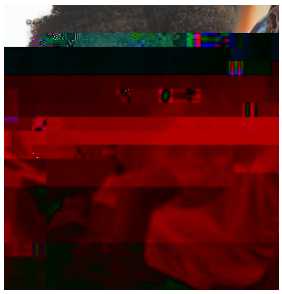

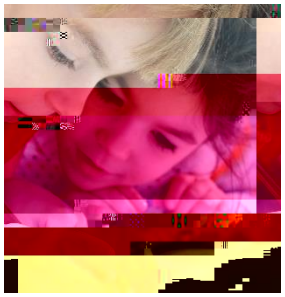

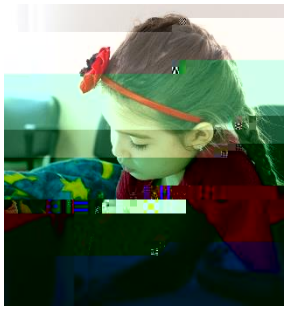

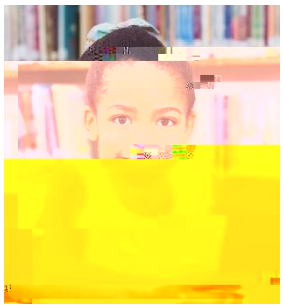

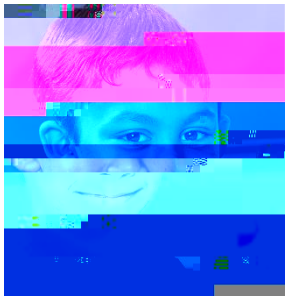

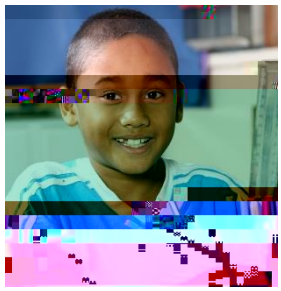

Texas Public Charter School Program Start-Up Comprehensive Final Grant Evaluation Report: 2016–17 to 2019–20

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List of Acronyms Used in this Report

Classroom Assessment Scoring System (CLASS)
Charter Management Organization (CMO)
U.S. Department of Education (ED)
English Learner (EL)
End-of-Course (EOC)
Ordinary Least Square (OLS)
Positive Behavior Interventions and Supports (PBIS)
Professional Development (PD)
Public Education Information Management System (PEIMS)
Professional Learning Community (PLC)
Propensity Score Matching (PSM)
Parent-Teacher Association (PTA)
Quasi-Experimental Design (QED)
State Board for Educator Certification (SBEC)
Special Education (SPED)
State of Texas Assessments of Academic Readiness (STAAR)
Texas Education Agency (TEA)
Texas Education Code (TEC)
Texas English Language Proficiency Assessment (TELPAS)

Promising Practices from Charter School Start-Up Grantee Campuses

School Start-Up Planning

Principals at new charter school campuses funded through the Public Charter School Start-Up Grant shared their perspectives on practices that contributed to successfully getting their school up and running. As campuses moved from their first to their third year of serving students, what principals believed to be the most important, effective, or impactful practices evolved in ways that reflected the maturity of the charter school.

- Principals at charter school start-up grantee campuses shared that determining specific school needs and practices and developing processes related to hiring, onboarding, and training new staff were among the most important tasks when getting a school up and running.
  - School leaders at schools in their first year of operations were more inclined to discuss stakeholder communications as a key start-up activity,

- Teachers at start-up grantee campuses in their second and third years of operation were more likely to note the frequency and importance of communications and collaboration with other teachers, as well as the use of instructional rounds where they visit the classrooms of other teachers, as important supports.

- Classrooms were observed using the Classroom Assessment Scoring System (CLASS), which measures effective teacher-student interactions in Pre-K – 12th grade. For three of the four CLASS observational domains (Emotional Support, Instructional Support, and Student Engagement), average CLASS scores were lower in the second year of serving students before rising back to year one levels in their third year of operation.
  - CLASS observation scores for the Classroom Organization domain demonstrated higher average scores as start-up grantee campuses moved from their first to second to third year of serving students.

- When compared to CLASS results at high-performing charter school campuses in Texas, Public Charter Schools Start-Up Grant recipients received higher CLASS observation scores for the Emotional Support and Student Engagement domains than high-performing charter schools,

- The use of social media to advertise the new charter school was more prominent at schools in their first and second years of operation, while open houses to share information about the campuses were ranked as more effective by principals at campuses in their third year of serving students.

- When asked about their target population for student recruitment, principals most commonly indicated they were either open-enrollment with no specific target populations or that their target populations were based on a geographic boundary.
  - For principals who did mention specific student populations for recruitment, the most commonly noted student groups were economically disadvantaged students, students interested in a particular field or career path (e.g., science, technology, engineering, and mathematics (STEM) academy), and students who were struggling in traditional public school environments.

- For principals at start-up grantee campuses in their second or third year of serving students, the building of meaningful relationships between teachers and students, the establishment of a safe and collaborative environment, the academic growth of students, the delivery of student-centered instruction, and effective communications between teachers and parents were ranked as the five most effective approaches for retaining students from one year to the next.

- Teachers at charter schools start-up grantee campuses also discussed how they play a role in student retention by establishing positive relationships with parents and students, and by delivering high-quality instruction. Student happiness, a sense of belonging, and the availability of extracurricular activities were also cited by teachers as important drivers for student retention.

- The vast majority of students enrolled at charter schools start-up grantee campuses in 2017 18 (91%) or 2018 19 (92%) remained in that campus the entire school year.
  - Of those who transferred during either school year, approximately 63% went to traditional public schools while 17% of those who transferred enrolled at a different charter school campus.

- The majority (78%) of students enrolled at charter schools start-up grantee campuses in 2017 18 or 2018 19 also returned to that campus for the next school year.
  - Of those that transferred, 55% left for a traditional public school and 28% attended a different charter school during the next school year.
  - Students who left a start-up grantee campus during the summer of 2018 were more likely to be white and African American and less likely to be Hispanic, economically

Teacher Recruitment and Retention Practices at Charter School Start-Up Grantee Campuses

The evaluation

- The two-year teacher retention rate at charter school start-up grantee campuses was 16 percentage points lower than it was for teachers working at comparable traditional public school campuses (57% vs. 73%).

- Teachers at start-up grantee campuses who left their 2017-18 and 2018-19 teaching positions were approximately twice as likely to transition to a different role at their campus when compared to teachers who left their teaching position at traditional public school campuses.

- Teachers at start-up grantee campuses are typically [illegible] teachers who [illegible]

Purpose of the Report

The broad purpose of this evaluation is to:

- Identify promising practices exhibited by grantees and successful charter schools within the state;
- Examine the effectiveness and impact of the Public Charter School Program Start-Up Grant; and
- Examine student and teacher recruitment strategies within start-up grantee campuses.

To accomplish these broad research goals, this report addresses the following five research objectives:

- Identify best or promising practices within Public Charter School Program Start-Up Grant recipients;
- Examine the impact of the Public Charter School Program Start-Up Grant;
- Explore the manner in which Public Charter School Program Start-Up Grant recipients attract, recruit, admit, enroll, serve, and retain students;
- Explore the manner in which Public Charter School Program Start-Up Grant recipients attract, recruit, and retain highly-qualified instructors; and
- Identify best or promising practices in high-quality charter schools within the state.

TEA contracted with Safal Partners and its research associates, Mathematica Policy Research and Gibson Consulting Group, to conduct a comprehensive evaluation of the Texas Public Charter School Program Start-Up Grant. This evaluation report documents the practices of these new charter school campuses over the 2017-18, 2018-19, and 2019-20 school years.[8]

Data and Methods

This evaluation relied on a variety of data and methods to address the five evaluation research objectives.[9] TEA provided student-level, teacher-level, and school-level data, including student achievement on State of Texas Assessments of Academic Readiness (STAAR) exams, State Board for Educator Certification (SBEC) data related to teacher certifications, and demographic data, grade-level retention data, and attendance data from the Public Education Information Management System (PEIMS).[10] This data was then used to analyze the relationship between student enrollment at campuses funded through the Texas Public Charter School Start-Up Grant and academic outcomes for students.

To complement this statistical analysis of student outcomes, primary data were collected through annual principal surveys. Site visits included interviews with school leaders, teacher focus groups, and classroom observations using the Classroom Assessment Scoring System (CLASS) Observation Protocol. The team administered a statewide survey of all charter school principals in spring 2018, and annual surveys of charter school start-up grantee campus principals in spring 2019 and spring 2020. On-site data were collected during visits to 10 start-up grantee campuses in fall 2017, 10 high-performing

[8] The impact analyses does not include the 2019-20 school year because data for this school year was not yet available. In addition, standardized test were not administered in Texas in spring 2020 due to the Covid-19 health crisis.

[9] Additional detail on the eva[Tr 1 Tr5eTJ 3 Tr 1.4519.y2 792 re W* n BT -0.007 Tc 0 Tr d [(ad)28(m)-10(i)-7(n)2o2[5e9.y2

Chapter 2 Practices at Charter School Start-up Grantee Campuses

This chapter investigates practices at new charter school campuses funded through the Texas Public Charter School Program Start-up Grant.

Findings in this chapter are generally organized into two areas:

1)

second year of serving students discussed the assessment of school needs and the development of practices, policies, and procedures to address those needs as being essential to start-up operations.

Table 2.1 School Start-Up Planning Processes: Percentage of Principals Mentioning Item as Important, According to Principal Interviews, by Year of Serving Students

Year 1, Cohorts 1–4 (n=20)		Year 2, Cohorts 1–3 (n=20)		Year 3, Cohorts 1 and 2 (n=10)	
1. Determining school needs and practices	75%	1. Determining school needs and practices	75%	1. Determining school needs and practices	50%
2. Communicating with stakeholders	30%	2. Processes related to staff (training, hiring, etc.)	45%	2. Processes related to staff (training, hiring, etc.)	50%
3. Student recruitment	20%	3. Increased focus on data	15%	3. Student recruitment	10%
4. Processes related to staff (training, hiring, etc.)	15%	4. Working with partners	15%	4. Communicating with stakeholders	10%
5. Working with partners	5%	5. Communicating with stakeholders	10%	5. Increased focus on data	10%

Source: Charter School Start-Up Grantee Campus Principal Interviews, Gibson Consulting Group and Safal Partners, 2017, 2018, and 2019. Note: Year 1 analyses include responses from Cohort 1 and 2 principals (fall 2017), Cohort 3 (fall 2018), and Cohort 4 principals (fall 2019). Year 2 analyses include responses from Cohort 1 and 2 principals (fall 2018), and Cohort 3 (fall 2019). Year 3 analyses include responses from Cohort 1 and 2 principals (fall 2019).

As an example of how school leaders are working to assess school needs, reflect on results, and make continued improvements, a principal in their second year of serving students shared that they ^] o } š of reflection at the end of year one to figure out what was working, what wasn't working v trying to anchor to metrics that we had set around STAAR data, TELPAS[18] data, and the other more rubric-driven š š Z Á s – } o o š ¾ This sentiment was still echoed by 50% of school leaders interviewed during their third year of serving students.

For principals in their first year of serving students, communications with stakeholders emerged as the second most commonly noted practice related to start-up a new school. This dropped in prominence as schools moved into their second and third years of operation. One first year principal shared the following perspective:

[18] TELPAS refers to the Texas English Language Proficiency Assessment System, which assesses the progress that English language learners (ELs) make in learning the English language.

^ t Z • Œ] (i µ • š (• u] • o • Ç } v i µ • U š [µ u Œ] } • š U Z µ Œ Œ v š v (p o t e] h d] l • families to share our learning and get feedback on what [kind of] school they were hoping to create. We then brought plans, as we generated them, to [the families] and tuned them and got feedback on the directions we were going. We talked also with our faculty to get feedback from them so they could have a strong input into the plan. As we wrote the charter document, we brought it to all those different stakeholders, both separately and then together, to get feedback on it. As we generated it, š Z Á Ç Œ š µ v]] v P U (Œ š] Z P] Œ (l X _

t Year 1 Principal

While processes related to hiring and training new teachers and staff were commonly mentioned by principals regardless of how long they had been operational, 45% of principals in their second year of serving students and 50% of principals in their third year of serving students noted this practice as an important school start-up activity compared to 15% principals in their first year of serving students. One principal planning the supports for the teachers and the professional development that they need, so that we can support student success, has been critical this year.

Intensified Focus on Instructional Practices as Charter School Campuses Mature

Through annual surveys of principals at charter school start-up grantee campuses, school leaders were asked about how they were spending their time. These survey data show that as charter school campuses matured from the first to the third year of serving students, principals became more focused on making improvements in the quality of instruction and hiring effective educators to teach their students.

For campuses in their first year of serving students under the grant, principals tended to spread their time more evenly across a variety of activities, with 21% to 24% of principals indicating that each of the following areas was their first or second most time-consuming function:

- Developing support systems for high-quality instructional practices (24%);
- Communications with parents (24%);
- Addressing student behavioral issues (24%);
- Ensuring the development of effective lesson plans (21%); and
- Student recruitment (21%).

However, as schools moved into their second and third year of serving students, the majority of principals indicated that developing support systems for high-quality instructional practices was either their first or second most time-consuming function. This was the case for 55% of principals at campuses in their second year of serving students under the grant and 82% of principals at campuses in their third year of serving students.

For principals in their first year of serving students under the grant, hiring high-quality teachers did not emerge as one of the top five most time-consuming functions of principals. However, it did take up the second most amount of time for principals at campuses in their second or third year of serving students under the grant. Just over one quarter of principals at charter school start-up grantee campuses in their second year of serving students and 35% of principals at campuses in their third year of serving students

Support from the Texas Education Agency

-up activities. In response, no matter if campuses were in their first, second, or third year of serving students through the grant program, the campus principals consistently mentioned the following areas of TEA support:

- Providing guidelines and feedback (35% to 50% of campus principals)
- General support TEA staff are responsive to grantee questions and requests for information (20% to 50% of campus principals)
- Funding (35% to 50% of campus principals)
- Workshops, professional development, and other training (5% to 50% of campus principals).

School leaders talked about how TEA staff provided guidance on how to submit grant amendments and

are] on the same page and we collaborate a lot. I think all the grades do that. All the teachers are always in each other's room. It's like a family really.

During site visits, principals at grantee campuses were also asked about professional learning

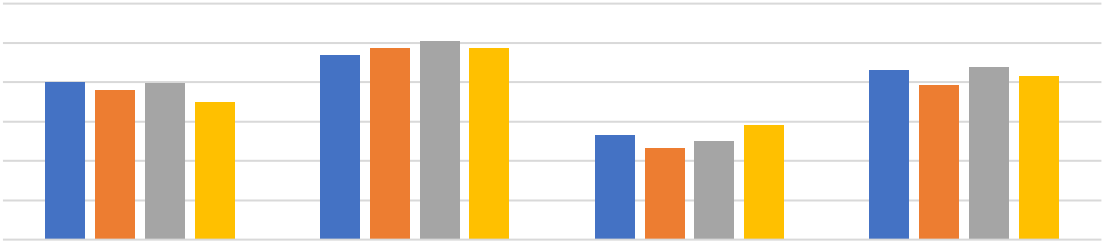
nearly all principals (90% to 100%) indicated that PLCs were in place and were benefitting their schools, and 60% to 65% of principals shared that time during the regular school day was provided for PLCs to meet. PLCs are an effective mechanism for school leaders and teachers to share successful instructional go through learning objectives that worked or didn't work and seek out help. PLCs are also a good opportunity for educators to provide ^ u v š } Œ • vZ ‰ Œ } (• •] } v o development for an initiative such as a new writing initiative or [to decide whether] we're going to focus } v ‰ Œ • µ •] À š Á Œ] š v š v Á Á š l • A principal at a school In their first year of serving students shared that PLCs are not only a mechanism of support for new teachers, but it's really causing them to learn good pedagogical skills I thinin them to

observations of teachers at high-performing charter schools in spring 2018 are provided as a reference point in this section in comparison to the charter school start-up grantee campus scores.[19] The CLASS observation tool was used to assess instructional quality across the 10 charter school campuses. Mean scores were calculated for the following four CLASS domains:

- Emotional Support (Includes dimensions such as positive and negative climate, teacher sensitivity, and regard for student perspectives)
- Classroom Organization (Includes dimensions such as behavioral management, productivity, and instructional learning formats)
- Instructional Support (Includes dimensions such as concept development, content understanding, analysis and inquiry, quality of feedback, instructional dialogue, language modeling, analysis, and problem-solving)
- Student Engagement (The degree to which students are focused and are participating in the learning activity presented or facilitated by the teacher)[20]

As Figure 2.1 illustrates, teachers at charter school start-up grantees received CLASS observation scores roughly in-line with those of teachers at high-performing charter campuses. Mean CLASS observation scores for the Emotional Support domain were in the 4.79 to 5.01 range for start-up grantee campuses in their first through third years of serving students, which was higher than the mean Emotional Support domain scores for teachers at high-performing charter schools (4.50). The Emotional Support domain measures the ability of teachers to support and [illegible] functioning in the classroom and includes measurements related to positive and negati

Figure2.1 Mean CLASS Observation Scores for Public Charter School Students and High-Performing Charter Schools

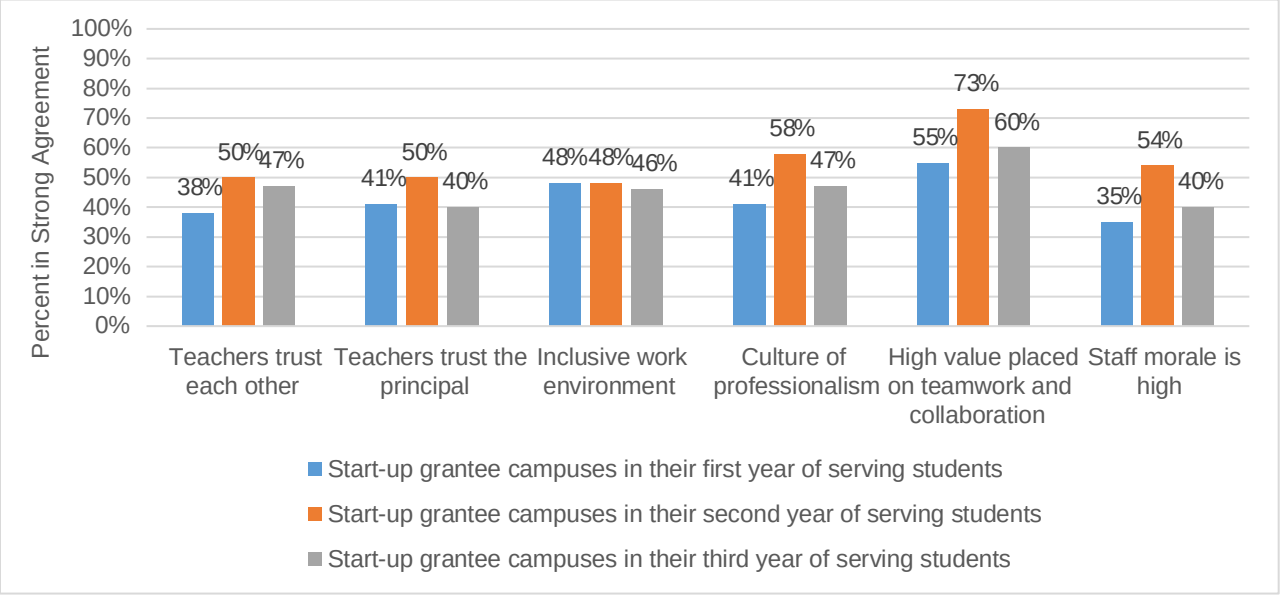


AsTable2.1

campuses in their third year of operations. For example, 38% of principals at campus in their first y
50% of campuses in their second year, and 47% of principals at campuses in their third year of serving students strongly agreed that teachers trust each other at their school, and 41% of principals at campus in their first year, 50% of campuses in the second year, and 40% of principals at campuses in their third year of serving students strongly agreed that teachers trust their principal. Similar trends were observed when principals provided their perspectives on the extent to which there is a culture of professionalism and staff morale is high at their new charter school campus

The highest rated item was a high value placed on teamwork and collaboration at their school, where 55% of principals at campus in their first year, 73% of campuses in their second year, and 60% of principals at campuses in their third year of serving students strongly agreed with the statement. The item related to having an inclusive work environment remained stable across principals at first year (48%), second year (48%), and third year (46%) campuses. (Figure 2.2)

Figure 2.2 Campus Staff and Morale: Percentage of Principals in Strong Agreement with Statements, by Year of Serving Students



Source: Charter School Grantee Start-Up Campus Principal Survey, Gibson Consulting Group, 2018, 2019, and 2020. Year 1 analyses include responses from Cohort 1 and 2 principals (fall 2017), Cohort 3 principals (fall 2018), and Cohort 4 principals (fall 2019). Year 2 analyses include responses from Cohort 1 and 2 principals (fall 2018), and Cohort 3 principals (fall 2019). Year 3 analyses include responses from Cohort 1 and 2 principals (fall 2019). Results are based on 29 responses from principals at charter school start-up grantee campuses in their first year of serving students, 26 responses from principals at start-up grantee campuses in their second year of serving students, and 15 responses from principals at start-up grantee campuses in their third year of serving students.

Principals at charter school start-up grantee campuses were also asked to rank the most important indicators of a positive school climate. As Table 2.3 shows, regardless of the year of operations for the campus, the genuine care for students and the academic growth of students were consistently ranked in the top 5 by principals. Principals at start-up grantee campuses in their first or second year of operation were more inclined to emphasize the importance of campus staff sharing a common belief of beliefs about schooling and learning; while principals in their second or third year of serving students tended to rate

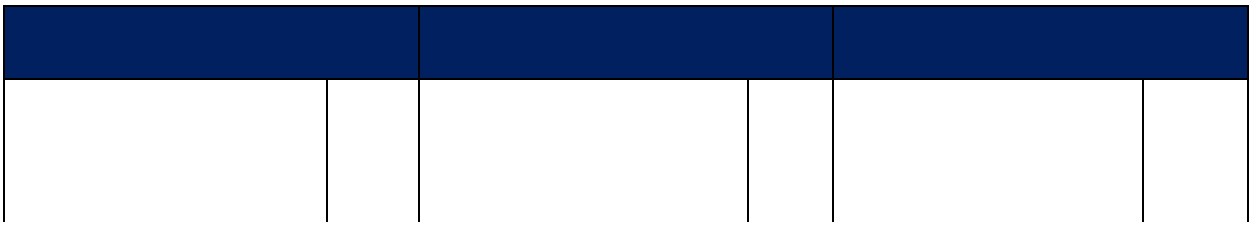


Table 2.15 Teacher Focus Groups: Perceptions of Teaching Conditions by Year of Serving Students

Year 1, Cohorts 1 and 2 (n=20)		Year 2, Cohorts 1 and 2 (n=20)		Year 3, Cohorts 1 and 2 (n=10)	
Challenging (heavy workload, lack of resources stressful)	60%				

students talked about the heavy workload and the stress associated with it. Then they have those

Summary of Key Findings

The most impactful, important, and effective start-up, organizational, and instructional practices noted by principals through survey and interview responses, and confirmed by teachers during focus group sessions, include the following:

Charter School Start-Up Planning

- Principals at charter start-up grantee campuses shared that determining school needs, practices, and developing processes related to hiring, onboarding, and training new staff were among the most important when getting a school up and running. School leaders at charter school start-up grantee campuses in their first year of operations were more inclined to discuss stakeholder communications as a key start-up activity, while principals at campuses in their second and third years were more inclined to elaborate on the importance of hiring and getting staff and teachers up to speed.

- As charter school campuses matured from the first to the third year of operation, principals tended to focus more intensely on improving the quality of instructional practices through the development of effective supports systems for teachers.

- According to principals at charter start-up grantee campuses, CMOs and their school districts served in a mentor role providing support and feedback for principals. As campuses matured from the first to the third year of serving students, CMOs and districts tended to provide greater operational support for new schools (e.g., purchasing educational materials, providing curriculum or curricular support, developing materials and structure for teacher trainings and student orientations, supporting transportation needs, providing student recruitment assistance, working with external vendors for various services, coordinating food services, and providing guidance related to grant expenditures and school operational policies).

- School leaders reported several challenges related to starting a new school, including enrolling student, staffing their schools, overcoming financial issues, securing adequate facilities and supplies, and managing difficulties with communicating school goals to stakeholders (e.g., parents and students). Principals at campuses in their second and third year of serving students were more inclined to discuss how the challenges associated with attracting talented educators can be challenging and how it is difficult to hire when grade levels are experiencing enrollment challenges and the number of teachers needed is not clear.

Organizati(i)7kscanyrgaOit an7 5(e3(c)10((c)-11(l)-8749r.)]TJ 3 Tr 2.254Lbl Td ( )Tj10EMC /H3 0.C2_10.455

- During interviews, principals at charter school start-up grantee campuses stressed the importance of effective and consistent communications with teachers, students, and parents as an important organizational practice. Principals at campuses in their first and second years of operation also noted the importance of establishing clear roles and responsibilities for teachers and staff.

- Principals rated having regular individualized teacher-parent communications and a system for parents to monitor student attendance, grades, and progress emerged as two most commonly

- Regular individualized communications between teachers and parents was deemed the most effective communication method to engage parents by principals at campuses during their first and second year of serving students; while parent-teacher conferences were rated as the most

Instructional Practices

- Regardless of whether a campus was in their first, second or third year of operations, establishing positive relationships between students and teachers, maximizing learning time, and the use of formative data in assessments to guide instruction were rated by principals as one of the top five most frequently observed and most impactful instructional practices. The use of hands-on activities in class with a variety of different modalities also emerged as an impactful practice from the perspective of charter school start-up grantee campus principals.

- At campuses in their first, second, and third year of operations, principals rated the review of student performance data with teachers as the most impactful teacher support for improving instruction. As campuses matured from their first to their third year of operation providing feedback to teachers based on formally scheduled observations was more likely to be rated as one of the most impactful teacher supports.

- Teachers at start-up grantee campuses in their second and third years of operation were more likely to note the frequency and importance of communications and collaboration with other teachers and the use of instructional rounds where they visit the classrooms of other teachers as important supports.

- For three of the four CLASS Observational domains – Emotional Support, Instructional Support, and Student Engagement – the mean CLASS scores tended to dip in the second year of serving students before rising back to year 1 levels in the third year of operation. On the other hand, CLASS observation scores for th[(O)137i 3 Tr 4.198 coer(servz(er)5(b)3(serv)-5(at)-3(ion)-3(s)-3(f)-3(or)-3(th)-3(e)-3(i)-3(r)-3(s)-3(e)-3(c)-3(o)-3(n)-3(d)-3(y)-3(e)-3(a)-3(r)-3(i)-3(n)-3(s)-3(e)-3(r)-3(v)-3(i)-3(n)-3(g)-3(]TJ 3 Tr 1

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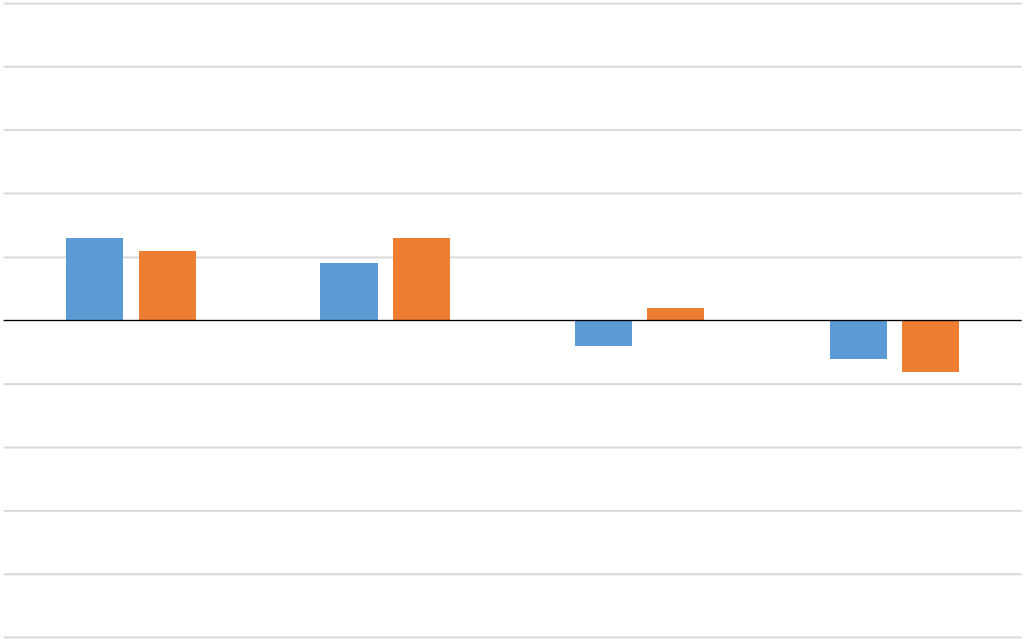
EmotionalSupport

Chapter 3 CharterSchool Start

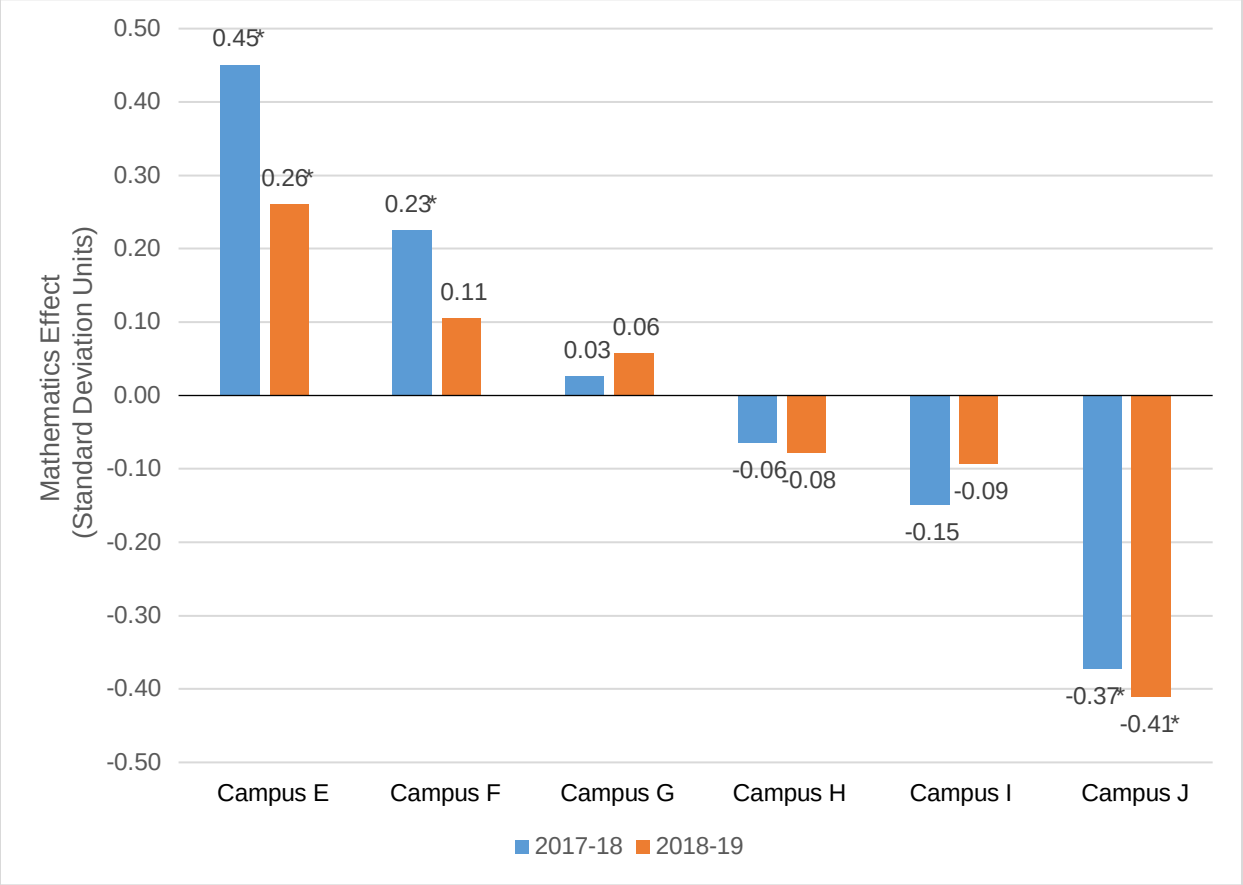
both students in both groups began at the same test score levels on average. Comparing STAAR Mathematics and STAAR Reading scores from the analysis year shows that average scores are almost

Figure 3.2 STAAR Reading Outcomes for Cohort 1 Charter School Start-Up Grantee Elementary Campuses Compared to Matched Traditional Public Schools, 2017–18 and 2018–19



One way to think about the magnitude of an effect

Figure 3.3 STAAR[1] Mathematics Outcomes for Cohort 2 Charter School Start-Up Grantee Elementary Campuses Compared to Matched Traditional Public Schools, 2017-18 and 2018-19



* Indicates statistically significant where p < 0.05.
Source Public Education Information Management System data, STAAR-Mathematics for Grades 3-8, Texas Education Agency, 2017-18 and 2018-19. Note. Reported effects are statistically adjusted for student and school characteristics. Test scores were standardized by subject, grade, and year, based on statewide means and standard deviations. Sample size includes 1,322 students attending Charter School Start-up Grantee campuses and 1,322 matched comparison students. See Appendix F for full results and details.
[1] State of Texas Assessments of Academic Readiness (STAAR)

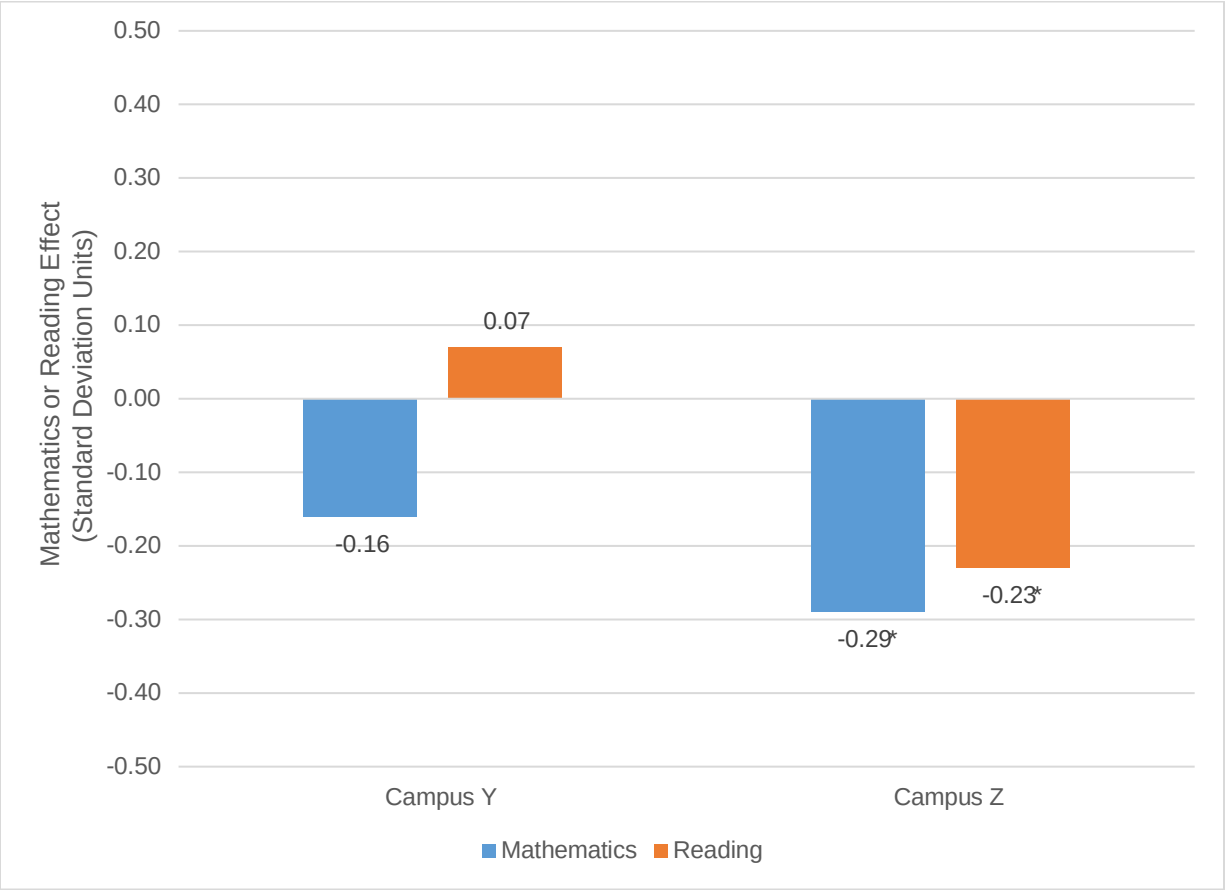
Figure 3.4 shows the 2017-18 and 2018-19 STAAR Reading results for Cohort 2 elementary schools. After controlling for student and school characteristics, one campus, Campus F, had significantly higher STAAR Reading scores in 2017-18, compared with matched students enrolled in traditional public schools. On average, students enrolled in this campus scored 0.28 standard deviation units higher on the STAAR Reading test than the comparison group in 2017-18, approximately equivalent to the difference between a student scoring at the 40th percentile and a student scoring at the 52nd percentile.

No other Cohort 2 elementary campuses had significantly higher or lower Reading scores in either year, compared with matched students enrolled in traditional public schools. The overall average effect across the six Cohort 2 charter school start-up grantee elementary campuses was positive in 2017-18 (0.04 standard deviation units) and in 2018-19 (0.01 standard deviation units)

Figure 3.4 STAAR® Reading Outcomes for Cohort 2

between a student scoring at the 38th percentile and a student scoring at the 30th percentile. The overall average effect for STAAR Reading was 0.08 standard deviation units, which is not statistically different from zero.

Figure 3.5 STAAR Mathematics and Reading Outcomes for Cohort 3 Charter School Start-Up Grantee Elementary Campuses Compared to Matched Traditional Public Schools, 2018-19



* Indicates statistically significant where p < 0.05.

Source Public Education Information Man /Clip BMC /C5J ETd Q BT /Note <</MCID 13 >>BDC 0 g 0 Tr 9.12 0 [(0)7(.)15(3)7(0)]TJ Q /

well in the following year in the same subject, and that campuses that perform well in one subject tend to also perform well in the other subject.

Results for Students Enrolled at Charter School Start-up Grantee Middle School Campuses

As with the elementary school analysis, it is helpful before examining the statistical model results for middle schools to first look at the descriptive average STAAR Mathematics and STAAR Reading scores for middle school students. Table 3.2 shows those scores for three groups of students: (1) students enrolled at charter school start-up grantee middle school campuses, (2) matched students enrolled at traditional public middle school campuses, and (3) all students enrolled at traditional public middle school campuses in feeder districts.

Students enrolled at start-up grantee middle school campuses (column 1 in Table 3.2) have average STAAR Mathematics and STAAR Reading below the state average, both at baseline and in the analysis year, for both 2017–18 and 2018–19. This is shown by the negative average scores in standard deviation units, as a score at the statewide average would be 0.00 in standard deviation units. Similarly, comparing column 1 with column 3, students enrolled at charter school start-up grantee middle school campuses have average STAAR Mathematics and STAAR Reading below the average for students in feeder districts in both years, both at baseline and in the analysis year.

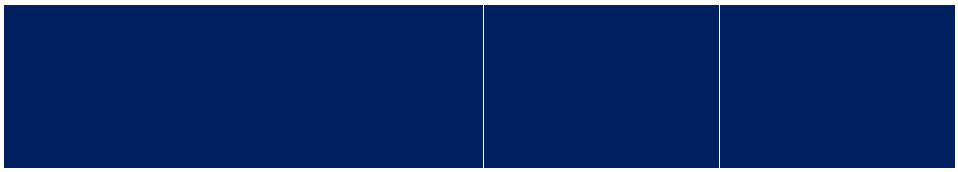
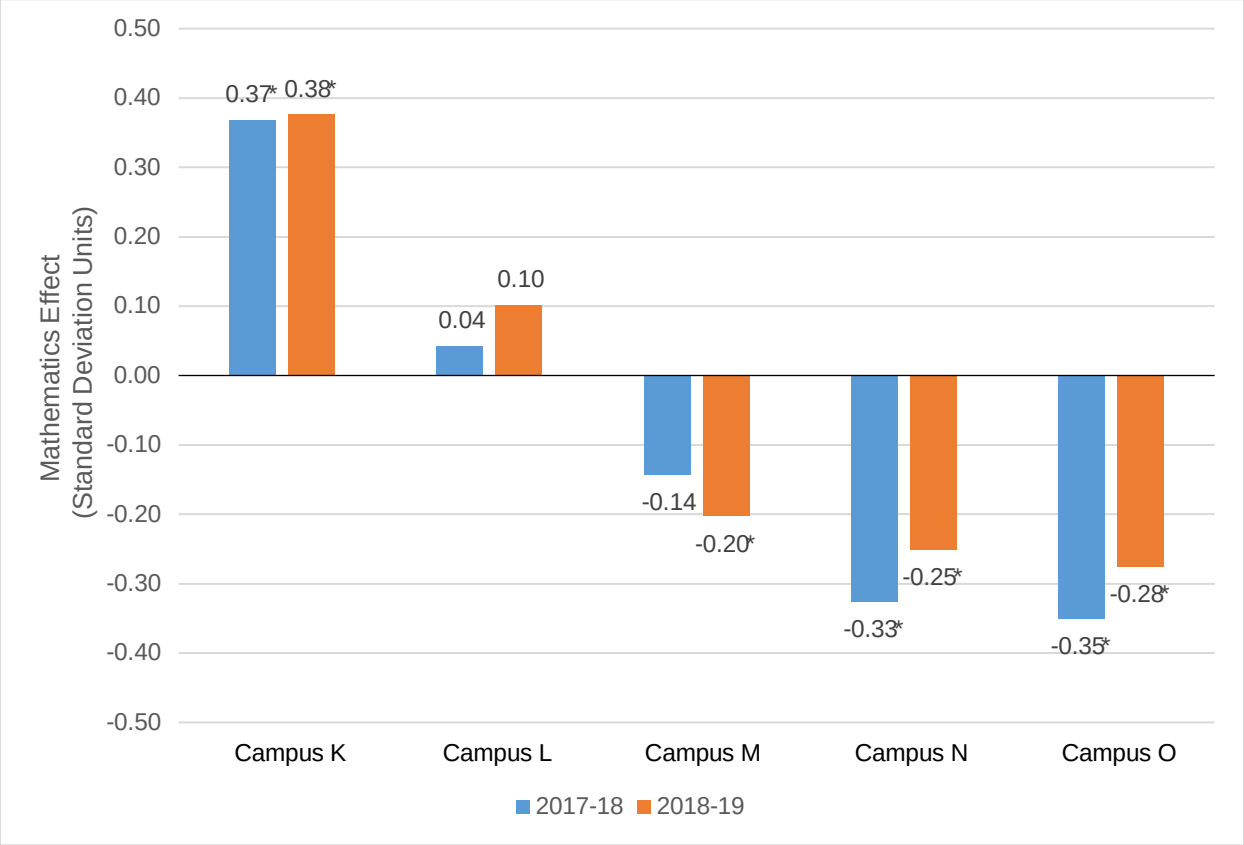


Figure 3.6 STAAR® Mathematics Outcomes for Cohort 1 Charter School Start-Up Grantee Middle School Campuses Compared to Matched Traditional Public Schools, 2017–18 and 2018–19



* Indicates statistically significant where p < 0.05.

Source Public Education Information Management System data, STAAR-Mathematics for Grades 3-8, Texas Education Agency, 2017–18 and 2018–19. Note. Reported effects are statistically adjusted for student and school

One charter school start-up grantee campus, Campus S, had significantly lower STAAR Mathematics scores in 2018 19, compared with matched students enrolled in traditional public schools, with students enrolled in that campus scoring on average 0.22 standard deviation units lower on the STAAR Mathematics test than the comparison group in 2018 19, approximately eqq 0 0 676(eqq 0 0 el)-1lET Q]TJamco7(i

standard deviation units in 2018–19. On average, students enrolled in Campus Q scored 0.21 standard deviation units higher on the STAAR Reading test than the comparison group in 2017–18 and 0.17 standard deviation units in 2018–19.

No campuses had significantly lower STAAR Reading scores in either year, compared with matched students enrolled in traditional public schools. The overall average effect across the four Cohort 2 charter school start-up grantee middle school campuses in STAAR Reading was significantly positive in 2017–18 (0.16 standard deviation units), approximately equivalent to the difference between a student scoring at the 41st percentile and a student scoring at the 47th percentile, and positive in 2018–19 (0.07 standard deviation units) and not statistically different from zero.

Figure 3.9 STAAR Reading Outcomes for Cohort 2 Charter School Start-Up Grantee Middle School Campuses Compared to Matched Traditional Public Schools, 2017–18 and 2018–19

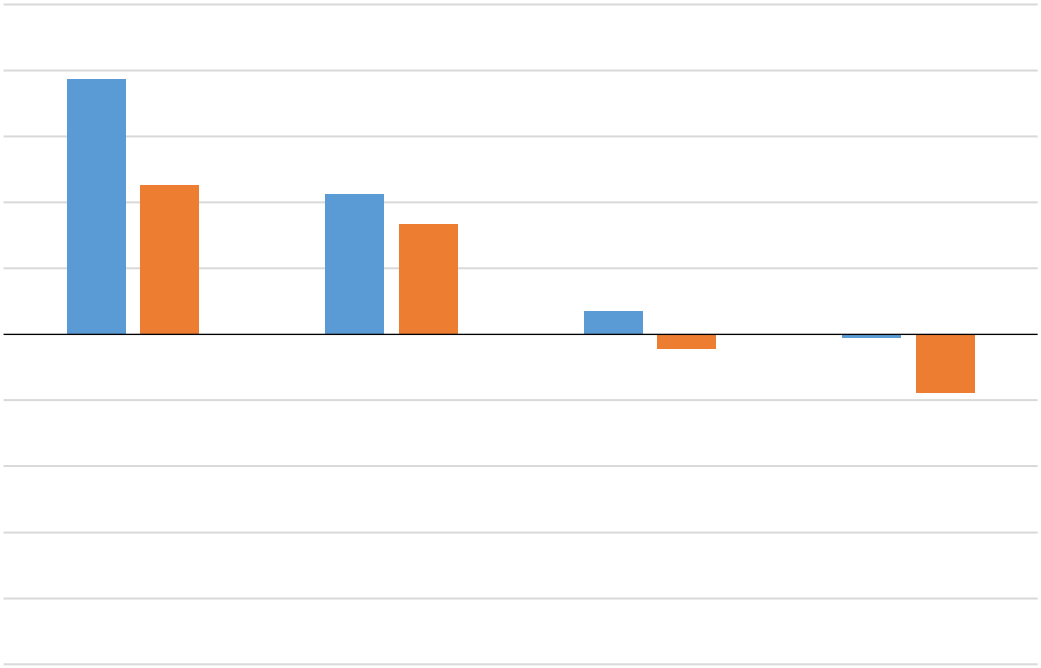


Figure 3.10 shows the 2018-19 STAAR-Mathematics and STAAR-Reading results for Cohort 3 middle schools.[28] After controlling BT /TT2 1 llin

scoring at the 36th percentile and a student scoring at the 50th percentile, and 0.24 standard deviation units in 2018 19. On average, students enrolled in Campus V scored 0.18 standard deviation units higher on the English I EOC exam than the comparison group in 2017 18. The overall average effect across the two Cohort 2 campuses was significantly positive in 2017 18 (0.26 standard deviation units), approximately equivalent to the difference between a student scoring at the 36th percentile and a student scoring at the 46th percentile. In 2018 19, the overall average effect across the four high school campuses was 0.10 standard deviation units, which is not statistically different from zero.

Figure 3.12 English I EOC Exam Outcomes for Cohort 1, 2, and 3 Charter School Start-Up Grantee High School Campuses Compared to Matched Traditional Public Schools, 2017 18 and 2018 19

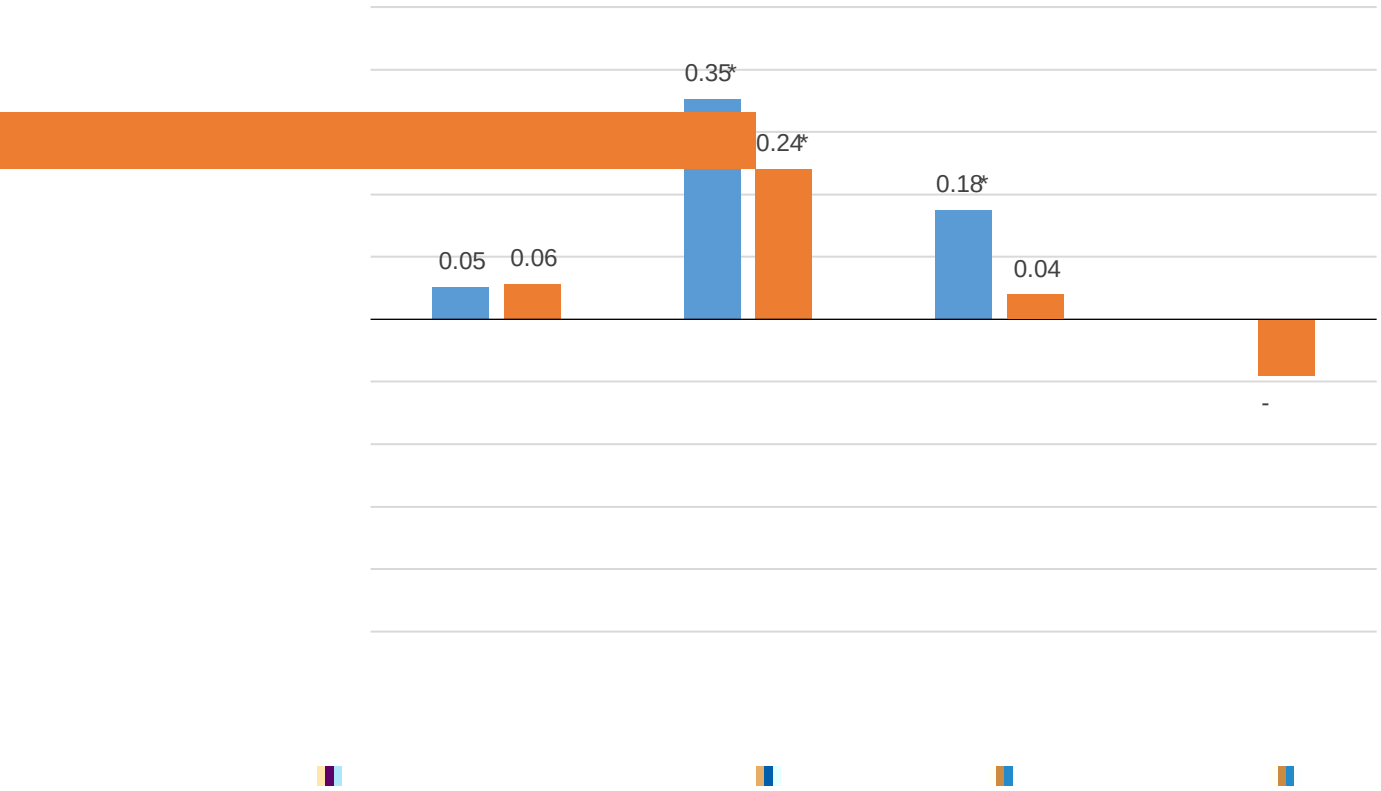
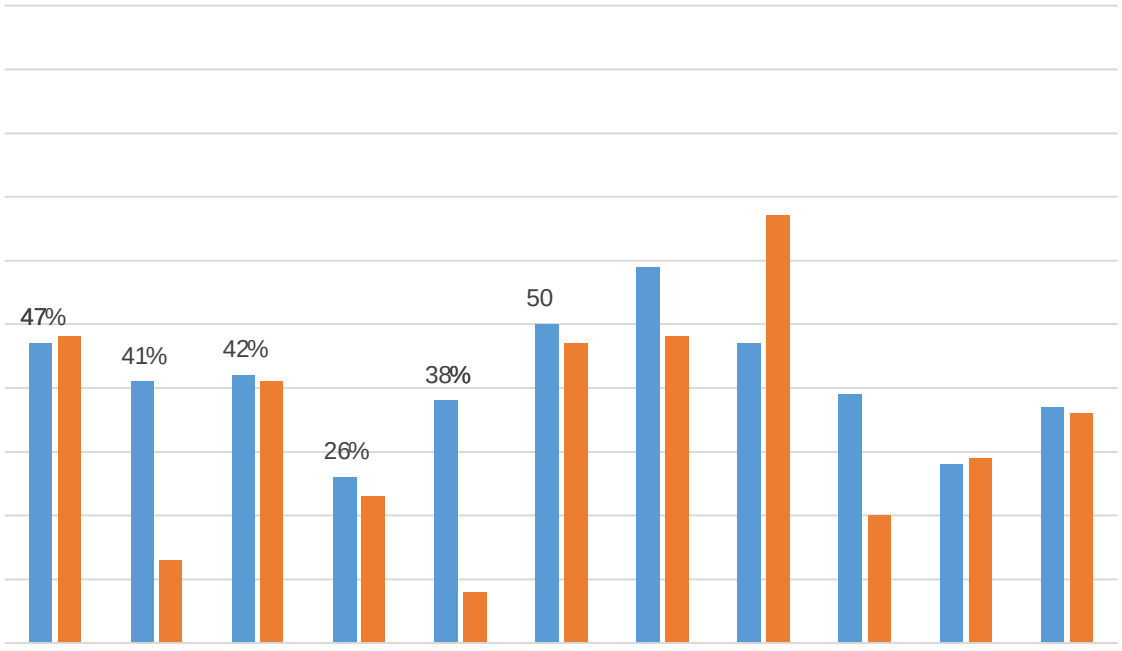


Figure 3.14 Early Reading Indicators for Charter School Start Up Grantee Elementary Campuses Compared to Matched Traditional Public Schools, 2017-18 and 2018-19



4. Students classified as economically disadvantaged
5. Students classified as ELs
6. Students classified as at-risk
7. Students who are low-performing and educationally disadvantaged

Tables with results for the student group models are presented in Appendix E. The results show that, in most cases, the STAAR results for each student group are very similar to the overall results, with estimated effects for specific student groups generally very similar to the overall effects. For both elementary and middle school, the overall average effect across all campuses is not significantly different from zero for any student group for either STAAR Mathematics or STAAR Reading in either year, and results are highly correlated across subjects and years.

Because the average effects for these student groups are generally small, they are also a relatively small percentage of the size of the achievement gap in feeder districts. The average student group effects vary from 3% to 15% of the race/ethnicity gap for African American students, and from 5% to 12% of the race/ethnicity gap for Hispanic students. The biggest of these overall average effects is 0.08 standard deviation units for African American middle school students in STAAR Mathematics in 2018

middle school campuses. Three start-up grantee campuses had performances that were significantly positive (one in Cohort 1 and two in Cohort 2) and two significantly negative (one in Cohort 1 and one in Cohort 3) in either 2017 18 or 2018 19, compared to a matched sample of students enrolled in traditional public schools.

- For English I and Algebra I EOC exams for students enrolled in the charter school start-up grantee high school campuses, after controlling for differences in student groups, two start-up grantee campuses had significantly positive English I EOC exam scores in either 2017 18 or 2018 19, compared with matched students enrolled in traditional public schools. The overall average effect on English I was significantly positive for Cohort 2. Both the individual campus effects and the overall average effects on Algebra I were not statistically different from zero for all cohorts.

- For charter school start-up grantee elementary campuses, six out of ten campuses had a lower percentage of kindergarten students classified as school ready in 2017 18, and five out of ten in 2018 19, compared to students in feeder districts. Eight out of ten start-up grantee elementary campuses had a higher percentage of students identified as eligible for accelerated reading instruction in 2017 18, and five out of ten in 2018 19, compared to students enrolled in feeder districts.

Charter School Enrollment Effects Across Student Groups

- When comparing the overall performance of charter school start-up grantee campuses to the performance of those campuses for different student groups, in every case the average results for particular student groups are not statistically different from zero or from the overall estimated effects for all students.

Comparing Estimated Effects to Achievement Gaps

- Comparing the student group results for African American and Hispanic students to the average achievement gap between white and African American/Hispanic students (the race/ethnicity gap), the overall average effects for these student groups are generally small, and they are also a relatively small percentage of the size of the achievement gap in feeder districts. The biggest of the overall average effects is -0.08

^ K µ Œ š Œ P š %š Z child who is not having their needs met in their current setting, and that could be a bored, gifted kid or a kid with dyslexia that's not getting the services they need. It's any child. We've said this when we've been collaborating with [the] school distri š Z U t – Œ } š š Œ Ç] v P to take your best because you're already doing a good job with those. We want the ones that you're not reaching. That's our mission in life. Give us the ones that you're not reaching because we feel that we have a program that can rea Z o u } • š l] À X Œ [_ Ç

t Year 1 Principal

Effective Student Retention Strategies

Principals surveyed were asked to rank the most effective strategies for retaining students. Forty percent of principals at charter school start-up grantee campuses in their second and third years of serving students ranked building meaningful relationships between teachers and students and establishment of a safe and collaborative environment at their campuses as one of the top two most effective methods for retaining students at their schools. Having demonstrated academic growth of students was ranked as one of the top two most effective retention approaches by 32% of principals at campuses in their second year of serving students and by 27% of principals at campuses in their third year of serving students. Providing student-centered instruction and effective communications between teachers and parents were ranked as the fourth and fifth most effective approaches for retaining students at their campuses. (Table 4.2)

Providing high-quality instruction was discussed by 30% of principals at Year 1 campuses, 25% of principals at Year 2 campuses, and 40% of teachers at Year 3 campuses. These principals and teachers saw high-quality instruction as a key driver for retaining students at their campus. To illustrate this point, a school leader from a campus in its third year of operations indicated that they have "set Y priorities this year Y around reading framework, math framework, consistency of the instruction and then data-driven practices.

15% of principals in their second and 25% of those in their third year of serving students also mentioned the provision of extracurricular and enrichment activities as an important step toward ret

2017 18 or 2018 19 schoolyearsat charter schoolstart-up

economically

where the students attending the charter school would have attended had they remained in traditional public schools (see Appendix for details).

Figure 5.1 Comparison of Mobility Patterns between 2017-18 and 2018-19 for Teachers at Charter School Start-Up Grantee Campuses and Comparable Traditional Public School Campuses who left their 2017-18 Campus

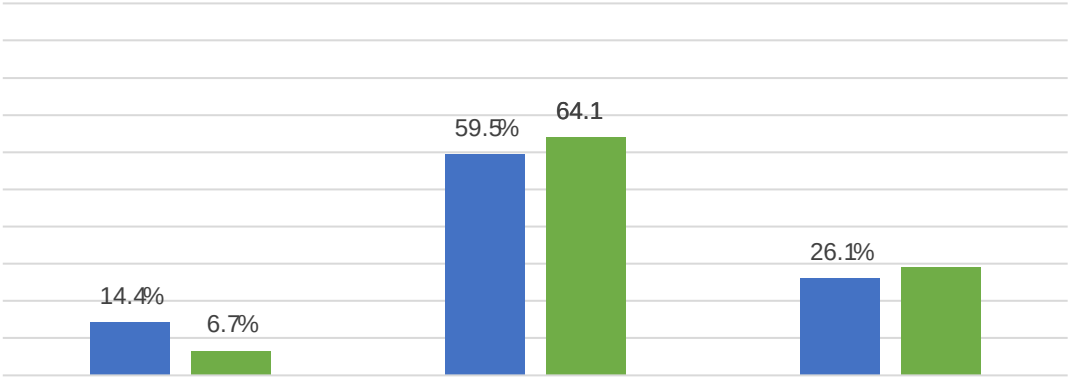


Figure 5.2 Comparison of Mobility Patterns between 2018-19 and 2019-20 for Teachers at Charter School Start-Up Grantee Campuses and Comparable Traditional Public School Campuses who Departed their 2018-19 Campus

Teacher Retention

- Through annual surveys, principals at charter school start-up grantee campuses in their first and second years of serving students rated regular feedback to teachers regarding instructional practices and dedicated planning time as the two most effective approaches to retaining high-quality teachers. For principals at third-year charter schools, dedicated planning time was the top-ranked teacher retention approach, followed by incentive pay based on student and/or school performance metrics.

- During interviews, principals and teachers stressed the importance of school culture as an important consideration for teachers when they are deciding whether or not to return to teach at a campus for another year.

- Regardless of the maturity of the charter start-up grantee campus, principals shared that instructional effectiveness is by far the most valuable [(T>a6-11(h)3(o)5(o)5(l)-

Chapter 6 Best or Promising Practices at High-Performing Charter School Campuses

This chapter summarizes promising practices in place at high-performing charter school campuses. Using data from the spring 2018 statewide survey of charter school campus principals from high-performing and other charter school campuses, as well as data collected through site visits to high-performing charter schools in spring 2018 (i.e., principal interviews, teacher focus groups, and classroom observations), the evaluation team explored best or promising practices at high-performing charter school campuses and other charter school campuses. A summary of best or promising practices related to school organization and management, positive school climate maintenance, instruction and teacher supports, student recruitment and retention, and teacher recruitment and retention are presented below. For a fully detailed summary of the methodology used to define, measure the impact of, and select high-performing campuses can be found in Appendix A. For more details on the process for collecting data and assessing practices, as well as a more expansive list of best or promising practices, please refer to the Texas Public Charter Schools Start-Up Grant 2016-17 and 2017-18 Evaluation Report.

Organizational Practices

- Clarity in the educational philosophy and mission of the charter schools were rated by principals at high-performing charter school campuses as the most important practice to executing the -performing charter school principals were more likely to rate this as an important item than their counterparts at other charter school campuses.

- The creation of a youth culture at the campus, which can impact student satisfaction with their educational experience, academic performance, and student retention at the school was also identified as an emerging practice at high-performing charter schools.

- organizational activity for charter schools. It requires a great deal of intentionality, focus, organization, and creativity. School leaders at high-performing charter schools placed more emphasis on the use of open houses and regular school day events for parents to interact with their children to increase parent engagement than principals at other charter school campuses.

- Principals at high-performing charter schools were also more likely than principals at other charter schools to encourage parents to attend parent meetings, conferences, open houses, and other campus events, and to participate in school fundraising events. These [0 3 Tr 2.933(i)-8 4.039 0 T5

x Principals at high-performing charters were more likely to

Student Recruitment and Retention

- For all charter school principals, word-of-mouth advertis

organizational practice. Principals at campuses in their first and second years of operation also noted the importance of establishing clear roles and responsibilities for teachers and staff.

- Regular individualized communications between teachers and parents was deemed the most effective communication method to engage parents by principals at campuses during their first and second year of serving students; while parent-teacher conferences were rated as the most effective method for getting parents invol

Instructional Practices

- Regardless of whether a campus was in their first, second, or third year of operations, establishing positive relationships between students and teachers, maximizing learning time, and using formative data in assessments to guide instruction were rated by principals as three of the top five most frequently observed and most impactful instructional practices.

- For principals at year 1, 2, and 3 start-up grantee campuses, principals rated the review of student performance data with teachers as the most impactful teacher support for improving instruction.

- Teachers at charter school start-up grantee campuses in their second and third years of operation were more likely to note the frequency and importance of communications, collaboration with other teachers, and the use of instructional rounds where they visit the classrooms of other teachers as important supports.

- CLASS observation scores for the Classroom Organization domain showed gradual improvements as charter school start-up grantees moved from their first to second to third year of serving students.

- When compared to CLASS results at high-performing charter school campuses in Texas, Public Charter Schools Start-Up Grant recipients received higher CLASS observation scores for the Emotional Support and Student Engagement domains than high-performing charter schools, but lower Instructional Support domain scores.

- Principals felt that a variety of in-class interventions, strong teacher-student connections, and out-of-class in-school interventions were the most effective approaches to closing the achievement gap for educationally disadvantaged students at risk of dropping out of school.

- Small group instruction in class was rated by principals as the most effective methods for closing the achievement gap for persistently low-performing students.

Campus Climate and Staff Morale

- Principals felt that a demonstration of genuine care for students and academic growth were the two most important factors associated with creating a positive school climate.

- While principals and teachers tended to be in general agreement about whether a positive climate existed at their campuses, teachers at campuses in their third year of operation were more inclined to express that the climate was poor or negative.

- Regardless of how long their campus had been serving students, the majority of principals felt that working conditions at their charter school start-up grantee campuses were positive, with an increased proportion of principals at campuses in their third year of serving students recognizing challenges related to heavy workloads, high expectations, and stress on teachers. Meanwhile, smaller percentages of teachers described the working conditions as positive compared to principals. As schools moved from the first to the third year of operations, increasing percentages of teachers characterized working conditions as challenging due to unrealistic workloads, high expectations, and lack of teacher supports, which resulted in high stress levels for teachers.

- Principals at campuses in their first, second, and third years of serving students felt that the development of strong teacher-student relationships, the establishment of clear behavioral expectations, and effective student engagement in the classroom were the most impactful approaches to maintaining a positive classroom environment.

Student Recruitment

- Word-of-mouth advertising from parents of students currently enrolled at the school was ranked by principals as the most effective methods for recruiting students to their new charter school campus.

- The use of social media to advertise the new charter school was more prominent at schools in their first and second years of operation, while open houses to share information about the campuses 1

deliveringhigh-qualityinstruction.Studenthappiness,a sense of belonging,and the availability of extracurricular activities were alsocited byteachersas importantdrivers for student ret(d 810(i)-8(o)5(n)3(.)]TJ 3 Tr 40675 0 Td ( )Tj EMC /Lbly <</MCID13 >>BDC /C2T1 1 Tf 0 Tr 5.698

- Regardless of the maturity of the charter start-up grantee campus, principals shared that instructional effectiveness is by far the most important consideration when deciding whether to retain a teacher,

- For English I and Algebra I EOC exams for students enrolled in the charter school's start-up grantee high school campuses, two campuses had significantly positive English I EOC exam scores in either 2017-18 or 2018-19, and the overall average effect on English I was significantly positive for Cohort 2. Both the individual campus effects and the overall average effects on Algebra I were not statistically different from zero for all cohorts.

students (Cohorts 1 and 2 in 2017–18, Cohort 3 in 2018–19, and Cohort 4 in 2019–20), 30 of the 50 possible start-up grantee campuses (60%) are represented in the survey results presented in Chapters 2, 4, and 5 of this report.[33] For campuses in their second year of serving students (Cohorts 1 and 2 in 2018–19, and Cohort 3 in 2019–20), 30 of the 37 possible start-up grantee campuses (81%) are represented in the survey results. For campuses in their third year of serving students (Cohorts 1 and 2 in 2019–20), 17 of the 26 possible start-up grantee campuses (65%) are represented in the survey results.

Annual Site Visits to Campuses Funded through the Public Charter School Program (Start-Up Grant)

The purpose of fall 2017, 2018, and 2019 site visits to charter school start-up grantee campuses and spring 2018 site visits to high-quality, high-performing charter school campuses was to collect information related to best or promising practices related to:

- Organizational practices
- Instructional-level practices
- Serving educationally disadvantaged and low-performing students
- Methods for reducing student behavioral issues
-

x Early reading indicators and school r

using data from 2013-14 through 2016-17. Three-year impacts allow for following students for up to three years at the school and estimating the combined impact of all three years at the school on their cumulative achievement growth. For students observed for less than three years, the model estimated the impacts for the period the students were at the school.

To make the analysis of state test scores comparable across grades and years, all raw test scores were converted to scores in standard deviation units (z-scores), defined relative to the statewide distribution of scores in each grade, year, and subject. In other words, the difference between a student's raw score and the mean score in that grade, year, and subject is calculated, and then divided the difference by the standard deviation of raw scores in that grade, year, and subject. Thus, each z-score reflects a student's performance relative to the statewide distribution (for example, a z-score of 0.5 indicates a student performed half a standard deviation above the statewide mean, while a z-score of -1.0 indicates a student performed one standard deviation below the statewide mean, and a z-score of 0 indicates a student performed exactly at the statewide mean, neither above nor below the mean).

To avoid omitting students who are missing one or more baseline test scores, missing baseline data for students in the treatment group is imputed, ensuring all students with at least one recorded baseline test score remain in the sample. Missing outcome observations are not imputed, nor is data for students missing baseline test scores in both subjects.

For charter school campuses serving middle and high school grades, the baseline test scores used in the PSM are the STAAR-Mathematics and Reading scores from the year prior to charter entry: Grade 8 scores for students entering a charter high school in Grade 9 and Grade 5 scores for students entering a charter middle school in Grade 6. However, the earliest grade for which STAAR tests are available is Grade 3;

on baseline test scores, and the key demographic characteristics (race/ethnicity, SPED, EL, economically disadvantaged).

The combination of PSM and Ordinary Least Square (OLS) regression is designed to address initial selection into charters that is, differences between charter students and comparison students at the time when they enter the charter campus. However, selection bias is a potential problem in student departures from charter campuses before completion of all grades. If students who leave charter campuses early tend to be those who perform academically worse than their peers, the analysis, including only persisting students, would overstpeers, the anal.c-8(et)(d)6(earl)-8(y)6(t)9(end)14earl5.63 Tm [

students did not have the option of remaining at the same campus, either because they were in Grade 12 and graduating, or because they were in the highest grade offered by their campus, those students are omitted from this comparison. The study also examined what type of campus the students who exited during the summer enrolled at to begin the 2019-20 school year.

Appendix B: Technical Appendix Impact Analysis Methodology

Estimating

- The CLASS tool provides a common lens for observers to provide consistent and reliable ratings across a wide range of classroom interactions directly related to student learning.
- CLASS dimensions are grounded in developmental theory and research.
- CLASS observation tools are nationally recognized and supported by rigorous training for observers by Teachstone CLASS content experts certified through a Train-the-Trainer model. All CLASS observers must be certified as reliable through rigorous online testing before they can utilize the protocol in classrooms.
- Each teacher will receive three class scores for each dimension based on

- Grade 6
- Grade 7
- Grade 8
- Grade 9
- Grade 10
- Grade 11
- Grade 12
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___Regular monitoring of instructional practices through classroom observations
___Other (Please specify.)

10. Does your campus have a class size limit for the 2017 18

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15. What organizational practices have you found to be most important in helping your campus run effectively?

--- OPEN ENDED RESPONSE

Instructional Practices

16. Of the following instructional practices, which 5 did you observe most frequently at your charter school campus during 2017-18? (Please rank from 1 to 5 where 1 is most frequent and 5 is fifth most frequent).

___ Establishing positive relationships between the teacher and student
___ Teacher support for student autonomy and leadership
___ Maximizing learning time
___ Use of formative data in student assessments to guide instruction
___ Establishment of clear learning targets for each lesson plan
___ Use of hands-on activities in class with a variety of modalities
___ Meaningful peer interactions
___ Active facilitation of higher-order thinking by students
___
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--- OPEN DPNDED RESPONSE

Working with Low-

(Please rank from 1 to 5, where 1 is †Đost impactfu l àd 5 is ‡@he fifth †Đost impactfu l.)

___ Small group instruction in class ìÍ(Individualiz ed ins

In-school •nstru ctional &ðr tutoring labs ìÍ@Online learning tools †fðr math and/or ELA ìÍBBefore or after ‡60hool tu

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30. Prior to (or during) the 2017-18 school year, have staff on this campus trained in PBIS?

___Yes
___No

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___Posted and/or distributed flyers about the campus in area neighborhoods
___Social media (Facebook, Twitter, LinkedIn, etc.)
___Charter school campus website
___Other (Please describe.)

42. What methods were most effective in recruiting students for the 201718 school year?
--- OPEN ENDED RESPONSE

43.

campus? (Please rank from 1 to 5, where 1 is the most important aspect to maintain a positive school climate and 5 is the fifth most important.)

____Campus staff share a common set of beliefs about schooling/learning

____Culture of shared success
____Opportunities for teachers to collaborate
____Development of a family atmosphere
____Academic growth of students
____Socio-emotional growth of students
____Genuine care for students
____Adequate planning time to develop lesson plans
____Culture of respect between students and teachers
____Culture of respect among students (e.g., anti-bullying culture)
____Flexibility in lesson design and delivery
____Other (Please describe.)

47. What effective approaches have you used at your campus to create a positive climate in 2017-18?

--- OPEN ENDED RESPONSE

Final Thoughts

48.

Student recruitment/retention

31. What is your target population for student recruitment? What methods of student recruitment have you found to be most effective?
32. How do parents and/or students learn about your school? What methods do you use to disseminate information about your school?
33. Are there any transportation services provided by your charter school available to the students? If yes, please explain how those services are provided?
34. (Campus in Year 2 or 3) Have recruitment practices evolved from your first to second year of operations? If so how?
35. (Campus in Year 2 or 3) What steps are you taking in your second year to ensure high rates of student retention?
36. (Campus in Year 2 or 3) What barriers or challenges have you encountered with regard to student retention?
37. (Campus in Year 1) What barriers or challenges have you encountered, or do you expect to encounter in your first year with respect to student retention?
38. Is enrollment at this school at full capacity? Is there a waiting list, or are you still recruiting more students?
    a. [If there is a waiting list] How do you handle enrollment from the waiting list? Do you employ a first come, first serve approach, or is there a lottery system in place? (If there is a lottery system in place)
    b. Is there a sibling exemption in the lottery policy?
    c. Are there any other exemptions to the lottery policy?
39. (Campus in Year 2 or 3) With regard to retaining your student population, what methods have you found to be most effective?
40. (Campus in Year 1) What do you need to have in place to ensure high student retention rates at your school?

Teacher recruitment/retention

41. What methods do you use to recruit potential teachers?
42. What methods have been most effective in recruiting highly qualified educators to your charter school?
43. What qualifications and skills do you look for when recruiting teachers?
44. (Campus in Year 2 or 3) What criteria do you use to determine if a teacher is performing, at, above, or below the expected level?
    (Campus in Year 1) What criteria will you use to determine if a teacher is performing, at, above, or below the expected level?
45. (Campus in Year 2 or 3)
    expectations?
    (Campus in Year 1)
    expectations?

14. To what extent do you tailor professional development (PD) to the individualized needs of the teacher? Please describe your process for making this happen.

Global Question Related to Student Challenges

15. What are the biggest challenges that face students enrolled at your school?

Educationally disadvantaged students

16. What services does your charter school offer to support students who are educationally disadvantaged (i.e., considered at risk of dropping out of school)?
17. What methods have you found to be most effective in closing the achievement gap for educationally disadvantaged students at this charter school?

Lowest-performing students

18. What data are used to determine which students are the lowest performing and may need additional supports?
19. In what ways does your school support the lowest performing students?
20. What methods have you found to be most effective in closing the achievement gap for low-performing students?
21. How do you monitor progress of lowest performing students?

Student discipline

22. Does your charter school encourage students and/or parents to sign a contract with the school?
    a. What are the major tenets of these contracts?
    b. What occurs when a student or parent fails to meet the terms of the contract?
23. What approaches have been most effective at reducing student behavioral issues at your school?

Student recruitment/retention

24. What is your target population for student recruitment?
    a. What methods of student recruitment have you found to be most effective?
25. How do parents and/or students learn about your school?

c.

Teacher Focus Group Questions: Start-Up Charter Schools

Introductions and Organizational-level practices

1.
    a. Your name
    b. What grades and subjects you teach this year.

Note for interviewer: Remind participants to state their name before providing an answer (to provide clarity during transcription/analysis. If need be, reiterate elements of confidentiality statement)

2. (Ask each teacher to answer this question; follow-up on any questions the teacher does not answer) Please describe what type of school you worked at before this (e.g., local ISD, another charter, working in industry, etc.), how you were recruited into your position at this school, and what interested you about this school or position?

Note for interviewer: Remind participants that they are now free to jump in and add to the conversation in any way, or any time; this is now supposed to be more conversational/discussion based

3. In what ways were you involved in the planning process for getting this school off the ground?
4. What organizational practices have you found to be most important in getting this charter school off the ground?

Instructional-level practices

5. In what ways does the leadership at this school help support your lesson planning efforts?
6. In what ways does the leadership at this school help you to be a more effective teacher? That is, what types of supports are offered to you to help improve your craft as a teacher?
7. From an instructional perspective, what do you think is happening at this charter school that will make students academically successful?
8. Please describe the ways you support each other as teachers in terms of 5 EMC Qre W04 02u h other

d. [Campus in Year 2 or 3] • š ‰ •00 oà •] Ž a]’ ¢P àgA4 p”#ïV@¤Á ‘3”Ž a''ë ñ @ A

15. Which classroom management approaches have been most effective?
16. In what ways do school leaders support you with disciplinary issues?

Student recruitment/retention

17. What role, if any, do teachers at your charter school play in the student recruitment process?
    a. If teachers play a role: What approaches to student recruitment have you found to be most effective?
18. As a teacher, what things do you do to help promote student retention at your charter school?
19. What factors do you think are most important in getting students to return to your school each year?

School climate

20. How would you characterize the climate of your school? Why do you feel that way?
21. How would you characterize the teaching conditions at this school? Why do you feel that way?
22. What factors influence your decision to remain at this school?
    a. What factors would cause you to consider leaving your position at this school?

Table F.2. Regression Coefficients for Impact Models of Charter School-Level Grantee Campuses, 2018-19

Variable	Elem Schools, STAAR[1] Math	Middle Schools, STAAR Math	K-12 Schools, Algebra I EOC	Elem Schools, STAAR Reading	Middle Schools, STAAR Reading	K-12 Schools, English I EOC
Baseline mathematics z-score	.596* (.014)	.607* (.011)	.466* (.023)	.216* (.013)	.200* (.010)	.242* (.016)
Baseline reading z-score	.204* (.013)	.193* (.010)	.130* (.022)	.565* (.014)	.570* (.012)	.463* (.017)
Female	-.010 (.016)	-.008 (.013)	.123* (.027)	.082* (.015)	.105* (.013)	.214* (.022)
Economically disadvantaged	-.087* (.019)	-.068* (.016)	-.018 (.033)	-.081* (.019)	-.068* (.015)	-.090* (.026)
EL[2]	-.003 (.021)	-.030 (.019)	.043 (.038)	-.100* (.021)	-.175* (.017)	-.125* (.031)
SPED[3]	-.095* (.029)	-.170* (.022)	-.201* (.042)	-.131* (.029)	-.253* (.023)	-.296* (.043)
African American	-.064* (.028)	-.101* (.024)	.028 (.044)	-.062* (.027)	-.031 (.022)	-.117* (.038)
Hispanic	-.033 (.025)	-.037 (.023)	.094* (.041)	-.004* (.024)	.025 (.021)	-.083* (.038)
Other race	.193* (.036)	.165* (.032)	.226* (.071)	.130* (.030)	.037 (.028)	.045 (.050)
Number of observations	6,046	7,330	1,302	6,120	8,024	1,616
Adjusted R-squared	0.59	0.60	0.55	0.60	0.58	0.51

Notes. Robust standard errors in parenthesis. * indicates statistically significant where p < 0.05. Test scores are standardized with a statewide mean of 0 and a standard deviation of 1. They are presented in z-score units. Baseline and outcome tests are from statewide assessments collected by TEA. No baseline differences are significant at the 0.05 level, two-tailed test. Reported coefficients are from regressions of the relevant outcome variable on a treatment indicator and other covariates and adjusting for stu mathematics robust standards errors and the student is the unit of assignment and unit of analysis.

[1] State of Texas Assessments of Academic Readiness (STAAR)

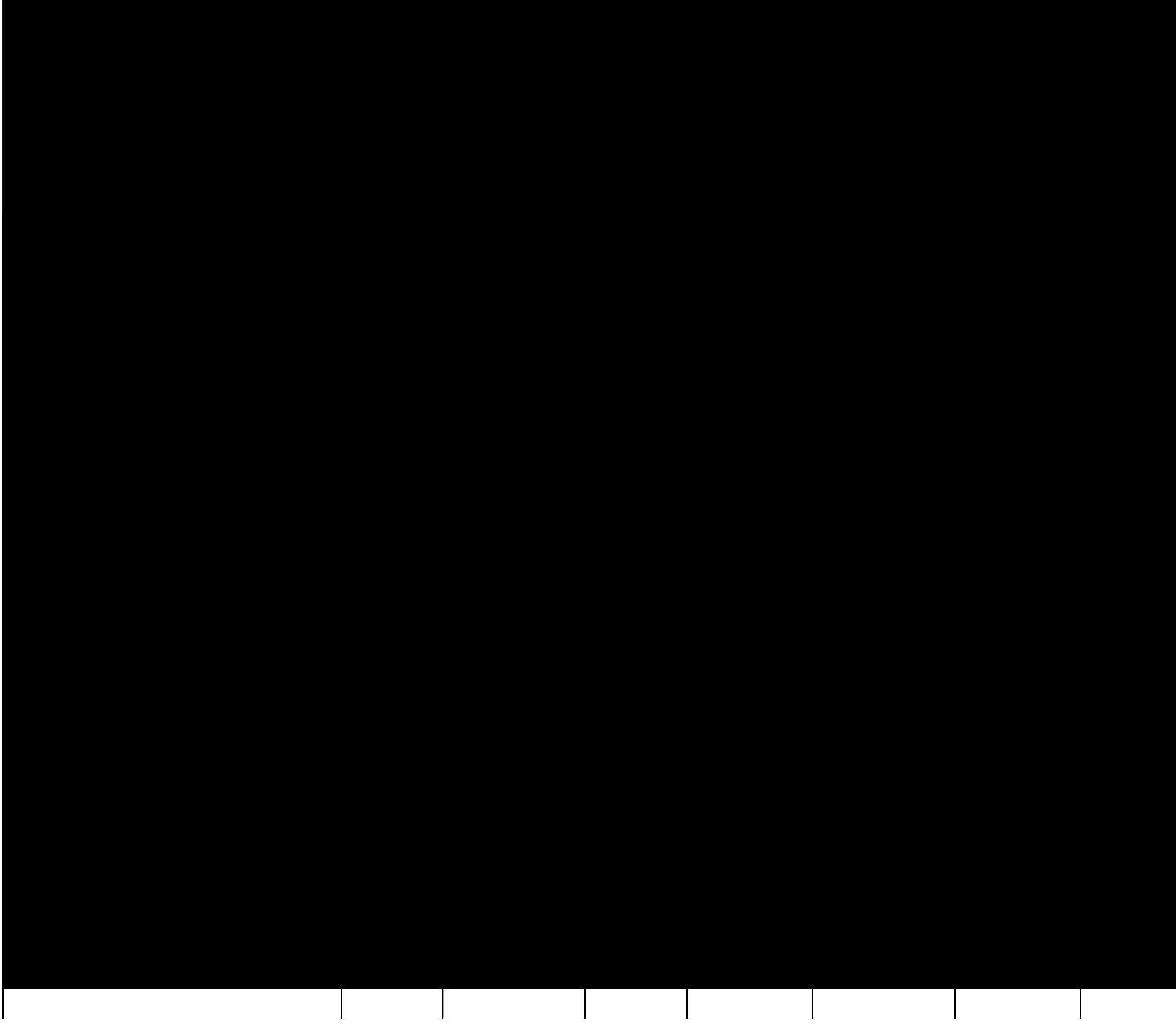
[2] English Learners (EL)

[3] Special Education (SPED)

Tables F.3 and F.4 show, for 2017-18 and 2018-19 respectively, the mathemati e

For elementary school STAAR Reading results, the average student group effects are 0.07 standard deviation units for African American students and 0.03 standard deviation units for Hispanic students, so both student groups at charter school start-up grantee campuses did slightly better than students from the same student group in the matched comparison sample, with the larger effect being approximately equivalent to the difference between scoring at the 40th percentile compared to the 43rd percentile. For elementary schools in 2018-19, students in feeder school districts had a STAAR Reading achievement gap of 0.60 standard deviations between the average test scores of African American/Hispanic students and white students, so the average student group effects are 12% of the race/ethnicity gap for African American students and 5% for Hispanic students.

For middle school STAAR Mathematics results, the average student group effects are -0.08 standard deviation units for African American students and -0.06 standard deviation units for Hispanic students. This means that both African American and Hispanic students at start-up middle school campuses performed slightly worse on STAAR Mathematics exams than their peers in the same student group in the matched comparison sample, with the larger effect being approximately equivalent to the difference between scoring at the 39th percentile compared to the 35th percentile. For middle schools in 2017-18, students in feeder school districts had a STAAR Mathematics achievement gap of 0.55 standard



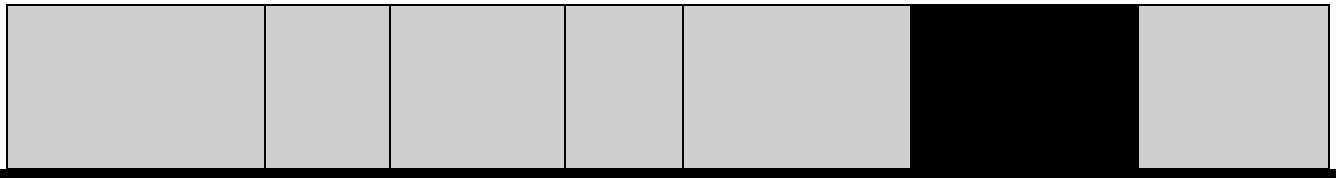


Table F.14. Results of Impact Analysis of EL[1] and SPED[2] Student Groups at Charter School Start-up Grantee Campuses, 2018-19

School Name	Number of EL	Mathematics impact, EL	Reading impact, EL	Number of SPED students	Mathematics impact, SPED students	Reading impact, SPED students
Elementary school results, STAAR[3] test outcomes						
CAMPUS A	136	0.18	0.12	22	0.13	0.28*
CAMPUS B	277	0.19	0.08	69	0.12	0.13
CAMPUS C	126	-0.15	0.07	33	-0.16	-0.06
CAMPUS D	12	--	--	57	-0.30*	-0.18