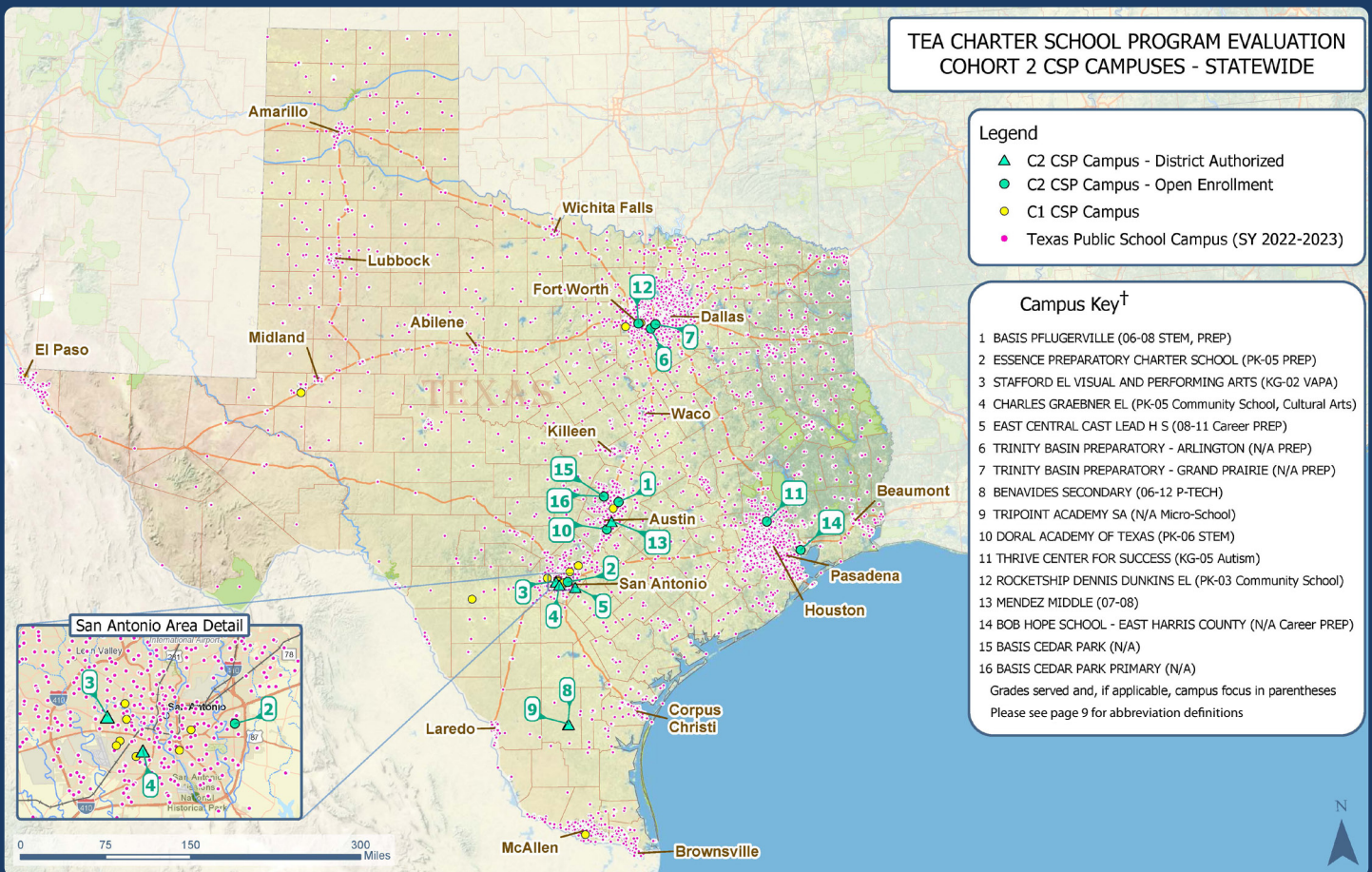


TEA Charter School Program Grantee Cohort 2, Implementation and Student Outcomes in 2022–23

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 a picture of the second cohort of grantees in the first year of their grant period.*

Cohort 2 (2022–23)



Note that Universal Academy-Bartonville is not included in this map as the campus did not have an address in 2022.

* Cohort 2 grantees were part of 2022–24 CSP Grant (Generation 26) and 2022–24 CSP Grant (Subchapter C and D). The 2022–24 CSP Grant (Subchapter C and D) award period was extended to July 31, 2025.

† Grades listed on the campus key reflect grades served based on 2022-23 PEIMS attendance data.

2,522

Total Enrollment[‡]

3

New Open-Enrollment
Charter Schools Opened

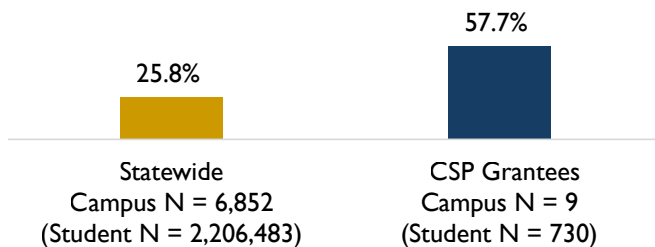
8

Campuses Opened By
High-Quality Charter Schools

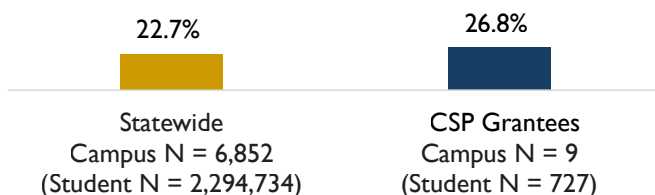
6

District Authorized
Charter School Campuses

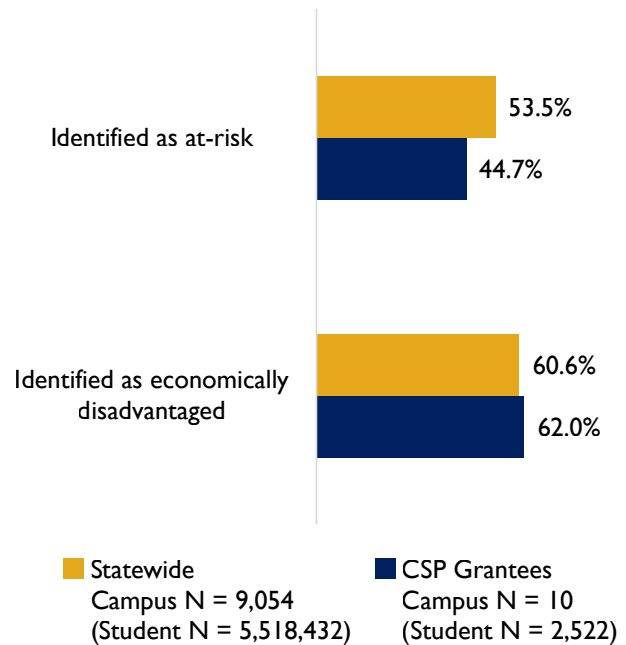
Cohort 2 Percent Identified as Low Performing: Mathematics^{1,§,#}



Cohort 2 Percent Identified as Low Performing: Reading^{1,§,#}



Cohort 2 Student Characteristics^{2,§}



[‡] 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. The data in this report do not include student data from seven grantee campuses which had not begun serving students in the 2022–23 school year.

[#] 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.

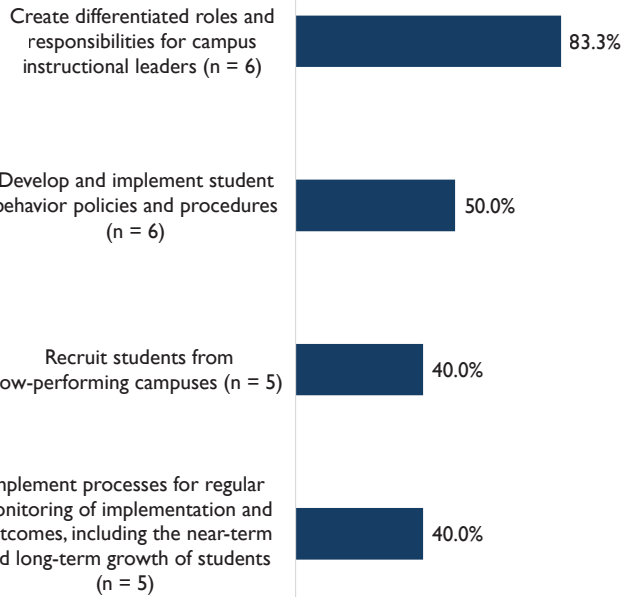
The results presented below come from surveys of principals at CSP grantee campuses which were developed in consideration of this literature and with TEA's Effective Schools Framework.^{9,10,**} The following graphs show the percentage of principals who indicated they engaged in the given practices in 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.”

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

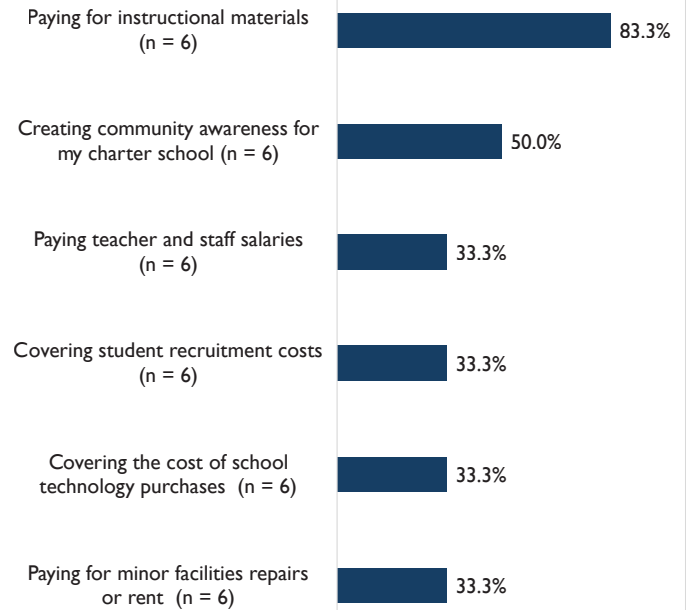


** At the time data were collected for this report, the study team was notified of six Cohort 2 grantees available for participation.

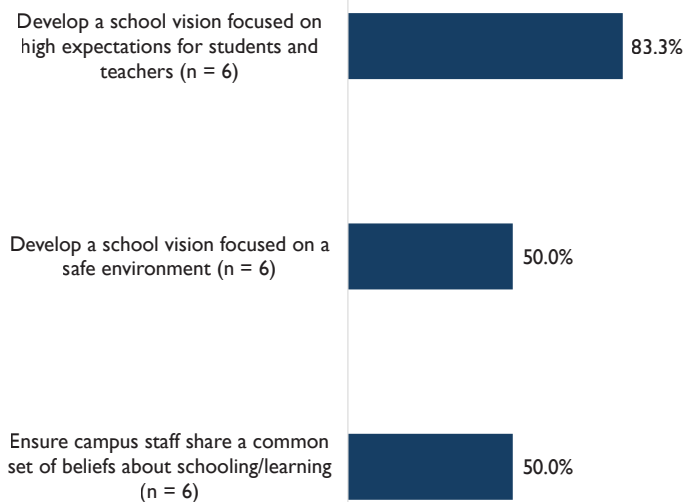
Cohort 2 Top Organizational Processes Implemented, 2022–23



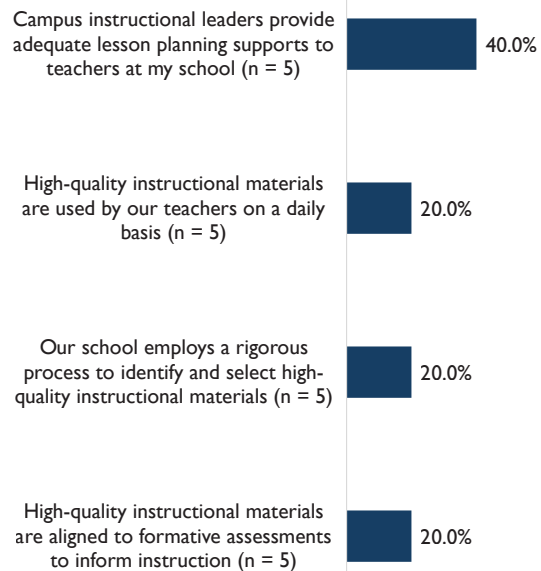
Cohort 2 Top Use of CSP Grant Funds, 2022–23



Cohort 2 Top Visions and Beliefs Implemented, 2022–23



Cohort 2 Top High-Quality Instructional Materials and Practices, 2022–23^{††}

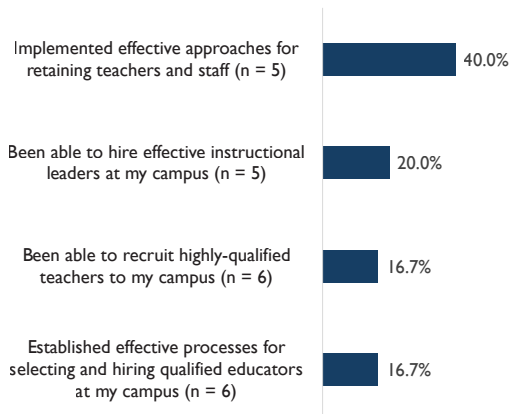


^{††} TEA defines full-subject high-quality materials as those that ensure full coverage of Texas Essential Knowledge and Skills, align with research-based instructional strategies in each subject area, and support all learners.

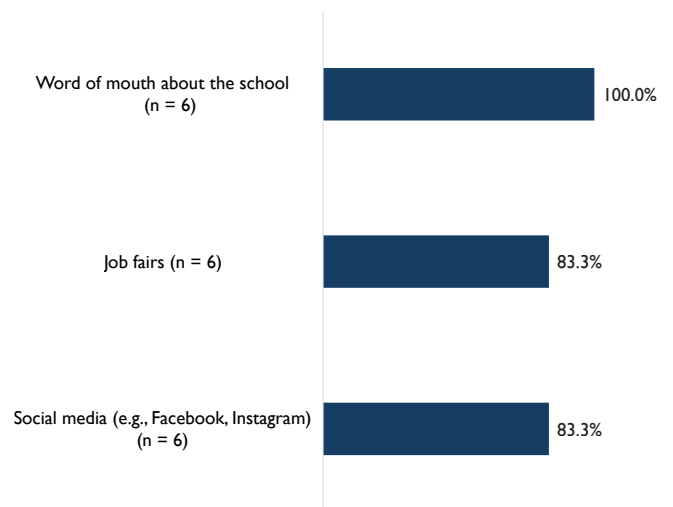
Strategic Recruitment, Retainment, and Support of Staff

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 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.”

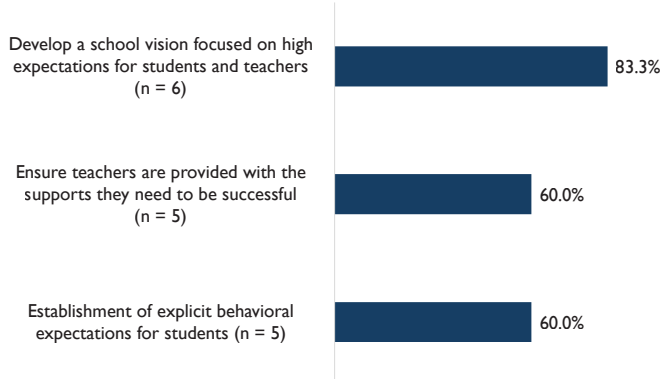
Percentage of CSP Cohort 2 Principals Who Strongly Agreed with Statements Related to Effective Processes for Selecting and Hiring Qualified Educators, 2022–23



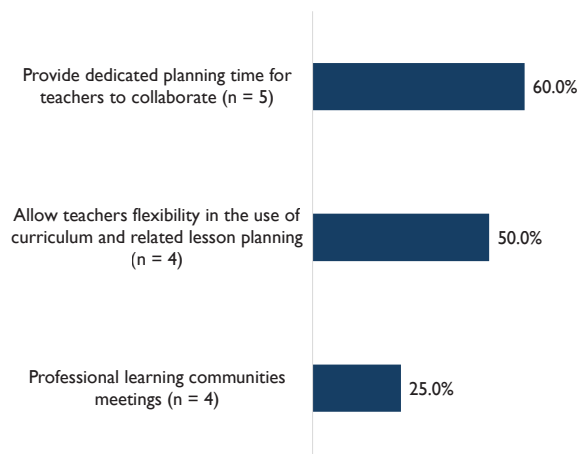
Cohort 2 Top Teacher Recruitment Strategies, 2022–23



Percentage of CSP Cohort 2 Principals Who Indicated That They Implemented Each Aspect of Positive, Supportive Environment for Teachers “To a Great Extent,” 2022–23



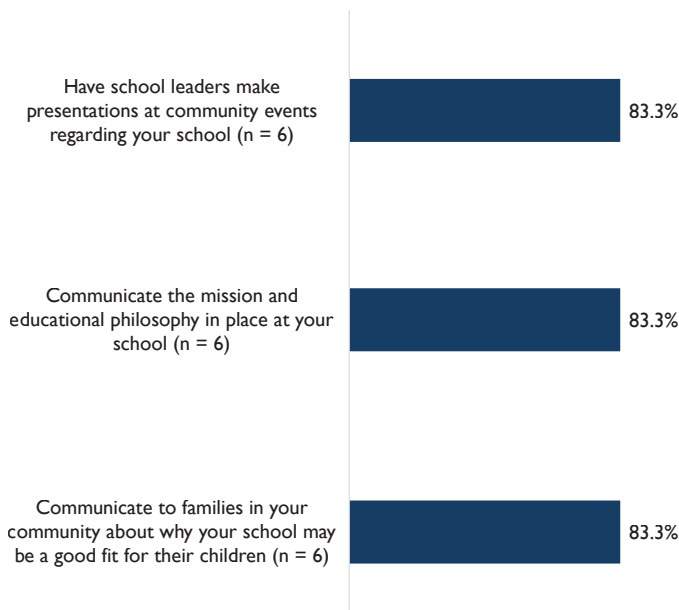
Percentage of CSP Cohort 2 Principals Who Reported Engaging in Activities to Support Teachers “At Least Weekly,” 2022–23



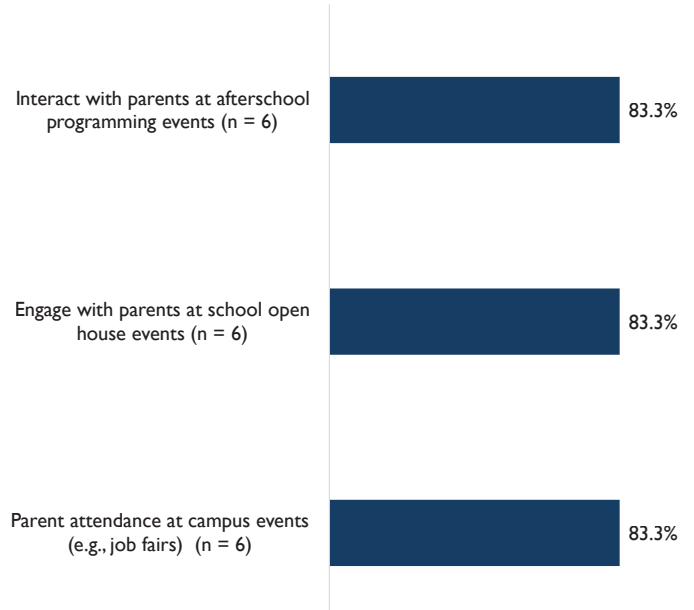
Community, Family, and Students

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 third graph included response options on a 4-point scale ranging from “not at all” to “to a great extent.”

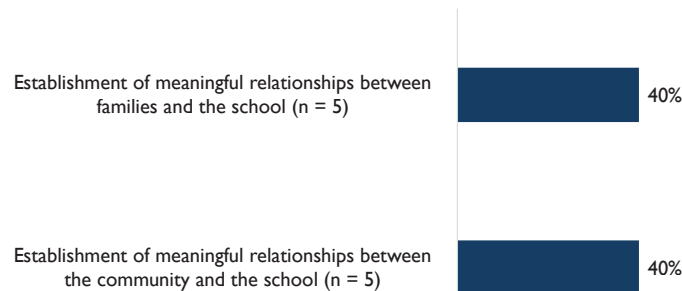
Cohort 2 Top Student Recruitment Strategies, 2022–23



Cohort 2 Top Parent and Family Engagement Strategies, 2022–23

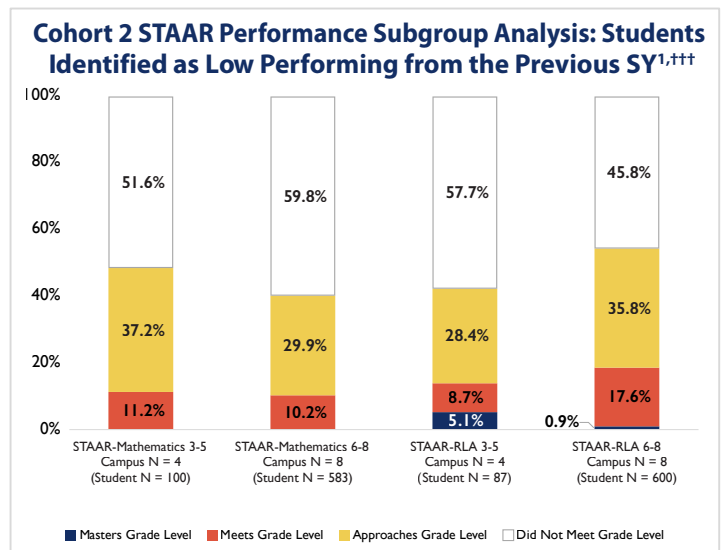
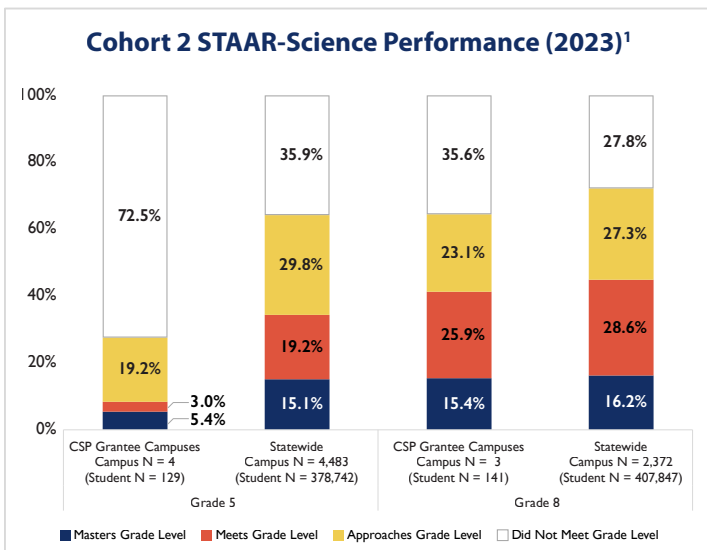
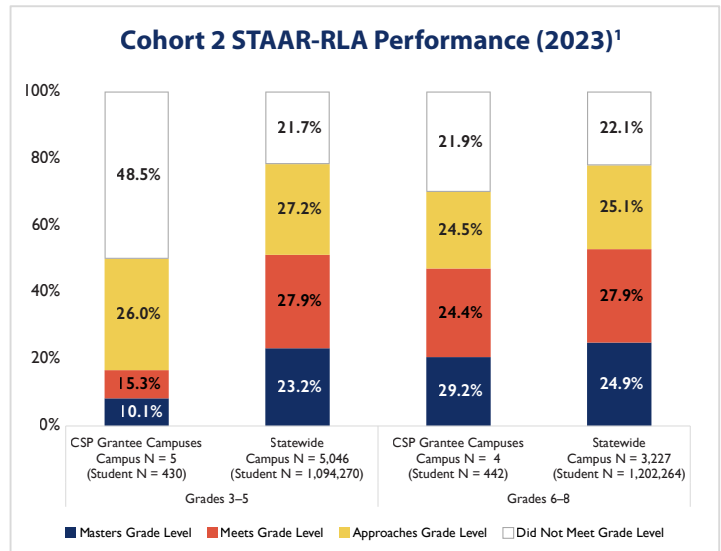
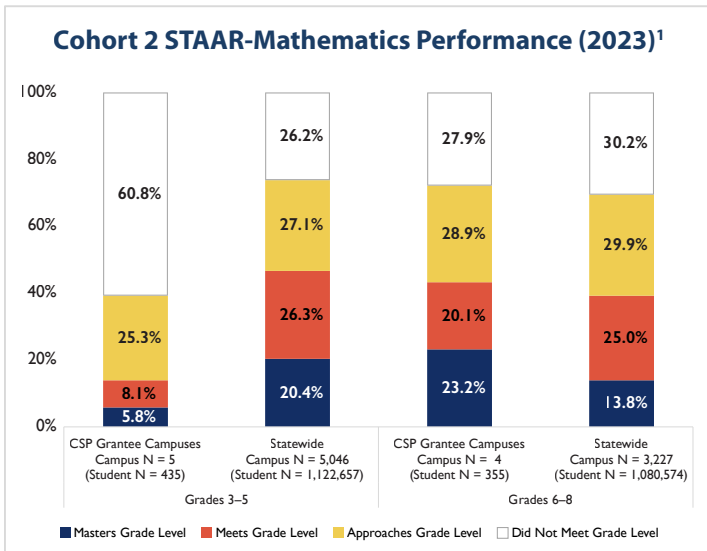


Percentage of CSP Cohort 2 Principals Who Reported Establishing Relationships with Students, Families, and the Community “To a Great Extent,” 2022–23



Outcomes^{##}

The following charts show the average percent of students across Cohort 2 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 and the average attendance and discipline rates for the 2022–23 academic year across CSP grantee campuses.^{##, §§} STAAR performance 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.

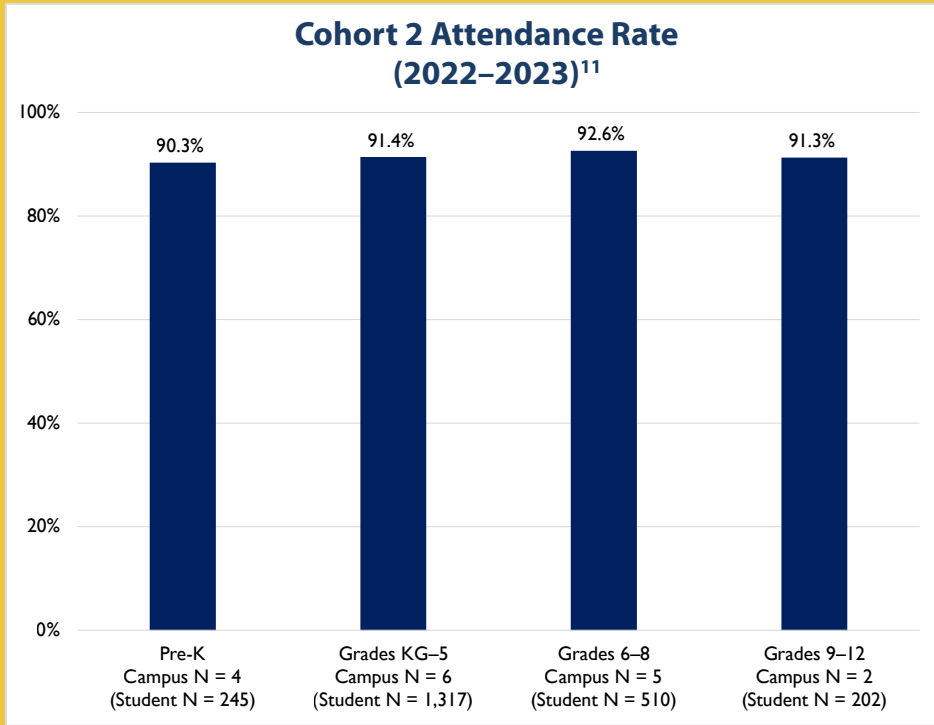
^{##} Masters, Meets, and Approaches Grade Level are all passing scores. Did Not Meet Grade Level means not passing. Data from STAAR end-of-course exams (Algebra I, English I, English II, Biology, and U.S. History) are not provided due to small sample size.

^{§§} 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 2 grantee campuses received their grant funding.

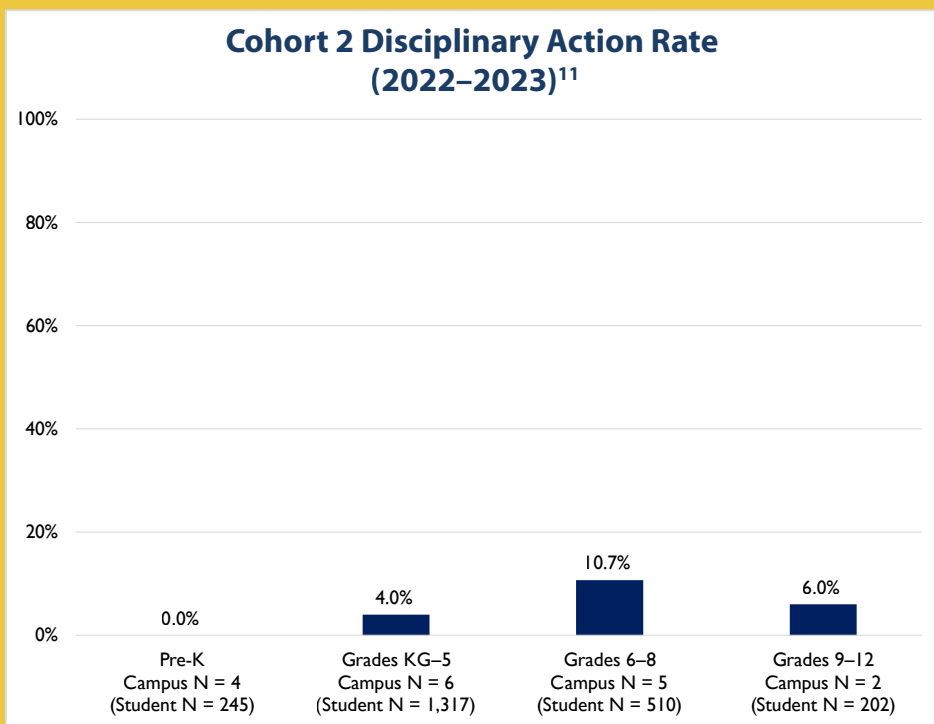
^{***} For inclusion in outcome calculations, students must have been enrolled in the same CSP grantee campus during both fall 2022 snapshot and spring 2023 attendance in the last six-week period. Please note that calculations for the CSP grantee campuses reflect averages across CSP campuses while the statewide data reflect averages across all students.

^{†††} In 2023, the STAAR test was redesigned to better align with classroom instruction, which necessitated resetting of standards and scales from 2022 to 2023. The change in passing standards between the 2022 and 2023 tests should be kept in mind when interpreting results in this report.

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.



Statewide Average¹²
93.3%



Statewide Average¹³
10.6%

Definitions and Abbreviations

CSP = Charter School Program

KG = Kindergarten

PK/Pre-K = Prekindergarten

PREP = College Preparatory

P-TECH = Pathways in Technology
Early College High Schools

RLA = Reading Language Arts

STAAR = State of Texas Assessments of
Academic Readiness

STEM = Science, Technology, Engineering,
& Mathematics

SY = School Year

TEA = Texas Education Agency

VAPA = Visual and Performing Arts

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*, 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/). <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
14. Grantee grade levels served data was retrieved from Texas Education Agency, Public Education Information Management System (PEIMS), 2022–23: <https://tea.texas.gov/reports-and-data/data-submission/peims>