TEA Charter School Program Grantee Cohort 1, Implementation and Student Outcomes in 2022–23

The **Texas Education Agency** (TEA) received $100 million in the Charter School Program (CSP) State Entity 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 information in this datasheet provides an update on the first cohort of grantees in the second year of the grant period.*
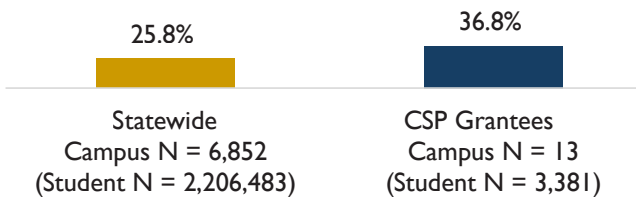
6,839 Total Enrollment[†]

2 Campuses from New Open-Enrollment Charter Schools
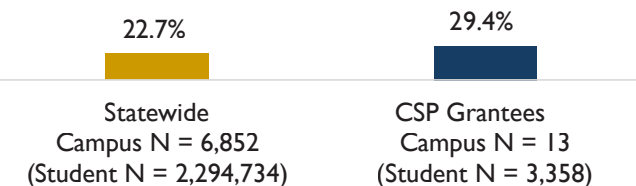
6 Campuses from High-Quality Charter Schools
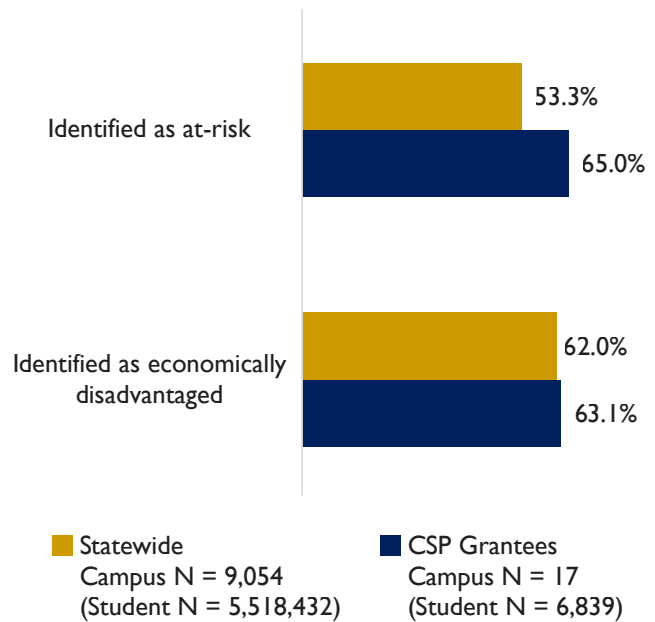
9 District Authorized Charter School Campuses

Cohort 1 Percent Identified as Low Performing: Mathematics[1,‡,§]

25.8%
Statewide
Campus N = 6,852
(Student N = 2,206,483)

36.8%
CSP Grantees
Campus N = 13
(Student N = 3,381)

Cohort 1 Percent Identified as Low Performing: Reading[1,‡,§]

22.7%
Statewide
Campus N = 6,852
(Student N = 2,294,734)

29.4%
CSP Grantees
Campus N = 13
(Student N = 3,358)

Cohort 1 Student Characteristics[2,‡]

Identified as at-risk
- 53.3% (Statewide)
- 65.0% (CSP Grantees)

Identified as economically disadvantaged
- 62.0% (Statewide)
- 63.1% (CSP Grantees)

■ Statewide
Campus N = 9,054
(Student N = 5,518,432)

■ CSP Grantees
Campus N = 17
(Student N = 6,839)

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* Cohort 1 grantees were part of 2021–23 CSP Grant (Subchapter D) and 2021–23 CSP Grant (Subchapter C and D).

† Based on a fall 2022–23 enrollment snapshot.

‡ 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 (2021–22).
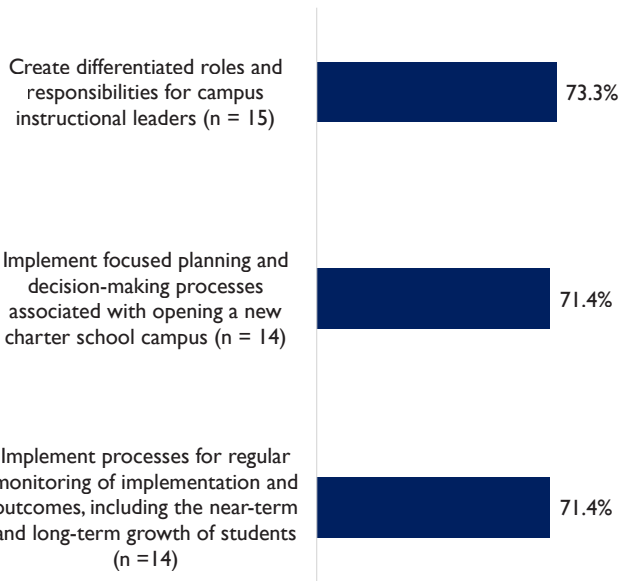
Implementation

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.[9,10] The following graphs show the percentage of principals who indicated they engaged in the given practices in the 2022–23 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." Note that fifteen principals responded to the survey.

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

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

Cohort 1 Top Organizational Processes Implemented, 2022–23

Process	Percentage
Create differentiated roles and responsibilities for campus instructional leaders (n = 15)	73.3%
Implement focused planning and decision-making processes associated with opening a new charter school campus (n = 14)	71.4%
Implement processes for regular monitoring of implementation and outcomes, including the near-term and long-term growth of students (n =14)	71.4%

Cohort 1 Top Use of CSP Grant Funds, 2022–23

Use	Percentage
Paying for instructional materials (n =15)	80.0%
Covering the cost of school technology purchases (n = 15)	80.0%
Creating community awareness for my charter school (n = 15)	66.7%
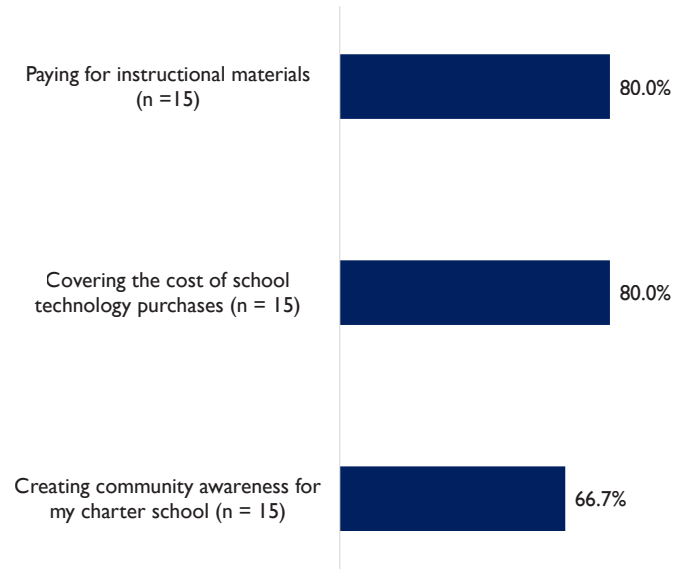
Cohort 1 Top Visions and Beliefs Implemented, 2022–23

Vision/Belief	Percentage
Develop a school vision focused on a safe environment (n = 15)	73.3%
Develop a school vision focused on high expectations for students and teachers (n =15)	66.7%
Develop a culture of shared success (n = 15)	66.7%
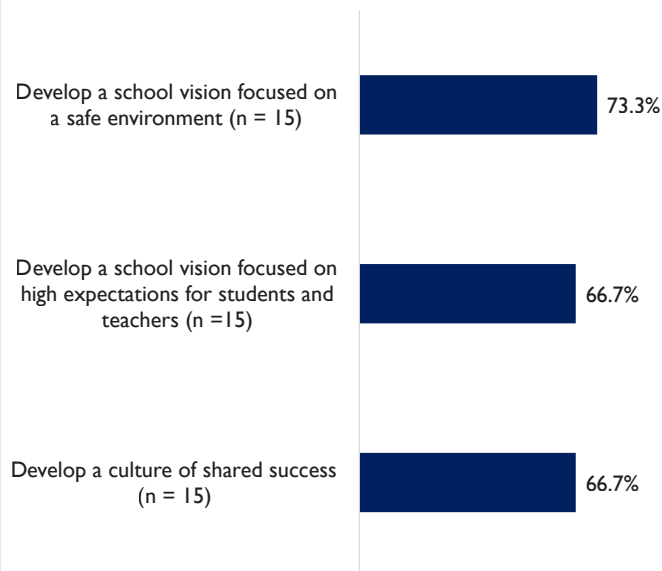
Cohort 1 Top High-Quality Instructional Materials and Practices, 2022–23[#]

Material/Practice	Percentage
HQIM are used by our teachers on a daily basis (n =15)	66.7%
HQIM are aligned to formative assessments to inform instruction (n = 15)	66.7%
HQIM are aligned to instructional planning calendars (n = 15)	60.0%
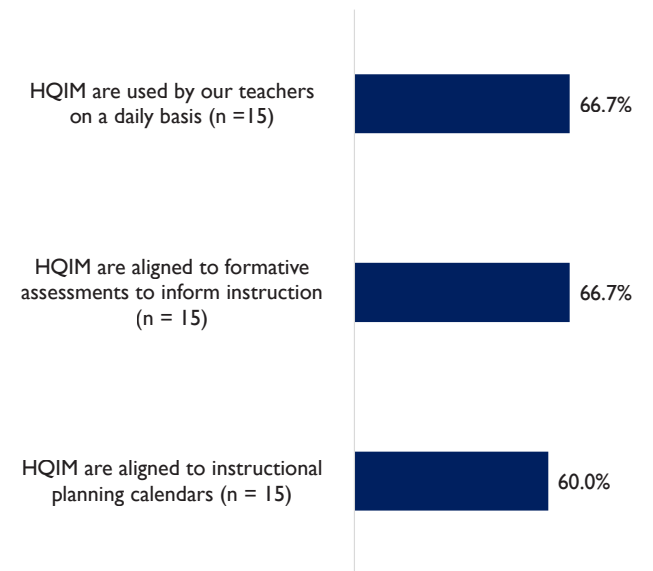
[#] TEA defines full-subject high-quality materials as those that ensure full coverage of Texas Essential Knowledge and Skills, align with research-based instructional strategies in each subject area, and support all learners.

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 engaged in the given practices in the 2022–23 school year. The questions included response options on a 4-point scale ranging from "not at all" to "to a great exten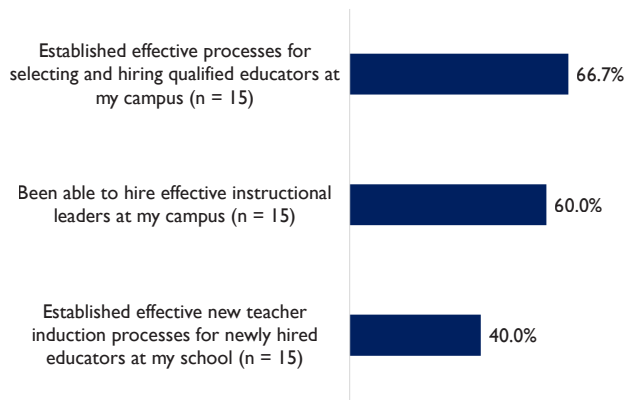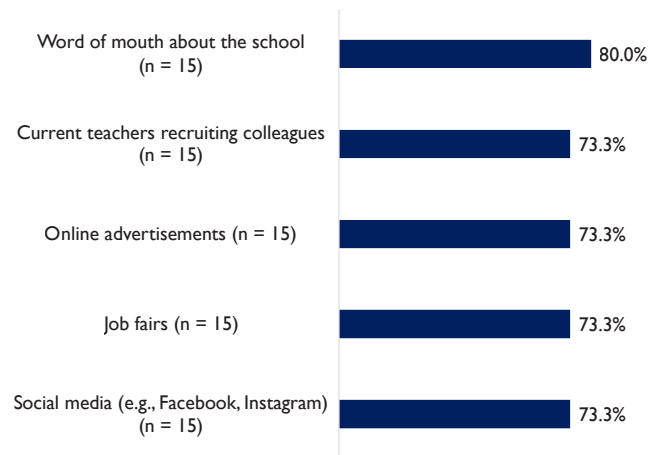t" and "strongly disagree" to "strongly agree." Questions related to frequency of an action included five response options ranging from "at least weekly" to "never."
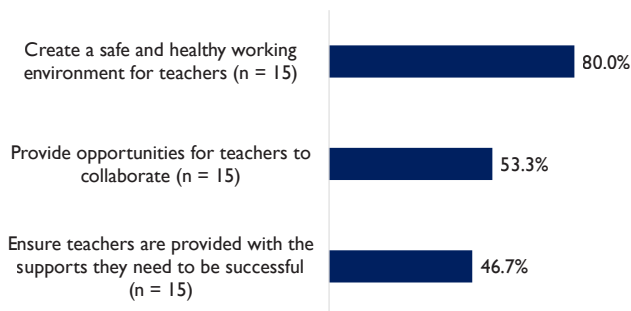
Percentage of CSP Cohort 1 Principals Who Strongly Agreed with Statements Related to Effective Processes for Selecting and Hiring Qualified Educators, 2022–2023
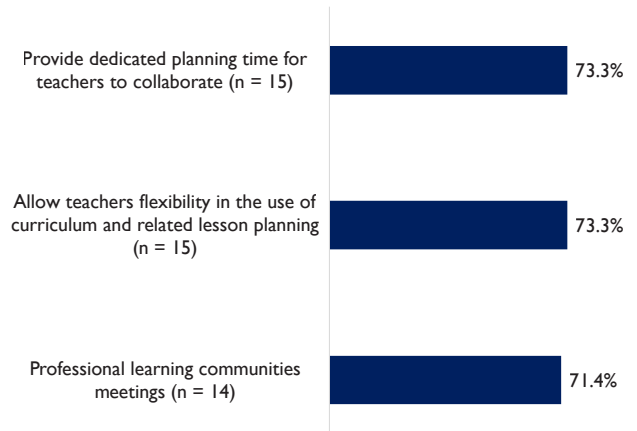
Established effective processes for selecting and hiring qualified educators at my campus (n = 15)	66.7%
Been able to hire effective instructional leaders at my campus (n = 15)	60.0%
Established effective new teacher induction processes for newly hired educators at my school (n = 15)	40.0%

Cohort 1 Top Teacher Recruitment Strategies, 2022–23

Word of mouth about the school (n = 15)	80.0%
Current teachers recruiting colleagues (n = 15)	73.3%
Online advertisements (n = 15)	73.3%
Job fairs (n = 15)	73.3%
Social media (e.g., Facebook, Instagram) (n = 15)	73.3%

Percentage of CSP Cohort 1 Principals Who Indicated That They Implemented Each Aspect of Positive, Supportive Environment for Teachers "To a Great Extent," 2022–23

Create a safe and healthy working environment for teachers (n = 15)	80.0%
Provide opportunities for teachers to collaborate (n = 15)	53.3%
Ensure teachers are provided with the supports they need to be successful (n = 15)	46.7%

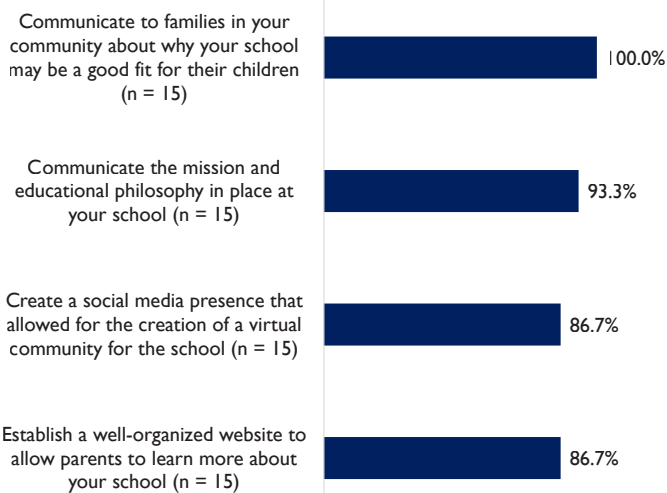## Percentage of CSP Cohort 1 Principals Who Reported Engaging in Activities to Support Teachers "At Least Weekly," 2022–23

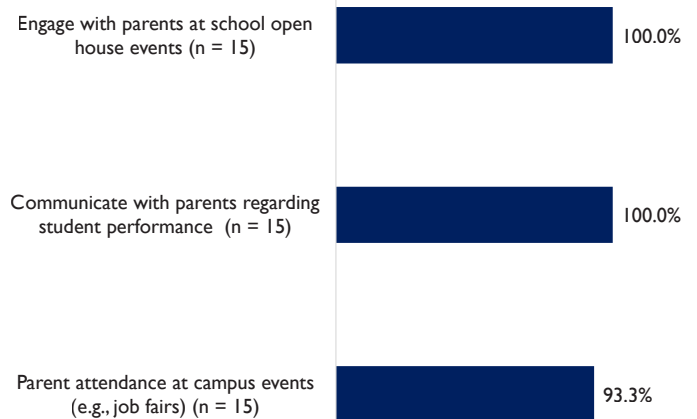|	
Provide dedicated planning time for teachers to collaborate (n = 15)	73.3%
Allow teachers flexibility in the use of curriculum and related lesson planning (n = 15)	73.3%
Professional learning communities meetings (n = 14)	71.4%

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 engaged in the given practices in the 2022–23 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."
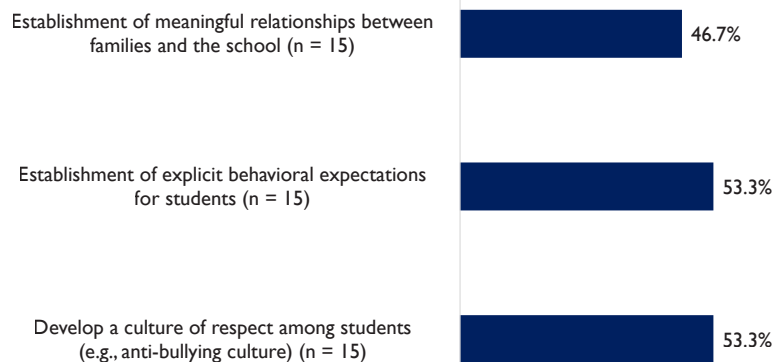
Cohort 1 Top Student Recruitment Strategies, 2022–23

Strategy	Percentage
Communicate to families in your community about why your school may be a good fit for their children (n = 15)	100.0%
Communicate the mission and educational philosophy in place at your school (n = 15)	93.3%
Create a social media presence that allowed for the creation of a virtual community for the school (n = 15)	86.7%
Establish a well-organized website to allow parents to learn more about your school (n = 15)	86.7%

Cohort 1 Top Parent and Family Engagement Strategies, 2022–23

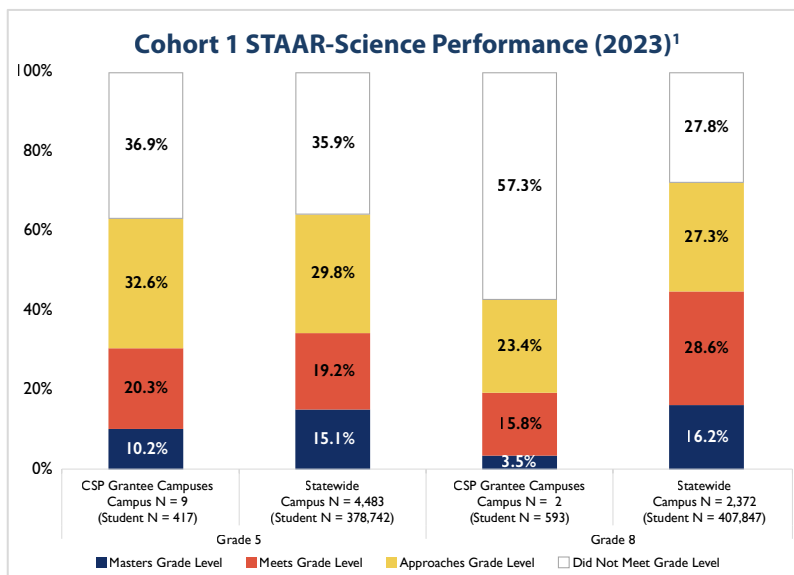| Strategy	Percentage
Engage with parents at school open house events (n = 15)	100.0%
Communicate with parents regarding student performance (n = 15)	100.0%
Parent attendance at campus events (e.g., job fairs) (n = 15)	93.3%

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

Aspect	Percentage
Establishment of meaningful relationships between families and the school (n = 15)	46.7%
Establishment of explicit behavioral expectations for students (n = 15)	53.3%
Develop a culture of respect among students (e.g., anti-bullying culture) (n = 15)	53.3%

Outcomes**

T he following charts show the average percent of students across Cohort 1 CSP grantee campuses meeting STAAR performance standards (Approaches, Meets and Masters Grade Level) for mathematics, reading language arts (RLA), and science relative to overall state percentages for the 2022–23 academic year. STAAR performance includes only student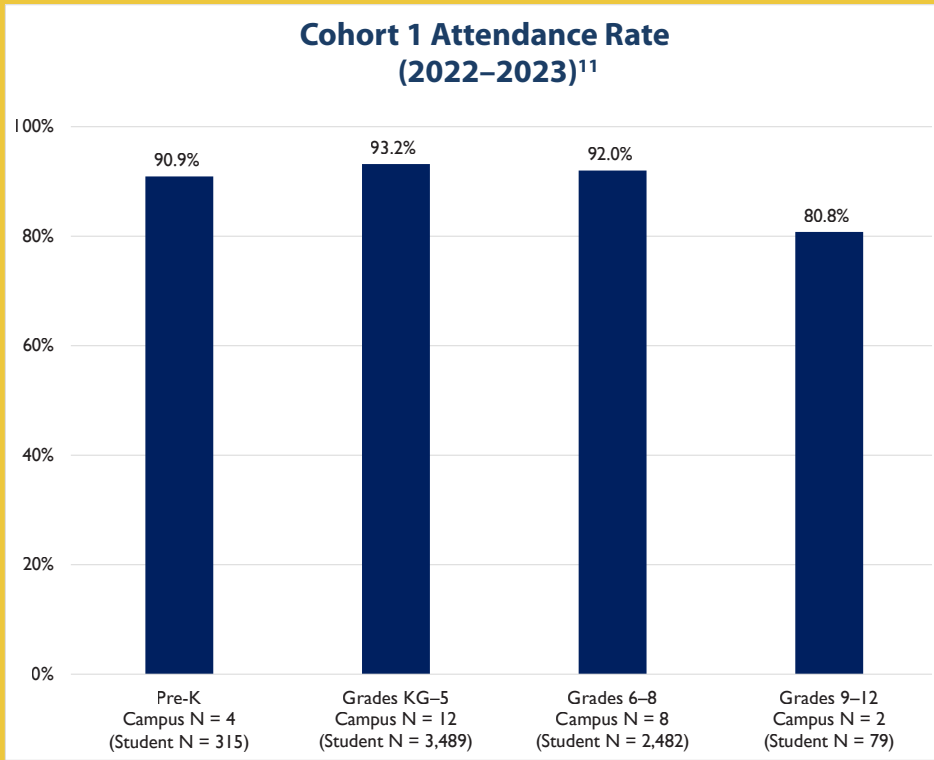s in Grades 3–8. STAAR results presented are descriptive and have not been statistically tested.†† Note that Ns represent the number of students across each type of campus.

Cohort 1 STAAR-Mathematics Performance (2023)[1]

	Masters Grade Level	Meets Grade Level	Approaches Grade Level	Did Not Meet Grade Level
Grades 3–5 CSP Grantee Campuses — Campus N = 12 (Student N = 1,446)	16.7%	21.5%	28.0%	33.8%
Grades 3–5 Statewide — Campus N = 5,046 (Student N = 1,122,657)	20.4%	26.3%	27.1%	26.2%
Grades 6–8 CSP Grantee Campuses — Campus N = 8 (Student N = 2,313)	9.6%	18.3%	30.8%	41.3%
Grades 6–8 Statewide — Campus N = 3,227 (Student N = 1,080,574)	13.8%	25.0%	29.9%	30.2%

Cohort 1 STAAR-RLA Performance (2023)[1]

	Masters Grade Level	Meets Grade Level	Approaches Grade Level	Did Not Meet Grade Level
Grades 3–5 CSP Grantee Campuses — Campus N = 12 (Student N = 1,450)	22.8%	25.1%	26.5%	25.6%
Grades 3–5 Statewide — Campus N = 5,046 (Student N = 1,094,270)	23.2%	27.9%	27.2%	21.7%
Grades 6–8 CSP Grantee Campuses — Campus N = 8 (Student N = 2,417)	16.8%	21.9%	24.6%	36.7%
Grades 6–8 Statewide — Campus N = 3,227 (Student N = 1,202,264)	24.9%	27.9%	25.1%	22.1%

Cohort 1 STAAR-Science Performance (2023)[1]

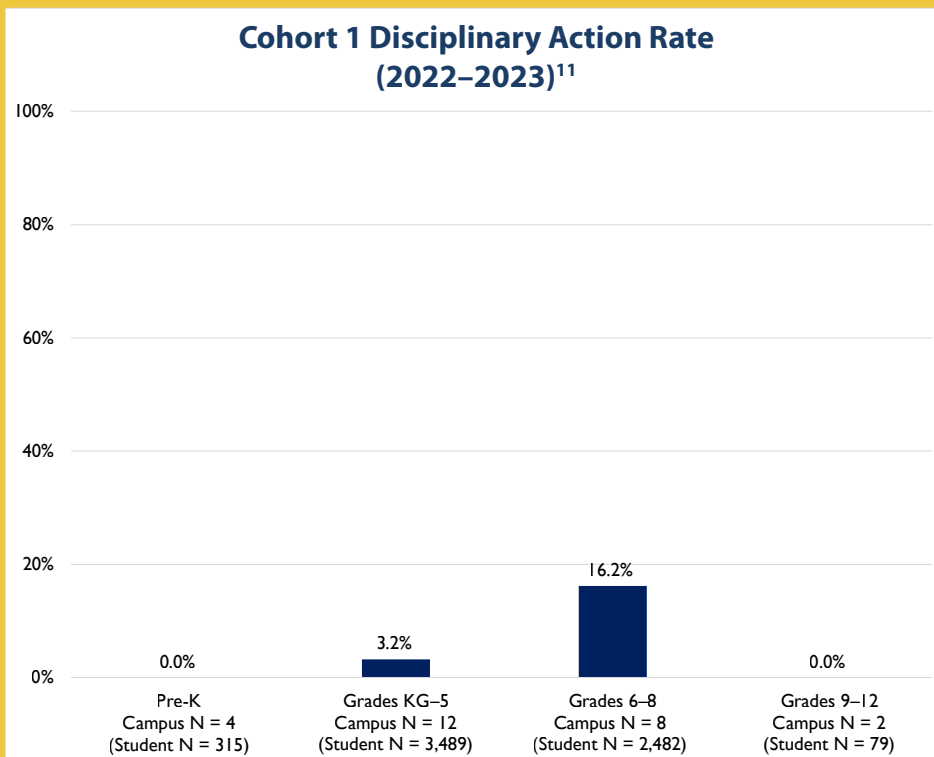|	Masters Grade Level	Meets Grade Level	Approaches Grade Level	Did Not Meet Grade Level
Grade 5 CSP Grantee Campuses — Campus N = 9 (Student N = 417)	10.2%	20.3%	32.6%	36.9%
Grade 5 Statewide — Campus N = 4,483 (Student N = 378,742)	15.1%	19.2%	29.8%	35.9%
Grade 8 CSP Grantee Campuses — Campus N = 2 (Student N = 593)	3.5%	15.8%	23.4%	57.3%
Grade 8 Statewide — Campus N = 2,372 (Student N = 407,847)	16.2%	28.6%	27.3%	27.8%

** 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.

The two charts directly below show the average attendance and disciplinary action rates in 2022–23 for students from CSP grantee campuses, broken down by grade band.[‡‡] Each chart also displays the respective statewide average across all students.

Cohort 1 Attendance Rate (2022–2023)[11]

Grade Band	Attendance Rate
Pre-K — Campus N = 4 (Student N = 315)	90.9%
Grades KG–5 — Campus N = 12 (Student N = 3,489)	93.2%
Grades 6–8 — Campus N = 8 (Student N = 2,482)	92.0%
Grades 9–12 — Campus N = 2 (Student N = 79)	80.8%

Statewide Average[12] 93.3%

Cohort 1 Disciplinary Action Rate (2022–2023)[11]

Grade Band	Disciplinary Action Rate
Pre-K — Campus N = 4 (Student N = 315)	0.0%
Grades KG–5 — Campus N = 12 (Student N = 3,489)	3.2%
Grades 6–8 — Campus N = 8 (Student N = 2,482)	16.2%
Grades 9–12 — Campus N = 2 (Student N = 79)	0.0%

Statewide Average[13] 10.6%

[‡‡] For inclusion in outcome calculations, students must have been enrolled in the same CSP grantee campus during both fall 2022 and spring 2023 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.

Definitions and Abbreviations

CSP = Charter School Program

KG = Kindergarten

RLA = Reading Language Arts

STAAR = State of Texas Assessments of Academic Readiness

SY = School Year

TEA = Texas Education Agency

References

1. STAAR-Mathematics and STAAR-Reading performance data were provided by TEA at the student level from SYs 2021–22 and 2022–23. Source: Texas Education Agency, 2021–22; 2022–23.

2. Student socioeconomic characteristics were provided by TEA at the student level from the SY 2022–23 fall data snapshot. Primary source: Public Education Information Management System data, 2022–23.

3. Allen, N., Grigsby, IB., & Peters, M. L. (2015). Does leadership matter? Examining the relationship among transformational leadership, school climate, and student achievement. *International Journal of Educational Leadership Preparation, I0*(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, I03*(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. McREL International, & Gibson Consulting Group, Inc. (2023). Charter School Program Grant Implementation Report, 2021–22 and 2022–23. Texas Education Agency. https://tea.texas.gov/reports-and-data/program-evaluations/program-evaluations-charter-schools/cspimplementationreport22-23.pdf

11. Attendance and discipline data were provided by TEA at the student level from the SY 2022–23 end-of-year reporting period. Primary source: Public Education Information Management System data, 2022–23.Documentation: https://tea.texas.gov/sites/default/files/2022-accountability-manual-full.PDF

12. Statewide attendance rate provided by Texas Education Agency, Personal Communication, September 9, 2024.

13. Statewide discipline data retrieved from Texas Education Agency Discipline Reports: Annual State Summary, School Year 2022-23: https://rptsvr1.tea.texas.gov/adhocrpt/Disciplinary_Data_Products/Discipline_Summary_Download.html