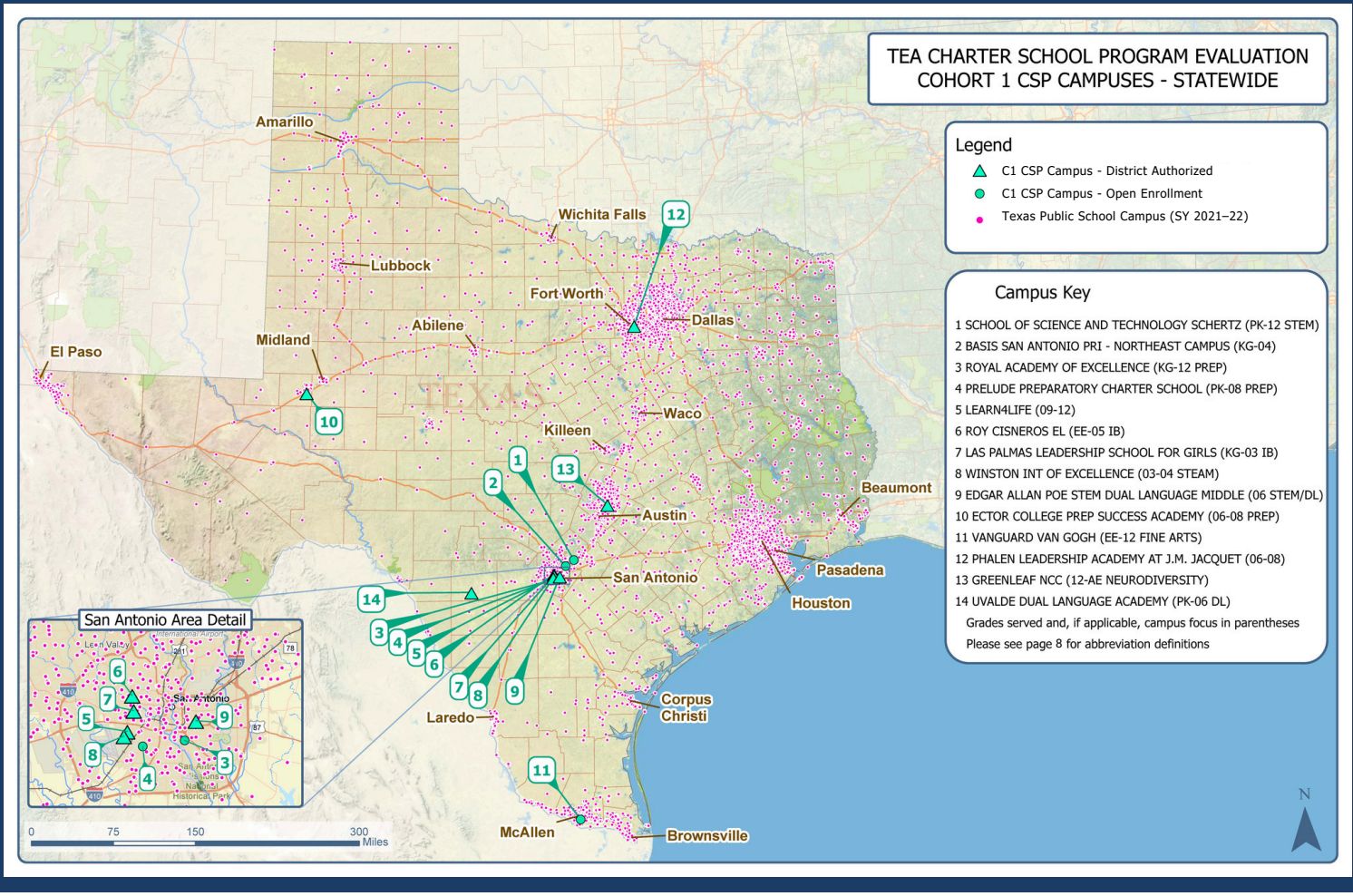
TEA CHARTER SCHOOL PROGRAM GRANTEE COHORT 1, IMPLEMENTATION AND STUDENT OUTCOMES IN 2021–22



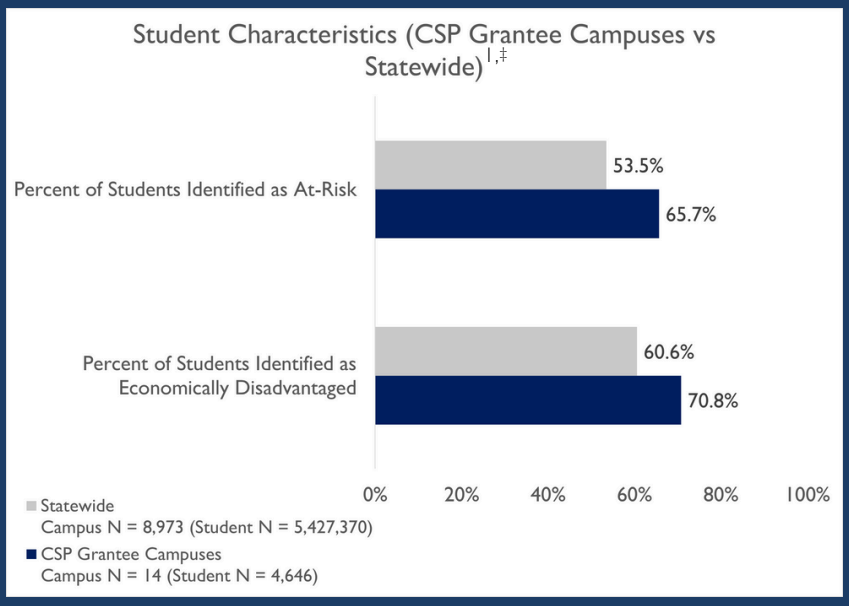
The Texas Education Agency (TEA) received $100 million in the Charter School Program (CSP) State Grant from the United States Department of Education. From these funds, TEA awards grants of up to $900,000 to Local Education Agencies as financial assistance for the planning, program design, and initial 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. The following visualizations describe the first grantee cohort (Cohort 1), their program implementation, and their students' performance in the first year under the CSP grant in the 2021–22 school year.

COHORT 1 (2021–22)*

4,646 Total Enrollment†	2 New Open-Enrollment Charter Schools Opened
6 Campuses Opened By High-Quality Charter Schools	9 District Authorized Charter School Campuses

* The data in this report do not include three CSP grantee campuses that had not begun serving students in the 2021–22 school year.

† Based on a fall 2021 enrollment snapshot.



Students Identified as Low Performing in the Previous Year[2,§]

45.9%

Grades 3-8 STAAR-Mathematics N = 9 (Student N = 2,492)

41.2%

Grades 3-8 STAAR-Reading N = 9 (Student N = 2,465)

Implementation

School Leadership and Planning

Scholarship around effective school leadership indicates that principals set the mission, vision, and culture for schools through strategic planning.[3] Not only do school leaders determine school priorities, principals inspire teachers and other staff to commit to the school purpose that guides work in service of learners.[4,5,6] As school leaders, principals are responsible for managing and allocating resources in accordance with the shared vision.[7] Strong leaders play a pivotal role in shaping their schools by effectively managing core functions like budget allocation, facilities organization, and faculty recruitment. Their administrative practices—including day-to-day duties such as attendance, student assessment, and teacher evaluations—are aligned with their mission and directly contribute to student achievement.[8] Strong principals also prioritize parent and family engagement outreach efforts to bring in community members as partners.

The results presented below come from surveys of principals at CSP grantee campuses which were developed in consideration of this literature and with TEA's Effective Schools Framework.[9] The following graphs show the percentage of principals who indicated they engage in the given practices in the 2021–22 school year. The top practices are presented. The principal survey included response options on a 4-point scale ranging from "not at all" to "to a great extent" and "strongly disagree" to "strongly agree."

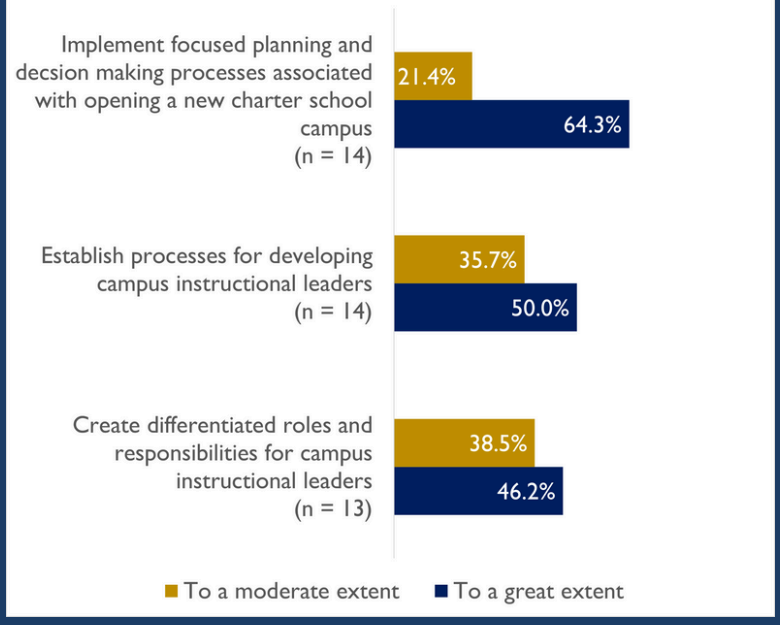
‡ Percentages displayed for CSP campuses are an average percentage across campuses. This approach was adopted to uphold the integrity of school-level treatment within the analysis. Averaging student demographics across campuses allows for a more nuanced understanding of the overall student body composition within each school, thereby ensuring that variations across individual campuses are appropriately reflected.

§ Defined as the percent of students whose performance on the STAAR exam was classified as "Did Not Meet Grade Level" for the given subject in the previous school year (2020–21).

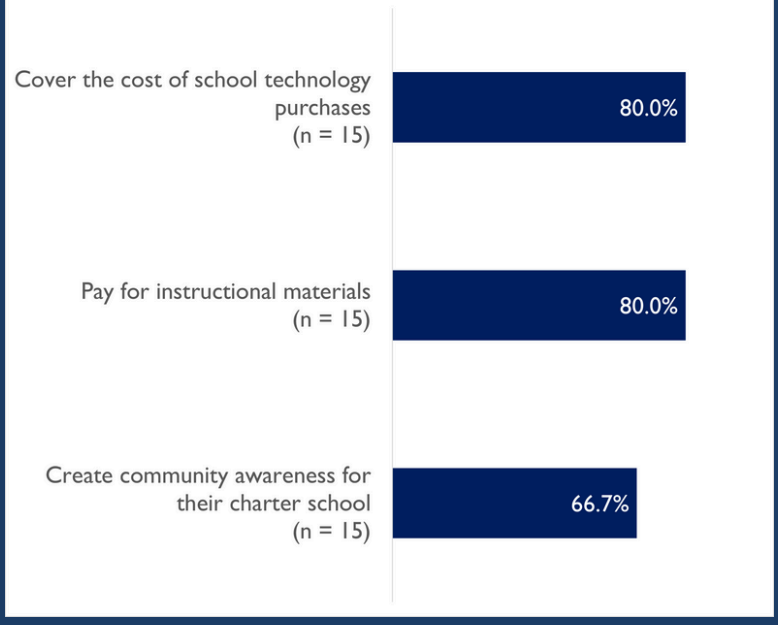
Top Rationales for Opening a Charter Among Principals at CSP Grantee Campuses

- Fidelity to the mission of their organization
- Need for academic improvement
- Desire to engage students
- Desire to build skills and keep students working in their communities
- Community fit
- Opportunities to innovate
- Opportunity to meet unique student learning needs (e.g.,Autism)

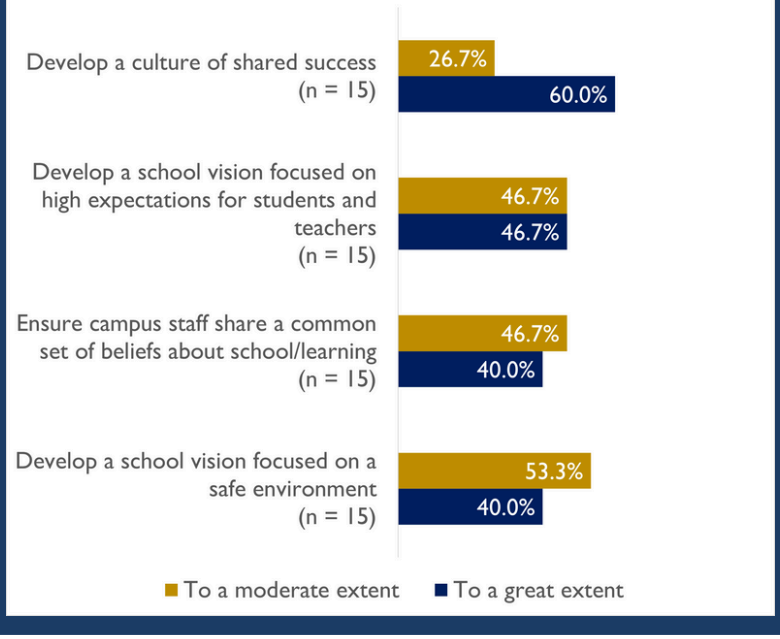
Top Organizational Processes Implemented



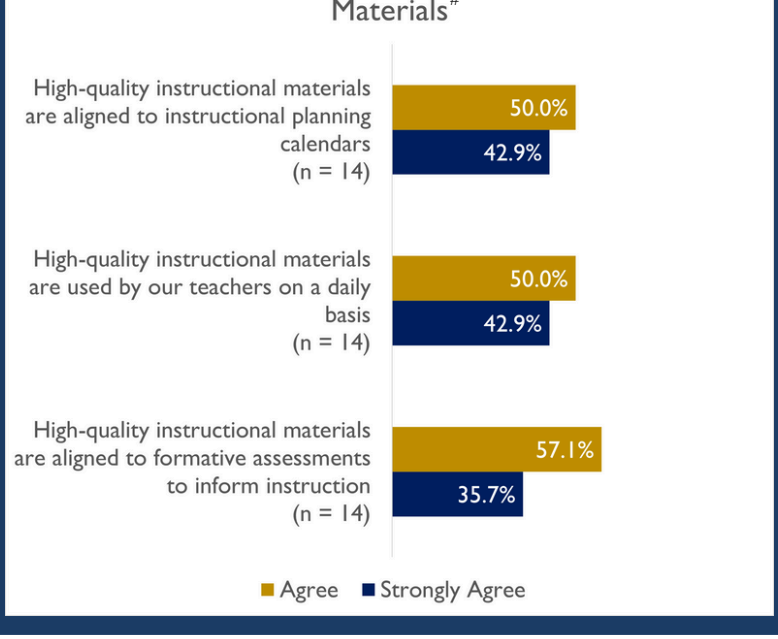
Top Uses of CSP Grant Funds



Top Shared Visions and Beliefs Implemented



Top Uses of High-Quality Instructional Materials#



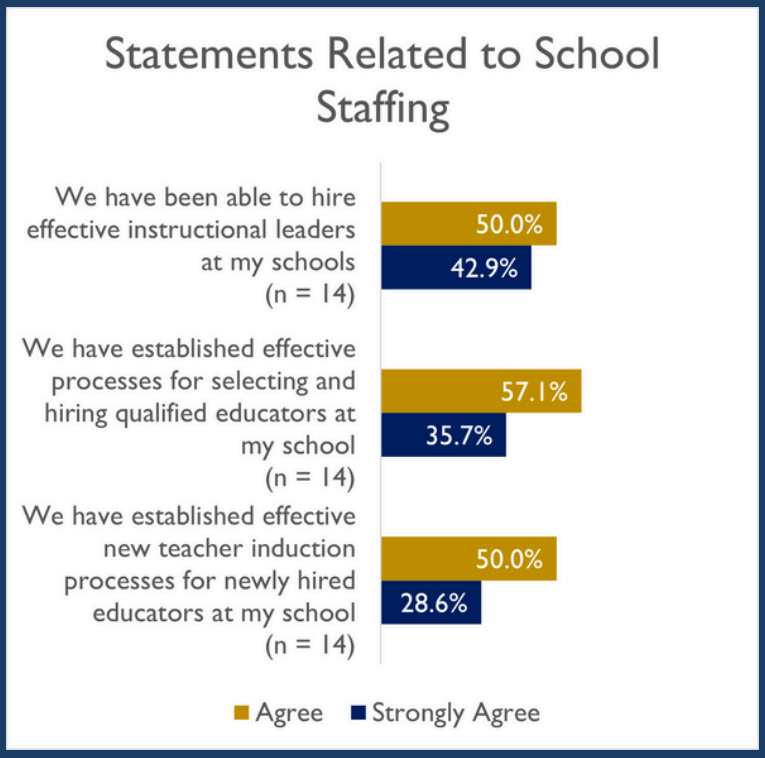
TEA defines full-subject high-quality materials as those that ensure full coverage of Texas Essential Knowledge and Skills, align with research-based instructional strategies in each subject area, and support all learners.

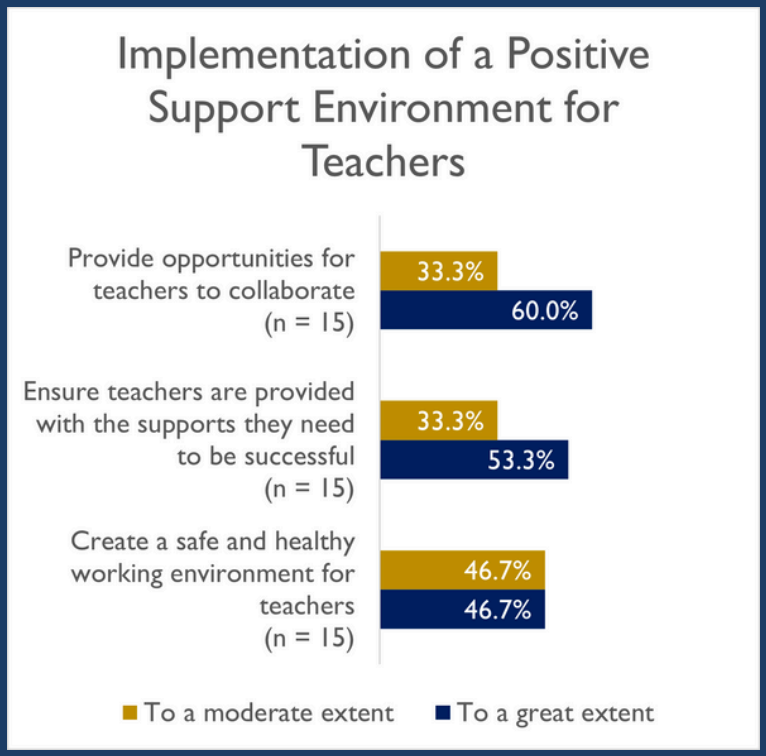
Strategic Recruitment, Retainment, and Support of Staff

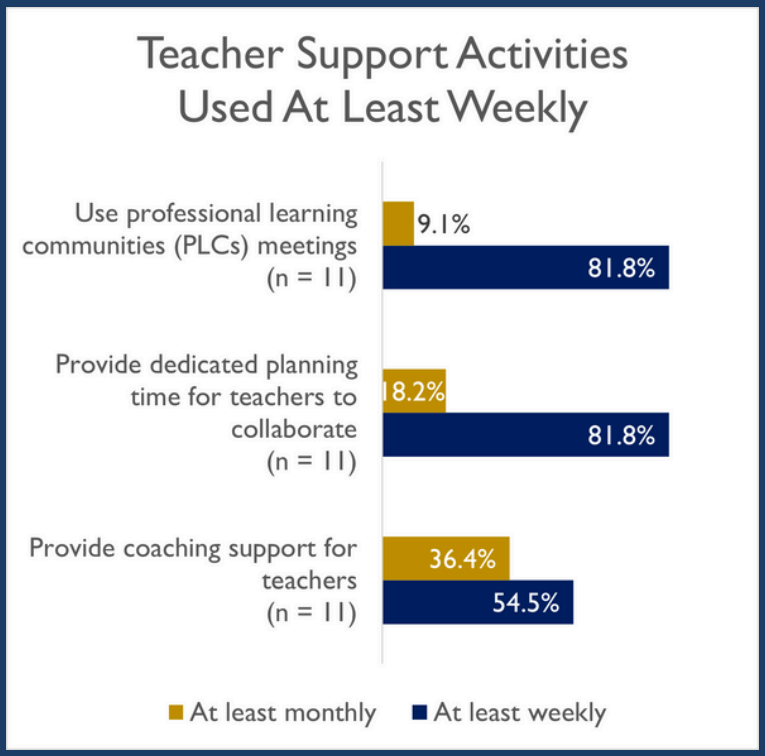
The information below is a continued presentation of the results from surveys of principals from CSP grantee campuses. The following graphs show the percentage of principals who indicated they engage in the given practices in the 2021–22 school year. The questions included response options on a 4-point scale ranging from "not at all" to "to a great extent" and "strongly disagree" to "strongly agree." Questions related to frequency of an action included five response options ranging from "at least weekly" to "never."

Top Teacher Recruitment Strategies

1. Job fairs
2. Word of mouth about the school
3. Social media (e.g., Facebook, Instagram)
4. Online advertisements
5. Current teachers recruiting colleagues





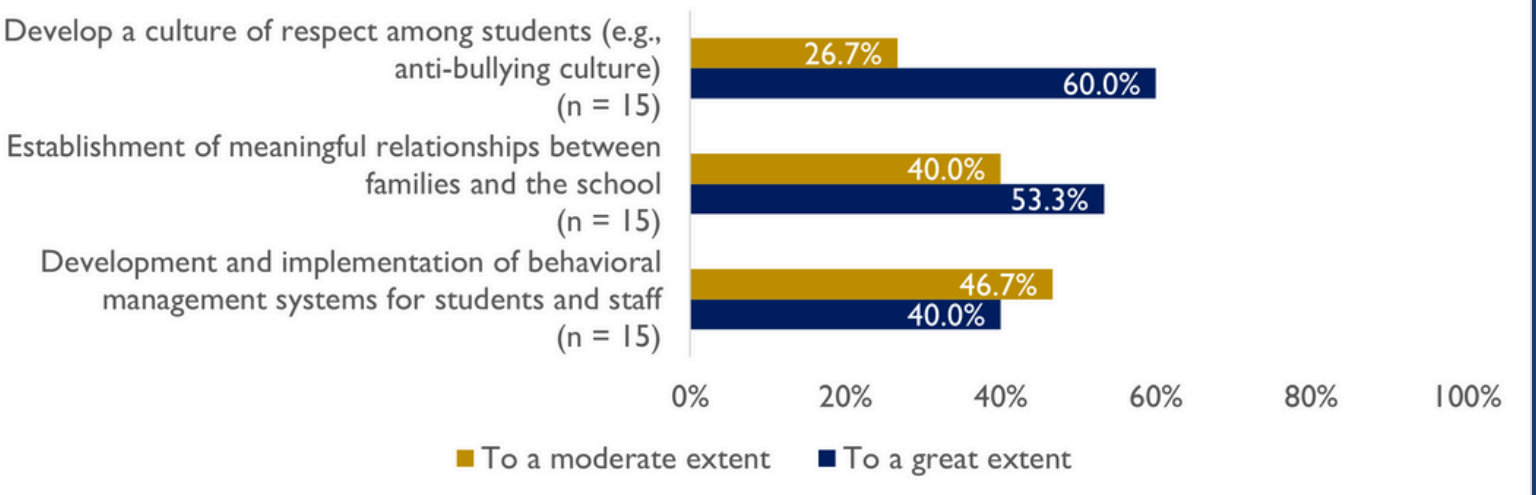


Community, Family, and Students

The information below is a continued presentation of the results from surveys of principals at CSP grantee campuses. The following graphs show the percentage of principals who indicated they engage in the given practices in the 2021–22 school year. The items in the graph included response options on a 4-point scale ranging from "not at all" to "to a great extent."

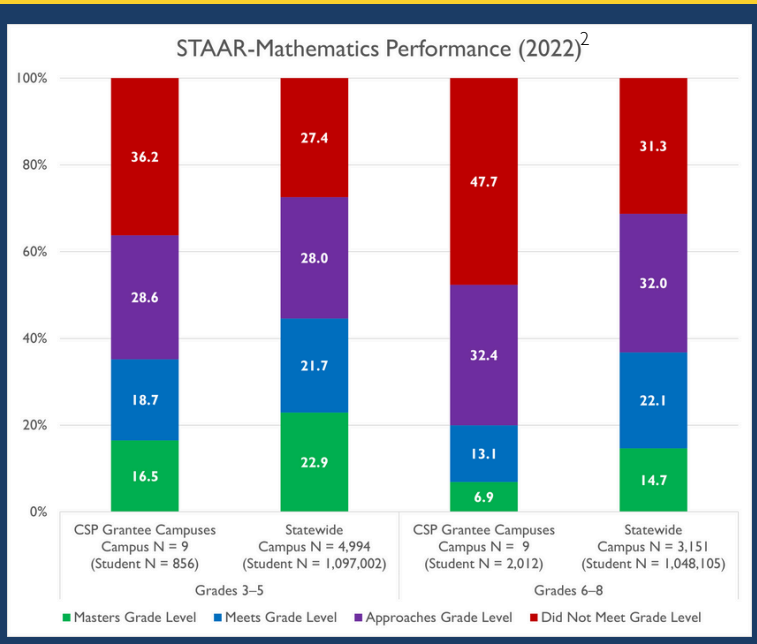
Top Student Recruitment Strategies		Top Family and Community Engagement Strategies
Distribute flyers in the community about their school	1	Engage with parents at school open house events
Communicate to families in the community about why the school may be a good fit for their children	2	Parent attendance at campus events (e.g., job fairs)
Communicate the mission and educational philosophy in place at their school	3	Interact with parents at afterschool programming events
Create a social media presence that allowed for the creation of a virtual community for the school	4	Communicate with parents about student performance
Establish a well-organized website to allow parents to learn more about their school	5	Engage with parents at student-related conferences/meetings about charter or school district resources

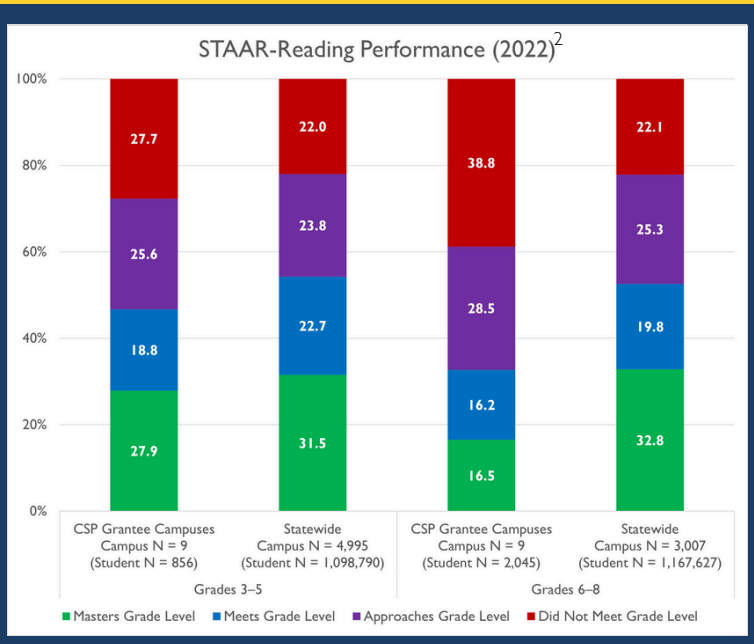
Implementation of Respectful Relationships with Students, Families, and the Community

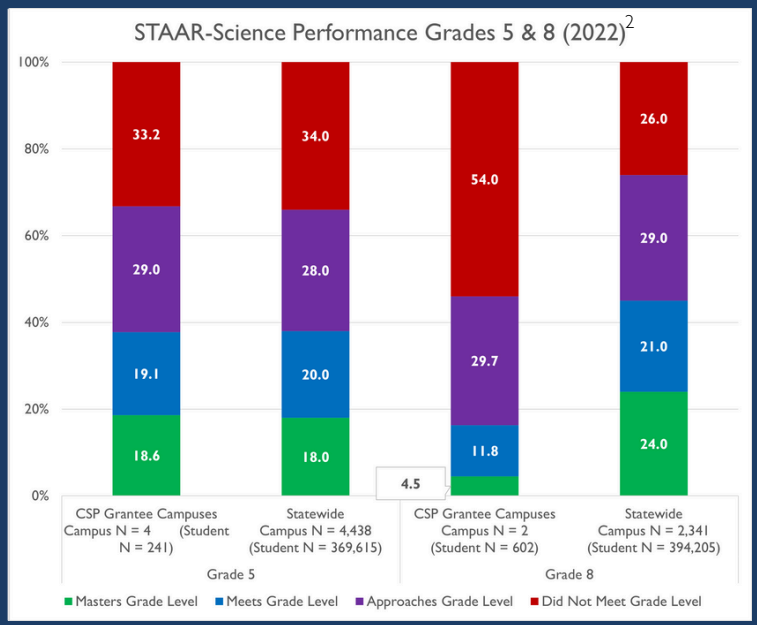


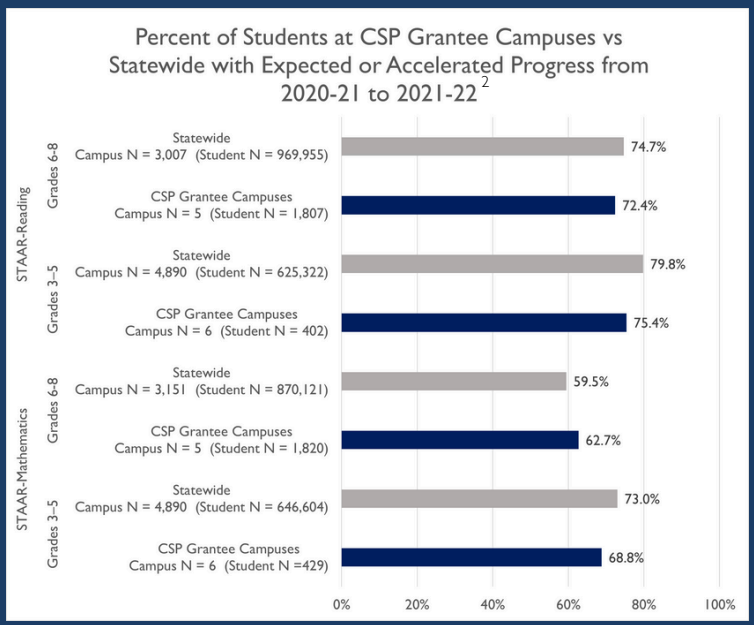
Outcomes**

The following charts show the average percent of students across CSP grantee campuses meeting STAAR performance standards (Approaches, Meets and Masters Grade Level) for mathematics, reading, and science relative to overall state percentages for the 2021–22 academic year; the average percent of students meeting STAAR progress expectations from the previous (2020–21) academic year across CSP grantee campuses; and the average attendance and discipline rates for the 2021–22 academic year across CSP grantee campuses.[††,‡‡] STAAR performance and progress includes only students in Grades 3–8. STAAR results presented are descriptive and have not been statistically tested.[§§] Note that Ns represent the number of students across each type of campus.









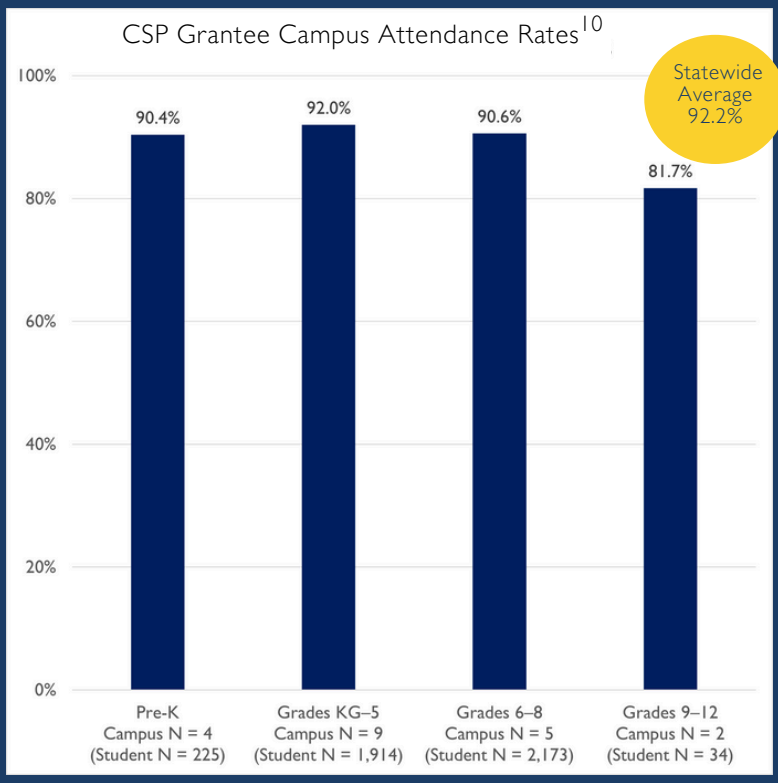
** Percentages displayed for CSP campuses are an average percentage across campuses. This approach was adopted to uphold the integrity of school-level treatment within the analysis. Averaging student demographics across campuses allows for a more nuanced understanding of the overall student body composition within each school, thereby ensuring that variations across individual campuses are appropriately reflected.

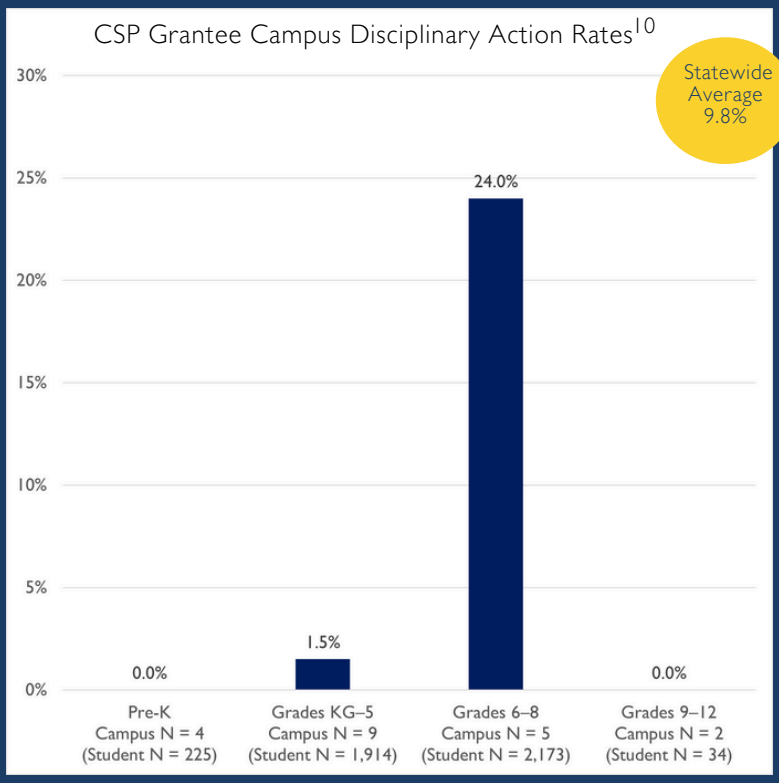
†† Masters, Meets, and Approaches Grade Level are all passing scores. Did Not Meet Grade Level means not passing. Data from STAAR end-of-course exams (Algebra I, English I, English II, Biology, and U.S. History) are not provided due to small sample size.

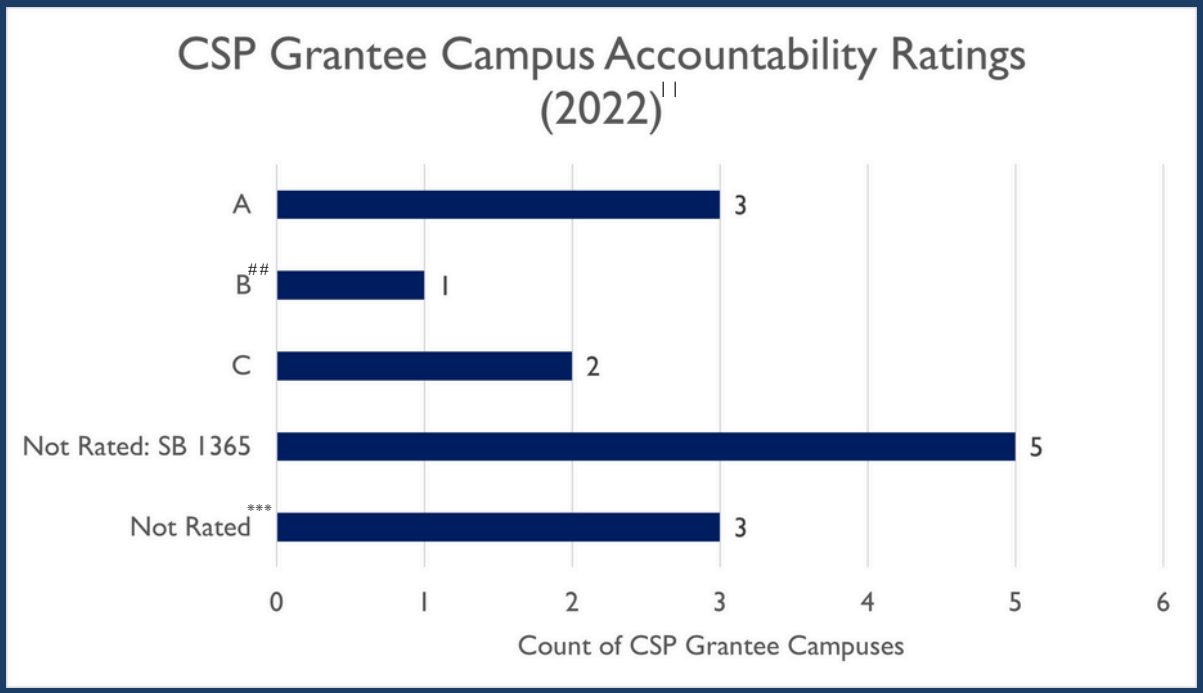
‡‡ For inclusion in outcome calculations, students must have been enrolled in the same CSP grantee campus during both Fall 2021 and Spring 2022 attendance in the last six-week period. Please note that calculations for the CSP grantee campuses reflect averages across CSP campuses while the statewide data reflect averages across all students."

§§ STAAR performance may not be indicative of the impact of the CSP grant as it represents student performance in spring of the first year in which Cohort 1 grantee campuses received their grant funding.

The two charts directly below show the average attendance and disciplinary action rates in 2021–22 for students from CSP grantee campuses, broken down by grade band. Each chart also displays the respective statewide average across all students. The last chart displays the accountability ratings for CSP grantee campuses.







This campus was a turnaround campus which received an F rating in 2019.

*** One of these campuses received an F rating in 2019.

Definitions and Abbreviations

AE = Adult Education

CSP = Charter School Program

DL = Dual Language

EE = Early Education

IB = International Baccalaureate

KG = Kindergarten

PK/Pre-K = Prekindergarten

PREP = College Preparatory

STAAR = State of Texas Assessments of Academic Readiness

STEAM = Science, Technology, Engineering, Arts, & Mathematics

STEM = Science, Technology, Engineering, & Mathematics

SY = School Year

TEA = Texas Education Agency

References

1. Student socioeconomic characteristics were provided by TEA at the student level from the SY 2021-22 fall data snapshot. Primary source: Public Education Information Management System data, 2021–22.
2. STAAR-Mathematics and STAAR-Reading performance data were provided by TEA at the student level from SYs 2020-21 and 2021-22. Source: Texas Education Agency, 2020-21; 2021-22.
3. Allen, N., Grigsby, B., & Peters, M. L. (2015). Does leadership matter? Examining the relationship among transformational leadership, school climate, and student achievement. *International Journal of Educational Leadership Preparation*, *10*(2), 1-22.
4. Day, C., Sammons, P., Hopkins, D., Harris, A., Leithwood, K., Gu, Q., Kington, A. (2009). *The impact of school leadership on pupil outcomes*. Nottingham, England: University of Nottingham.
5. Hitt, D. H., Meyers, C. V., Woodruff, D., & Zhu, G. (2019). Investigating the relationship between turnaround principal competencies and student achievement. *NASSP Bulletin*, *103*(3), 189–208.
6. Robinson, V. M., Lloyd, C. A., & Rowe, K. J. (2008). The impact of leadership on student outcomes: An analysis of the differential effects of leadership types. *Educational Administration Quarterly*, *44*(5), 635–674.
7. Tan, C. Y., Gao, L., & Shi, M. (2022). Second-order meta-analysis synthesizing the evidence on associations between school leadership and different school outcomes. *Educational Management Administration & Leadership*, *50*(3), 469–490.
8. Liebowitz, D. D., & Porter, L. (2019). The effect of principal behaviors on student, teacher, and school outcomes: A systematic review and meta-analysis of the empirical literature. *Review of Educational Research*, *89*(5), 785-827.
9. *The Effective Schools Framework*. texasesf.org. https://texasesf.org/framework/
10. Attendance and discipline data were provided by TEA at the student level from the SY 2021-22 end-of-year reporting period. Primary source: Public Education Information Management System data, 2021-22.
11. Accountability information retrieved from Texas Education Agency Accountability Rating System, 2022: https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/2022-accountability-rating-system
    Documentation: https://tea.texas.gov/sites/default/files/2022-accountability- manual-full.pdf

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