
Execute processes for regular monitoring of implementation and outcomes, including the near-term and long-term growth of students.					
Cohort 2	0.0%	0.0%	20.0%	80.0%	10
Cohort 3	0.0%	9.1%	27.3%	63.6%	11
Cohort 4	14.3%	0.0%	14.3%	71.4%	7

Source. CSP Grantee Principal Survey, 2024–25.

Note. CSP stands for Charter School Program.

Table C.3. CSP Grantee Principal Reports of Resources Used for Assistance in Establishing or Maintaining their Charter School Campus in 2024–25

Please indicate if you used any of the following resources for assistance in establishing or maintaining your charter school campus in 2024–25. (Select all that apply)	Cohort 2	Cohort 3	Cohort 4
Texas Education Agency grants staff	37.5%	30.0%	28.6%
Texas Education Agency charter school division staff	50.0%	20.0%	57.1%
System of Great Schools Network (SGS)	0.0%	0.0%	14.3%
Effective Schools Framework (ESF)	37.5%	30.0%	57.1%
Texas Authorizer Leadership Academy (TALA)	0.0%	0.0%	14.3%
Charter management organization (CMO)	25.0%	20.0%	42.9%
District central office	100.0%	70.0%	85.7%
Other, please specify	12.5%	30.0%	14.3%

Source. CSP Grantee Principal Survey, 2024–25.

Note. CSP stands for Charter School Program. Eight Cohort 2 principals, 10 Cohort 3 principals, and seven Cohort 4 principals responded to this survey question.

Table C.4. CSP Grantee Principal Reports of Teacher Recruitment Methods Used to Attract High-Quality Educators to their Campus in 2024–25

Which of the following teacher recruitment methods are you using to attract high-quality educators to your campus in 2024–25? (Select all that apply)	Cohort 2	Cohort 3	Cohort 4
Current teachers recruiting colleagues	90.0%	63.6%	50.0%
Word of mouth about the campus	90.0%	81.8%	100.0%
Online advertisements	70.0%	63.6%	83.3%
Job fairs	80.0%	54.5%	33.3%
Billboard advertisements	10.0%	9.1%	0.0%
Recruitment services (e.g., Indeed, LinkedIn, Zip Recruiter)	50.0%	45.5%	66.7%
CMO or school district resources	20.0%	0.0%	16.7%
Social media (e.g., Facebook, Instagram)	80.0%	54.5%	50.0%
Other (Please describe)	10.0%	18.2%	0.0%
We're not recruiting teachers during the 2024–25 school year	0.0%	0.0%	14.3%

Source. CSP Grantee Principal Survey, 2024–25.

Note. CSP stands for Charter School Program. CMO stands for Charter Management Organization. Ten Cohort 2 principals, eleven Cohort 3 principals, and six Cohort 4 principals responded to this survey question.

Table C.5. CSP Grantee Principal Reports of Campus Staffing in the 2024–25 School Year

Please rate the extent to which you agree or disagree with the following statements related to campus staffing for 2024–25?	Strongly Disagree	Disagree	Agree	Strongly Agree	N
We have been able to hire effective instructional leaders at my campus.					
Cohort 2	0.0%	0.0%	45.5%	54.5%	11
Cohort 3	0.0%	9.1%	18.2%	72.7%	11
Cohort 4	0.0%	0.0%	33.3%	66.7%	6
We have established effective processes for selecting and hiring qualified educators at my campus.					
Cohort 2	0.0%	0.0%	36.4%	63.6%	11
Cohort 3	0.0%	18.2%	0.0%	81.8%	11
Cohort 4	0.0%	0.0%	50.0%	50.0%	6
We have been able to recruit highly qualified teachers to my campus.					
Cohort 2	0.0%	0.0%	72.7%	27.3%	11
Cohort 3	0.0%	9.1%	27.3%	63.6%	11
Cohort 4	0.0%	16.7%	66.7%	16.7%	6
We have established effective new teacher induction processes for newly hired educators at my school.					
Cohort 2	0.0%	0.0%	54.5%	45.5%	11
Cohort 3	0.0%	9.1%	36.4%	54.5%	11
Cohort 4	0.0%	0.0%	66.7%	33.3%	6
We have implemented effective approaches for retaining teachers and staff.					
Cohort 2	0.0%	0.0%	60.0%	40.0%	10
Cohort 3	0.0%	9.1%	27.3%	63.6%	11
Cohort 4	0.0%	0.0%	66.7%	33.3%	6

Source. CSP Grantee Principal Survey, 2024–25.

Note. CSP stands for Charter School Program.

Table C.6. CSP Grantee Principal Reports of the Important Characteristics They Look for When Hiring New Teachers in the 2024–25 School Year

Select the 5 most important characteristics you are looking for when hiring new teachers for your campus	Cohort 2	Cohort 3	Cohort 4
Ability of teacher to adapt unstructured curriculum into effective lesson plans	18.2%	8.3%	16.7%
Content expertise	72.7%	91.7%	16.7%
Desire to work with at-risk populations	36.4%	33.3%	16.7%
Education level	27.3%	8.3%	16.7%
Evidence of teachers' instructional effectiveness	54.5%	83.3%	83.3%
Number of years of teaching experience	0.0%	8.3%	16.7%
Passion for teaching	90.9%	41.7%	83.3%
Prior charter school teaching experience	9.1%	0.0%	0.0%
Prior experience working with the teacher	9.1%	8.3%	16.7%
Prior school district teaching experience	9.1%	8.3%	0.0%
Strong demonstrated pedagogical skills	36.4%	33.3%	33.3%
Teacher certification	27.3%	58.3%	33.3%
Teacher fit with educational philosophy of the campus	27.3%	41.7%	66.7%
Teacher fit with the mission of the charter campus	81.8%	75.0%	100.0%

Source. CSP Grantee Principal Survey, 2024–25.

Note. CSP stands for Charter School Program. Eleven Cohort 2 principals, 12 Cohort 3 principals, and six Cohort 4 principals responded to this survey question. No principal indicated "Other."

Table C.7. CSP Grantee Principal Reports of Their Ability to Recruit and Retain Teachers in the 2024–25 School Year

Please rate the extent to which you agree or disagree with the following statements related to your ability to recruit and retain teachers since the first year your campus opened or transitioned to a charter school campus. In comparison to the year we opened,	Strongly disagree	Disagree	Agree	Strongly agree	N
It has been easier to recruit high quality candidates.					
Cohort 2	0.0%	45.5%	45.5%	9.1%	11
Cohort 3	0.0%	54.5%	18.2%	27.3%	11
Cohort 4	20.0%	20.0%	40.0%	20.0%	5
We've had more high-quality applicants for each open position.					
Cohort 2	0.0%	45.5%	36.4%	18.2%	11
Cohort 3	0.0%	36.4%	36.4%	27.3%	11
Cohort 4	20.0%	0.0%	60.0%	20.0%	5
Our campus recruiting strategies have been more effective.					
Cohort 2	0.0%	9.1%	81.8%	9.1%	11
Cohort 3	0.0%	18.2%	54.5%	27.3%	11
Cohort 4	0.0%	40.0%	40.0%	20.0%	5
It has been easier to retain high quality teachers.					
Cohort 2	0.0%	20.0%	70.0%	10.0%	11
Cohort 3	0.0%	27.3%	18.2%	54.5%	11
Cohort 4	0.0%	20.0%	60.0%	20.0%	5

Source. CSP principal survey, 2024–25.

Note. CSP stands for Charter School Program.

Table C.8. CSP Grantee Principal Reports of Positive Campus Climate and Culture in the 2024–25 School Year

During the 2024–25 school year, to what extent do you feel you have been able to effectively do each of the following activities related to campus climate and culture?	Not at all	To a minimal extent	To a moderate extent	To a great extent	N
Develop a campus vision focused on a safe environment.					
Cohort 2	0.0%	0.0%	18.2%	81.8%	11
Cohort 3	0.0%	10.0%	0.0%	90.0%	10
Cohort 4	0.0%	0.0%	16.7%	83.3%	6
Ensure campus staff share a common set of beliefs about schooling/learning.					
Cohort 2	0.0%	0.0%	36.4%	63.6%	11
Cohort 3	0.0%	10.0%	20.0%	70.0%	10
Cohort 4	0.0%	0.0%	16.7%	83.3%	6
Develop a campus vision focused on high expectations for students and teachers.					
Cohort 2	0.0%	0.0%	27.3%	72.7%	11
Cohort 3	0.0%	10.0%	10.0%	80.0%	10
Cohort 4	0.0%	0.0%	16.7%	83.3%	6
Create a safe and healthy working environment for teachers.					
Cohort 2	0.0%	0.0%	18.2%	81.8%	11
Cohort 3	0.0%	10.0%	10.0%	80.0%	10
Cohort 4	0.0%	0.0%	16.7%	83.3%	6
Cultivate a healthy work-life balance for teachers.					
Cohort 2	0.0%	9.1%	54.5%	36.4%	11
Cohort 3	0.0%	10.0%	50.0%	40.0%	10
Cohort 4	0.0%	16.7%	33.3%	50.0%	6

Table C.8 continues on the next page.

Source. CSP principal survey, 2024–25.

Note. CSP stands for Charter School Program. Eleven Cohort 2 principals, 10 Cohort 3 principals, and six Cohort 4 principals responded to this survey question.

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During the 2024–25 school year, to what extent do you feel you have been able to effectively do each of the following activities related to campus climate and culture?	Not at all	To a minimal extent	To a moderate extent	To a great extent	N
Ensure teachers are provided with the supports they need to be successful.					
Cohort 2	0.0%	0.0%	27.3%	72.7%	11
Cohort 3	0.0%	10.0%	20.0%	70.0%	10
Cohort 4	0.0%	0.0%	33.3%	66.7%	6
Cohort 2	0.0%	0.0%	18.2%	81.8%	11
Cohort 3	0.0%	20.0%	20.0%	60.0%	10
Cohort 4	0.0%	0.0%	16.7%	83.3%	6
Develop a culture of shared success.					
Cohort 2	0.0%	0.0%	36.4%	63.6%	11
Cohort 3	0.0%	0.0%	33.3%	66.7%	9
Cohort 4	0.0%	0.0%	16.7%	83.3%	6
Provide opportunities for teachers to collaborate.					
Cohort 2	0.0%	9.1%	27.3%	63.6%	11
Cohort 3	0.0%	0.0%	50.0%	50.0%	10
Cohort 4	0.0%	16.7%	16.7%	66.7%	6
Develop and implement behavioral management systems for students and staff.					
Cohort 2	0.0%	9.1%	9.1%	81.8%	11
Cohort 3	0.0%	10.0%	40.0%	50.0%	10
Cohort 4	0.0%	16.7%	33.3%	50.0%	6

Source. CSP principal survey, 2024–25.

Note. CSP stands for Charter School Program.

Table C.8. CSP Grantee Principal Reports of Positive Campus Climate and Culture in the 2024–25 School Year (continued)

During the 2024–25 school year, to what extent do you feel you have been able to effectively do each of the following activities related to campus climate and culture?	Not at all	To a minimal extent	To a moderate extent	To a great extent	N
Establish proactive and responsive student support services.					
Cohort 2	0.0%	0.0%	27.3%	72.7%	11
Cohort 3	0.0%	11.1%	33.3%	55.6%	9
Cohort 4	0.0%	0.0%	33.3%	66.7%	6
Establish meaningful relationships between families and the charter school campus.					
Cohort 2	0.0%	0.0%	45.5%	54.5%	11
Cohort 3	0.0%	10.0%	40.0%	50.0%	10
Cohort 4	0.0%	0.0%	16.7%	83.3%	6
Establish meaningful relationships between the community and the charter school campus					
Cohort 2	0.0%	18.2%	45.5%	36.4%	11
Cohort 3	0.0%	30.0%	30.0%	40.0%	10
Cohort 4	0.0%	0.0%	33.3%	66.7%	6
Develop a culture of respect among students (e.g., anti-bullying culture).					
Cohort 2	0.0%	0.0%	18.2%	81.8%	11
Cohort 3	0.0%	0.0%	40.0%	60.0%	10
Cohort 4	0.0%	0.0%	50.0%	50.0%	6

Source. CSP principal survey, 2024–25.
Note. CSP stands for Charter School Program.

Table C.9. CSP Grantee Principal Reports of Parent and Family Engagement Approaches in the 2024–25 School Year

Select the 5 most important characteristics you are looking for when hiring new teachers for your campus	Cohort 2	Cohort 3	Cohort 4
Connect with parents through a formal parent organization (e.g., Parent Teacher Association)	45.5%	20.0%	16.7%
Engage parents in campus fundraising activities	81.8%	40.0%	16.7%
Encourage parent attendance at campus events (e.g., job fairs)	90.9%	70.0%	100.0%
Encourage parents to volunteer to help out at the campus	81.8%	60.0%	66.7%
Engage with parents at student-related conferences/meetings	72.7%	100.0%	66.7%
Engage with parents at campus open house events	100.0%	90.0%	83.3%
Interact with parents at afterschool programming events	63.6%	50.0%	33.3%
Regularly communicate with parents regarding student performance	81.8%	90.0%	83.3%
Other (Please describe)	18.2%	20.0%	0.0%
We are not engaged with parents and families during the 2024–25 school year.	0.0%	0.0%	14.3%

Source. CSP principal survey, 2024–25.

Note. CSP stands for Charter School Program. Eleven Cohort 2 principals, 10 Cohort 3 principals, and six Cohort 4 principals responded to this survey question.

Table C.10. CSP Grantee Principal Reports of Instructional Materials and Assessments in the 2024–25 School Year

Please rate the extent to which you agree or disagree with the following statements related to high-quality instructional materials used in 2024–25.	Strongly disagree	Disagree	Agree	Strongly agree	N
Our campus employs a rigorous process to identify and select high-quality instructional materials.					
Cohort 2	0.0%	0.0%	45.5%	54.5%	11
Cohort 3	0.0%	0.0%	30.0%	70.0%	10
Cohort 4	0.0%	0.0%	66.7%	33.3%	6
High-quality instructional materials are used by our teachers on a daily basis.					
Cohort 2	0.0%	18.2%	36.4%	45.5%	11
Cohort 3	0.0%	10.0%	30.0%	60.0%	10
Cohort 4	0.0%	0.0%	33.3%	66.7%	6
Campus instructional leaders provide adequate lesson planning supports to teachers at my campus.					
Cohort 2	0.0%	0.0%	63.6%	36.4%	11
Cohort 3	0.0%	0.0%	30.0%	70.0%	10
Cohort 4	0.0%	0.0%	33.3%	66.7%	6
High-quality instructional materials are aligned to instructional planning calendars.					
Cohort 2	0.0%	9.1%	27.3%	63.6%	11
Cohort 3	0.0%	0.0%	20.0%	80.0%	10
Cohort 4	0.0%	0.0%	50.0%	50.0%	6
High-quality instructional materials are aligned to formative assessments to inform instruction.					
Cohort 2	0.0%	9.1%	27.3%	63.6%	11
Cohort 3	0.0%	10.0%	30.0%	60.0%	10
Cohort 4	0.0%	0.0%	50.0%	50.0%	6

Source. CSP principal survey, 2024–25.

Table C.11. CSP Grantee Principal Reports of the Extent to Which Effective Classroom Routines and Instructional Practices Were in Place in the 2024–25 School Year

At this point in the 2024–25 school year, to what extent do you feel that effective classroom routines and instructional practices are in place?	Not at all	To a minimal extent	To a moderate extent	To a great extent	N
Cohort 2	0.0%	0.0%	45.5%	54.5%	11
Cohort 3	0.0%	0.0%	33.3%	66.7%	12
Cohort 4	0.0%	0.0%	33.3%	66.7%	6

Source. CSP principal survey, 2024–25.
Note. CSP stands for Charter School Program.

Table C.12. CSP Grantee Principal Reports of Engagement in Teacher Support Activities in the 2024–25 School Year

So far in the 2024–25 school year, how frequently have you engaged in the following activities to support teachers at your campus?	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.						
Cohort 2	63.6%	36.4%	0.0%	0.0%	0.0%	11
Cohort 3	50.0%	40.0%	10.0%	0.0%	0.0%	10
Cohort 4	66.7%	33.3%	0.0%	0.0%	0.0%	6
Provide feedback to teachers based on formal, scheduled observations.						
Cohort 2	18.2%	36.4%	36.4%	9.1%	0.0%	11
Cohort 3	33.3%	22.2%	33.3%	0.0%	11.1%	9
Cohort 4	33.3%	16.7%	33.3%	16.7%	0.0%	6

Source. CSP principal survey, 2024–25.
Note. CSP stands for Charter School Program.

Table C.12. CSP Grantee Principal Reports of Engagement in Teacher Support Activities in the 2024–25 School Year (continued)

So far in the 2024–25 school year, how frequently have you engaged in the following activities to support teachers at your campus?	At least weekly	At least monthly	One time per semester	One time per year	Never	N
Use research-based rubrics (e.g., CLASS©, Danielson, T-TESS) to give teachers useful feedback.						
Cohort 2	9.1%	36.4%	45.5%	9.1%	0.0%	11
Cohort 3	10.0%	30.0%	50.0%	10.0%	0.0%	10
Cohort 4	33.3%	16.7%	16.7%	16.7%	16.7%	6
Use instructional rounds where teachers have opportunities to observe other teachers in the classroom.						
Cohort 2	27.3%	9.1%	45.5%	0.0%	18.2%	11
Cohort 3	10.0%	20.0%	60.0%	10.0%	0.0%	10
Cohort 4	16.7%	16.7%	16.7%	16.7%	33.3%	6

Source. CSP principal survey, 2024–25.
Note. CSP stands for Charter School Program.

Table C.13. CSP Grantee Principal Reports of Engagement in Teacher Support Activities in the 2024–25 School Year continued

So far in the 2024–25 school year, how frequently have you engaged in the following activities to support teachers at your campus?	At least weekly	At least monthly	One time per semester	One time per year	Never	N
Provide dedicated planning time for teachers to collaborate.						
Cohort 2	81.8%	18.2%	0.0%	0.0%	0.0%	11
Cohort 3	40.0%	60.0%	0.0%	0.0%	0.0%	10
Cohort 4	50.0%	50.0%	0.0%	0.0%	0.0%	6
Allow teachers flexibility in the use of curriculum and related lesson planning.						
Cohort 2	63.6%	18.2%	0.0%	0.0%	18.2%	11
Cohort 3	80.0%	20.0%	0.0%	0.0%	0.0%	10
Cohort 4	66.7%	33.3%	0.0%	0.0%	0.0%	6
Offer teachers professional learning communities (PLCs) meetings						
Cohort 2	72.7%	9.1%	9.1%	0.0%	9.1%	11
Cohort 3	50.0%	50.0%	0.0%	0.0%	0.0%	10
Cohort 4	50.0%	16.7%	16.7%	16.7%	0.0%	6
Provide coaching support for teachers.						
Cohort 2	90.9%	9.1%	0.0%	0.0%	0.0%	11
Cohort 3	60.0%	40.0%	0.0%	0.0%	0.0%	10
Cohort 4	50.0%	50.0%	0.0%	0.0%	0.0%	6
Review student performance data with teachers.						
Cohort 2	18.2%	72.7%	9.1%	0.0%	0.0%	11
Cohort 3	10.0%	70.0%	20.0%	0.0%	0.0%	10
Cohort 4	16.7%	50.0%	33.3%	0.0%	0.0%	6

Source. CSP principal survey, 2024–25.

Note. CSP stands for Charter School Program.

Table C.14. CSP Grantee Principal Reports of the Extent That MTSS Components are in Place in the 2024–25 School Year

So far in the 2024–25 school year, to what extent are each of the following MTSS components in place?	Not at all	To a minimal extent	To a moderate extent	To a great extent	N
Universal screeners for all students.					
Cohort 2	0.0%	0.0%	10.0%	90.0%	10
Cohort 3	0.0%	10.0%	50.0%	40.0%	10
Cohort 4	0.0%	16.7%	33.3%	50.0%	6
Evidence-based practices in Tier 1, general education classrooms.					
Cohort 2	0.0%	0.0%	40.0%	60.0%	10
Cohort 3	0.0%	0.0%	30.0%	70.0%	10
Cohort 4	0.0%	0.0%	16.7%	83.3%	6
Progress monitoring procedures in place for students deemed at-risk.					
Cohort 2	0.0%	0.0%	50.0%	50.0%	10
Cohort 3	10.0%	0.0%	40.0%	50.0%	10
Cohort 4	0.0%	33.3%	33.3%	33.3%	6
Data-based decision-making guidelines or teams to determine whether students qualified for more intensive intervention.					
Cohort 2	0.0%	0.0%	50.0%	50.0%	10
Cohort 3	10.0%	0.0%	30.0%	60.0%	10
Cohort 4	0.0%	50.0%	16.7%	33.3%	6
Validated diagnostic assessments to evaluate student learning in Tiers 2 and 3 (or special education).					
Cohort 2	0.0%	20.0%	30.0%	50.0%	10
Cohort 3	10.0%	10.0%	30.0%	50.0%	10
Cohort 4	0.0%	33.3%	16.7%	50.0%	6

Source. CSP principal survey, 2024–25.

Note. CSP stands for Charter School Program. MTSS stands for multi-tiered systems of supports.

Table C.14. CSP Grantee Principal Reports of the Extent That MTSS Components are in Place in the 2024–25 School Year (continued)

So far in the 2024–25 school year, to what extent are each of the following MTSS components in place?	Not at all	To a minimal extent	To a moderate extent	To a great extent	N
Targeted interventions provided in Tier 2 settings, either as push-in or pull-out services					
Cohort 2	0.0%	0.0%	50.0%	50.0%	10
Cohort 3	0.0%	30.0%	20.0%	50.0%	10
Cohort 4	0.0%	20.0%	40.0%	40.0%	5
Procedures or teams to determine student eligibility for Tier 3 or special education services					
Cohort 2	0.0%	10.0%	40.0%	50.0%	10
Cohort 3	10.0%	10.0%	30.0%	50.0%	10
Cohort 4	0.0%	16.7%	33.3%	50.0%	6

Source. CSP principal survey, 2024–25.

Note. CSP stands for Charter School Program. MTSS stands for multi-tiered systems of supports.

Table C.15. CSP Grantee Principal Reports of Effective Implementation of Services for Students with Disabilities or Students At Risk in the 2024–25 School Year

So far in the 2024–25 school year, which of the services for students with disabilities or students at-risk have been effectively implemented? (select all that apply)	Cohort 2	Cohort 3	Cohort 4
Positive Behavioral Interventions and Supports (PBIS)	54.5%	50.0%	50.0%
Social service supports	18.2%	30.0%	16.7%
Home visits by campus counselors or teachers	9.1%	20.0%	16.7%
Small-group instruction in class	100.0%	100.0%	100.0%
Individualized or differentiated classroom instruction	72.7%	90.0%	83.3%
Targeted pull-out instruction by interventionist(s)	81.8%	60.0%	33.3%
In-school instructional or tutoring labs	81.8%	60.0%	66.7%
Other (please specify):	9.1%	0.0%	16.7%
We are not serving students during the 2024–25 school year	0.0%	0.0%	0.0%

Source. CSP principal survey, 2024–25.

Note. CSP stands for Charter School Program. Eleven Cohort 2 principals, 10 Cohort 3 principals, and six Cohort 4 principals responded to this survey question.

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Table C.16. CSP Grantee Principal Reports of Uses of Grant Funds in the 2024–25 School Year

In which of the following ways has the CSP grant supported your campus so far in the 2024–25 school year? (Select all that apply)	Cohort 2	Cohort 3	Cohort 4
Creating community awareness for my charter school campus	36.4%	44.4%	57.1%
Paying teacher recruitment costs	27.3%	22.2%	14.3%
Paying teacher and staff salaries	27.3%	22.2%	57.1%
Covering student recruitment costs	18.2%	33.3%	57.1%
Paying for instructional materials	72.7%	66.7%	71.4%
Covering the cost of campus technology purchases	54.5%	77.8%	71.4%
Paying for minor facilities repairs or rent	27.3%	11.1%	28.6%
Other (please specify):	36.4%	22.2%	28.6%

Source. CSP principal survey, 2024–25.

Note. CSP stands for Charter School Program. Eleven Cohort 2 principals, nine Cohort 3 principals, and seven Cohort 4 principals responded to this survey question.

Table C.17. CSP Grantee Principal Reports of Engagement in Student Recruitment Activities in the 2024–25 School Year

Please indicate if you engaged in any of the following activities so far in the 2024–25 school year to attract students to enroll at your charter school campus. (Select all that apply)	Cohort 2	Cohort 3	Cohort 4
Communicate to families in your community about why your campus may be a good fit for their children	100.0%	91.7%	85.7%
Communicate the mission and educational philosophy in place at your campus	90.9%	66.7%	85.7%
Have campus leaders make presentations at community events regarding your campus	72.7%	58.3%	42.9%
Create a social media presence that allowed for the creation of a virtual community for the campus	90.9%	66.7%	85.7%
Distribute flyers in the community about your campus	72.7%	75.0%	71.4%
Campaign door-to-door to create awareness of your charter campus	45.5%	50.0%	0.0%

Source. CSP principal survey, 2024–25.

Note. CSP stands for Charter School Program. Eleven Cohort 2 principals, 12 Cohort 3 principals, and seven Cohort 4 principals responded to this survey question.

Table C.17. CSP Grantee Principal Reports of Engagement in Student Recruitment Activities in the 2024–25 School Year (continued)

Please indicate if you engaged in any of the following activities so far in the 2024–25 school year to attract students to enroll at your charter school campus. (Select all that apply)	Cohort 2	Cohort 3	Cohort 4
Email or text message communications regarding the campus	90.9%	58.3%	42.9%
Establish a well-organized website to allow parents to learn more about your campus	90.9%	41.7%	57.1%
Communicate to families in your community about why your campus may be a good fit for their children	9.1%	8.3%	14.3%
Other, please specify	0.0%	0.0%	0.0%

Source. CSP principal survey, 2024–25.

Note. CSP stands for Charter School Program. Eleven Cohort 2 principals, 12 Cohort 3 principals, and seven Cohort 4 principals responded to this survey question.

Table C.18. CSP Grantee Principal Reports of Most Effective Student Recruitment Methods in the 2024–25 School Year

So far in the 2024–25 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 the most effective and 5 is the fifth most effective.)	Cohort 2	Cohort 3	Cohort 4
Enrollment fairs	45.5%	25.0%	42.9%
Public-facing advertisements (e.g., billboards)	36.4%	16.7%	42.9%
Neighborhood door-to-door recruitment efforts by campus staff	18.2%	41.7%	28.6%
Open houses where information about the campus is presented	81.8%	58.3%	71.4%
Published information about campus in community newsletters	27.3%	25.0%	28.6%
Word of mouth from parents of currently enrolled students	100.0%	91.7%	85.7%
Principal presentations at local events (e.g., Rotary Club)	36.4%	25.0%	28.6%
Posted and/or distributed flyers about the campus in area neighborhoods	27.3%	75.0%	28.6%
Social media (Facebook, Twitter, LinkedIn, etc.)	90.9%	83.3%	71.4%
Charter school campus website	54.5%	33.3%	57.1%
Other (Please describe)	9.1%	8.3%	14.3%

Source. CSP principal survey, 2024–25.

Note. CSP stands for Charter School Program. Eleven Cohort 2 principals, 12 Cohort 3 principals, and seven Cohort 4 principals responded to this survey question.

Table C.19. CSP Grantee Principal Reports of Replication Campuses in the 2024–25 School Year

Is your charter school campus a replication campus?	Yes	No	N
Cohort 2	36.4%	63.6%	11
Cohort 3	54.5%	45.5%	11
Cohort 4	28.6%	71.4%	7

Source. CSP principal survey, 2024–25.

Note. CSP stands for Charter School Program.

Table C.20. CSP Grantee Principal Reports of Replication Campuses Implemented with Fidelity in the 2024–25 School Year

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	N
Cohort 2	0.0%	0.0%	0.0%	100.0%	4
Cohort 3	0.0%	0.0%	0.0%	100.0%	6
Cohort 4	---	---	---	---	---

Source. CSP principal survey, 2024–25.

Note. CSP stands for Charter School Program. Cohort 4 respondents are not shown due to a limited number of responses in this category, which may allow for identification of participants.

Table C.21. CSP Grantee Principal Reports of Highest Level of Education

What is your highest level of educational attainment?	Associate degree	Bachelor's degree	Master's degree	PhD	EdD	N
Cohort 2	0.0%	0.0%	90.9%	0.0%	9.1%	11
Cohort 3	0.0%	0.0%	90.9%	0.0%	9.1%	11
Cohort 4	0.0%	0.0%	85.7%	0.0%	14.3%	7

Source. CSP principal survey, 2024–25.

Note. CSP stands for Charter School Program.

Table C.22. CSP Grantee Principal Reports of Years of Experience as an Administrator

How many total years have you been an administrator at this or any public school campus?	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
Cohort 2	9.1%	9.1%	36.4%	36.4%	9.1%	0.0%	0.0%	11
Cohort 3	0.0%	27.3%	45.5%	0.0%	27.3%	0.0%	0.0%	11
Cohort 4	14.3%	0.0%	14.3%	28.6%	28.6%	0.0%	14.3%	7

Source. CSP principal survey, 2024–25.
Note. CSP stands for Charter School Program.

Table C.23. CSP Grantee Principal Reports of Years of Teaching Experience

Before you became an administrator, how many total years of K-12 teaching experience did you have?	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
Cohort 2	0.0%	0.0%	9.1%	18.2%	18.2%	45.5%	9.1%	0.0%	11
Cohort 3	0.0%	0.0%	0.0%	18.2%	36.4%	27.3%	0.0%	18.2%	11
Cohort 4	14.3%	0.0%	0.0%	28.6%	14.3%	28.6%	0.0%	14.3%	7

Source. CSP principal survey, 2024–25.
Note. CSP stands for Charter School Program.

Appendix D: Charter School Grant Evaluation School Administrator Survey

This appendix includes the School Administrator Survey protocol used during the spring 2024 and spring 2025 site visits.

2024 School Administrator Survey Protocol

Texas Education Agency

Charter School Program Grant Evaluation Campus Administrator Survey

(Deliverable #65)

Why am I receiving this survey invitation? You are receiving this survey invitation because you have been identified as the leader for a charter school campus which has received a Texas Charter School Program grant from the Texas Education Agency (TEA). 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 public charter school campuses that receive (or have received) this funding.

What is this survey about? McREL International and Gibson Consulting Group are conducting an online survey of all administrators currently leading campuses funded by TEA through the CSP grant program to better understand the organizational and instructional practices in place. Some questions may not pertain to your campus depending on your current stage of implementation.

Am I required to complete this survey? Per the Program Guidelines, for the duration of the grant, your organization's participation in the evaluation is required as a condition of receipt of the grant. If your grant award period has ended, your organization's participation is no longer required, but your feedback will help TEA to better understand the long-term impact of the CSP grant.

How long will the survey take? This survey will take approximately 20–30 minutes to complete. You may save the progress you make on the survey, return to complete the remaining 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? Your response to this survey will help TEA better understand how the CSP grant may influence the development of CSP funded charter campuses 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 Cathy Malerba by phone at (512) 585-0180 or by email at cmalerba@gibsonconsult.com. If you experience technical issues while completing the survey, 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 are 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 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.

Please complete this survey for (Insert LEA and Campus Name)

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

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

Q2. (Displayed only if Q1 response is No).

If known, please include the name and email address for the current principal/leader of this campus.

- Name _____
- Email Address _____
- I don't have the contact information for the campus administrator.

[Q2 respondents are then routed to survey end.]

Strong Campus Leadership and Planning Processes

Q3. During the 2023–24 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 2023–24 school year
Establish processes for developing campus instructional leaders (e.g., principal, assistant principal(s), teacher leaders, and counselors).					
Recruit students from low-performing campuses.					
Create differentiated roles and responsibilities for campus instructional leaders.					
Implement student behavior policies and procedures.					
Implement focused planning and decision-making processes associated with opening a new charter school campus.					
Execute processes for 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 or maintaining your charter school campus in 2023–24. (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

Q5. Which of the following teacher recruitment methods are you using to attract high-quality educators to your campus in 2023–24? (Select all that apply)

- Current teachers recruiting colleagues

- Word of mouth about the campus

- 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 recruiting teachers during the 2023–24 school year. [SKIP LOGIC: If this item is selected, skip Q6, Q7, Q8, and Q9, and go to Q10]

Q6. Please rate the extent to which you agree or disagree with the following statements related to campus staffing for 2023–24?

	Strongly disagree	Disagree	Agree	Strongly agree	Does not apply in the 2023–24 school year
We have been able to hire effective instructional leaders at my campus.					
We have established effective processes for selecting and hiring qualified educators at my campus.					
We have been able to recruit highly qualified teachers to my campus.					
We have established effective new teacher induction processes for newly hired educators at my campus.					
We have implemented effective approaches for retaining teachers and staff.					

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

- ▪ _____ Teacher fit with the mission of the 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 campus
- ▪ _____ 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) _____

[Using display logic, items Q8 and Q9 will only be shown to respondents on campuses that served students in 2022–23 or earlier] and respondents who did NOT answer "we are not recruiting teachers during the 2023–24 school year in Q5.]

Q8. Please rate the extent to which you agree or disagree with the following statements related to your ability to recruit and retain teachers since the first year your campus opened or transitioned to a charter school campus.

In comparison to the year we opened,	Strongly disagree	Disagree	Agree	Strongly agree	Does not apply in the 2023–24 school year
It has been easier to recruit high quality candidates.					

In comparison to the year we opened,	Strongly disagree	Disagree	Agree	Strongly agree	Does not apply in the 2023–24 school year
We've had more high-quality applicants for each open position.					
Our campus recruiting strategies have been more effective.					
It has been easier to retain high quality teachers.					

Q9. Thinking about the teacher recruiting and retention strategies you have implemented since opening your campus, which have you found most effective? Are there any strategies you would recommend to other campuses that are struggling to recruit or retain staff?

If you don't know or are unsure because you are new to the campus, you can skip this question.

Positive Campus Climate and Culture

Q10. During the 2023–24 school year, to what extent do you feel you have been able to effectively do each of the following activities related to campus climate and culture?

	Not at all	To a Minimal extent	To a Moderate extent	To a Great extent	Doesn't apply in the 2023–24 school year
Develop a campus vision focused on a safe environment.					
Ensure campus staff share a common set of beliefs about schooling/learning.					
Develop a campus 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.					

	Not at all	To a Minimal extent	To a Moderate extent	To a Great extent	Doesn't apply in the 2023–24 school year
Ensure teachers are provided with the supports they need to be successful.					
Establish explicit behavioral expectations for students.					
Develop a culture of shared success.					
Provide opportunities for teachers to collaborate.					
Develop and implement of behavioral management systems for students and staff.					
Establish proactive and responsive student support services.					
Establish meaningful relationships between families and the charter school campus.					
Establish meaningful relationships between the community and the charter school campus.					
Develop a culture of respect among students (e.g., anti-bullying culture).					

Q11. Which of the following parent and family engagement approaches are you using in 2023–24? (Select all that apply)

- Connect with parents through a formal parent organization (e.g., Parent Teacher Association)

- Engage parents in campus fundraising activities

- Encourage parent attendance at campus events (e.g., job fairs)

- Encourage parents to volunteer to help out at the campus

- Engage with parents at student-related conferences/meetings

- Engage with parents at campus open house events

- Interact with parents at afterschool programming events

- Regularly communicate with parents regarding student performance

- Other (Please describe) _____

- We are not engaged with parents and families during the 2023–24 school year.

[Using display logic, Q12, Q13, and Q14 will only be shown to respondents on campuses that served students in 2022–23 or earlier]

Q12. Please describe the most effective strategies you have implemented to develop a positive school climate for teachers (please provide 1–3 examples).

Q13. Please describe the most effective actions you have taken to develop a positive school climate for students (please provide 1–3 examples).

Q14. Please describe the most effective practices you have implemented to support positive student behavior (please provide 1–3 examples).

Instructional Materials and Assessments

Q15. Please rate the extent to which you agree or disagree with the following statements related to high-quality instructional materials used in 2023–24.

	Strongly disagree	Disagree	Agree	Strongly agree	Doesn't apply in the 2023–24 school year
Our campus 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 campus.					
High-quality instructional materials are aligned to instructional planning calendars.					
High-quality instructional materials are aligned to formative assessments to inform instruction.					

Effective Instruction

Q16. At this point in the 2023–24 school year, to what extent do you feel that effective classroom routines and instructional practices are in place?

- Not at all

- To a minimal extent

- To a moderate extent

- To a great extent

- We are not serving students during the 2023–24 school year.

Q17. So far in the 2023–24 school year, how frequently have you engaged in the following activities to support teachers at your campus?

	At least weekly	At least monthly	One time per semester	One time per year	Never	Doesn't apply in the 2023–24 school year
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.						
Offer teachers professional learning communities (PLCs) meetings.						
Provide coaching support for teachers.						
Review student performance data with teachers.						

[Using display logic, Q18 will only be shown to respondents on campuses that served students in 2022–23 or earlier]

Q18. Of the instructional practices in place at your campus, which have had the most positive impact on student learning so far? (please provide 1-3 examples).

Q19. So far in the 2023–24 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 the 2023–24 school year
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.					

[Using display logic, Q20 will only be shown to respondents on campuses that served students in 2022–23 or earlier]

Q20. Of the MTSS practices in place at your campus, which have had the most positive impact on student learning so far? (please provide 1-3 examples).

Q21. So far in the 2023–24 school year, which of the services for students with disabilities or students at-risk have been effectively implemented? (select all that apply)

- Positive Behavioral Interventions and Supports (PBIS)
- Social service supports
- Home visits by campus counselors or teachers
- Small-group instruction in class
- Individualized or differentiated classroom instruction
- Targeted pull-out instruction by interventionist(s)
- In-school instructional or tutoring labs
- Other (please specify): _____
- We are not serving students during the 2023–24 school year

Uses of CSP Grant Funds

[Using display logic, Q22 will only be shown to respondents on campuses that are still receiving grant funds (cohort 2 & 3)]

Q22. In which of the following ways has the Charter School Program (CSP) grant supported your campus so far in the 2023–24 school year? (Select all that apply)

- Creating community awareness for my charter school campus
- Paying teacher recruitment costs
- Paying teacher and staff salaries
- Covering student recruitment costs

- Paying for instructional materials
- Covering the cost of campus technology purchases
- Paying for building renovations or rent
- Other, please specify _____

Student Recruitment

Q23. Please indicate if you engaged in any of the following activities so far in the 2023–24 school year to attract students to enroll at your charter school campus. (Select all that apply)

- Communicate to families in your community about why your campus may be a good fit for their children
- Communicate the mission and educational philosophy in place at your campus
- Have campus leaders make presentations at community events regarding your campus
- Create a social media presence that allowed for the creation of a virtual community for the campus
- Distribute flyers in the community about your campus
- Campaign door-to-door to create awareness of your charter campus
- Email or text message communications regarding the campus
- Establish a well-organized website to allow parents to learn more about your campus
- Other, please specify _____
- We are not recruiting students during the 2023–24 school year.

[SKIP LOGIC: DISPLAY ONLY TO PRINCIPALS WHO DID NOT SELECT THE FINAL ITEM IN Q23]

Q24. So far in the 2023–24 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 the most effective and 5 is the fifth most effective.)

- _____ Enrollment fairs
- _____ Public-facing advertisements (e.g., billboards)
- _____ Neighborhood door-to-door recruitment efforts by campus staff
- _____ Open houses where information about the campus is presented
- _____ Published information about campus in community newsletters

- _____ Word of mouth from parents of currently enrolled students

- _____ Principal presentations at local events (e.g., Rotary Club)

- _____ Posted and/or distributed flyers about the campus in area neighborhoods

- _____ Social media (Facebook, Twitter, LinkedIn, etc.)

- _____ Charter school campus website

- _____ Other (Please describe)

Replication Campuses

Q25. Is your charter school campus a replication campus?

- ____ Yes

- ____ No

[SKIP LOGIC ASK IF RESPONSE TO 25 IS YES]

Q26. 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 are replicating?

- Not at all

- To a minimal extent

- To a moderate extent

- To a great extent

- My campus is not a replication campus.

- We are not serving students during the 2023–24 school year.

[SKIP LOGIC ASK IF RESPONSE TO 25 IS YES]

Q27. Please describe any barriers that have prevented you from implementing your campus as designed, if applicable.

_____

_____

_____

_____

Background Questions

Q28. What is your highest level of educational attainment?

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

Q29. How many total years have you been an administrator at this or any public school campus?

- 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

Q30. Before you became an administrator, how many total years of K–12 teaching experience did you have?

- 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

We thank you for your time spent taking this survey. Your response has been recorded.

2025 School Administrator Survey Protocol

Texas Education Agency

Charter School Program Grant Evaluation Campus Administrator Survey

(Deliverable #100)

Why am I receiving this survey invitation? You are receiving this survey invitation because you have been identified as the leader for a charter school campus which has received a Texas Charter School Program (CSP) grant from the Texas Education Agency (TEA). TEA has contracted with McREL International (McREL) and their research partners at Gibson Consulting Group (Gibson) to conduct an evaluation of the Texas CSP grant. TEA is interested in learning more about the practices of public charter school campuses that receive (or have received) this funding.

What is this survey about? McREL and Gibson are conducting an online survey of all administrators currently leading campuses that have been funded by TEA through the CSP grant program to better understand the organizational and instructional practices in place. Some questions may not pertain to your campus depending on your current stage of implementation. If you are not serving students in the 2024-25 school year, please respond to questions as applicable or select "not part of our activity plan in the 2024-25 school year."

Am I required to complete this survey? Per the Program Guidelines, for the duration of the grant, your organization's participation in the evaluation is required as a condition of receipt of the grant. If your grant award period has ended, your organization's participation is no longer required, but your feedback will help TEA to better understand the long-term impact of the CSP grant.

How long will the survey take? This survey will take approximately 20–30 minutes to complete. You may save the progress you make on the survey, return to complete the remaining 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? Your response to this survey will help TEA better understand how the CSP grant may influence the development of CSP funded charter campuses 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 Cathy Malerba by phone at (512) 585-0180 or by email at cmalerba@gibsonconsult.com. If you experience technical issues while

completing the survey, 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 are 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 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.

Please complete this survey for (Insert LEA and Campus Name)

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

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

Q2. Are you serving students in the 2024–25 school year?

- Yes
- No

Q3. (Displayed only if Q1 response is No).

If known, please include the name and email address for the current principal/leader of this campus.

- Name _____
- Email Address _____
- I don't have the contact information for the campus administrator.

   [Q3 respondents are then routed to survey end.]

Strong Campus Leadership and Planning Processes

Q4. During the 2024–25 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 2024–25 school year
Establish processes for developing campus instructional leaders (e.g., principal, assistant principal(s), teacher leaders, and counselors).					
Recruit students from low-performing campuses.					
Create differentiated roles and responsibilities for campus instructional leaders.					
Implement student behavior policies and procedures.					
Implement focused planning and decision-making processes associated with opening a new charter school campus.					
Execute processes for 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 2024–25. (Select all that apply)

- Texas Education Agency grants staff
- Texas Education Agency charter school division staff
- System of Great Schools Network (SGS)
- 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 2024–25? (Select all that apply)

- Current teachers recruiting colleagues
- Word of mouth about the campus
- 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 recruiting teachers during the 2024–25 school year. [If this item is selected, go to Q11]

Q7. Please rate the extent to which you agree or disagree with the following statements related to campus staffing for 2024–25?

	Strongly disagree	Disagree	Agree	Strongly agree	Does not apply in the 2024–25 school year
We have been able to hire effective instructional leaders at my campus.					
We have established effective processes for selecting and hiring qualified educators at my campus.					
We have been able to recruit highly qualified teachers to my campus.					
We have established effective new teacher induction processes for newly hired educators at my campus.					
We have implemented effective approaches for retaining teachers and staff.					

Q8. Select the 5 most important characteristics you are looking for when hiring new teachers for your campus.

- _____ Teacher fit with the mission of the 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 campus
- _____ 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) _____

[Display Q9 and Q10 to respondents on campuses that are serving students as indicated in Q2]

Q9. Please rate the extent to which you agree or disagree with the following statements related to your ability to recruit and retain teachers since the first year your campus opened or transitioned to a charter school campus.

In comparison to the year we opened,	Strongly disagree	Disagree	Agree	Strongly agree	Does not apply in the 2024–25 school year
It has been easier to recruit high quality candidates.					
We've had more high-quality applicants for each open position.					

In comparison to the year we opened,	Strongly disagree	Disagree	Agree	Strongly agree	Does not apply in the 2024–25 school year
Our campus recruiting strategies have been more effective.					
It has been easier to retain high quality teachers.					

Q10. Thinking about the teacher recruiting and retention strategies you have implemented since opening your campus, which have you found most effective? Are there any strategies you would recommend to other campuses that are struggling to recruit or retain staff?
If you don't know or are unsure because you are new to the campus, you can skip this question.

Positive Campus Climate and Culture

Q11. During the 2024–25 school year, to what extent do you feel you have been able to effectively do each of the following activities related to campus climate and culture?

	Not at all	To a Minimal extent	To a Moderate extent	To a Great extent	Doesn't apply in the 2024–25 school year
Develop a campus vision focused on a safe environment.					
Ensure campus staff share a common set of beliefs about schooling/learning.					
Develop a campus 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.					

	Not at all	To a Minimal extent	To a Moderate extent	To a Great extent	Doesn't apply in the 2024–25 school year
Establish explicit behavioral expectations for students.					
Develop a culture of shared success.					
Provide opportunities for teachers to collaborate.					
Develop and implement behavioral management systems for students and staff.					
Establish proactive and responsive student support services.					
Establish meaningful relationships between families and the charter school campus.					
Establish meaningful relationships between the community and the charter school campus.					
Develop a culture of respect among students (e.g., anti-bullying culture).					

Q12. Which of the following parent and family engagement approaches are you using in 2024–25? (Select all that apply)

- Connect with parents through a formal parent organization (e.g., Parent Teacher Association)
- Engage parents in campus fundraising activities
- Encourage parent attendance at campus events (e.g., job fairs)
- Encourage parents to volunteer to help out at the campus
- Engage with parents at student-related conferences/meetings
- Engage with parents at campus open house events
- Interact with parents at afterschool programming events
- Regularly communicate with parents regarding student performance
- Other (Please describe) _____
- We are not engaged with parents and families during the 2024–25 school year.

[Display Q13, Q14, and Q15 to respondents on campuses that are serving students as indicated in Q2]

Q13. Please describe the most effective strategies you have implemented to develop a positive school climate for teachers (please provide 1–3 examples).

Q14. Please describe the most effective actions you have taken to develop a positive school climate for students (please provide 1–3 examples).

Q15. Please describe the most effective practices you have implemented to support positive student behavior (please provide 1–3 examples).

Instructional Materials and Assessments

Q16. Please rate the extent to which you agree or disagree with the following statements related to high-quality instructional materials used in 2024–25.

	Strongly disagree	Disagree	Agree	Strongly agree	Doesn't apply in the 2024–25 school year
Our campus employs a rigorous process to identify and select high-quality instructional materials.					

	Strongly disagree	Disagree	Agree	Strongly agree	Doesn't apply in the 2024–25 school year
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 campus.					
High-quality instructional materials are aligned to instructional planning calendars.					
High-quality instructional materials are aligned to formative assessments to inform instruction.					

Effective Instruction

Q17. At this point in the 2024–25 school year, to what extent do you feel that effective classroom routines and instructional practices are in place?

- Not at all

- To a minimal extent

- To a moderate extent

- To a great extent

- We are not serving students during the 2024–25 school year. (Go to Q23)

[Display Q18, Q19, Q20, Q21, Q22 to respondents on campuses that are serving students as indicated in Q2]

Q18. So far in the 2024–25 school year, how frequently have you engaged in the following activities to support teachers at your campus?

	At least weekly	At least monthly	One time per semester	One time per year	Never	Doesn't apply in the 2024–25 school year
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, T-TESS) 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.						
Offer teachers professional learning communities (PLCs) meetings.						
Provide coaching support for teachers.						
Review student performance data with teachers.						

Q19. Of the instructional practices in place at your campus, which have had the most positive impact on student learning so far? (please provide 1-3 examples).

| |
| |
| |

Q20. So far in the 2024–25 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 the 2024–25 school year
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.					

Q21. Of the MTSS practices in place at your campus, which have had the most positive impact on student learning so far? (please provide 1-3 examples).

| |
| |
| |

Q22. So far in the 2024–25 school year, which of the services for students with disabilities or students at-risk have been effectively implemented? (select all that apply)

- Positive Behavioral Interventions and Supports (PBIS)
- Social service supports
- Home visits by campus counselors or teachers
- Small-group instruction in class
- Individualized or differentiated classroom instruction
- Targeted pull-out instruction by interventionist(s)
- In-school instructional or tutoring labs
- Other (please specify): _____

Uses of CSP Grant Funds

[Using display logic, Q23 will only be shown to respondents on campuses that are currently receiving grant funds)]

Q23. In which of the following ways has the CSP grant supported your campus so far in the 2024–25 school year? (Select all that apply)

- Creating community awareness for my charter school campus
- Paying teacher recruitment costs
- Paying teacher and staff salaries
- Covering student recruitment costs
- Paying for instructional materials
- Covering the cost of campus technology purchases
- Paying for minor facilities repairs or rent

- Other, please specify _____

Student Recruitment

Q24. Please indicate if you engaged in any of the following activities so far in the 2024–25 school year to attract students to enroll at your charter school campus. (Select all that apply)

- Communicate to families in your community about why your campus may be a good fit for their children

- Communicate the mission and educational philosophy in place at your campus

- Have campus leaders make presentations at community events regarding your campus

- Create a social media presence that allowed for the creation of a virtual community for the campus

- Distribute flyers in the community about your campus

- Campaign door-to-door to create awareness of your charter campus

- Email or text message communications regarding the campus

- Establish a well-organized website to allow parents to learn more about your campus

- Other, please specify _____

- We are not recruiting students during the 2024–25 school year. (If selected, go to Q25)

Q25. So far in the 2024–25 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 the most effective and 5 is the fifth most effective.)

- _____ Enrollment fairs

- _____ Public-facing advertisements (e.g., billboards)

- _____ Neighborhood door-to-door recruitment efforts by campus staff

- _____ Open houses where information about the campus is presented

- _____ Published information about campus in community newsletters

- _____ Word of mouth from parents of currently enrolled students

- _____ Principal presentations at local events (e.g., Rotary Club)

- _____ Posted and/or distributed flyers about the campus in area neighborhoods

- _____ Social media (Facebook, Twitter, LinkedIn, etc.)

- _____ Charter school campus website
- _____ Other (Please describe)

Replication Campuses

Q26. Is your charter school campus a replication campus?

- ____ Yes (Display Q26 and Q27)
- ____ No (Go to Q28)

Q27. 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 are replicating?

- Not at all
- To a minimal extent
- To a moderate extent
- To a great extent
- My campus is not a replication campus.
- We are not serving students during the 2024–25 school year.

Q28. Please describe any barriers that have prevented you from implementing your campus as designed, if applicable.

_____

_____

Background Questions

Q29. What is your highest level of educational attainment?

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

Q30. How many total years have you been an administrator at this or any public school campus?

- 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

Q31. Before you became an administrator, how many total years of K–12 teaching experience did you have?

- 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

We thank you for your time spent taking this survey. Your response has been recorded.

Appendix E: Charter School Grant Evaluation Administrator Interview Protocol

This appendix includes the administrator interview protocol used during the spring 2024 site visits and the protocol used during the spring 2025 visits.

Spring 2024 Principal Interview Protocol

Texas Education Agency

Charter School Program Grant Evaluation

Principal Interview Protocol, Deliverable #67

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 public charter school campuses funded by the CSP grant during the 2023–24 school year. As part of this project, we are gathering input from principals and teachers about the early implementation of your charter school campus.

Thank you for taking time to participate in this interview. This interview should take approximately 60 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 would like to record these interviews so that we can transcribe them and continue to learn from your responses. 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 summarized 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 campus.

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.)

Thank you for taking the time to speak with me today about implementing a new charter campus in Texas.

Introductions

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

Campus Mission and Vision, Student Recruitment

4. Can you describe the mission of this charter school and why it was important to establish this campus in this community?
5. Describe your charter school campus's approach to community outreach— what has been effective for attracting students and their families to the campus so far?
   a. *Probe if campus has been serving students for more than a year:* What, if any, changes have you made to your community outreach and recruitment strategies since opening?

Campus Leadership and Planning

6. Can you describe processes that you have for developing campus instructional leaders (i.e., assistant principals, department heads)?
7. What has gone well with these processes and what challenges have you faced? What have you done to overcome those challenges?
   a. *Probe if campus has been serving students for more than a year:* In what ways, if any, have the roles and responsibilities for campus instructional leaders evolved to meet the needs of the campus, students, and community?

Teacher Recruitment and Retention

Next, I would like to talk about hiring and retaining highly-qualified teachers.

8. What have been the greatest successes and challenges that you have faced in recruiting and hiring highly-qualified teachers?
   a. *Probe if challenges noted:* How have you overcome those challenges?
9. What strategies do you think have been the most effective so far for recruiting and retaining high-quality educators?

a. *Probe if campus has been serving students for more than a year:* What changes, if any, have you made to strategies for recruiting and retaining teachers? What have you prioritized for recruiting/retaining teachers?

Positive Campus Climate/ Student Behavior Support

I want to turn now to discuss student-related structures at your campus including the ways that you continue to build a positive learning environment for students as well as support student learning.

10. Please describe your current learning environment for students.
    a. How do you create a positive learning environment for students at your school?
    b. What campus-wide systems, if any, are in place to address student behavior? If systems are in place, what aspects of these systems have been most effective?
    c. *Probe if campus has been serving students for more than a year:* What changes, if any, have you made to address student behavior?
    d. What are some ways your student behaviors support systems still need to improve?

Support for High-Quality Instruction

In the next few questions, we would like to learn more about your campus instructional practices.

11. What do you consider your campus strengths to be when it comes to supporting strong instructional practices in every classroom? (e.g., peer observations, instructional coaching, PLC's, other types of teaming)
12. How do you and other administrators support your instructional practice (e.g., walk throughs, feedback, supporting PLCs, etc.)?
    a. What supports have been most helpful?
    b. What additional supports would you have like from instructional leaders at your campus?
13. What campus systems are in place to support students who require more intensive support to be successful?
    a. Is there a team or resources available to you if you need help (e.g., MTSS team)?
    b. What aspects of your campus systems have been most effective this year?
    c. What are some ways your academic support systems still need to improve?

Challenges and Facilitators for Successful CSP Start-up and Implementation Activities

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

15. We also want to hear about your success stories. What do you feel has gone really well in starting up and implementing your charter campus?
    a. What made these successes possible?
    b. *Probe if campus has been serving students for more than a year:* What changes have you made to your campus since opening the campus that contributed to these successes??
16. What changes are you planning to make for future years of leading your charter campus?

Conclusion

17. What are your primary sources of information or resources you utilize to learn more about best practices for leading a charter school, for example, strategies for recruiting teachers or students?
18. Is there anything else you would like to share with us about starting up and implementing your campus?

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

Spring 2025 Principal Interview Protocol

Texas Education Agency

Charter School Program Grant Evaluation

Principal Interview Protocol, Deliverable #102

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 public charter school campuses funded by the CSP grant during the 2024–25 school year. As part of this project, we are gathering input from principals and teachers about the early implementation of your charter school campus.

This interview is a critical part of this effort. It should take approximately 60 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. 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 summarized 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 campus.

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.)

Thank you for taking the time to speak with me today about implementing a new charter campus in Texas.

Introductions

1. Please state your name(s), how long you have worked at this charter campus and how long you have worked for this charter organization or school district.
2. How long has this campus been open and how long has the campus been serving students?

3. How were you recruited to be the principal of this new charter school campus?

Campus Mission and Vision, Student Recruitment

4. Can you describe the mission of this charter school?
    a. Why was it important to establish this campus in this community?
5. Describe your charter school campus's approach to community outreach— what has been effective for attracting students and their families to the campus so far?
    a. *Probe if campus has been serving students for more than a year:* What, if any, changes have you made to your community outreach and recruitment strategies since opening?

Campus Leadership and Planning

6. Can you describe processes that you have for developing campus instructional leaders (i.e., assistant principals, department heads)?
    a. What has gone well with these processes and what challenges have you faced? What have you done to overcome those challenges?
    b. *Probe if campus has been serving students for more than a year:* In what ways, if any, have the roles and responsibilities for campus instructional leaders evolved to meet the needs of the campus, students, and community?

Teacher Recruitment and Retention

Next, I would like to talk about hiring and retaining highly-qualified teachers.

7. What have been the greatest successes and challenges that you have faced in recruiting and hiring highly-qualified teachers?
    a. *Probe if challenges noted:* How have you overcome those challenges?

8. What strategies do you think have been the most effective so far for recruiting and retaining high-quality educators?
    a. What have you prioritized for recruiting/retaining teachers?
    b. *Probe if campus has been serving students for more than a year:* What changes, if any, have you made to strategies for recruiting and retaining teachers?

Positive Campus Climate / Student Behavior Support

I want to turn now to discuss student-related structures at your campus including the ways that you continue to build a positive learning environment for students as well as support student learning.

9. How do you create a positive learning environment for students at your school?
    a. What campus-wide systems, if any, are in place to address student behavior? If systems are in place, what aspects of these systems have been most effective?
    b. *Probe if campus has been serving students for more than a year:* What changes, if any, have you made to address student behavior?
    c. What are some ways your student behaviors support systems still need to improve?

Support for High-Quality Instruction

In the next few questions, we would like to learn more about your campus instructional practices.

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

11. How do you and other administrators support your teachers' instructional practices (e.g., walk throughs, feedback, supporting PLCs, etc.)?
    a. What supports have been most impactful?
    b. *Probe if campus has been serving students for more than a year:* What changes, if any, have you made to the ways that you support teachers and staff this year?

12. What campus systems are in place to support students who require more intensive support to be successful academically?
    a. Is there a team or resources available to you if you need help (e.g., MTSS team)?
    b. What aspects of your academic support systems have been most effective this year?
    c. What are some ways your academic support systems still need to improve?

Challenges and Facilitators for Successful CSP Start-up and Implementation Activities

13. What have been the greatest challenges that you faced in establishing your charter campus since it first started?
    a. How did you overcome these challenges? If you were not able to overcome the challenges, what resources or support did you need?

14. We also want to hear about your success stories. What do you feel has gone really well in starting up and implementing your charter campus?
    a. What made these successes possible?
    b. *Probe if campus has been serving students for more than a year:* What changes have you made to your campus since opening the campus that contributed to these successes?

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

Conclusion

16. What are your primary sources of information or resources you utilize to learn more about best practices for leading a charter school, for example, strategies for recruiting teachers or students?

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

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

Appendix F: Charter School Grant Evaluation Teacher Focus Group Protocols

This appendix includes the teacher focus group protocol used during the spring 2024 and spring 2025 site visits.

Spring 2024 Teacher Focus Group Protocol

Texas Education Agency

Charter School Program Grant Evaluation

Teacher Focus Group Protocol, Deliverable #67

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 public charter school campuses funded by the CSP grant during the 2023–24 school year. As part of this project, we are gathering input from teachers and principals about the early implementation of your charter school campus.

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 would like to record this focus group so we can transcribe it and continue to learn from your responses. 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 summarized 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 campus.

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

To get started, let's go around and state your name, the number of years of teaching at this campus as well as in general, and the grade or subject area you are teaching this school year.

Staff Recruitment / Campus Climate and Culture / Student Recruitment

In the first couple of questions, we want to learn about your campus's climate and culture.

2. Please describe why you chose to work at this campus. If this is **not** your first year, please describe why you chose to return to the campus.
3. What do you think is special or unique about your campus?
4. What do teachers and other instructional team members do to create a positive campus climate and culture for students?
   a. What are some of the ways you help create a positive campus climate for each other as a team?

High-Quality Instructional Practices

In the next few questions, we would like to learn more about your campus instructional practices.

5. What do you consider your campus strengths to be when it comes to supporting strong instructional practices in every classroom? (e.g., these practices could include peer observations, instructional coaching, PLC's, data teams, curricular and instructional materials, support for lesson planning, etc.)
   a. *Probe if campus has been serving students for more than a year and at least one teacher has been teaching at the campus for more than one year:* How have these practices evolved since you have been at this campus?

6. How do administrators or instructional leaders support your instructional practices (e.g., walk throughs, feedback, supporting PLCs, etc.)?
   a. What supports have been most helpful?
   b. What additional supports would you like to have from instructional leaders at your campus?

7. What campus systems are in place to support students who require more intensive support to be successful (e.g., MTSS)?
   a. How are those support systems implemented?
   b. What aspects of your campus systems have been most effective this year?

    c. *Probe if campus has been serving students for more than a year and at least one teacher has been teaching at the campus for more than one year:* How have these systems changed while you have been teaching at this school?

    d. What are some ways your academic support systems still need to improve?

Classroom Management / Student Behavior Support

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

8. What campus-wide systems, if any, are in place to address student behavior?
   a. If systems are in place, what aspects of these systems have been most effective?
   b. *Probe if campus has been serving students for more than a year and at least one teacher has been teaching at the campus for more than one year:* How have student behavior support systems changed while you have been teaching at this school?
   c. What are some ways your student behaviors support systems still need to improve?

Closing Reflections

8. What would you say is one thing your campus does really well?
9. *Ask if campus has been serving students for more than a year and at least one teacher has been teaching at the campus for more than one year:* What is a change that your campus has made that you feel has made a positive impact on the students, teachers, and/or families at this campus?
10. If you had an unlimited budget, what changes or additions would you make to the campus?
11. Is there anything else that you would like to share with us regarding your experience as a teacher at this campus?

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

Spring 2025 Teacher Focus Group Protocol

Texas Education Agency

Charter School Program Grant Evaluation

Teacher Focus Group Protocol, Deliverable #102

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 public charter school campuses funded by the CSP grant during the 2024–25 school year. As part of this project, we are gathering input from teachers and principals about the early implementation of your charter school campus.

This focus group is a critical part of this 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 would like to record this focus group so we can transcribe it and continue to learn from your responses. 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 summarized 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 campus.

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(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

To get started, let's go around and state your name, the number of years of teaching at this campus as well as in general, and the grade or subject area you are teaching this school year.

Staff Recruitment / Campus Climate and Culture / Student Recruitment

In the first couple of questions, we want to learn about your campus's climate and culture.

1. Please describe why you chose to work at this campus. If this is **not** your first year, please describe why you chose to return to the campus.
2. What do you think is special or unique about your campus?
3. What do teachers and other instructional team members do to create a positive campus climate and culture for students?
   a. What are some of the ways you help create a positive campus climate for each other as a team?

High-Quality Instructional Practices

In the next few questions, we would like to learn more about your campus instructional practices.

4. What do you consider your campus strengths to be when it comes to supporting strong instructional practices in every classroom? (e.g., these practices could include peer observations, instructional coaching, PLC's, data teams, curricular and instructional materials, support for lesson planning, etc.)
   a. *Probe if campus has been serving students for more than a year and at least one teacher has been teaching at the campus for more than one year:* How have these practices evolved since you have been at this campus?

5. How do administrators or instructional leaders support your instructional practices (e.g., walk throughs, feedback, supporting PLCs, etc.)?
   a. What supports have been most helpful?
   b. What additional supports would you like to have from instructional leaders at your campus?

6. What campus systems are in place to support students who require more intensive support to be successful academically (e.g., MTSS)?
   a. How are those support systems implemented?
   b. What aspects of your campus systems have been most effective this year?
   c. *Probe if campus has been serving students for more than a year and at least one teacher has been teaching at the campus for more than one year:* How have these systems changed while you have been teaching at this school?
   d. What are some ways your academic support systems still need to improve?

Classroom Management / Student Behavior Support

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

7. What campus-wide systems, if any, are in place to address student behavior?
   a. If systems are in place, what aspects of these systems have been most effective?

b. *Probe if campus has been serving students for more than a year and at least one teacher has been teaching at the campus for more than one year:* How have student behavior support systems changed while you have been teaching at this school?

c. What are some ways your student behaviors support systems still need to improve?

Closing Reflections

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

13. *Ask if campus has been serving students for more than a year and at least one teacher has been teaching at the campus for more than one year:* What is a change that your campus has made that you feel has made a positive impact on the students, teachers, and/or families at this campus?

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

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

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

Appendix G: Classroom Assessment Scoring System Observation Protocol

Classroom observations were conducted at CSP Cohort 2 and Cohort 3 grantee campuses in spring 2024. This appendix provides an overview of the Classroom Assessment Scoring System (CLASS®), which measures the effectiveness of teacher-student interactions in Pre-kindergarten (Pre-K) through Grade 12 classrooms. The protocol takes into account important developmental differences between students at different age levels (i.e., Pre-K 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 grouped into the following four, higher-level, domains:

- Emotional Support;
- Classroom Organization;
- Instructional Support; and
- Student Engagement (for CLASS® Upper Elementary and Secondary only).

The four CLASS® domains are emotional support, classroom organization, instructional support, and student engagement. Emotional support refers to teachers' ability to establish relationships with

students, create a warm and positive classroom environment, and provide opportunities for student autonomy. A teacher who scores high in this domain has established a classroom environment with positive and respectful relationships between her/himself and students as well among students. Teachers who score high in emotional support also provide timely responses to students' academic and social/emotional needs and provide opportunities for students to make choices and hold leadership positions in the class.

The classroom organization domain refers to the classroom structures that encourage positive and productive behavior. A teacher who scores high in this domain will have identifiable structures in place to support both positive behavior from students and high degrees of student productivity. If there are incidents of student misbehavior, they are dealt with swiftly and effectively by the teacher. In Grade 4 and above, classroom organization also refers to students having opportunities to engage with a variety of learning formats and ideas.

The instructional support domain refers to a teacher's use of instructional strategies that highlight the interconnectedness of knowledge, develop metacognitive and higher-order thinking skills, and encourage students to discuss their understanding. In the younger grades (Kindergarten–3), the instructional support domain also refers to language development. The instructional support domain is typically the lowest scoring domain. A teacher who scores high in this domain would provide novel ways for students to develop a deep understanding of a concept (not just rote memorization), and they would provide opportunities for students to develop higher order thinking skills, including sharing their understanding in discussions. Teachers who score high in this domain would also provide meaningful feedback to expand student learning. Teachers of younger students have fewer dimensions within this domain to reflect developmentally appropriate expectations of students' cognitive development.

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

CLASS® Dimensions and Domains

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

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

- *Negative Climate*: Measures the level of expressed negativity (e.g., anger, hostility, sarcasm, or aggression) exhibited by teachers and/or students in the classroom.

- *Teacher Sensitivity*: Measures teacher awareness of and level of responsiveness to the academic and emotional concerns of students.

- *Regard for Student Perspectives*: Measures 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)

- *Behavioral Management*: Measures how effectively teachers monitor, prevent, and redirect student behavior in the classroom.

- *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.

- *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)

- *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).

- *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).

- *Quality of Feedback*: Measures how teachers extend and accelerate student learning through their responses to the ideas, comments, and work of their students.

- *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).

- *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*)

- *Student Engagement:* Measures the degree to 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 scores 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; and
- 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.

Appendix H: Methodology

This appendix provides supplemental information about the participants in the CSP Grant Implementation Study. This section describes the approaches used to analyze the quantitative and qualitative data collected for this study.

Analytic Approach

This report relied on a descriptive approach to analyze the data from the CSP principal survey and the CLASS® observations for Cohort 2, 3, and 4 grantees as they established their campuses during the 2023–24 and 2024–25 school years with the help of the CSP grant. The study team used thematic analysis to analyze principal interview and teacher focus group data. 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).

Methods for Analyzing Responses to the CSP Principal Survey

To answer the research questions, the study team created a series of descriptive tables and figures that summarize how principals responded to every question on the Spring 2023–24 and 2024–25 CSP principal survey. These tables and figures presented the count and percentages of each response at the item level, along with summary statistics where answer choices equate to underlying numeric values. Tables and figures compared the responses of principals by CSP cohort or the number of years they have been serving students.

Methods for Analyzing Focus Group Principal Interview Data, Teacher Focus Group Data, and Open-Ended Survey Responses

The study team used the qualitative data analysis software, Atlas.ti, to analyze principal interview and teacher focus group data using thematic codes identified in earlier phases of the project as well as emerging themes that are unique to the participants in the spring 2024 and 2025 site visits.

The study team coded both the principal interview data and teacher focus group data using the *a priori* codes developed in earlier phases of the project and new codes that emerged from the data. Table I.2 and Table I.3 provide examples of themes that emerged during the coding process.

Table H.1. CSP Principal Interview Constructs and Identified Themes

Constructs	Example Themes 2023–24	Example Themes 2024–25
Campus mission and vision	▪ Focus on consistent implementation of core tenets ▪ Rigorous academic expectations for all students ▪ Variety of opportunities for students, including fine arts and internships	▪ Rigorous academic expectations for all students ▪ Provide high quality instruction to at-risk student populations
Community outreach	▪ Focus on transparency and building trust with local community ▪ Parent/guardian engagement and partnership to improve student outcomes	▪ Create a family-like feel at the campus to engage parents and guardians and welcome students ▪ Rely on word of mouth to connect to families and the larger community
Student recruitment	▪ Word-of-mouth recruitment through current families ▪ Neighborhood walks/ door-to-door ▪ Host community events	▪ Word-of-mouth recruitment through current families ▪ Neighborhood walks/ door-to-door ▪ Host community events
Campus leadership and planning	▪ Develop campus leaders through shadowing ▪ Leaders constantly visible, in and out of classrooms ▪ Develop a strong leadership team so principal can delegate	▪ Develop a strong leadership team so principal can delegate ▪ Provide leadership opportunities for administrators and teachers ▪ Leaders constantly visible, in and out of classrooms
Teacher recruitment and retention	▪ Effectiveness of word-of-mouth recruitment by current teachers ▪ Focus on retention and building up internal talent to become leaders	▪ Effectiveness of word-of-mouth recruitment by current teachers ▪ Focus on retention by treating teachers as professionals and allowing for autonomy and voice
Positive campus climate/student behavior support	▪ Positive behavioral supports and classroom management strategies ▪ Additional support staff to support with intensive behavioral needs	▪ Consistent school-wide behavior expectations ▪ Additional support staff to support with emotional and behavioral needs

Table H.1 continues on the next page.

Source. CSP principal interviews, 2023–24.

Note. CSP stands for Charter School Program.

Constructs	Example Themes 2023–24	Example Themes 2024–25
Support for high quality instruction	▪ Observations and feedback from administrators to support teacher growth ▪ Popularity and effectiveness of coaching sessions, including modeling instruction for teachers	▪ Popularity and effectiveness of coaching sessions, including in-the-moment coaching as well as principals modeling instruction for teachers

Challenges and facilitators for successful CSP start-up and implementation activities	▪ Challenges included
	  – Managing the balancing of growing while still maintain a small campus feeling
	  – Supporting students with more intensive behavioral and academic needs
	▪ Successes included
	  – Providing students with both academic and extracurricular opportunities
	  – Creating positive school climates
	  – Achieving academic growth
		▪ Challenges included
		  – Finding and/or establishing adequate facilities
		  – Meeting the needs of students who require additional supports
		  – Hiring highly qualified teachers
		▪ Successes included
		  – Replication campus or starting from established shared campus supports early implementation
		  – Students meeting high expectations when staff are consistent
		  – Engagement with families and the community

Source. CSP principal interviews, 2024–25.

Note. CSP stands for Charter School Program.

Table H.2. CSP Teacher Focus Group Constructs and Example Themes

Constructs	Example Themes 2023–24	Example Themes 2024–25
Staff recruitment	▪ Motivated to join or stay at campus due to small class sizes, autonomy to teach, and positive environment ▪ Teachers shared a desire to provide opportunities to students who might otherwise not have access	▪ Motivated to join or stay at campus due to small class sizes, autonomy to teach, and positive environment ▪ Chose to stay at the campus due to administrative support
Campus climate and culture	▪ Small campuses led to family-like environment ▪ Teaches appreciated autonomy and flexibility in their ability to lesson plan ▪ Teachers appreciated when principals had an open door policy and willingness to hear and validate their concerns	▪ Small campuses led to family-like environment ▪ Teaches appreciated autonomy and flexibility in their ability to lesson plan ▪ Teachers appreciated administrators willingness to model lessons and appreciated coaching support
Student recruitment	▪ Emphasis on valuing students as individuals and providing support so no student fell through the cracks	▪ Word of mouth from current families and positive reputation of charter organization
High quality instructional practices	▪ Use of small group instruction to provide differentiated instruction ▪ Data-based decision based regular assessments, both formal and informal ▪ Extending the school day by providing additional tutoring hours for students who need extra support	▪ Use of small group instruction to provide differentiated instruction ▪ Data-based decision based regular assessments, both formal and informal ▪ Extending the school day by providing additional tutoring hours for students who need extra support
Classroom management/student behavior support	▪ Focus on engagement, including using project based learning or multiple response strategies ▪ Inclusion of Social emotional learning (SEL) curriculum in general education classrooms	▪ Consistent routines across the school reduce teachers' need to implement classroom-specific systems ▪ Inclusion of Social emotional learning (SEL) curriculum in general education classrooms
Closing reflections	▪ Overall positively engaged working on the charter campus	▪ Overall felt they were making a meaningful difference in students' lives, encouraging teachers to return

Source. CSP teacher interviews, 2023–25.

Note. CSP stands for Charter School Program.

Methods for Analyzing CLASS® Observation Data

The study team sent trained and calibrated CLASS® observers to each data collection site to conduct classroom observations. 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 Kindergarten through Grade 12 and student engagement for Grades 4 through 12 (Table I.4). Classroom observations occurred over 60- to 90-minute time periods in which observers conduct three to four observation cycles over 10 to 20 minutes of instruction.

Dimension scores were used to calculate overall ratings in four CLASS® domains. The dimensions that comprised each domain vary somewhat across grade level instruments (Table H.3). The study team used descriptive statistics to summarize these results, providing average domain and dimension scores for all classrooms observed within each of the three grade level bands. These scores were then consolidated to provide average results by cohort. The results are reported in figures for an easy comparison of the results from Cohort 2, Cohort 3, and Cohort 4 charter school campuses.

To answer the pertinent research questions about instructional quality, the study team created a series of tables or figures that summarize CLASS® results by CSP cohort.

Table H.3. CLASS® Dimensions that Comprise Each Domain by Grade Level Instrument

This CLASS® Domain	Lower Elementary Grades K–3	Upper Elementary Grades 4–5	Secondary Grades 6–12
Emotional Support	Positive Climate Negative Climate* 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*	Behavior Management Productivity Negative Climate*

Table H.3 continues on the next page.

Source. Pianta, R. C., Hamre, B. K., & Mintz S. (2012). *Classroom Assessment Scoring System (CLASS)*, *Secondary Manual.* Teachstone; Pianta, R. C., La Paro, K. M., & Hamre B. K., (2015), *Classroom Assessment Scoring System (CLASS®), K-3 Manual.* Teachstone.

Note. *Scores for the Negative Climate dimension are reverse coded; for example, a score of 1 reflecting the absence of negative behaviors will be recoded as a 7.

Table H.3. CLASS® Dimensions that Comprise Each Domain by Grade Level Instrument (continued)

This CLASS® Domain	Lower Elementary Grades K–3	Upper Elementary Grades 4–5	Secondary Grades 6–12
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	N/A	Student Engagement	Student Engagement

Source. Pianta, R. C., Hamre, B. K., & Mintz S. (2012). *Classroom Assessment Scoring System (CLASS)*, *Secondary Manual.* Teachstone; Pianta, R. C., La Paro, K. M., & Hamre B. K., (2015), *Classroom Assessment Scoring System (CLASS®), K-3 Manual.* Teachstone.

Note. *Scores for the Negative Climate dimension are reverse coded; for example, a score of 1 reflecting the absence of negative behaviors will be recoded as a 7.

Description of Observed Classrooms

In total, the study team conducted 152 classroom observations using the CLASS® instrument: 72 classroom observations in spring 2024, and 80 classroom observations in spring 2025. Due to a data processing error, five observations were lost during the data entry process in spring 2024. All the missing observations were from Grade 6 classrooms. Because the largest number of observations were conducted at Grade 6 (N = 14), this grade level is still well represented in the final count of observations in spring 2024 (Table I.5). Classroom observations for spring 2025 are shown in Table H.4.

Table H.4. Number and Percentage of Classroom Observations Conducted and Available for Analysis by CLASS® Grade Level Band and CSP Cohort, Spring 2024

Grade Level Band	Cohort 2 Completed	Cohort 2 Available for Analysis	Cohort 3 Completed	Cohort 3 Available for Analysis	Total Available for Analysis	Percent Available for Analysis
Kindergarten – Grade 3						
Kindergarten	3	3	5	5	8	100%
Grade 1	3	3	3	3	6	100%
Grade 2	3	3	1	1	4	100%
Grade 3	7	7	3	3	10	100%
Grades 4 – 6						
Grade 4	1	1	4	4	5	100%
Grade 5	2	2	4	4	6	100%
Grade 6	2	1	12	8	9	64%
Grades 7 – 12						
Grade 7	6	6	0	0	6	100%
Grade 8	3	3	2	2	5	100%
Grade 9	1	1	2	2	3	100%
Mixed Grade Level (e.g., 8–9, 11–12)	5	5	0	0	5	100%
Total	**36**	**35 (97%)**	**36**	**32 (89%)**	**67**	**92%**

Source. CSP classroom observation records, 2023–24.

Note. CSP stands for Charter School Program. The study team conducted 14 Grade 6 observations; however, five were lost during the data entry process, resulting in a final count of nine observations. The lost observations were from Smith Middle School (n = 4) and Trinity Basin Preparatory Grand Prairie (n = 1).

Table H.5. Number and Percentage of Classroom Observations Conducted and Available for Analysis by CLASS® Grade Level Band and CSP Cohort, Spring 2025

Grade Level Band	Cohort 2 Completed	Cohort 2 Available for Analysis	Cohort 3 Completed	Cohort 3 Available for Analysis	Cohort 4 Completed	Cohort 4 Available for Analysis	Total Available for Analysis	Percent Available for Analysis
Kindergarten – Grade 3								
Pre-K/K	3	3	2	2	1	1	6	
Kindergarten			8	8	1	1	9	100%
Grade 1	2	2	6	6	1	1	9	100%
Grade 2	3	3	6	6	3	3	12	100%
Grade 3	2	2	5	5	4	4	11	100%
Grades 4 – 6								
Grade 4	2	2					2	100%
Grade 5	3	3	1	1			4	100%
Grade 6			2	2	1	1	3	100%
Grades 7 – 12								
Grade 7			5	5			5	100%
Grade 8			6	6	2	2	8	100%
Grade 9			6	6	1	1	7	100%
Grade 10	1	1	1	1			2	100%
Mixed Grade Level (e.g., 3–5)					2	2	2	100%
Total	**16**	**(100%)**	**48**	**(100%)**	**16**		**80**	**100%**

Source. CSP classroom observation records, 2024–25.
Note. CSP stands for Charter School Program.

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