# Texas Charter School Program High-Quality Replication Grant

November 2020

*Prepared for:*

Texas Education Agency

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# Acronyms and Abbreviations

| | |
|---|---|
| CMO | Charter Management Organization |
| CSP | Charter School Program |
| CSPHQR | Charter School Program High-Quality Replication |
| CTAC | Community Training and Assistance Center |
| ED | United States Department of Education |
| EL | English Learner |
| EOC | End-of-Course |
| EOY | End-of-Year |
| ESC | Regional Education Service Center |
| ESSA | The Every Student Succeeds Act of 2015 |
| ILTexas | International Leadership of Texas |
| ISD | Independent School District |
| LEA | Local Education Agency |
| MLR | Multiple Linear Regression |
| PD | Professional Development |
| PEIMS | Public Education Information Management System |
| PSM | Propensity Score Matching |
| PTAA | Pioneer Technology & Arts Academy |
| SAISD | San Antonio Independent School District |
| SD | Standard Deviation |
| SEA | State Education Agency |
| SST | School of Science and Technology |
| STAAR | State of Texas Assessments of Academic Readiness |
| STEM | Science, Technology, Engineering, and Mathematics |
| TAC | Texas Administrative Code |

| | |
|---|---|
| TALA | Texas Authorizer Leadership Academy |
| TEA | Texas Education Agency |
| TEC | Texas Education Code |
| TEKS | Texas Essential Knowledge and Skills |
| YWLA | Young Women's Leadership Academy |

# Executive Summary

## Background

The Texas Education Agency (TEA) received a three-year grant from the U.S. Department of Education through its Charter School Program (CSP) State Entities competition in 2017. TEA used this CSP funding to administer a subgrant program designed to facilitate the replication of high-quality charter schools. The purpose of Texas's Charter School Program High-Quality Replication (CSPHQR) grant is threefold: (1) to provide financial assistance for the planning, program design, and initial implementation of newly replicated, high-quality charter schools; (2) to evaluate the effects of such schools, including the effects on students, student achievement, staff, and parents; and (3) to expand the number of high-quality charter schools available to students.

To be eligible for a CSPHQR grant, an open-enrollment charter school must apply for the grant on behalf of a proposed campus that has been designated as a "high-quality charter school campus" by the commissioner of education, according to the requirements set forth in Title 19, Chapter 100, Subchapter AA of the Texas Administrative Code (TAC).[1] The first two cohorts of CSPHQR grantees consisted of 22 replication campuses. Cohort I consisted of 10 open-enrollment charter school campuses that opened in 2018–19. Cohort II consisted of six open-enrollment charter school campuses and six district-authorized charter school campuses that opened in 2019–20.[2] These district-authorized charter school campuses replicated the high-quality models of designated "charter operator partners."

## Program Evaluation

In 2019, TEA contracted with the Community Training and Assistance Center (CTAC) to conduct a comprehensive evaluation of the CSPHQR grant program. The three overriding purposes of this evaluation were (1) to examine the effectiveness and impact of the CSPHQR grant; (2) to identify the mechanisms and potential promising practices exhibited by grantees in replicating high-quality charter campuses; and (3) to examine characteristics and factors of high-quality charter schools and campuses when opening high-quality charter replication campuses. The impact analysis was limited to the 10 Cohort I campuses for which 2019 year-end assessment data were available.

The evaluation was conducted using a mixed-methods approach. Qualitative and quantitative analyses were conducted using five principal sources of data: (1) TEA extant data; (2) surveys; (3) interviews and focus groups; (4) site observations; and (5) CSPHQR grant applications and grantee websites. Analytical methods included:

- Descriptive, descriptive-comparative, and correlational analyses of student-, teacher-, and school-level data;
- Descriptive analyses and Mann-Whitney U tests of survey data and site observations;

[1] See 19 TAC §100.1033(b)(13), 2020, amended to be effective June 18, 2020.

[2] This report uses the terms "open-enrollment" and "district-authorized" when referring to charter schools. The term open-enrollment charter school is used to refer to state-authorized charter schools that operate as independent local educational agencies (LEAs) with charter holder governing boards. (See Texas Education Code (TEC), Chapter 12, Subchapter D, 2019.) These charter schools may enroll students from any school district in their approved geographic boundaries. The term district-authorized charter school is used to refer to charter school campuses authorized by the governing body of an independent school district (ISD). (See TEC Chapter 12, Subchapter C, 2019.)

- Content and thematic analyses of responses to open-ended survey prompts and to interview and focus group questions; and
- A quasi-experimental analysis of student academic outcomes using a propensity score matching (PSM) methodology.

As a general rule, the non-CSPHQR-grantee campuses associated with the high-quality, open-enrollment charter schools that received CSPHQR funding were utilized as the comparison sets for grant-funded replication campuses. This methodological approach is designed to provide TEA with preliminary information regarding whether the newly opened campuses are maintaining the quality level of those that preceded them and whether grant-funded charter schools are sustaining quality across their campuses as they scale.

# Key Findings

## Characteristics of CSPHQR Grantees

In their first year of operation, open-enrollment replication campuses educated a larger percentage of students classified as economically disadvantaged than did the non-replication comparison campuses affiliated with their respective charter schools. The percentage of students classified as economically disadvantaged at Cohort I open-enrollment replication campuses decreased by five percentage points from 2018–19 to 2019–20. Teacher demographics at Cohort I replication campuses shifted somewhat from 2018–19 to 2019–20, with the percentage of new teachers decreasing and the percentage of teachers who possessed a teaching certificate issued pursuant to TEA certification standards increasing.

Student and teacher demographics at open-enrollment and district-authorized replication campuses differed. District-authorized replication campuses educated smaller percentages of Hispanic students and English Learners (EL) in their first year than did open-enrollment replication campuses, but larger percentages of African American students, students eligible for special education services, and students classified as economically disadvantaged. Sixty-five percent of teachers at first-year, open-enrollment replication campuses and 40% of teachers at first-year, district-authorized replication campuses were new to the profession. Teachers at open-enrollment replication campuses were more likely than teachers at district-authorized campuses to be Hispanic, while teachers at district-authorized replication campuses were substantially more likely to possess a teaching certificate issued pursuant to TEA certification standards and to be African American.[3]

## Planning for Replication

An analysis of the processes and practices adopted by CSPHQR grantees when planning to open replication campuses revealed meaningful philosophical and operational differences within the first two cohorts. Interviews and focus groups surfaced a broad range of perspectives regarding the degree to which grantee campuses were expected to implement the high-quality replication model with fidelity. Whereas some central office administrators expressed comfort in empowering high-quality campus

[3] Unless a waiver is granted, teachers in open-enrollment charter schools must hold a bachelor's degree but are not required by the state to hold a teaching certificate unless they are a special education or bilingual education/English as a second language teacher, or unless specifically stated in their charter applications. Additional information about TEA's certification standards is accessible at https://tea.texas.gov/texas-educators/certification, and additional information about the process for obtaining waivers is accessible at https://tea.texas.gov/about-tea/news-and-multimedia/correspondence/taa-letters/2019-2020-bilingual-education-exception/esl-waiver-application.

administrators to make responsive adaptations to their models, others were more insistent on adhering to standardized practices in new campus environments.[4] Over 80% of all survey respondents indicated that they believed grantee campuses to be moderately or extremely similar to existing campuses based on the high-quality replication models. Seventy-five percent of central office administrators and 73% of campus administrators believed that their replication campuses possessed instructional or operational autonomy.

The identification of effective campus leadership was roundly cited by central office administrators as a critical factor contributing to the early success of replication campuses, with a number of schools cultivating leaders through internal candidate pipelines. Fifty percent of the campus administrators who responded to the fall 2019 and spring 2020 Campus Educator Surveys indicated that they had been with their respective organizations for three or more years, a signal that many were familiar with the replication model when their campuses launched. Several campus administrators shared that they felt less than fully prepared prior to the opening of their campuses. Fifty-seven percent of campus administrators agreed or strongly agreed that they received professional development (PD) prior to their campuses opening, and 53% agreed or strongly agreed that they received effective support from their central offices.

Founding teacher teams at replication campuses were assembled through a combination of new staff recruitment and strategic relocation of veteran faculty. Nearly 30% of teachers who responded to the fall 2019 and spring 2020 Campus Educator Surveys indicated that they had been with their respective organizations for three or more years, suggesting that a number of teachers at early-stage replication campuses had shifted over from existing campuses based on the high-quality replication models. Ninety percent of teachers agreed or strongly agreed that they understood the expectations for their roles when they accepted their positions, and 86% agreed or strongly agreed that they received PD after being hired. Teachers' perceptions of the support they received from campus administrators lagged their overall feelings of preparedness, with 77% agreeing that they received effective support from campus administrators during the planning period.[5]

Replication campuses conducted community outreach efforts through a number of channels during their planning periods. Parents most frequently cited academic rigor, approach to school culture, school leadership, school model, and approach to school discipline as "very important" or "extremely important" factors in their decision to enroll their children at replication campuses. Less than two-thirds of central office personnel agreed or strongly agreed that parental demand for seats at their replication campuses was robust.

[4] Throughout this report, the terms "central office personnel" and "central office administrator" refer interchangeably to individuals affiliated with charter school and CMO central offices that provide shared services to open-enrollment replication campuses, individuals affiliated with the ISDs that govern district-authorized replication campuses, and individuals affiliated with charter operator partners that provide services to district-authorized replication campuses.

[5] Texas defines the "planning period" as the period after the charter school campus is approved by the commissioner to open but before it begins to serve students. For district-authorized charters, the planning period is the period after the board of trustees authorizes the charter school but before the charter school begins to serve students. The "implementation period" for both begins when the charter school campus begins to serve students.

## Supporting Replication Campuses

The local education agencies (LEAs) examined in this evaluation report have taken divergent approaches regarding the extent to which they allow replication campuses to exercise autonomy over their instructional programs.[6] Whereas some campuses indicated that they have autonomy to make instructional decisions they believe to be in the best interests of their students, others were expected to adhere more strictly to the curricular and assessment systems used at other campuses with which they share a high-quality model. Eighty percent of central office personnel, 79% of teachers, and 73% of campus administrators agreed or strongly agreed that replication campuses received the instructional support they needed to educate students effectively.

In addition to instructional support, LEAs also attempted to facilitate implementation of their high-quality models on replication campuses by furnishing key operational, financial, and technological supports. Central office administrators were more likely than campus administrators to agree that replication campuses received adequate financial and technological supports. This perceptual disconnect dramatizes the challenges that central offices face when attempting to support growing networks of campuses. Additionally, observational data revealed grantees to have encountered challenges when attempting to replicate key facilities-related features of their models.

Effective implementation of a replication model hinges on campus-based personnel communicating effectively with the central office teams at their respective LEAs. Eighty-three percent of both campus administrators and campus non-instructional personnel agreed or strongly agreed that two-way communication existed between their replication campuses and key constituencies within their communities. Seventy-five percent of central office administrators agreed or strongly agreed that two-way communication existed between central office and campus-based colleagues. Moreover, strong campus-home communication norms were cited as key in facilitating the transition to distance learning over the final months of the 2019–20 school year. The majority of parents agreed or strongly agreed that they had two-way communication with teachers and administrators at replication campuses.

Teachers received PD from internal experts (based either at their campus, a sister campus, or the central office), from trainers at their regional education service centers, or through opportunities furnished by outside providers that they identified independently and received approval to pursue. Some PD sessions, such as those covering specific instructional strategies, appeared to be mandated by central offices. In other instances, campuses were able to curate PD opportunities based on the perceived needs of their teachers, leaders, and students. Whereas 83% of central office administrators agreed or strongly agreed that they used performance data to determine the PD opportunities offered on replication campuses, 68% of campus non-instructional personnel and 59% of teachers agreed or strongly agreed that PD was differentiated to address their specific needs.

Because TEA originally prioritized providing technical assistance to district authorizers with CSP funding, technical assistance opportunities for the first two cohorts of CSPHQR operators were somewhat limited. Sixty-four percent of central office administrators and 50% of campus administrators agreed or strongly agreed that they understood what supports were available from TEA to replication campuses. Forty-six percent of central office administrators and 37% of campus administrators agreed or strongly agreed that they accessed support from TEA on a regular basis.

[6] The term “LEA” refers both to open-enrollment charter schools and to ISDs. The term “campus” refers to the campus-level entity that students attend.

## Initial Impact

Preliminary findings indicate that the effect of opening a Cohort I replication campus on school-level state academic accountability ratings was neutral or negative in that accountability ratings stayed the same or decreased from 2018 to 2019.[7] This finding suggests two possible explanations. First, the performance of the replication campus itself may have contributed to the school's academic accountability rating decreasing. Alternatively, the performance of campuses in operation during the 2017–18 school year may have been adversely impacted by the school's efforts to support the Cohort I replication campus (e.g., by losing veteran educators who were shifted to replication campuses or by sacrificing some measure of individualized support from central office administrators responsible for providing shared services to additional campuses). These explanations are not mutually exclusive; a school's attempts to support a struggling replication campus may be insufficient to improve that campus's short-term academic outcomes while nevertheless steering attention and resources away from other campuses.

A descriptive statistical analysis showed that students attending Cohort I replication campuses were outperformed by their peers at non-replication comparison campuses on multiple measures of student performance in 2018–19. This is a key finding, in light of research that shows initial academic data from replication campuses to be predictive of subsequent campus-level performance (Peltason and Raymond, 2013). Both on an overall basis and when disaggregated by student group, students at non-replication comparison campuses were more likely to achieve the Approaches Grade Level standard or better on 2019 State of Texas Assessments of Academic Readiness (STAAR)-Reading, STAAR-Mathematics, STAAR-Algebra I end-of-course (EOC), and STAAR-English I EOC exams.[8]

Overall, students attending non-replication comparison campuses were eight percentage points more likely than students attending replication campuses to achieve the Approaches Grade Level standard or better on the STAAR-Reading exam and seven percentage points more likely on the STAAR-Mathematics exam. Students attending non-replication comparison campuses were 28 percentage points more likely than students attending replication campuses to achieve the Approaches Grade Level standard or better on the STAAR-Algebra I EOC exam and 17 percentage points more likely to achieve the Approaches Grade Level standard or better on the STAAR-English I EOC exam. A PSM analysis showed that the treatment effect of enrollment at a Cohort I campus relative to enrollment at a non-replication comparison campus ranged from -20 to -175 points on STAAR and EOC scale scores and from -0.4 to -12 percentage points on STAAR and EOC proficiency levels.

Increases in per-student instructional expenditures were associated with increases in the percentages of students at Cohort I replication campuses achieving the Approaches Grade Level standard or better on STAAR-Reading and STAAR-Mathematics exams. Increases in the percentages of EL students and students classified as economically disadvantaged in the testing populations at Cohort I replication campuses and non-replication comparison campuses were associated with decreases in the percentage of students achieving the Approaches Grade Level standard or better on STAAR-Reading and STAAR-

[7] Over the past several years, the state academic accountability system in Texas has experienced many changes. The most significant changes were the transitions to *A* through *F* rating systems for districts in 2017–18 and for campuses in 2018–19. Details regarding the 2018–19 system and its components are available in the TEA 2019 Accountability Manual (https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/2019-accountability-manual).

[8] The Approaches Grade Level standard is a STAAR performance level descriptor indicating that the student is likely to succeed in the next grade or course with targeted academic intervention. The Approaches Grade Level standard serves as the state passing standard.

Mathematics exams. The negative relationship between the percentages of students in these groups in a testing cohort and STAAR proficiency was more pronounced on replication campuses.

Cohort I students were absent from school slightly more frequently than students enrolled at non-replication comparison campuses. Cohort I students were also comparatively more likely to have experienced a disciplinary action during the 2018–19 school year.

### Key Takeaways from Replication Campus Operation

Cohort I grantees made a series of adjustments in response to challenges encountered in the 2018–19 school year. Among the areas in which teachers at Cohort I replication campuses identified the emergence of best practices, instruction, professional relationships, and school connectedness were cited most often. Effective campus leadership was the variable most frequently identified by teachers as a key determinant of replication success. Importantly, then, large percentages of central office administrators agreed or strongly agreed that the manner in which they support (84%), prepare (84%), and identify (83%) leaders of replication campuses had improved from 2018–19 to 2019–20.

Survey data indicated that stakeholders believe central office support services became more responsive to campus needs and that campuses became more responsive to the needs of students and families. Central office administrators (84%) were more likely than teachers (79%), campus administrators (74%), or campus non-instructional personnel (73%) to believe that central office support services have become more responsive to campus needs. Teachers affiliated with one of the four open-enrollment charter schools represented in Cohort I expressed significantly less favorable views than teachers at the other three Cohort I schools when surveyed about the extent to which central office support services had become more responsive to their campuses' needs. However, at least 83% of all stakeholder groups — central office administrators, campus administrators, campus non-instructional personnel, teachers, and parents — agreed or strongly agreed that Cohort I campuses had become more responsive to the needs of teachers and students in their second year of operation.

Availability of resources was a recurring theme in teacher responses to open-ended survey items regarding issues and areas where additional supports were needed. Thirty-six percent of teachers cited the availability of resources as an issue that arose during the early stages of their campuses' replication efforts, 45% indicated they would benefit from additional resources from their central offices, and 39% stated that they would benefit from additional resources from TEA.

## Promising Practices

Grantees afforded replication campuses varying degrees of autonomy. Regardless of where a school's replication philosophy landed on the standardization/customization continuum, grantees showcased a number of practices that a school might take to increase responsiveness to local considerations while maintaining model fidelity. Schools seeded replication campuses with leaders and teachers familiar with their high-quality models, ensuring consistency and creating opportunities for new teachers to have access to skilled mentors. Additionally, they attempted to define the autonomies that campuses possess and design central office staffing structures, PD offerings, and support models to address campus needs.

Replication campus operators attempted to remedy perceptual disconnects between central offices and campuses by streamlining communication, familiarizing campus leaders with central office personnel prior to the launch of a replication campus, maintaining a consistent and visible on-campus presence after a campus had opened, and ensuring that administrators understood how to navigate central office support infrastructures. Effective communication efforts helped campuses mitigate challenges associated with

replication and establish strong relationships with parents, their central offices, and TEA. Prioritizing parent communication created the foundation upon which campuses were able to co-construct distance-learning programs in collaboration with families during a period of extended school closure.

Quantitative and qualitative data showed that grantees encountered challenges when they attempted to open replication campuses whose demographics, grade configurations, geographical settings, and governance constructs differed from those in place when they earned "high-quality" designations. To navigate these challenges, grantees developed a number of promising strategies. They increased their capacity to diagnose student learning needs, sought to ingrain cultures of feedback and improvement for teachers, and differentiated PD based on needs identified during classroom observations. They redesigned their leadership preparation programs to provide more practical, hands-on learning opportunities for aspiring administrators, and they reexamined their approaches to interfacing with parents and other community members. They created the conditions under which administrators were more likely to use data to inform teaching practices and to customize interventions, afford students greater involvement in the learning process, and establish clear and consistent classroom routines.

# 1. Introduction and Background

## Overview of Charter School Program High-Quality Replication Grant

In 2016, the Texas Education Agency (TEA) applied for and received a five-year grant from the U.S. Department of Education (ED) through its Charter School Program (CSP) State Educational Agencies (SEA) competition. TEA has used this 2016 CSP grant to support the planning, design, and initial implementation of new public charter schools. After the Elementary and Secondary Education Act was reauthorized as the Every Student Succeeds Act (ESSA) in 2015, the CSP SEA competition evolved into the CSP State Entities competition. Critically, ESSA permits state entities to use CSP funding not only to facilitate the opening of "start-up" charter school campuses but also the replication and expansion of "high-quality" charter schools within their jurisdictions (20 U.S.C. § 7221b(b)(1)). Accordingly, TEA applied for and received a three-year CSP grant in 2017 to assist specifically with the replication of existing high-quality charter schools across Texas.

The purpose of the Charter School Program High-Quality Replication (CSPHQR) grant is threefold: (1) to provide financial assistance for the planning, program design, and initial implementation of newly replicated, high-quality charter schools, (2) to evaluate the effects of such schools, including the effects on students, student achievement, staff, and parents, and (3) to expand the number of high-quality charter schools available to students. Through the CSPHQR grant, TEA has sought to effectuate a significant increase in the number of students attending highly rated schools (i.e., those earning an *A* or a *B* on their year-end state academic accountability ratings) and a significant decrease in the number of students attending poorly rated schools (i.e., those earning a *D* or an *F*).[9]

To be eligible for a CSPHQR grant, therefore, an open-enrollment charter school applicant must apply for the grant on behalf of a proposed campus that has been designated as a "high-quality charter school campus" according to the requirements set forth in Title 19, Chapter 100, Subchapter AA of the Texas Administrative Code (TAC). Open-enrollment charter schools seeking CSPHQR funding to support the launch of a new campus must complete a "high-quality campus designation application" along with their expansion amendment requests to the commissioner of education (19 TAC §100.1033(b)(13), 2020, amended to be effective June 18, 2020).[10] District-authorized charter schools are eligible for funding insofar as they are explicitly designed to replicate the educational model of an existing high-quality charter school on a new campus.

To catalyze the development of the state's comparatively nascent district-authorized charter school sector, TEA's original approved CSP budget stipulated that district-authorized charter schools would be

[9] Over the past several years, the state academic accountability system in Texas has experienced many changes. The most significant changes were the transitions to *A* through *F* rating systems for districts in 2017–18 and for campuses in 2018–19. Details regarding the 2018–19 system and its components are available in the TEA 2019 Accountability Manual (https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/2019-accountability-manual).

[10] This report uses the terms "open-enrollment" and "district-authorized" when referring to charter schools. The term open-enrollment charter school is used to refer to state-authorized charter schools that operate as independent local educational agencies (LEAs) with charter holder governing boards. (See Texas Education Code (TEC), Chapter 12, Subchapter D, 2019.) These charter schools may enroll students from any school district in their approved geographic boundaries. The term district-authorized charter school is used to refer to charter school campuses authorized by the governing body of an independent school district (ISD). (See TEC Chapter 12, Subchapter C, 2019.)

eligible to receive $600,000 for approved post-award planning and implementation expenses while open-enrollment charter schools would be capped at $400,000. However, while TEA sought and received funding to replicate approximately 115 high-quality campuses during the CSPHQR grant period, only 22 grants were awarded through the first two years of the three-year grant period.[11] Consequently, TEA received approval from ED to increase the maximum grant award amount to $900,000 for all eligible applicants.

## Evaluation Approach

### Purpose of the Report

This evaluation seeks to examine the effectiveness and impact of the CSPHQR grant, to identify the mechanisms and potential promising practices exhibited by grantees in replicating high-quality charter campuses, and to examine characteristics and factors of high-quality charter schools and campuses when opening high-quality charter replication campuses. This information is designed to contribute to future programmatic decisions and to aid TEA in identifying and disseminating best or promising practices of successful, high-quality replication charter schools and campuses while contributing to the expansion of the number of high-quality charter schools in the state.

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

- **Objective 1** — Describe the characteristics of the first cohort of CSPHQR grantees at the charter school and charter school campus levels.[13]
- **Objective 2** — Describe the processes by which the first cohort of CSPHQR grantees plans for, supports, and operates high-quality replication campuses.
- **Objective 3** — Describe the use of and perceptions of any grant-funded supports provided by TEA and other organizations as directed by TEA for the first cohort of CSPHQR grantees.
- **Objective 4** — Describe the characteristics of the second cohort of CSPHQR grantees, the process by which they replicate, and any supports used.
- **Objective 5** — Examine the initial impact of the CSPHQR grant on Cohort I grantees.[14]

[11] TEA officials attributed this outcome to a number of factors. First, they indicated that the targets animating their project plan had not accounted for the possibility that high-quality, open-enrollment charter schools would secure direct federal support for replication through the CSP Charter Management Organization (CMO) competition and thus become ineligible to use CSPHQR funding for those newly opened campuses. They also noted that Senate Bill 1882, enacted in 2017 to provide incentives for ISDs to enter into partnerships with charter school operators, has not yet inspired the expected number of replications. Additionally, they identified confusion on the part of ISDs that attempted to secure CSPHQR funding to replicate educational models other than those provided by existing, high-quality charter schools.

[12] Throughout this report, the term “campus” refers to the campus-level entity that students attend.

[13] Cohort I grantees began educating students at their replication campuses during the 2018–19 instructional year. Cohort II grantees opened their replication campuses in 2019–20.

[14] Due to timing issues concerning the availability of data, the evaluation scope never encompassed an analysis of the CSPHQR grant on Cohort II student outcomes. Accordingly, the cancelation of State of Texas Assessments of Academic Readiness (STAAR) exams in 2020 due to the outbreak of COVID-19 did not materially impact the evaluation.

In 2019, TEA contracted with the Community Training and Assistance Center (CTAC) to conduct a comprehensive evaluation of the CSPHQR grant program.

## Literature Review

The logic animating this evaluation is rooted in the body of research concerning effective charter school replication. Research suggests that a key variable in the success of replication efforts is the preliminary identification of the schools most likely to scale sustainably (Cohodes et al., 2018). Thus, prioritizing the growth of "proven" charter operators may be an effective strategy for improving the overall quality of a state's public-school landscape (Field et al., 2014; Wohlstetter et al., 2011). Indeed, the model law propounded by the National Alliance for Public Charter Schools (2016) explicitly faults existing state charter laws for "fail[ing] to adequately capture the role of high-performing charter schools that are replicating in their states" and admonishes charter authorizers to "ensure that only effective governance models and high performing programs are rewarded with replication" (pp. 17, 31). According to Field et al. (2014), states should build the capacity of authorizers, reduce administrative burdens on high-performing networks, and invest financial and capital resources in high-quality schools seeking to replicate their models.

The viability of charter replication as a strategy to increase the overall quality of an educational ecosystem, however, is predicated on expanding charter management organizations (CMOs) being able to maintain their success when operating in new settings and when working with different sets of students and families (Cohodes et al., 2018). Peltason and Raymond (2013) have found that only two-thirds of the replication campuses opened by CMOs rival the quality of their existing portfolios. Worse, by attempting to replicate without proper planning, adequate resources, or consistent execution, CMOs may end up weakening the quality of their existing schools (Peltason & Raymond, 2013).

Cohodes et al. (2018) find that strict adherence to a proven model increases the likelihood of successful replication and posit that the "highly standardized practices" adopted by many successful charter operators "may facilitate the portability of charter effectiveness to new campuses" (p. 20). By institutionalizing policies and practices correlated with improved student outcomes, charter schools can attempt to minimize variability across campuses (Gleason, 2017; Wohlstetter et al., 2015). The resource constraints that can limit the capacity of standalone schools to pursue their missions in a sustainable fashion have inspired charter operators to pursue economies of scale through the centralization of back-office services such as staff and student recruitment, instructional systems design, and data management and analysis (Torres et al., 2018; Wohlstetter et al., 2011). For example, charter schools often use structured leadership development programs to ensure proliferation of common practices, terminology, and values across schools and regions (Torres et al., 2018). The capacity to provide intentionally designed pre-service and ongoing support to school leaders is a clear advantage that CMOs possess over standalone schools that routinely rely on their leaders to create reactive, self-directed professional learning programs, and CMOs see these programs as investments in quality control (Gawlik, 2015; Torres et al., 2018).

Critically, valorization of a single, inflexible model may prove problematic within the context of multi-site charter operations. Lake (2007) has suggested that fidelity to a proven model must be coupled with an allowance for "local adaptation" in order for replication efforts to succeed. Peurach and Glazer (2012) explain that progressing "from fidelity of implementation to adaptive, locally-responsive use" allows schools in new settings to internalize an existing model and tailor it to "address local exigencies and environments" (p. 167). The mere identification and isolation of effective practices does not necessarily lead to effective replication when those practices are transplanted into a new setting (Hays, 2013; Wilder & Jacobsen, 2010).

Higgins and Hess (2009) fault replication efforts that "presume[ ] that organizations can and should keep doing what they have done before and that clones will prove similarly effective in new locales" (p. 10). High-capacity educators in CMO-affiliated replication campuses may become disillusioned if they view their school leaders as beholden to a remote central office unwilling to modulate its approach to suit local norms (Torres, 2014). Shaky transitions from fidelity to local adaptation can lead to "resistance" and "blind compliance" if those on the ground are "locked in a pattern of rote, mechanistic implementation" rather than actively engaged in the process of shaping a model to reflect local circumstances (Peurach & Glazer, 2012, p. 176). As a result, CMOs that are "successful with one particular population or in one location" often appear "under-prepared for the challenges that arise with new schools in new locations" (Farrell et al., 2014, p. 81).

## Data and Methods

Analyses of qualitative and quantitative data were conducted to address each of the five objectives. Data sources included:

- **TEA Extant Data**. Student-, teacher-, and school-level data were furnished by TEA and were used to analyze student and teacher demographics, student achievement (including performance on State of Texas Assessments of Academic Readiness (STAAR) exams and on early reading and school readiness measures), enrollment, attendance, discipline, school state academic accountability ratings, and campus-level expenditures.

- **Surveys**. Survey instruments were developed by CTAC to collect perceptual data from five key stakeholder groups: Central office administrators, campus administrators, teachers, campus non-instructional personnel, and parents.[15, 16] Initial surveys were disseminated via SurveyMonkey to Cohort I stakeholders in fall 2019 and to Cohort II stakeholders in spring 2020. Brief follow-up surveys were administered to Cohort I stakeholders in spring 2020. A total of 2,440 unique survey responses were collected and analyzed.

- **Interviews and Focus Groups**. Interviews and focus groups were conducted using semi-structured interview protocols. Perceptual data were collected in this fashion from central office personnel, campus administrators, teachers, campus non-instructional personnel, parents, and TEA officials. Interviews and focus groups took place both in-person and using videoconferencing technology.[17] A total of 186 stakeholders participated in interviews or focus groups during the evaluation period.

- **Site Observations**. A stratified sample of five Cohort I campuses were visited by members of the evaluation team in November 2019. The principal purposes of the site visits were (a) to examine

[15] Throughout this report, the terms "central office personnel" and "central office administrator" refer interchangeably to individuals affiliated with CMO central offices that provide shared services to open-enrollment replication campuses, individuals affiliated with the ISDs that govern district-authorized replication campuses, and individuals affiliated with charter operator partners that provide services to district-authorized replication campuses.

[16] The Campus Educator Survey instrument defined "campus non-instructional personnel" as encompassing business managers, operations managers, social workers, behavior specialists, office managers, receptionists, counselors, testing coordinators, librarians, registrars, and aides.

[17] The first round of interviews and focus groups took place in November 2019 and were primarily conducted during site visits to Cohort I campuses. The second round took place in May 2020 after the COVID-19 outbreak had caused school facilities to shutter for the year. Accordingly, these interviews and focus groups were conducted via Zoom.

how faithfully replication campuses were implementing their "high-quality" models, and (b) to determine how effectively they were leveraging key supports from their central offices, TEA, and partner organizations.[18]

- **CSPHQR Grant Applications and Grantee Websites**. Grant applications and grantee websites were used to obtain additional information about replication models, enrollment configurations, and budgeted expenditures.

An assortment of qualitative and quantitative analyses was conducted on these datasets. Methods included

- Descriptive, descriptive-comparative, and correlational analyses of student-, teacher-, and school-level data;
- Descriptive analyses and Mann-Whitney U tests of survey data and site observations;
- Content and thematic analyses of responses to open-ended survey prompts and to interview and focus group questions; and
- A quasi-experimental analysis of student academic outcomes using a propensity score matching (PSM) methodology.

A critical feature of this evaluation was the decision to utilize non-CSPHQR-grantee charter school campuses affiliated with high-quality, open-enrollment charter schools that received CSPHQR grants as the starting point when generating comparison sets for open-enrollment replication campuses. Charter accountability plans tend to prioritize an exploration of whether schools are outperforming the traditional public schools to which parents might otherwise send their children. As a result, external evaluations of charter school performance frequently default to the use of observationally similar traditional public schools as control groups against which the treatment of enrollment at a charter campus can be measured. This CSPHQR evaluation, by contrast, is designed to provide TEA with preliminary information regarding whether the newly opened campuses are maintaining the quality level of those that preceded them and whether charter schools are sustaining quality across their campuses as they scale. While these replication campuses will ultimately need to demonstrate that they are providing students with educational opportunities that consistently rival or surpass those available at traditional public schools, the threshold question during their first years of operation must be whether they are of the same caliber as those whose successes they are designed to emulate. As Peltason and Raymond (2013) caution, among replication campuses, the "initial signals of performance are predictive of later performance" (p. 13).

Additional information about the CSPHQR evaluation approach and data sources is included in Appendix A. New data collection instruments are included in Appendix B. Technical considerations for the PSM, as well as additional tables connected to the impact analysis, are included in Appendix C. Survey response data tables are included in Appendix D.

[18] Ten additional campuses (the remaining five from Cohort I and five from Cohort II) were slated for site visits in April 2020 but were closed for the year due to COVID-19 before those observations could occur.

## Report Structure

Following this introductory chapter, Chapter 2 provides a basic overview of each cohort of CSPHQR grantees as well as pertinent information about student and teacher demographics at the local education agency (LEA) and charter school campus levels.[19] Chapter 3 explains how CSPHQR grantees planned to open their replication campuses and includes information about their replication philosophies, the manner in which they identified and prepared administrators and teachers, and how they recruited students and families to be part of their school communities. Chapter 4 provides insight into how replication campuses leveraged support from their central offices, TEA, and grant-funded partners.

Chapter 5 explores the initial impact of the CSPHQR grant on Cohort I grantees. In addition to analyses of state academic accountability ratings, attendance measures, and disciplinary rates, this chapter includes descriptive, correlational, and quasi-experimental analyses of student academic outcomes. Chapter 6 outlines key takeaways from the grant period to date and includes issues that have surfaced, areas of need that have been identified, and continuous improvement efforts that have been undertaken. Chapter 7 summarizes key findings from Chapters 2 through 6, surveys the potential promising practices exhibited by grantees in replicating high-quality charter campuses, and outlines the limitations of this report. The appendices follow thereafter.

[19] Throughout this report, the term “LEA” refers both to open-enrollment charter schools and to ISDs.

# 2. Characteristics of CSPHQR Grantees

This chapter addresses Evaluation Objectives 1 and 4 by describing the characteristics of the first two cohorts of CSPHQR grantees at the campus and LEA levels. After providing a brief overview of the 22 grant-funded campuses that opened during the first two years of the grant program, this chapter explores student and teacher demographics among open-enrollment and district-authorized grantees.

## Overview of Grantees

Tables 2.1 and 2.2 provide basic information about the first two cohorts of CSPHQR grantee campuses during their first and second years of operation, respectively. For the six district-authorized grantee campuses, Table 2.1 lists the charter operator partners whose high-quality models were replicated under the grant. Table 2.2 shows that six out of the 10 Cohort I campuses phased in a new grade level in 2019–20 with campus-level enrollments increasing accordingly.

*Table 2.1. CSPHQR Grantee Profile (Year 1 of Operation)*

| Grantee | Campus | Cohort | Grade Levels Served | Enrollment | Charter Type | Charter Operator Partner |
|---|---|---|---|---|---|---|
| Austin Achieve | Austin Achieve Northeast | Cohort I | PK–4 & 9–12 | 921 | Open-enrollment | Not applicable |
| Great Hearts Texas | Great Hearts Western Hills | Cohort I | K–5 | 592 | Open-enrollment | Not applicable |
| ILTexas[a] | ILTexas College Station Elementary | Cohort I | K–5 | 759 | Open-enrollment | Not applicable |
| ILTexas | ILTexas College Station Middle | Cohort I | 6–8 | 205 | Open-enrollment | Not applicable |
| ILTexas | ILTexas Houston Orem Elementary | Cohort I | K–5 | 815 | Open-enrollment | Not applicable |
| ILTexas | ILTexas Houston Orem Middle | Cohort I | 6–8 | 343 | Open-enrollment | Not applicable |
| ILTexas | ILTexas Houston Windmill Lakes-Orem High | Cohort I | 9 | 60 | Open-enrollment | Not applicable |
| ILTexas | ILTexas Lancaster Desoto High | Cohort I | 9 | 44 | Open-enrollment | Not applicable |

*Source*: Public Education Information Management System databases, Texas Education Agency, 2018–19 and 2019–20.
*Note*. Year 1 for Cohort I campuses was 2018–19. Year 1 for Cohort II campuses was 2019–20. Austin Achieve Northeast served Grades PK–4 and 9–12 in 2018–19. In 2019–20, the campus was bifurcated, with Austin Achieve High becoming a Cohort II campus serving Grades 9–12.
[a] International Leadership of Texas
[b] School of Science and Technology
[c] Independent School District
[d] Pioneer Technology & Arts Academy
[e] San Antonio Independent School District
[f] Young Women's Leadership Academy

**Table Continues**

*Table 2.1. CSPHQR Grantee Profile (Year 1 of Operation) (Continued)*

| Grantee | Campus | Cohort | Grade Levels Served | Enrollment | Charter Type | Charter Operator Partner |
|---|---|---|---|---|---|---|
| SST[b] Discovery | SST Northwest | Cohort I | PK–6 | 162 | Open-enrollment | Not applicable |
| SST Discovery | SST Sugar Land | Cohort I | PK–2 & 5–6 | 118 | Open-enrollment | Not applicable |
| Austin Achieve | Austin Achieve High | Cohort II | 9–12 | 520 | Open-enrollment | Not applicable |
| Beaumont ISD[c] | Jones-Clark Elementary | Cohort II | PK–5 | 516 | District-authorized | Phalen Leadership Academy |
| Beaumont ISD | Smith Middle | Cohort II | 6–8 | 572 | District-authorized | Phalen Leadership Academy |
| Great Hearts Texas | Great Hearts Forest Heights | Cohort II | K–6 | 617 | Open-enrollment | Not applicable |
| Hamlin Collegiate ISD | Hamlin Collegiate Elementary | Cohort II | PK–5 | 263 | District-authorized | Collegiate Edu-Nation |
| Hamlin Collegiate ISD | Hamlin Collegiate Jr./Sr. High | Cohort II | 6–8 | 154 | District-authorized | Collegiate Edu-Nation |
| PTAA[d] | PTAA Mesquite Elementary | Cohort II | K–5 | 220 | Open-enrollment | Not applicable |
| PTAA | PTAA Royse City Elementary | Cohort II | K–5 | 152 | Open-enrollment | Not applicable |
| SAISD[e] | YWLA[f] Elementary at Page | Cohort II | K–1 | 158 | District-authorized | Young Women's Preparatory Network |
| SST | SST Spring | Cohort II | PK–6 | 289 | Open-enrollment | Not applicable |
| SST Discovery | SST Hill Country | Cohort II | PK–4 | 113 | Open-enrollment | Not applicable |
| Throckmorton Collegiate ISD | Throckmorton Collegiate | Cohort II | PK–12 | 162 | District-authorized | Collegiate Edu-Nation |

*Source*: Public Education Information Management System databases, Texas Education Agency, 2018–19 and 2019–20.
*Note*. Year 1 for Cohort I campuses was 2018–19. Year 1 for Cohort II campuses was 2019–20. Austin Achieve Northeast served Grades PK–4 and 9–12 in 2018–19. In 2019–20, the campus was bifurcated, with Austin Achieve High becoming a Cohort II campus serving Grades 9–12.
[a] International Leadership of Texas
[b] School of Science and Technology
[c] Independent School District
[d] Pioneer Technology & Arts Academy
[e] San Antonio Independent School District
[f] Young Women's Leadership Academy

*Table 2.2. CSPHQR Grantee Profile (Year 2 of Operation)*

| Grantee | Campus | Cohort | Grade Levels Served | Enrollment | Charter Type |
|---|---|---|---|---|---|
| Austin Achieve | Austin Achieve Northeast | Cohort I | PK–4 | 696 | Open-enrollment |
| Great Hearts Texas | Great Hearts Western Hills | Cohort I | K–6 | 705 | Open-enrollment |
| ILTexas[a] | ILTexas College Station Elementary | Cohort I | K–5 | 941 | Open-enrollment |
| ILTexas | ILTexas College Station Middle | Cohort I | 6–9 | 405 | Open-enrollment |
| ILTexas | ILTexas Houston Orem Elementary | Cohort I | K–5 | 813 | Open-enrollment |
| ILTexas | ILTexas Houston Orem Middle | Cohort I | 6–8 | 408 | Open-enrollment |
| ILTexas | ILTexas Houston Windmill Lakes-Orem High | Cohort I | 9–10 | 162 | Open-enrollment |
| ILTexas | ILTexas Lancaster Desoto High | Cohort I | 9–10 | 78 | Open-enrollment |
| SST[b] Discovery | SST Northwest | Cohort I | PK–7 | 419 | Open-enrollment |
| SST Discovery | SST Sugar Land | Cohort I | PK–7 | 562 | Open-enrollment |

*Source*: Public Education Information Management System databases, Texas Education Agency, 2019–20.
*Note*. Year 2 for Cohort I campuses was 2019–20. Austin Achieve Northeast served Grades PK–4 and 9–12 in 2018–19. In 2019–20, the campus was bifurcated, with Austin Achieve High becoming a Cohort II campus serving Grades 9–12.
[a] International Leadership of Texas
[b] School of Science and Technology

## Student Demographics

Relative to the non-replication comparison campuses affiliated with their respective charter schools, open-enrollment replication campuses educated a larger percentage of students classified as economically disadvantaged in their first years of operation.[20] Open-enrollment replication campuses and non-replication comparison campuses educated similar percentages of African American students, Hispanic students, English learners (EL), gifted and talented students, and students eligible for special education services (Table 2.3).

[20] As a rule of thumb, the non-replication comparison campuses for open-enrollment CSPHQR campuses are the campuses affiliated with the campuses' respective charter schools that did not receive funding through the CSPHQR grant. A more detailed explanation of how comparison sets were generated for the purpose of this evaluation is included in Appendix A.

*Table 2.3. Year 1 Student Demographics (Open-Enrollment Replication Campuses)*

| Demographic | Replication Campuses | Non-Replication Comparison Campuses |
|---|---|---|
| African American | 20.8% | 18.7% |
| Hispanic | 52.7% | 51.5% |
| English Learner | 21.7% | 22.6% |
| Gifted and Talented | 3.3% | 5.1% |
| Special Education | 6.3% | 6.6% |
| Economically Disadvantaged | 60.3% | 54.6% |
| Number of Students | 5,930 | 31,048 |

*Source*: Public Education Information Management System databases, Texas Education Agency, 2018–19 and 2019–20.
*Note*. Year 1 for Cohort I campuses was 2018–19. Year 1 for Cohort II campuses was 2019–20. Student demographic data are from fall 2018 for Cohort I replication campuses (and their non-replication comparison campuses) and fall 2019 for Cohort II replication campuses (and their non-replication comparison campuses). ILTexas Katy Westpark High has no record of students in the 2018–19 demographic files provided by TEA and therefore does not contribute data to the non-replication comparison campus column.

During interviews and focus groups, central office and campus administrators affiliated with one school that, by its own admission, has not historically prioritized "achievement gap work," described deliberate attempts to recruit students classified as economically disadvantaged to its replication campus. Critically, personnel at the campus and LEA levels shared that they had underestimated the challenges associated with opening a school in a community with different needs than the ones they were accustomed to addressing at their other campuses.

> *"This campus was the first where we got more intentional about recruiting low-income students. Here, we put it in an area where we thought there was a really good chance of creating an economically diverse population. That was on purpose. We recruited intentionally to try to get those students in. That was by design."*
>
> - Central Office Administrator

> *"We learned that you need to start administering diagnostics right away. You're going to have a huge spread of student ability levels. You need to identify them quickly and have a plan for your low students and a plan for your high students. Talking to some of the teachers, I don't think they were anticipating sixth graders reading at a first-grade reading level, and they didn't know what to do with that."*
>
> - Campus Administrator

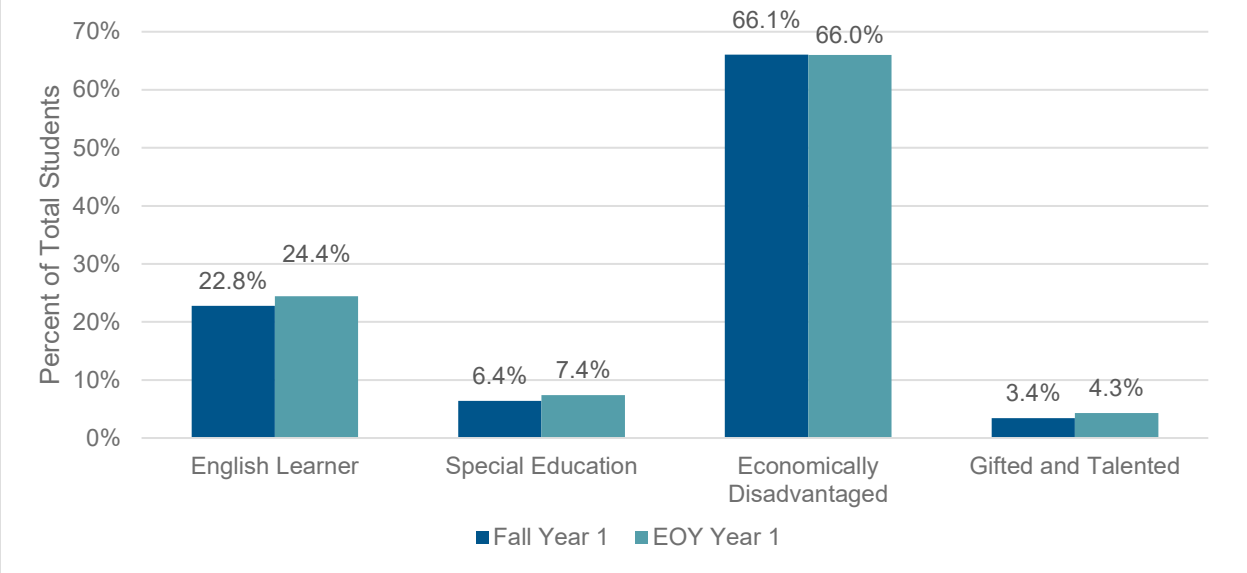
These challenges were borne out in the 2018–19 state academic accountability ratings, as the replication campus received an overall *F* while all other campuses affiliated with that charter school received an overall *A*.[21]

[21] 2019 school state academic accountability ratings are available at https://rptsvr1.tea.texas.gov/perfreport/account/2019/srch.html.

Ten of the 16 open-enrollment campuses included in this evaluation were Cohort I grantees. Because end-of-year (EOY) 2018–19 and fall 2019–20 student data were available for those campuses, the evaluation also explored the extent to which the characteristics of Cohort I grantees changed both within their first year of operation and between their first and second years.

Across Cohort I, the overall percentages of students classified as economically disadvantaged, EL students, students eligible for special education services, and gifted and talented students did not change significantly between the start and end of the 2018–19 school year (Figure 2.1). This finding indicates that parents of students in these groups did not disproportionately dis-enroll their students once the school year had gotten underway.

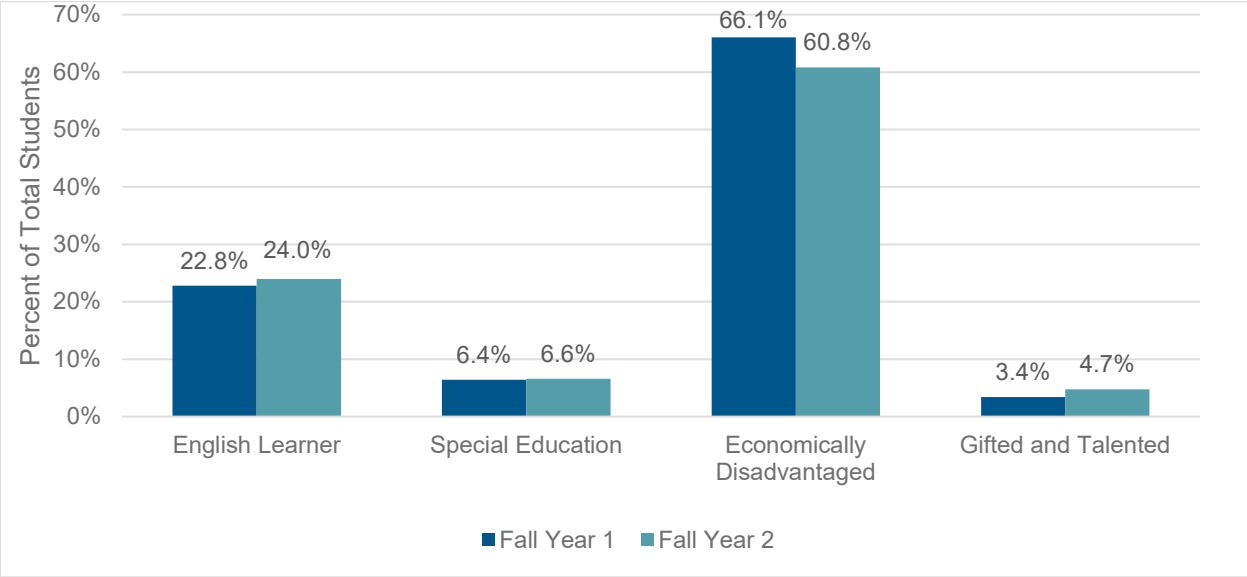
*Figure 2.1. Change in Enrollment of Cohort I Students from Fall to End-of-Year, 2018–19 School Year*




*Source*: Public Education Information Management System database, Texas Education Agency, 2018–19.
*Note*. Year 1 for Cohort I campuses was 2018–19. EOY = end-of-year. The numbers of students were 4,019 and 4,462 for fall Year 1 and EOY Year 1 respectively.

In their second year of operation, Cohort I campuses enrolled a smaller percentage of students classified as economically disadvantaged than they did in their first year (Figure 2.2). This finding could signify either that the campuses became comparatively more attractive to higher-income constituencies, that their efforts to recruit students classified as economically disadvantaged waned in intensity, or that parents of some students classified as economically disadvantaged determined that they could find better opportunities for their children elsewhere.

*Figure 2.2. Change in Enrollment of Cohort I Students from Fall 2018 to Fall 2019*




*Source*: Public Education Information Management System database, Texas Education Agency, 2018–19 and 2019–20.
*Note.* Year 1 for Cohort I campuses was 2018–19. Year 2 was 2019–20. The numbers of students were 4,019 and 5,189 for fall Year 1 and fall Year 2 respectively.

The six CSPHQR-funded, district-authorized replication campuses, which all opened in 2019–20, educated smaller percentages of Hispanic (34% to 53%) and EL students (11% to 23%) in their first year than did the CSPHQR-funded, open-enrollment replication campuses but larger percentages of African American students (44% to 21%), students eligible for special education services (11% to 6%), and students classified as economically disadvantaged (75% to 60%).[22] Relative to their comparison sets, district-authorized replication campuses enrolled smaller percentages of students in each of these student groups apart from African American students (Table 2.4).

*Table 2.4. Year 1 Student Demographics (District-Authorized Replication Campuses)*

| Demographic | Replication Campuses | Non-Replication Comparison Campuses |
|---|---|---|
| African American | 44.3% | 18.4% |
| Hispanic | 34.4% | 70.0% |
| English Learner | 11.3% | 17.9% |
| Gifted and Talented | 1.3% | 7.0% |
| Special Education | 10.5% | 11.5% |
| Economically Disadvantaged | 75.3% | 82.8% |
| Number of Students | 1,825 | 69,825 |

*Source*: Public Education Information Management System database, Texas Education Agency, 2019–20.
*Note*. Year 1 for all district-authorized replication campuses was 2019–20.

[22] Fall data were used to compare the first-year student demographics at open-enrollment and district-authorized replication campuses as EOY data for Cohort II campuses were not available when this analysis was conducted.

## Teacher Demographics

In their campus's first years of operation, teachers at open-enrollment replication campuses were more likely than their peers at non-replication comparison campuses to have between zero and two years of experience (65% to 60%). They were also comparatively less likely to possess either a master's (19% to 22%) or a doctorate degree (< 1% to 2%), less likely to possess a teaching certificate issued pursuant to TEA certification standards (49% to 54%), and more likely to be African American (22% to 16%) (Table 2.5).[23]

*Table 2.5. Year 1 Teacher Demographics (Open-Enrollment Replication Campuses)*

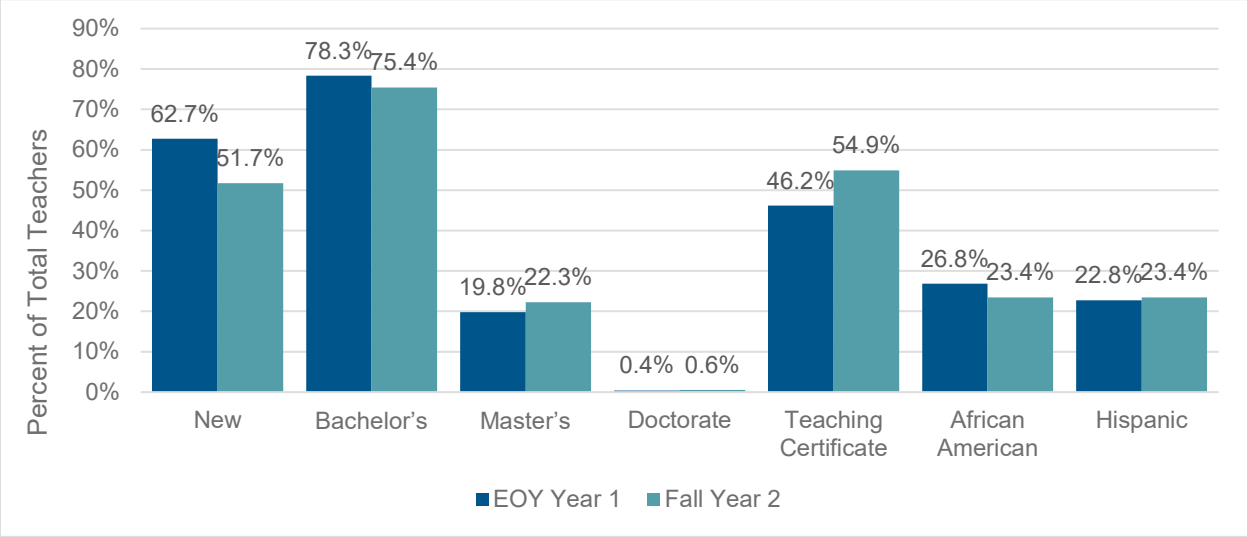
| Demographic | Replication Campuses | Non-Replication Comparison Campuses |
|---|---|---|
| New to the Profession | 64.9% | 60.4% |
| Bachelor's | 78.4% | 74.7% |
| Master's | 18.8% | 22.1% |
| Doctorate | 0.3% | 1.6% |
| Teaching Certificate | 49.0% | 53.5% |
| African American | 21.8% | 15.8% |
| Hispanic | 20.7% | 20.9% |
| Number of Teachers | 393 | 2,068 |

*Source*: State Board of Educator Certification and Public Education Information Management System databases, Texas Education Agency, 2018–19 and 2019–20.
*Note*. Year 1 for Cohort I campuses was 2018–19. Year 1 for Cohort II campuses was 2019–20. Demographic data for Cohort I replication campuses (and their non-replication comparison campuses) are from end-of-year 2018–19. Demographic data for Cohort II replication campuses (and their non-replication comparison campuses) are from fall 2019–20. Teachers who are "new to the profession" have between zero and two years of experience. Teachers in open-enrollment charter schools must hold a bachelor's degree but are not required by the state to hold a teaching certificate unless they are a special education or bilingual education/English as a second language teacher, or unless specifically stated in their charter application.

In 2019–20, the percentage of Cohort I teachers new to the profession decreased from 63% to 52%. The percentage of Cohort I teachers who possessed a teaching certificate issued pursuant to TEA certification standards increased from 46% in 2018–19 to 55% in 2019–20 (Figure 2.3).

[23] Unless a waiver is granted, teachers in open-enrollment charter schools must hold a bachelor's degree but are not required by the state to hold a teaching certificate unless they are a special education or bilingual education/English as a second language teacher, or unless specifically stated in their charter applications. Additional information about TEA's certification standards is accessible at https://tea.texas.gov/texas-educators/certification, and additional information about the process for obtaining waivers is accessible at https://tea.texas.gov/about-tea/news-and-multimedia/correspondence/taa-letters/2019-2020-bilingual-education-exception/esl-waiver-application.

*Figure 2.3. Change in Demographics of Cohort I Teachers from End-of-Year 2018–19 to Fall 2019–20*




*Source*: State Board of Educator Certification and Public Education Information Management System databases, Texas Education Agency, 2018–19 and 2019–20.
*Note.* EOY = end-of-year. Year 1 for Cohort I campuses was 2018–19. Year 2 was 2019–20. The numbers of teachers were 263 and 350 for EOY Year 1 and fall Year 2 respectively.

During an interview, one campus administrator stated that the campus's start-up goal was for one-third of the teachers to be new, one-third to have one or two years of experience, and one-third to have three or more years of experience. As discussed in Chapter 3, several schools incentivized experienced teachers familiar with their high-quality models to move from established campuses to replication campuses in order to increase the likelihood that essential elements of their models would be exported with fidelity.

Relative to teachers at non-replication comparison campuses, teachers at district-authorized replication campuses were twice as likely in 2019–20 (40% to 20%) to have between zero and two years of experience. They were also considerably more likely to be African American (41% to 16%) and less likely to be Hispanic (11% to 47%) (Table 2.6).

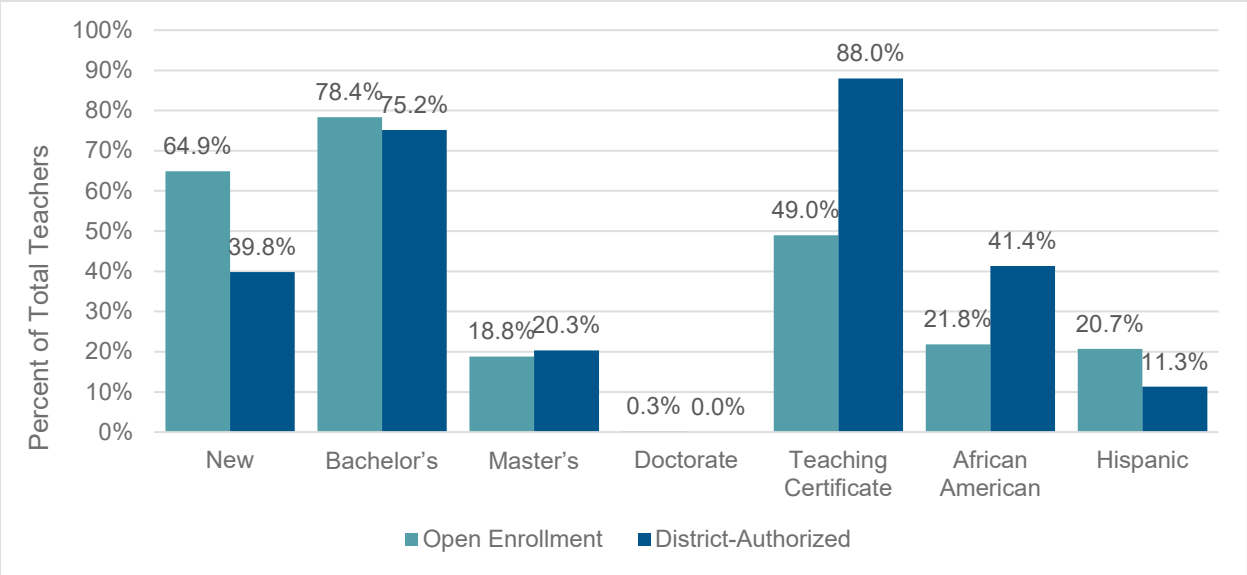
*Table 2.6. Year 1 Teacher Demographics (District-Authorized Replication Campuses)*

| Demographic | Replication Campuses | Non-Replication Comparison Campuses |
|---|---|---|
| New to the Profession | 39.8% | 20.1% |
| Bachelor's | 75.2% | 68.1% |
| Master's | 20.3% | 30.0% |
| Doctorate | 0.0% | 0.5% |
| Teaching Certificate | 88.0% | 96.8% |
| African American | 41.4% | 15.6% |
| Hispanic | 11.3% | 47.2% |
| Number of Teachers | 133 | 4,654 |

*Source:* State Board of Educator Certification and Public Education Information Management System databases, Texas Education Agency, 2019–20.
*Note*. Year 1 for all district-authorized replication campuses was 2019–20. Teachers who are "new to the profession" have between zero and two years of experience.

The composition of the teacher workforces at open-enrollment and district-authorized replication campuses differed considerably in the campuses' first years of operation. Teachers at open-enrollment replication campuses were far more likely to be new to the profession and to be Hispanic, while teachers at district-authorized replication campuses were substantially more likely to possess a teaching certificate issued pursuant to TEA certification standards and to be African American (Figure 2.4).

*Figure 2.4. Comparison of Teacher Demographics Between Open-Enrollment and District-Authorized Replication Campuses During Their First Years of Operation*




*Source*: State Board of Educator Certification and Public Education Information Management System databases, Texas Education Agency, 2018–19 and 2019–20.
*Note*. Year 1 for Cohort I campuses was 2018–19. Year 1 for Cohort II campuses was 2019–20. The numbers of teachers were 393 for open-enrollment replication campuses and 133 for district-authorized replication campuses. Teachers in open-enrollment charter schools must hold a bachelor's degree but are not required by the state to hold a teaching certificate unless they are a special education or bilingual education/English as a second language teacher, or unless specifically stated in their charter application.

## Chapter Summary

This chapter describes the characteristics of the first two cohorts of CSPHQR grantees, which included 16 open-enrollment replication campuses and six district-authorized replication campuses. Student and teacher demographics differed by charter type. Open-enrollment replication campuses educated larger percentages of EL students and employed larger percentages of new and Hispanic teachers than did district-authorized replication campuses, while district-authorized replication campuses enrolled larger percentages of students classified as economically disadvantaged and employed larger percentages of African American teachers than did open-enrollment replication campuses. Student and teacher demographics at Cohort I campuses shifted somewhat from 2018–19 to 2019–20, with the percentages of students classified as economically disadvantaged and new teachers decreasing on a year-over-year basis.

# 3. Planning for Replication

This chapter addresses Evaluation Objectives 2 and 4 by investigating the processes and practices adopted by CSPHQR grantees when planning to open replication campuses. Processes and practices related to the following areas of replication planning are explored in this chapter:

- Replication philosophy;
- Campus leadership identification and preparation;
- Staff recruitment and preparation; and
- Student recruitment and family engagement.

## Replication Philosophy

In surveys and interviews with key stakeholders from both cohorts of grantees, LEA administrators were asked to elaborate on three key aspects of their approaches to replication: (1) how they determine whether they have the internal capacity to support the launch of a new campus; (2) how they determine whether parental demand for their programming exists in the communities they identify for expansion; and (3) how they calibrate the balance between school-level standardization and campus-level autonomy.

With respect to assessing whether they had the internal capacity to support an additional campus, central office administrators cited human capital (both campus leadership and central office staff perceived as credible by campus-based personnel) as the dominant consideration. One central office administrator opined that he originally did not think that his school had the capacity to support an additional replication campus and that it therefore had to "build a team that knows how to do this" in order to avoid a reduction of quality at new sites. Central office administrators stressed that this capacity at the central office level is necessary to ensure that campus leaders have teams capable of "blocking and tackling" for them during the planning phase, thereby allowing campus leaders to focus on teacher recruitment and family engagement. One central office administrator put it succinctly: "Alignment at the home office translates to the campus."

On the demand side, administrators explained that it is important to "step carefully" and to "grow where the demand is." One LEA relied on an operations team responsible for conducting market analyses of potential expansion sites in order to determine whether sufficient demand would exist to support a significant investment in a suitable facility. Other administrators suggested that they can forecast demand for seats at new campuses by examining waitlists at existing campuses. Whereas business factors such as land price may influence where a charter school may consider its replication campus, other mission-centric considerations also come into play.

> *"We're trying to democratize this class of . . . education and get it to more folks. We know we can open schools in middle-income neighborhoods and fill them up on day one. When we go to neighborhoods with more economic diversity, what we're seeing is a little less recognition of the value proposition. That's okay, but you just have to work a little harder to get the enrollment."*
>
> - Central Office Administrator

In addition to considering where a new campus should be sited, central office administrators must determine how closely the campus will resemble others based on the high-quality model being replicated.

Central office administrators were asked to respond to survey items that explored their perceptions of the extent to which their replication campuses resembled existing campuses affiliated with their LEAs. As seen in Table 3.1, at least 83% of respondents indicated that they believed the replication campuses to be moderately or extremely similar to existing campuses with respect to four key model elements.

*Table 3.1. Central Office Administrators' Perceptions of the Extent to Which Their Grant-Funded Replication Campuses Resemble Existing Campuses*

| Replication Model Element | Number of Responses | Extremely Similar | Moderately Similar | Somewhat Similar | Slightly Similar | Not at all Similar | Total Extremely Similar and Moderately Similar |
|---|---|---|---|---|---|---|---|
| Approaches to Professional Development | 55 | 58.2% | 29.1% | 9.1% | 1.8% | 1.8% | 87.3% |
| Curriculum Foci | 55 | 50.9% | 34.5% | 7.3% | 1.8% | 5.5% | 85.5% |
| Curriculum Types | 55 | 49.1% | 34.5% | 7.3% | 5.5% | 3.6% | 83.6% |
| Quality of Instruction | 54 | 48.1% | 35.2% | 13.0% | 3.7% | 0.0% | 83.3% |

*Source*: Cohort I (fall 2019) and Cohort II (spring 2020) Network Personnel Surveys.
*Note*. Due to rounding, percentages may not add up to 100.0%.

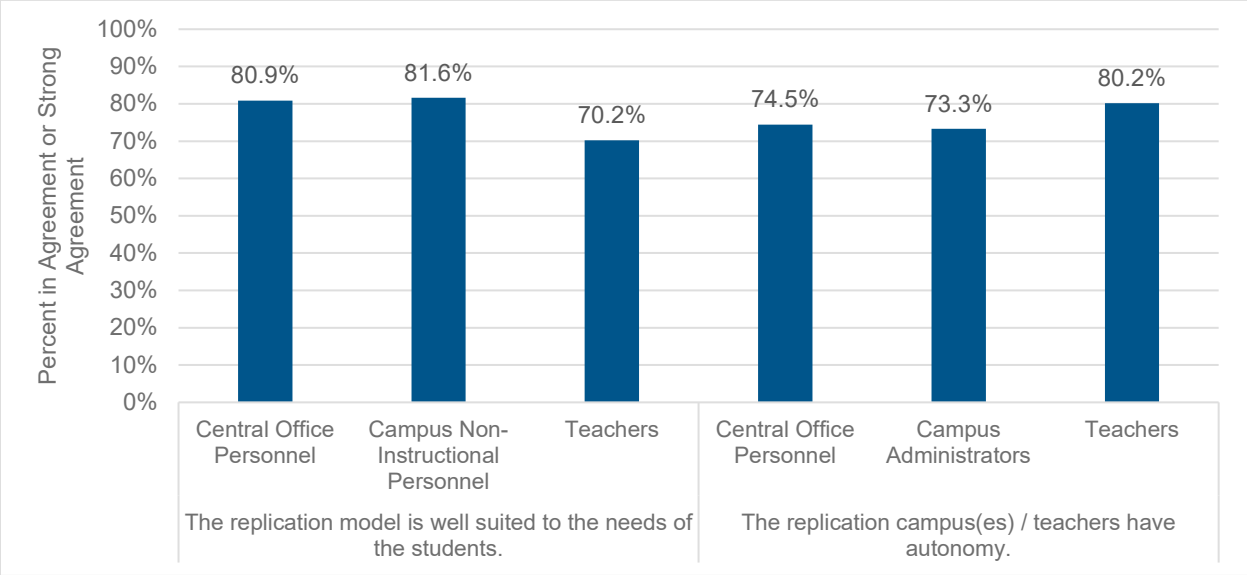
Across each of the relevant domains — approaches to professional development (PD), curriculum foci, curriculum types, and quality of instruction — Cohort II respondents were less inclined to believe that their replication campuses implemented the existing high-quality models with fidelity (Table D1, Appendix D). Whereas Cohort I consisted exclusively of open-enrollment replication campuses, Cohort II comprised open-enrollment and district-authorized replication campuses in equal measure. Accordingly, this finding may be attributable to the heightened difficulty that district-authorized replication campuses faced in attempting to transplant high-quality charter models to new grade spans, new settings, and new governance constructs.

> *"The model that we're doing at [the replication campus] is the primary school. It's supposed to replicate the current model, but there are going to be a lot of differences. We're targeting different students [secondary vs. primary]. But it's all about building that pipeline. It's going to look like it, but it's going to be different since it's a different age group."*
>
> - Central Office Administrator

> *"A strong argument of our model is multiple measures of student work and student outcomes. The current model in Texas at least is a focus on standardized testing that is much more an assessment of social capital than anything, because you can't remove cultural bias from standardized assessment. We're not just looking to expand the model. We're asking, strategically, 'Where can you really change the way education looks across the state and not just in isolated pockets of greatness?'"*
>
> - Central Office Administrator

A key tension at the heart of charter replication efforts is between standardization and campus-level autonomy. In theory, standardization allows for coherence in central offices and consistency across campuses, while campus-level autonomy ensures that a replication model can be customized to suit student needs and community expectations. As seen in Figure 3.1, 82% of campus non-instructional personnel and 70% of teachers believed that the replication model on their campus was well-suited to the needs of their students. Meanwhile, 75% of central office personnel and 73% of campus administrators believed that their replication campuses had autonomy, and 80% of teachers believed that they had autonomy to make instructional decisions in their classrooms.

*Figure 3.1. Percentage of Central Office Personnel, Campus Administrators, Campus Non-Instructional Personnel, and Teachers in Agreement or Strong Agreement with Statements Related to Replication Model and Autonomy*




*Source*: Cohort I (fall 2019) and Cohort II (spring 2020) Network Personnel and Campus Educator Surveys.
*Note*. Due to rounding, percentages may not add up to 100.0%. For "The replication model is well suited to the needs of the students", the survey question for central office personnel was "The network's model (instructional, operational, student support, and staffing) is well-suited to the needs of the populations being served on the replication campus(es)"; the survey question for campus non-instructional personnel was "The school's model (instructional, operational, student support, and staffing) is well suited to the needs of the students"; and the survey question for teachers was "The campus's model (instructional, operational, student support, and staffing) is well suited to the needs of its students". The number of respondents was 47 for central office personnel, 87 for campus non-instructional personnel, and 373 for teachers. For "The replication campus(es) / teachers have autonomy", the survey question for central office personnel was "The replication campus(es) have autonomy"; the survey question for campus administrators was "The campus has institutional autonomy"; and the survey question for teachers was "I have autonomy to make instructional decisions in my classroom". The number of respondents was 47 for central office personnel, 30 for campus administrators, and 373 for teachers.

At the LEA level, approaches to striking the appropriate balance between standardization and autonomy fell along a broad spectrum. At one extreme were central office administrators who empowered principals to make adaptations to the replication model "based on what their communities need." According to this school of thought, school leaders had "a ton of autonomy" around PD, curriculum, discipline policies, and school culture. Others spoke of "controlled autonomies" that campuses could earn if they had "highly effective leaders you can trust." Another LEA initially allowed campus-level leaders to make autonomous curricular decisions but ended up making a deliberate pivot to "decrease variability" in the curricular choices made across campuses after finding it increasingly difficult to provide effective, centralized PD to

support disparate programs. At the other extreme were central office administrators who insisted upon uniformity in colorful terms:

> *"The autonomy . . . this concept gets confused. It's 51/49. The campus principal is the skipper of that ship. The campus principal is responsible for everything that happens or fails to happen. The principal gets that 51% final vote when it comes to 'Who is the right outside person to come to my campus?' That's the control that they have. But 51% of 0 is still 0. If they want to come forward and say they're going to teach French, 51% of 0 is, 'We're not going to teach French.' We're not going to build a football stadium. We're not going to become a nursing school. There is autonomy to a tiny degree, but most of it is who's going to be hired and who's going to leave. Who's working as a team and who's not. It's not the Commandant of the Marine Corps who disciplines the private or the corporal in an infantry unit. That company commander has the authority to lead that company, but he doesn't have the authority to put everyone in pink dresses. No, there's a uniform. This is our uniform."*
>
> - Central Office Administrator

Campus administrators reported having autonomy to innovate within circumscribed parameters. One campus administrator stated that he had "complete autonomy for every decision" and that he was seldom required to contact the central office to have decisions approved or ratified. In addition to having jurisdiction over student discipline, one campus administrator indicated that teachers had the ability to "flex" with respect to how instruction was provided to meet student needs. Similarly, one teacher explained how the central office had mandated use of a specific writing program while affording teachers discretion in terms of pacing, differentiation, and scaffolding. Another teacher stressed that this autonomy "is key given our students' vastly different levels." Teachers in untested subjects suggested that they may have had more autonomy than their peers whose students take high-stakes STAAR or STAAR end-of-course (EOC) exams.

## Campus Leadership Identification and Preparation

LEAs embarking on replication efforts often establish internal training programs to prepare the leaders of new campuses. These programs are structured so as to ensure that administrators of replication campuses are intimately familiar with the school's high-quality model and to increase the likelihood that the model will be successfully adapted to a new setting. Fifty percent of the campus administrators who responded to the fall 2019 and spring 2020 Campus Educator Surveys indicated that they had been with their respective organizations for three or more years, a signal that many were keenly familiar with the replication model when their campuses launched (Table 3.2).

*Table 3.2. Distribution of Campus Administrator Respondents to Fall 2019 and Spring 2020 Campus Educator Surveys by Years of Experience Within Their Organizations*

| Years of Experience | Number of Respondents | Percent of Respondents |
|---|---|---|
| 0-2 years | 16 | 47.1% |
| 3-5 years | 10 | 29.4% |
| 6-9 years | 2 | 5.9% |
| 10+ years | 5 | 14.7% |
| Did Not Specify | 1 | 2.9% |

*Source*: Cohort I (fall 2019) and Cohort II (spring 2020) Campus Educator Surveys.
*Note*. Due to rounding, percentages may not add up to 100.0%.

Internal leadership preparation programs can be formal or informal. One school, for example, placed promising candidates for leadership roles on replication campuses in assistant principal positions on existing campuses to afford them "stretch" opportunities. Campus administrators whose LEAs did not maintain principal preparation programs were encouraged by LEA executives to apply for leadership positions at replication campuses or learned about the opportunities through staff meetings or public job postings.

Leaders for district-authorized replication campuses were identified in numerous ways. One independent school district (ISD) took advantage of a provision inserted into the Texas Education Code (TEC) in 2013 that allows districts to authorize successful school leaders to replicate their models across multiple campuses (TEC §12.0522, 2019).[24] Moreover, while one district administrator indicated that its charter operator partner had selected and installed new leadership at the replication campus, a representative from one of the charter operator partners described retaining the administrative team inherited upon consummation of the district partnership.

Identification of effective campus leadership was universally cited by LEA administrators as a critical factor contributing to the early success of replication campuses. One LEA administrator stressed that having a leader "who already understood the program" was the "main factor" in allowing for a successful replication and posited that familiarity with a replication model can enable a leader to have success even when attempting to adapt a model to a new community, grade span, or target population. Another predicted that having an experienced leader who "knows what's expected" and "knows the culture" will allow a replication campus to reach the quality level of preexisting campuses affiliated with that charter school within two or three years. A third explained prioritizing the ability to "thrive in chaos" when screening for campus administrators. And another reported reconceptualizing the school's approach to leadership development after determining that its existing model was overly theoretical, lacking in "hands-on practical experience," and failing to get leaders "really prepared" to thrive in replication settings.

Campus administrators described their primary duties during the planning period as consisting of hiring staff, developing curriculum, recruiting students, developing school-wide systems and routines, and familiarizing the community with the campus's educational model.[25] One campus administrator expressed gratitude that certain administrative tasks during the planning period — including the creation of a school calendar and budgeting — were handled by the LEA, freeing up the campus administrator to focus on instructional alignment and "awareness of accountability measures."

In interviews, campus administrators described the training they received during the planning period.

[24] In its 2017 CSP application, TEA explained that §12.0522 effectively enables ISDs to utilize the "'one-charter, multiple campuses' paradigm long in place for [open-enrollment] charters" and, thereby, to "maximize the impact of high-quality district charter models by authorizing a successful school leader to replicate a model across multiple campuses." TEA elaborated that this "new approach to district chartering offers an opportunity for districts to literally multiply the impact of a successful charter model — without having to replicate the expertise of a school leader. Rather, by charging that principal with replication of the model, and thus creating a new 'district charter network' leadership path, the district can increase both the likelihood of retaining that leader and of maintaining fidelity to the model during replication."

[25] Texas defines the "planning period" as the period after the charter school campus is approved by the commissioner to open but before it begins to serve students. For district-authorized charters, the planning period is the period after the board of trustees authorizes the charter school but before the charter school begins to serve students. The "implementation period" for both begins when the charter school campus begins to serve students.

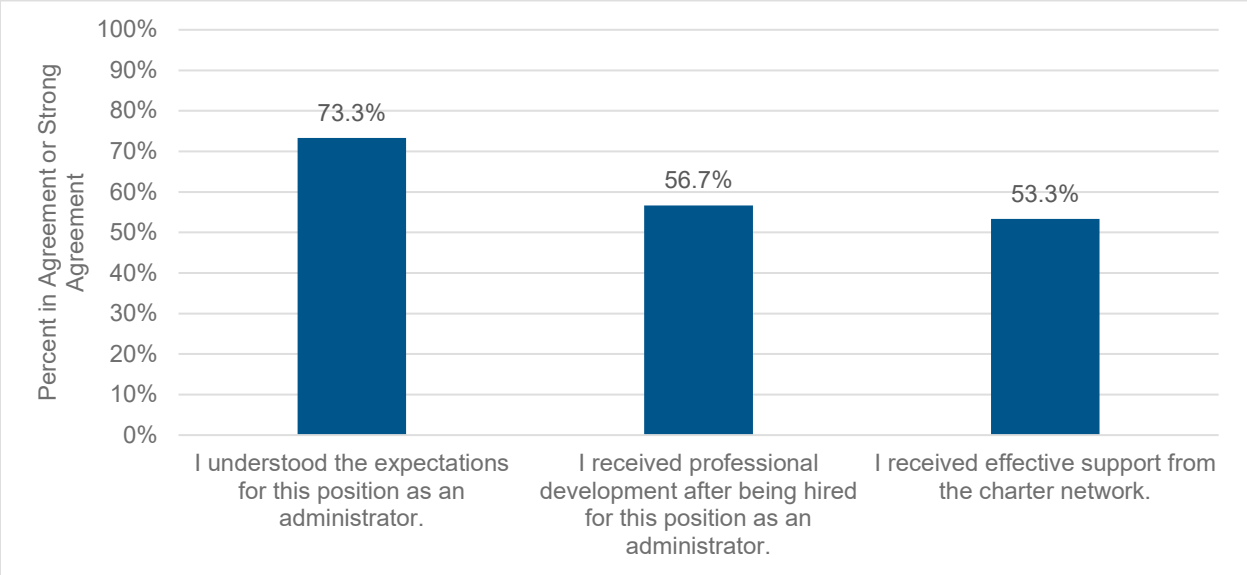
*"I learned the systems and practices. I attended multiple trainings . . . on systems and programs on the academic side, facilities management, finance. The individualized training on how kids have worked through the educational system is beneficial, but it's all aligned across the board in terms of academic and financial systems."*

- Campus Administrator

However, several campus administrators shared that they felt less than fully prepared prior to the opening of their campuses. For some, the transition was "very short," "very last minute," or on a "pretty tight timeline." One campus administrator recounted getting hired for a leadership role in April, just a few months before the start of the school year. That administrator reported scrambling prior to the start of school to make inroads with stakeholders at a feeder campus to familiarize himself with the community. Another campus administrator recounted getting trained via Zoom on systems and practices while "on the job."

As seen in Figure 3.2, 57% of campus administrators agreed or strongly agreed that they received PD after being hired and during the campus's planning period, and 53% agreed or strongly agreed that they received effective support from their LEAs.

*Figure 3.2. Percentage of Campus Administrators in Agreement or Strong Agreement with Statements Related to Planning Period Expectations, Professional Development, and Support from Central Office Administrators*




*Source*: Cohort I (fall 2019) and Cohort II (spring 2020) Campus Educator Surveys.
*Note*. The number of respondents was 30 for each of the three survey questions.

## Staff Recruitment and Preparation

The founding teams of teachers at replication campuses were assembled through a combination of new staff recruitment and strategic relocation of veteran faculty. Hiring decisions were overwhelmingly made at the campus level. LEA teams provided marketing and recruitment support, leveraging economies of scale to generate deeper applicant pools. Recruitment efforts were conducted through a variety of channels including print and social media, career fairs, informational sessions, and word-of-mouth. Teachers reported hearing about a new campus's mission in their prior roles or at social events and being struck by the alignment with their own educational philosophies.

A commonly accepted best practice in effective replication is for charter schools to seed new campuses with veteran teachers from existing campuses who can serve as both a cultural ambassador and a safeguard against misinterpretation of the model. One LEA administrator explained that transferring teachers from existing campuses to replication campuses ensures consistency and creates opportunities for new teachers to have access to mentors.

> *"For staff recruitment, we wanted to make sure we weren't opening a new school with all brand new people. We wanted to transfer some of our talent from other schools to this school, and we did that. The superintendent sent notices to other schools and offered incentives for teachers to transfer to the new campuses."*
>
> - Central Office Administrator

As seen in Table 3.3, nearly 30% of teachers who responded to the fall 2019 and spring 2020 Campus Educator Surveys indicated that they had been with their respective organizations for three or more years, suggesting that a not-insubstantial proportion of the teaching populations at early-stage replication campuses was composed of teachers who had shifted over from existing campuses.

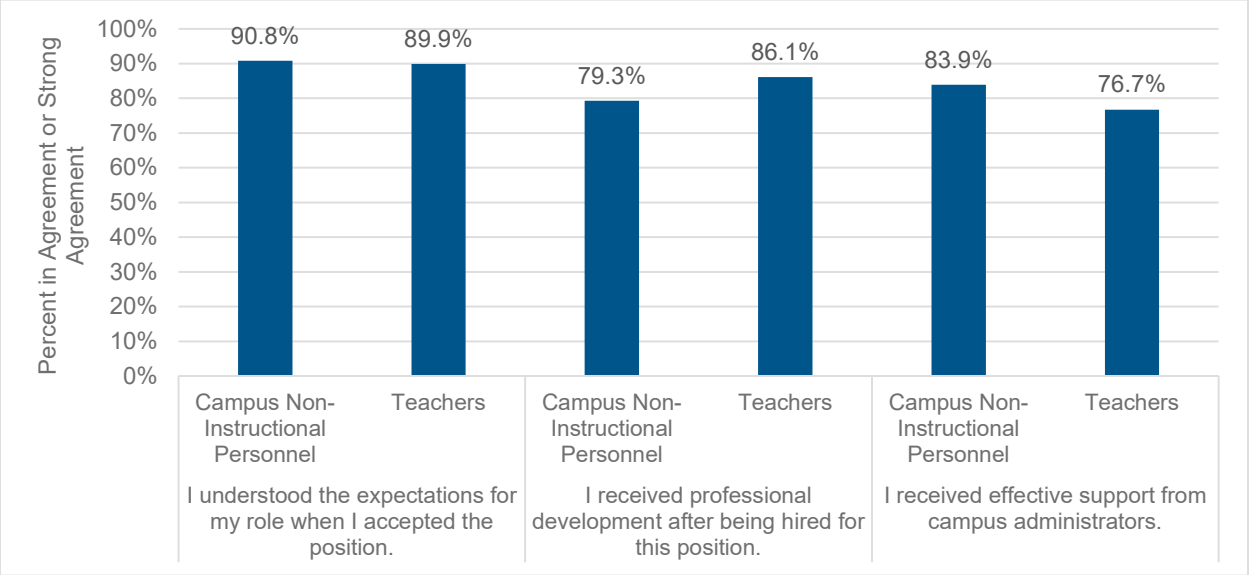
*Table 3.3. Distribution of Teacher Respondents to the Fall 2019 and Spring 2020 Campus Educator Surveys by Years of Experience Within Their Organizations*

| Years of Experience | Number of Respondents | Percent of Respondents |
|---|---|---|
| 0-2 years | 289 | 72.3% |
| 3-5 years | 50 | 12.5% |
| 6-9 years | 13 | 3.3% |
| 10+ years | 40 | 10.0% |
| Did Not Specify | 8 | 2.0% |

*Source*: Cohort I (fall 2019) and Cohort II (spring 2020) Campus Educator Surveys.
*Note*. Due to rounding, percentages may not add up to 100.0%.

Teachers and campus non-instructional personnel generally felt prepared and supported by their LEAs and campus administrators prior to their campuses opening. As seen in Figure 3.3, 91% of campus non-instructional personnel and 90% of teachers understood the expectations for their roles when they accepted their positions. Eighty-six percent of teachers and 79% of campus non-instructional personnel agreed or strongly agreed that they received PD after being hired. Teachers' perceptions of the support they received from campus administrators lagged their overall feelings of preparedness, with 77% agreeing or strongly agreeing that they received effective support from campus administrators during the planning period.

*Figure 3.3. Percentage of Campus Non-Instructional Personnel and Teachers in Agreement or Strong Agreement with Statements Related to Planning Period Expectations, Professional Development, and Support from Campus Administrators*




*Source*: Cohort I (fall 2019) and Cohort II (spring 2020) Campus Educator Surveys.
*Note*. For "I understood the expectations for my role when I accepted the position", the number of respondents was 87 for campus non-instructional personnel and 376 for teachers. For "I receive professional development after being hired for this position", the number of respondents was 87 for campus non-instructional personnel and 374 for teachers. For "I received effective support from campus administrators", the number of respondents was 87 for campus non-instructional personnel and 374 for teachers.

In focus groups, teachers indicated that they received pre-service training in curriculum, instruction, and classroom management. Several teachers cited accessible and responsive administrators as a key factor in feeling prepared and supported. One teacher referenced an opportunity to sit with the LEA's Chief Executive Officer as "refreshing" and contributing to a dynamic where "after the first six weeks it didn't feel like a new campus anymore."

Multiple LEAs provided a stretch of uninterrupted PD prior to students arriving for the start of the school year.

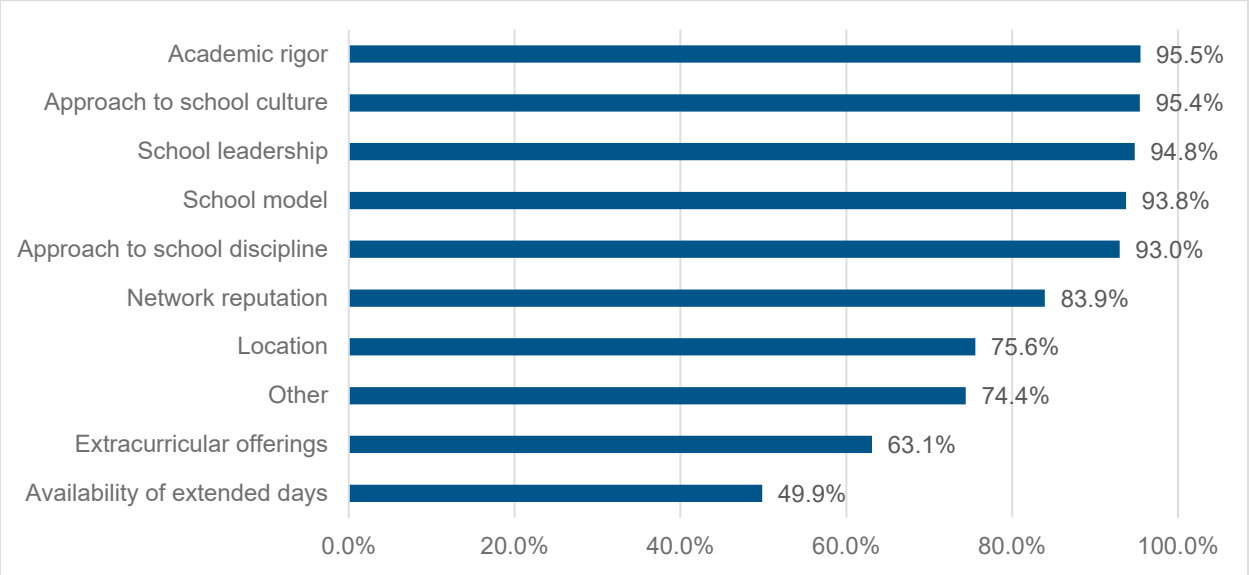
> *"We had two weeks of PD. Classroom management was a huge focus to make sure every classroom had similar underpinnings. For behavior management and instructional resources, I felt support. If we needed extra support inside the classroom it was there. From HR and instruction, we were prepared. It was a pretty smooth rollout."*
>
> - Teacher

While some teachers indicated that these dedicated training opportunities were sufficient to communicate expectations and to prepare them to enter classrooms, some campus administrators expressed less confidence in the value of those trainings. One campus administrator who assumed a leadership role on a replication campus during its second year relayed that he was "underwhelmed by how prepared the teachers were" and called it "eye-opening . . . how little PD must have happened" prior to the campus's first year. The campus administrator then described a delicate balance between providing necessary PD in the campus's second year in light of its first-year performance and ensuring that such training did not "destroy morale."

## Student Recruitment and Family Engagement

As Figure 3.4 illustrates, academic rigor (96%), approach to school culture (95%), school leadership (95%), school model (94%), and approach to school discipline (93%) were the factors most frequently cited by parents as "very important" or "extremely important" in informing their decision to enroll their children at replication campuses.

*Figure 3.4. Percentage of Parents who Report the Following Factors "Very Important" or "Extremely Important" in Informing Their Decision to Enroll Their Child(ren) in the School(s)*




*Source*: Cohort I (fall 2019) and Cohort II (spring 2020) Parent Surveys.
*Note*. Due to technical issues, "Academic rigor" and "Extracurricular offerings" were not listed as options for Cohort I parents in the Spanish version of the fall 2019 survey. Sixty-four of the 476 parents (13.4%) who participated in the fall 2019 Parent Survey responded to the Spanish version. The number of respondents was 728 for "Academic rigor", 786 for "Approach to school culture", 785 for "School leadership", 784 for "School model", 784 for "Approach to school discipline", 785 for "Network reputation", 786 for "Location", 391 for "Other", 729 for "Extracurricular offerings", and 784 for "Availability of extended days". A charter "network" refers both to the LEA with which an individual campus is affiliated and to the central office personnel who provide shared instructional and operational services to individual campuses.

Parents reiterated these considerations in focus groups.

> *"In this district, the enthusiasm and the fact that there are teachers from various backgrounds make it a good fit. The preparation for students to be leaders is great. I like the challenge academically, and I believe the relationship with the principal here means a lot. The students are connected with the principal and each other. Everyone knows each other, so it feels more personal."*
>
> - Parent

> *"The teachers and administration are wonderful. It's clear that they love children and seek to educate the whole child while also considering the various needs of the family. I am extremely impressed with how they have dealt with providing education to children during the COVID-19 crisis."*
>
> - Parent

Relatedly, parents generally agreed that they thought the replication campus would be a good fit for their children (mean = 5.6 on a six-point Likert scale), and to a lesser extent that they were familiar with the charter school before the replication campus opened (mean = 4.2) (Table 3.4). Parents reported learning about replication campuses from trusted friends or simply deciding to take a chance by enrolling their children.

> *"Education is very important to me and my children. I was at a dance studio talking to a mother. She had one of her children in a charter school. She started telling me about the school's model, and I said, 'Ahhhh, finally!' I made the transition over pretty quickly."*
>
> - Parent

*Table 3.4. Parents' Survey Responses on School Selection Considerations*

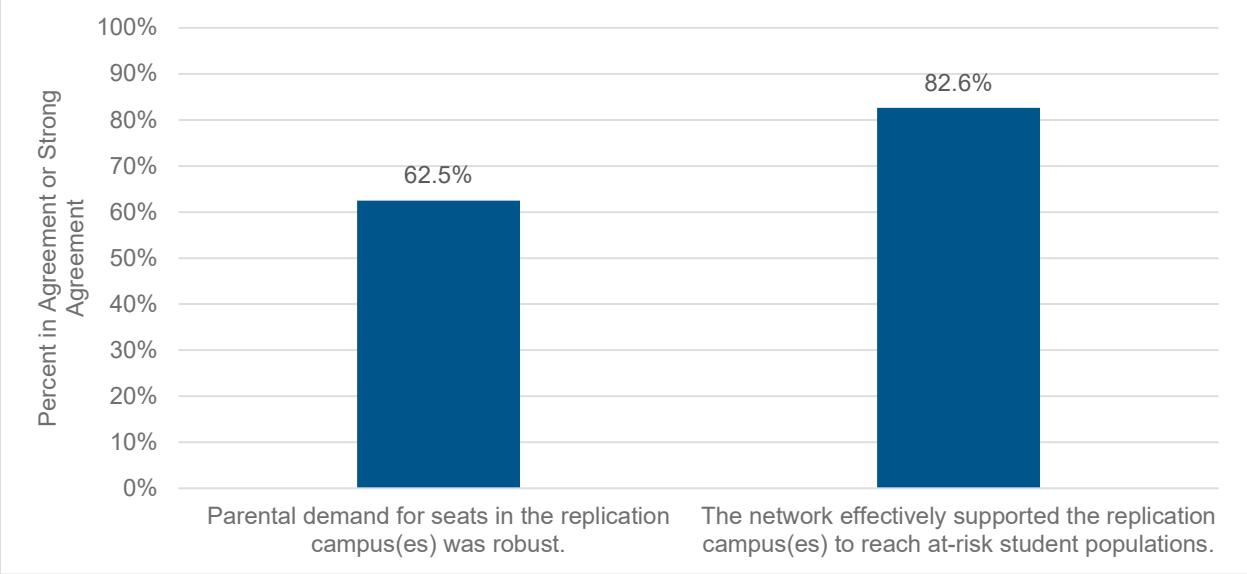
| When I enrolled my child(ren) in the school(s)… | n | Strongly Agree | Agree | Somewhat Agree | Somewhat Disagree | Disagree | Strongly Disagree | Mean | SD |
|---|---|---|---|---|---|---|---|---|---|
| I thought the school(s) would be a good fit for my child(ren). | 789 | 69.2% | 24.6% | 4.1% | 0.9% | 0.5% | 0.8% | 5.6 | 0.8 |
| I was familiar with the network(s) before the school(s) opened. | 786 | 21.6% | 26.5% | 27.1% | 5.6% | 13.4% | 5.9% | 4.2 | 1.5 |

*Source*: Cohort I (fall 2019) and Cohort II (spring 2020) Parent Surveys.
*Note*. Due to rounding, percentages may not add up to 100.0%. The means and standard deviations (SDs) were calculated based on a six-point Likert scale: 1 = strongly disagree; 2 = disagree; 3 = somewhat disagree; 4 = somewhat agree; 5 = agree; 6 = strongly agree. A charter "network" refers both to the LEA with which an individual campus is affiliated and to the central office personnel who provide shared instructional and operational services to individual campuses.

Collectively, these findings indicate that parents base their enrollment decisions less on an LEA's general reputation and more on whether they perceive a specific campus to be positioned to provide their children with high-quality, responsive educational opportunities. The lack of emphasis that parents appear to place on an LEA's reputation can further complicate recruitment efforts during a replication campus's planning period. Unlikely to be able to recruit parents exclusively on the strength of their sister campuses' reputations, leaders of replication campuses must cultivate relationships with community members during the planning period and identify parents amenable to enrolling their children based on their attraction to a specific campus environment.

Notwithstanding the market analyses and waitlist reviews often undertaken prior to a replication effort, 63% of central office personnel agreed or strongly agreed that parental demand for seats at their replication campuses was robust. Eighty-three percent agreed or strongly agreed that the LEA supported the replication campuses to reach at-risk student populations during the planning period (Figure 3.5).

*Figure 3.5. Percentage of Central Office Personnel in Agreement or Strong Agreement with Statements Related to Parental Demand and Outreach to At-Risk Student Populations*




*Source*: Cohort I (fall 2019) and Cohort II (spring 2020) Network Personnel Surveys.
*Note*. The number of respondents was 40 for the survey question "Parental demand for seats in the replication campus(es) was robust", and 46 for the survey question "The network effectively supported the replication campus(es) to reach at-risk student populations". A charter "network" refers both to the LEA with which an individual campus is affiliated and to the central office personnel who provide shared instructional and operational services to individual campuses.

Campus administrators reported using a variety of channels to engage in student recruitment efforts including direct mail, social media, local news, billboards, distribution of flyers at local retail establishments, phone banks, and door-to-door canvassing. Leveraging support from central office teams, campus administrators supplemented mass-marketing events by holding grassroots informational sessions for parents and community members. Campuses reported holding these events at different times of day and on different days of the week in order to facilitate access.

Campuses that made deliberate attempts to recruit students classified as economically disadvantaged explained how sensitivity to community context led them to differentiate their recruitment efforts.

> *"With an economically disadvantaged population, there's kind of a fundamental way you have to recruit differently. Middle income folks will show up when you have those info nights on campus. With low-income communities, you have to go to them, whether it's at little league games or a community center or the church in their neighborhood. It's about going out to them and saying, 'We want you.' The [leader] here would knock on doors and talk to folks in their campus's neighborhoods."*
>
> - Central Office Administrator

One LEA described making key adjustments — including adding an additional instructional period and providing transportation — in order to mitigate enrollment barriers impeding access for their "most vulnerable scholars."

## Chapter Summary

An analysis of the processes and practices adopted by CSPHQR grantees when planning to open replication campuses revealed meaningful philosophical and operational differences within the grant program's first two cohorts. The identification of effective campus leadership was roundly cited by LEA administrators as a critical factor contributing to the early success of replication campuses, with a number of LEAs cultivating leaders through internal candidate pipelines. Several campus administrators reported feeling less than fully prepared prior to the opening of their campuses, with 53% agreeing or strongly agreeing that they received effective support from their LEAs after being hired and during the planning period.

Founding teacher teams at replication campuses were assembled through a combination of new staff recruitment and strategic relocation of veteran faculty. Academic rigor, approach to school culture, school leadership, school model, and approach to school discipline were the factors most frequently cited by parents as "very important" or "extremely important" in informing their decision to enroll their children at replication campuses. Replication campuses conducted community outreach efforts through a number of channels during their planning periods. Less than two-thirds of LEA personnel believed that parental demand for seats at their replication campuses was robust.

# 4. Supporting Replication Campuses

This chapter addresses Evaluation Objectives 2, 3, and 4 by exploring the manner in which the first two cohorts of CSPHQR replication campuses have received support from their central offices, TEA, and partner organizations. This chapter first explores the instructional, operational, financial, and technological supports that replication campuses receive from their central offices. Then, the chapter examines the extent to which communication and PD are used to bolster these support efforts. The chapter closes by exploring the grant-funded supports provided to replication schools and campuses by TEA and partner organizations.

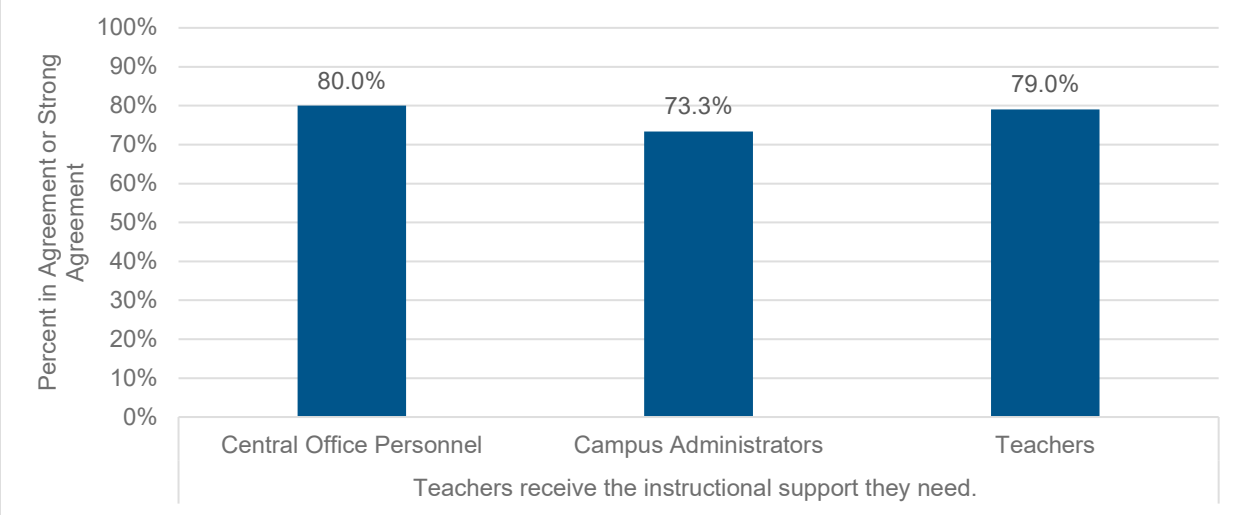
## Instructional Support

As discussed in Chapter 3, the LEAs examined in this evaluation report have taken divergent approaches with respect to the degree of control over instructional programming that they afford their replication campuses. Whereas some campuses indicated that they had autonomy to make instructional decisions they believed to be in the best interests of their students, others were expected to adhere more strictly to the curricular and assessment systems used at other campuses with which they shared a high-quality model. As one LEA administrator noted, the proliferation of instructional approaches that may derive from the decision to afford campuses broad curricular autonomy can hamstring efforts to provide high-quality support for each campus's individual systems as it is difficult for central offices to develop expertise tailored to each discrete approach that may emerge.

In interviews, administrators at both the LEA and campus levels described instructional supports, consisting of common curricular materials paired with coaching and PD, as originating at the central office. Replication campuses may also have had access to campus-level curriculum coordinators. Teachers reported receiving curricular support and resources, though the degree of autonomy they had to modify those materials appeared to fluctuate. For example, one teacher recalled a group of teachers getting together to rewrite a campus's curriculum in a way that "allows for a lot more autonomy." Another described the campus's approach as consisting of a combination of a set curriculum and independently created materials that allowed them "to teach the way needed to help our kids."

Figure 4.1 shows that 80% of central office personnel, 79% of teachers, and 73% of campus administrators agreed or strongly agreed that replication campuses received the instructional support they needed to educate students effectively.

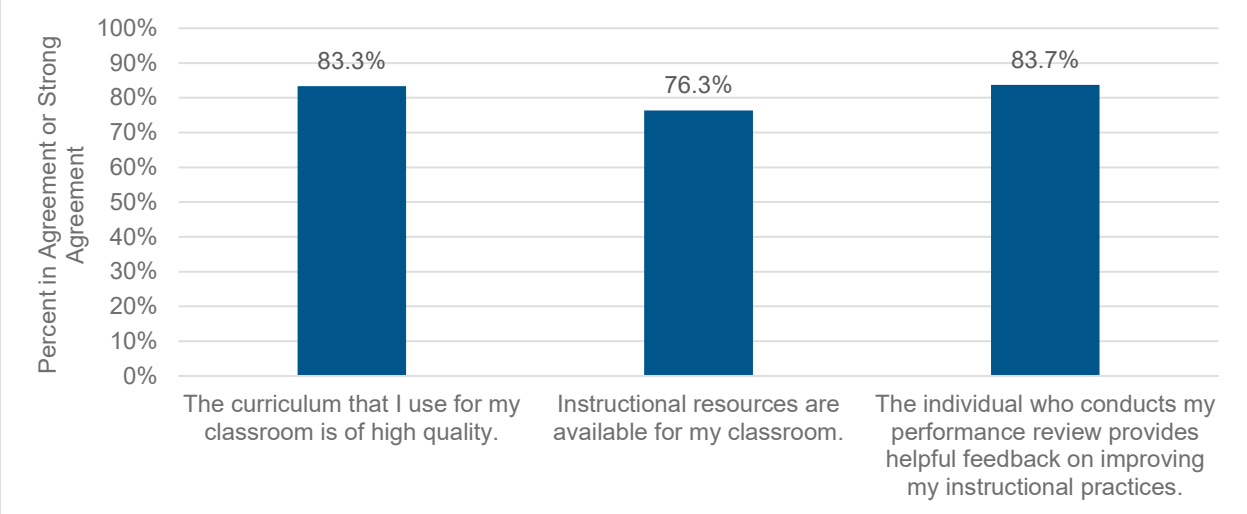
*Figure 4.1. Percentage of Central Office Personnel, Campus Administrators, and Teachers in Agreement or Strong Agreement with Statements Related to Instructional Support for Teachers*




*Source*: Cohort I (fall 2019) and Cohort II (spring 2020) Network Personnel and Campus Educator Surveys.
*Note*. The survey question was "The network provides adequate instructional supports to the replication campus(es)" for central office personnel; "I receive the instructional support I need from the charter network" for campus administrators; and "I receive the instructional support I need from the school administrators" for teachers. The number of respondents was 45 for central office personnel, 30 for campus administrators, and 372 for teachers.

Figure 4.2 shows that teachers at replication campuses generally agreed or strongly agreed that the curriculum they used was of high quality (83%), that instructional resources were available for their classrooms (76%), and that the individual who conducted their performance reviews provided helpful feedback on improving their instructional practices (84%).

*Figure 4.2. Percentage of Teachers in Agreement or Strong Agreement with Statements Related to Curriculum, Instructional Resources, and Performance Feedback*




*Source*: Cohort I (fall 2019) and Cohort II (spring 2020) Campus Educator Surveys.
*Note*. The number of respondents was 372 for the survey question "The curriculum that I use for my classroom is of high quality", 372 for the survey question "Instructional resources are available for my classroom", and 374 for the survey question "The individual who conducts my performance review provides helpful feedback on improving my instructional practices".

A number of teachers spoke highly of the instructional feedback they received from campus administrators and coaches. Setting the expectation of frequent instructional feedback and creating a culture oriented toward improvement as opposed to compliance were frequently cited as key. One teacher described receiving weekly observations from an instructional coach that were accompanied by quick feedback on rigor or classroom management. This iterative process, in which the teacher remains in constant contact with an instructional support provider, is "different than the usual twice-a-year approach." Another contrasted the frequency of informal feedback offered "as a means to improve instruction" on their replication campus with the "high-stakes" nature of observations at traditional public schools that may lead teachers to "prepare a dog-and-pony show." One teacher described the support teachers received after being observed and evaluated as "amazing" in that administrators are "able to fully explain what they're observing and what we can do to improve."

> *"The principal gives us feedback and we talk about it. It's a very open discussion. If I say I'm doing it this way and here's why, she accepts that. Coaches are in my room every week or two, usually at least on Thursdays. Coaches will observe and evaluate me. The principal has a checklist, but there is space to put comments. We also have open discussions."*
>
> - Teacher

> *"The administration does informal walkthroughs and formal observations, and we are given feedback in a casual, constructive, professional way with strategies for improvement based on benchmarks and TEKS (Texas Essential Knowledge and Skills) data."*
>
> - Teacher

In an interview, one campus administrator also expressed satisfaction with the instructional supports provided by the central office.

> *"I think the supports [from the central office] are great. A lot of it is fantastic because I don't have to think about all of it by myself. We're kicking off fine arts. I'm so thankful we have a fine arts director that can talk me through this and can be the master teacher in that area. I've never had a question that hasn't been answered, an issue that hasn't been responded to."*
>
> - Campus Administrator

## Non-Instructional Supports

In addition to instructional support, LEA central offices also attempted to support implementation of their high-quality models on replication campuses by furnishing key operational, financial, and technological supports. Table 4.1 shows that 73% of campus administrators agreed or strongly agreed that the ongoing support they received from their central office colleagues were useful, while 60% agreed or strongly agreed that they understood how to access key supports from their central offices.

*Table 4.1. Campus Administrators' Responses to Survey Items Related to Supports Provided by their Central Offices*

| | n | Strongly Agree | Agree | Somewhat Agree | Somewhat Disagree | Disagree | Strongly Disagree | Mean | SD |
|---|---|---|---|---|---|---|---|---|---|
| I understand how to access key support from the charter network. | 30 | 10.0% | 50.0% | 36.7% | 0.0% | 3.3% | 0.0% | 4.6 | 0.8 |
| The ongoing support I receive from support staff members at the charter network is useful. | 30 | 40.0% | 33.3% | 16.7% | 6.7% | 3.3% | 0.0% | 5.0 | 1.1 |

*Source*: Cohort I (fall 2019) and Cohort II (spring 2020) Campus Educator Surveys.
*Note*. Due to rounding, percentages may not add up to 100.0%. The means and standard deviations (SDs) were calculated based on a six-point Likert scale: 1 = strongly disagree; 2 = disagree; 3 = somewhat disagree; 4 = somewhat agree; 5 = agree; 6 = strongly agree.
*Note.* A charter "network" refers both to the LEA with which an individual campus is affiliated and to the central office personnel who provide shared instructional and operational services to individual campuses.

One campus administrator indicated that he was responsible for populating a dashboard for central office personnel to review on a weekly basis and explained that streamlining communication on one platform ensured that pressing issues did not go unaddressed. Moreover, familiarizing campus leaders with central office personnel prior to the launch of a replication campus helped ensure that administrators felt comfortable reaching out for support and understood to whom they should turn when specific issues arose. These personal connections between campus-based personnel and central office administrators can be particularly important when the central office team and the replication campus are not in close geographical proximity.

> *"I think the supports [from the central office] are useful. Some of it is us getting used to the supports not being two minutes down the road. I don't believe the supports are different; they are not worse. One of our big structures from the superintendent is flagging red, yellow, green items as a system to the district on a weekly basis. I do understand we need to categorize requests now to support the broader network."*
>
> - Campus Administrator

District-authorized replication campuses had access to non-instructional supports from both their central offices and their charter operator partners. For example, one district administrator described their replication campuses as benefitting from access to the district's enrollment and communication offices when conducting outreach to students and families.

Campuses that receive effective support from their central offices, in turn, were able to provide effective support to parents. Table 4.2 shows that 82% of parents agreed or strongly agreed that they understood what supports were available to help their children succeed, and that 83% agreed or strongly agreed that the ongoing supports from replication campuses met the needs of their children.

*Table 4.2. Parents' Responses to Survey Items Related to Campus-Level Supports*

| | n | Strongly Agree | Agree | Somewhat Agree | Somewhat Disagree | Disagree | Strongly Disagree | Mean | SD |
|---|---|---|---|---|---|---|---|---|---|
| I understand what supports (e.g., discipline, resources, communication) are available to help my child(ren) succeed. | 738 | 45.8% | 36.4% | 10.4% | 3.0% | 2.4% | 1.9% | 5.1 | 1.1 |
| The ongoing supports from the campus(es) meet the needs of my child(ren). | 742 | 43.5% | 39.1% | 10.2% | 2.8% | 2.4% | 1.9% | 5.1 | 1.1 |

*Source*: Cohort I (fall 2019) and Cohort II (spring 2020) Parent Surveys.
*Note*. Due to rounding, percentages may not add up to 100.0%. The means and standard deviations (SDs) were calculated based on a six-point Likert scale: 1 = strongly disagree; 2 = disagree; 3 = somewhat disagree; 4 = somewhat agree; 5 = agree; 6 = strongly agree.

In focus groups, parents indicated that key supports came from teachers, counselors, special education service providers, and other parents. One parent of a student eligible for special education services described her campus as going "above and beyond to make sure my girls are receiving services and are supported in class by teachers all day long." Another praised her campus for working to meet students' needs "so they don't miss out on their education" during the period of school closure occasioned by the outbreak of COVID-19.

Parents also cited "physical supports" provided by replication campuses as key ingredients in ensuring their children received responsive educations. These supports might come in the form of classroom supplies and technology or through aspects of the facility that ensure equitable access to learning opportunities. Table 4.3 shows that 79% of campus non-instructional personnel agreed or strongly agreed that their facilities were suitable for all students.

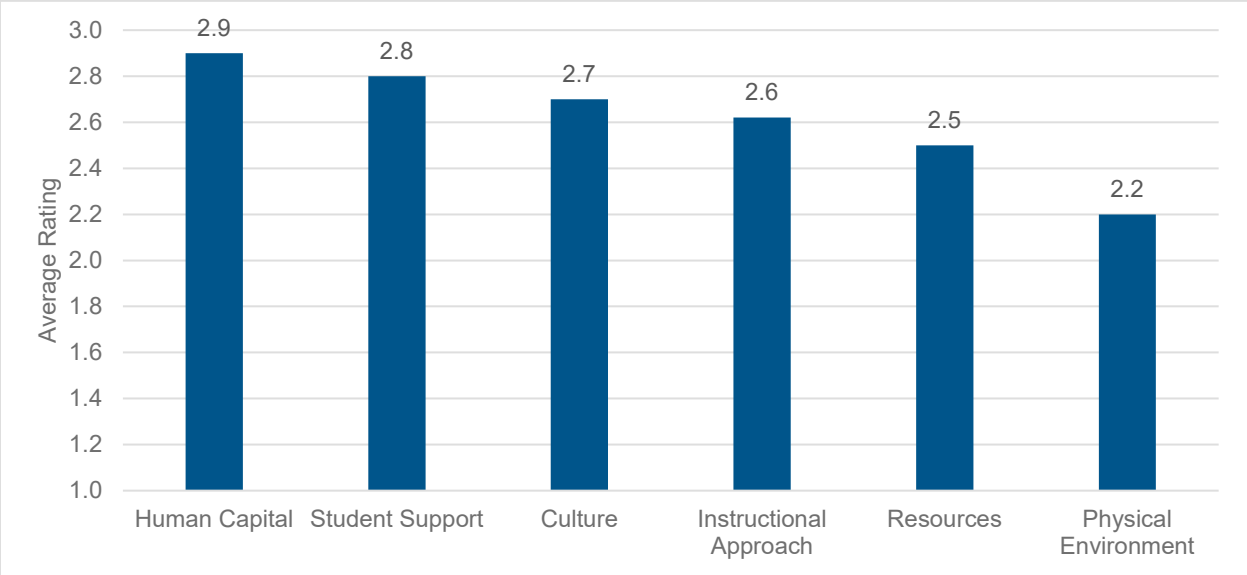
*Table 4.3. Campus Non-Instructional Personnel's Responses on Survey Item Concerning the Suitability of Replication Campus Facilities for All Students*

| | n | Strongly Agree | Agree | Somewhat Agree | Somewhat Disagree | Disagree | Strongly Disagree | Mean | SD |
|---|---|---|---|---|---|---|---|---|---|
| The school facilities are suitable for all students (e.g., access points for students with mobility challenges). | 87 | 37.9% | 41.4% | 8.0% | 4.6% | 1.1% | 6.9% | 4.9 | 1.4 |

*Source*: Cohort I (fall 2019) and Cohort II (spring 2020) Campus Educator Surveys.
*Note*. Due to rounding, percentages may not add up to 100.0%. The means and standard deviations (SDs) were calculated based on a six-point Likert scale: 1 = strongly disagree; 2 = disagree; 3 = somewhat disagree; 4 = somewhat agree; 5 = agree; 6 = strongly agree.

Site observations were conducted at five open-enrollment replication campuses in November 2019. Figure 4.3 shows that observers found the strongest evidence to support the proposition that replication campuses were implementing human capital components of their models and the weakest evidence to support the proposition that the campuses' physical environments were conducive to the implementation of the replication models.

*Figure 4.3. Average Scores on Site Observation Rubric: Evidence that Key Elements of High-Quality Models Have Been Implemented on Replication Campuses*

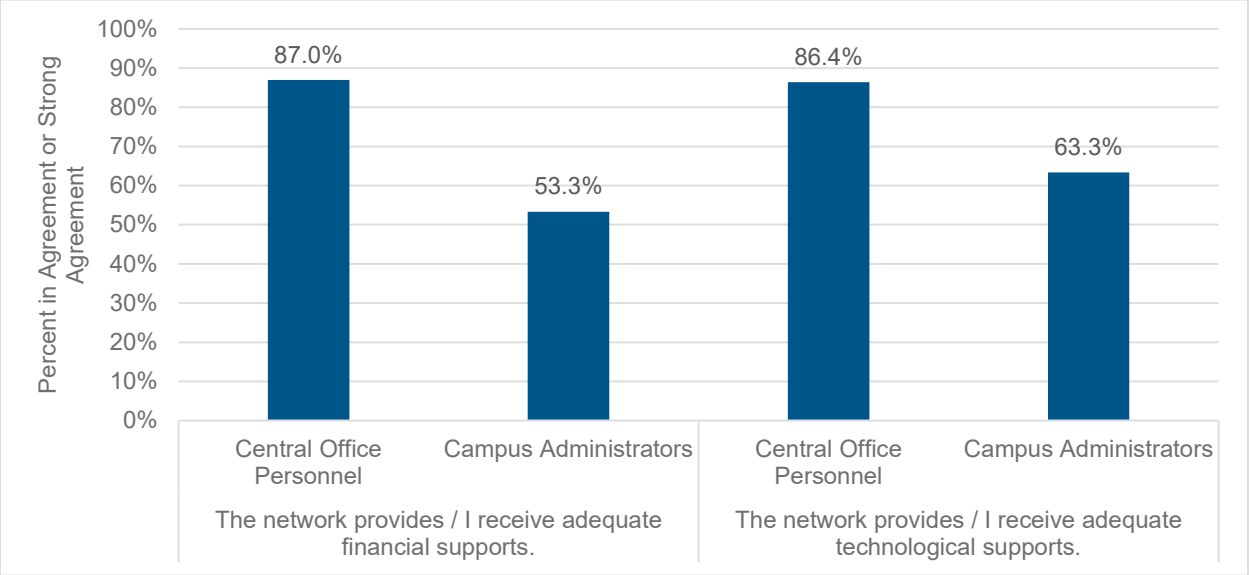



*Source*: Cohort I (fall 2019) Site Observations.
*Note*. The ratings on evidence of implementation from the five site visits conducted in November 2019 were based on the following scale: 1 = no evidence; 2 = some evidence; 3 = strong evidence.

A site observation at a science, technology, engineering, and mathematics (STEM)-focused replication campus revealed that a key classroom space dedicated to hands-on learning had not yet been furnished several months into the school year. Although the expressed vision for the space was to provide stadium seating, students were observed receiving instruction in the hallway as a progressively worsening roof leak had made the classroom temporarily uninhabitable.

Figure 4.4 shows the percentage of central office personnel and campus administrators who believed that replication campuses are provided adequate financial and technological supports. On both survey prompts, central office personnel were more likely than campus administrators to agree that the supports were adequate, with a 34-point gap (87% to 53%) on the prompt regarding financial support and a 23-point gap (86% to 63%) on the prompt concerning technological support. This perceptual disconnect dramatizes the challenges that central offices face when attempting to support growing networks of campuses and highlights the importance of effective two-way communication, a topic explored later in this chapter.

*Figure 4.4. Percentage of Central Office Personnel and Campus Administrators in Agreement or Strong Agreement with Statements Related to Financial and Technological Supports Provided by LEAs to Replication Campuses*

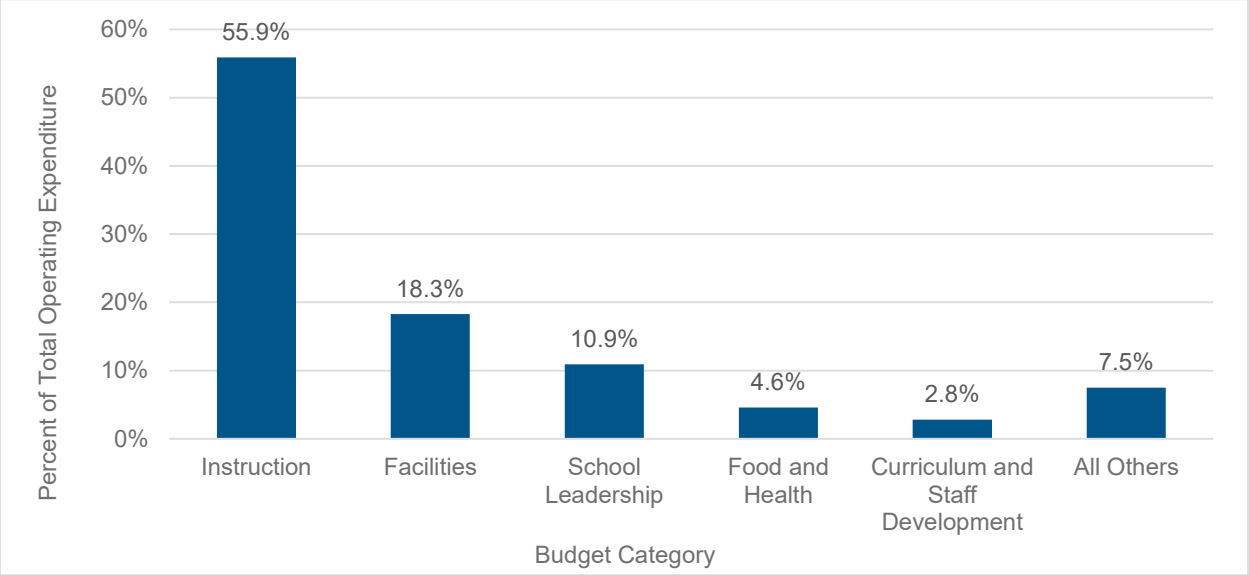



*Source*: Cohort I (fall 2019) and Cohort II (spring 2020) Network Personnel and Campus Educator Surveys.
*Note*. For "The network provides / I receive adequate financial supports", the survey question for central office personnel was "The network provides adequate financial supports to the replication campus(es)", and the survey question for campus administrators was "I receive the financial support I need from the charter network". The number of respondents was 46 for central office personnel and 30 for campus administrators. For "The network provides / I receive adequate technological supports", the survey question for central office personnel was "The network provides adequate technological supports to the replication campus(es)", and the survey question for campus administrators was "I receive the technological support I need from the charter network". The number of respondents was 44 for central office personnel and 30 for campus administrators. A charter "network" refers both to the LEA with which an individual campus is affiliated and to the central office personnel who provide shared instructional and operational services to individual campuses.

Financial support from central offices may come in the form of assistance with functions such as payroll maintenance, procurement, and grant writing, or through the provision of supplemental resources designed to augment those funded through the replication campus's operating budget. Figure 4.5 provides a breakdown of how Cohort I replication campuses expended their financial resources in 2018–19. On average, 56% of expenditures were classed as instructional, 18% were classed under facilities, 11% were classed under school leadership, 5% were classed under curriculum and staff development, and 3% were classed under food and health.[26]

[26] 2018–19 Public Education Information Management System (PEIMS) Individual Campus Financial Actual Reports are available at https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1819_camp_actual.html. Costs attributable to facilities are categorized in the PEIMS Reports under "Plant Maintenance / Operation."

*Figure 4.5. Average Cohort I Replication Campus Expenditures by Major Budget Category, 2018–19*



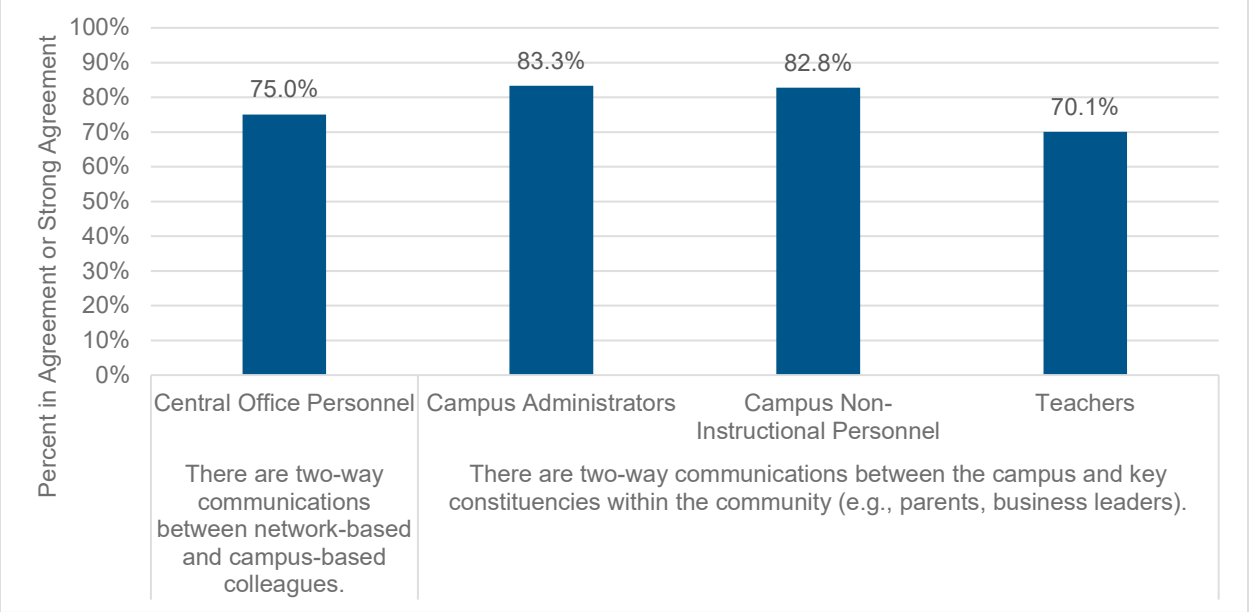

*Source*: Public Education Information Management System (PEIMS), Individual Campus Financial Actual 2018–19 Reports, available at https://rptsvr1.tea.texas.gov/school.finance/forecasting/financial_reports/1819_camp_actual.html.
*Note*. Percentages represent the average 2018–19 expenditures for the 10 Cohort I replication campuses. Costs attributable to facilities are categorized in the PEIMS Reports under "Plant Maintenance / Operation."

Teachers shared that they occasionally supplement the resources provided by their campuses and LEAs through crowdsourced purchases, grants from Parent-Teacher Organizations, and out-of-pocket expenses.

## Communication

Effective implementation of a replication model hinges on campus-based personnel communicating effectively with internal and external constituencies, including the central office teams at their respective LEAs and the parents who have elected to enroll their children at their campuses. As seen in Figure 4.6, 75% of LEA personnel agreed or strongly agreed that there were two-way communications between central office and campus-based colleagues. Relatedly, 83% of both campus administrators and campus non-instructional personnel and 70% of teachers agreed or strongly agreed that there were two-way communications between their replication campuses and key constituencies within their communities.

*Figure 4.6. Percentage of Central Office Personnel, Campus Administrators, Campus Non-Instructional Personnel, and Teachers in Agreement or Strong Agreement with Statements Related to Communications*



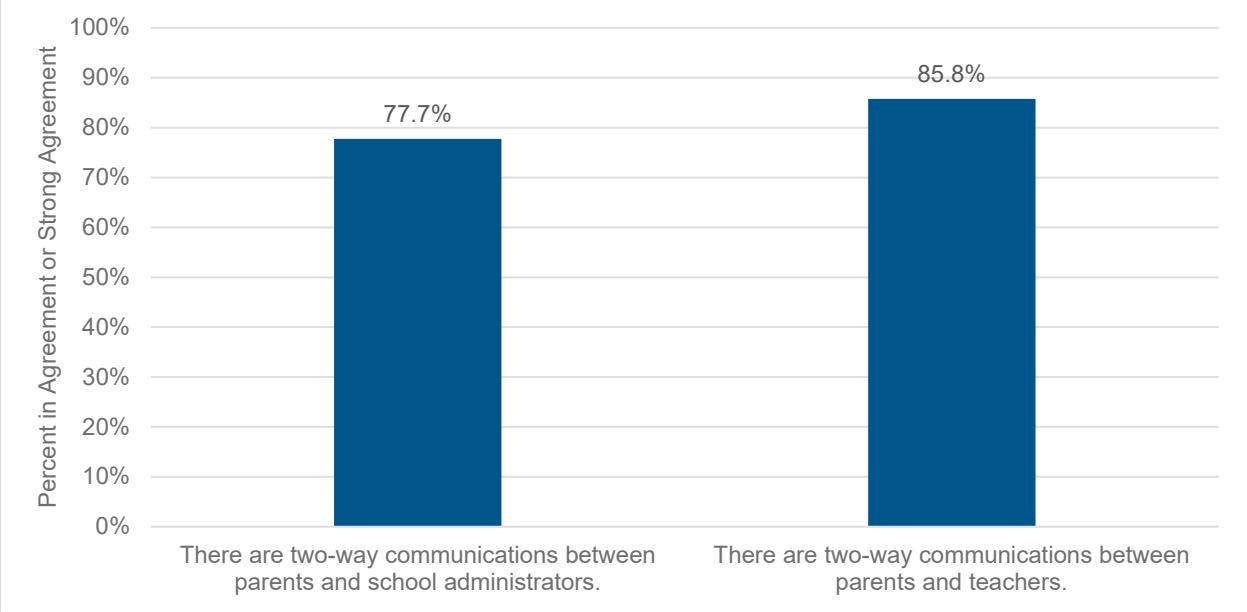

*Source*: Cohort I (fall 2019) and Cohort II (spring 2020) Network Personnel and Campus Educator Surveys.
*Note*. The number of respondents was 48 for central office personnel, 30 for campus administrators, 87 for campus non-instructional personnel, and 374 for teachers. A charter "network" refers both to the LEA with which an individual campus is affiliated and to the central office personnel who provide shared instructional and operational services to individual campuses.

One central office administrator stressed that a "hands-on, boots-on-the-ground approach is paramount" to establish trust and open lines of communication with replication campuses. Another went into detail describing the manner in which the central office team collaborated with its campus-based peers:

> *"We have weekly calls via Zoom with [campus-based non-instructional personnel] and home office folks. They can give us feedback on agenda items and flag if there's training they need or if there are deadlines coming down the pipeline. If there are updates from any other [central office department, someone] will come on the call to cascade that communication. And then we have full eight-hour training days, and campuses give us feedback on how well those went."*
>
> - Central Office Administrator

Figure 4.7 shows that 86% of parents agreed or strongly agreed that they had two-way communications with teachers at their replication campuses while 78% agreed or strongly agreed that two-way communications existed with campus administrators.

*Figure 4.7. Percentage of Parents in Agreement or Strong Agreement with Statements Related to Communications*




*Source*: Cohort I (fall 2019) and Cohort II (spring 2020) Parent Surveys.
*Note*. The number of respondents was 741 for the survey question "There are two-way communications between parents and school administrators", and 739 for the survey question "There are two-way communications between parents and teachers".

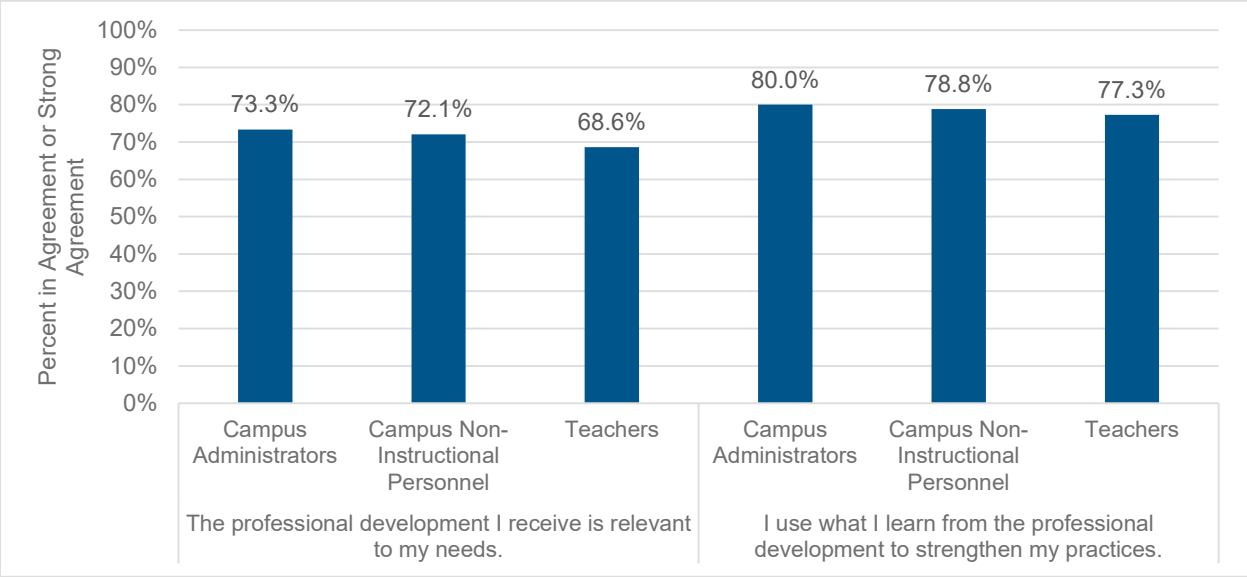
Parents cited weekly newsletters, social media, and digital platforms such as ParentSquare and Remind as useful methods of two-way communication. Parents also mentioned having access to teachers and administrators who were expected to respond to texts and emails within 24 hours. Parents in multiple focus groups described their campus environments as welcoming, and teachers noted that the familiarity created through frequent digital communication fostered relationships that translate to increased in-person connection.

The sudden transition to distance learning that occurred in March 2020 due to COVID-19 reaffirmed the importance of campuses establishing strong communication norms with families. One teacher stressed that constructing a workable distance-learning program in collaboration with parents would not have been feasible had the campus not prioritized parent communication at the outset of the 2019–20 school year. Relatedly, one campus administrator stated that he routinely followed up with his campus's social workers to ensure that they were communicating effectively with the families of students with special needs. This practice has particular salience during periods of extended distance learning when the prospect of instructional loss is compounded by concerns about students' social-emotional welfare.

## Professional Development

Figure 4.8 depicts responses to survey prompts regarding the relevance and usefulness of professional development. Seventy-three percent of campus administrators, 72% of campus non-instructional personnel, and 69% of teachers agreed or strongly agreed that the PD they received was relevant to their needs. Eighty percent of campus administrators, 79% of campus non-instructional personnel, and 77% of teachers agreed or strongly agreed that they used what they learned from PD to strengthen their practices.

*Figure 4.8. Percentage of Campus Administrators, Campus Non-Instructional Personnel, and Teachers in Agreement or Strong Agreement with Statements Related to Professional Development Relevance and Usefulness*



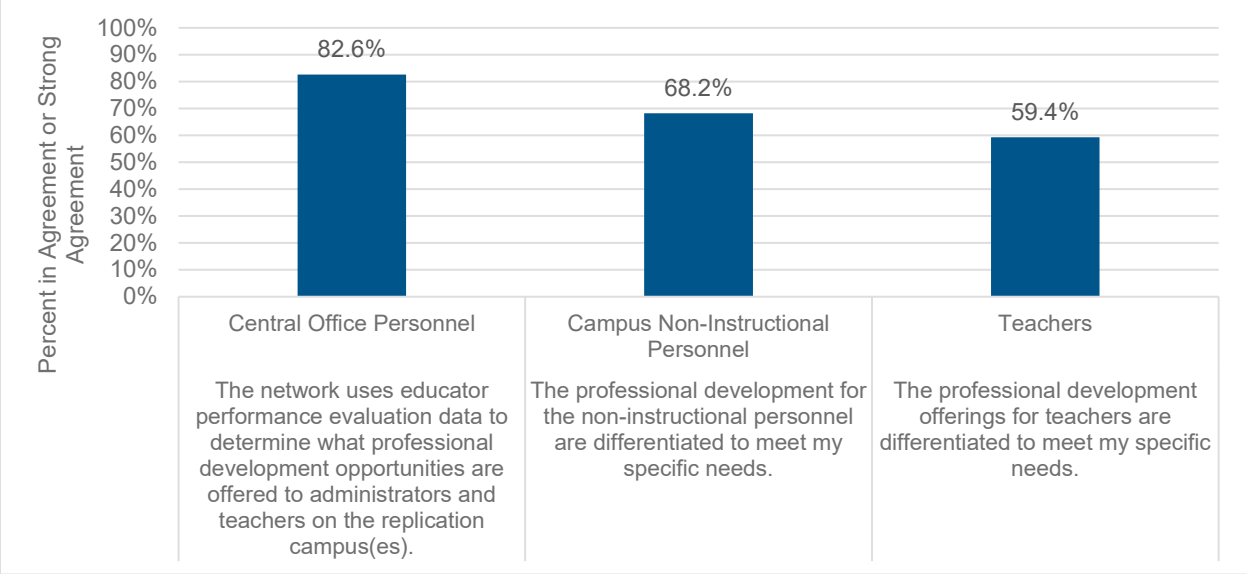

*Source*: Cohort I (fall 2019) and Cohort II (spring 2020) Campus Educator Surveys.
*Note*. For "The professional development I receive is relevant to my needs", the survey question for campus administrators was 'The content of the professional development provided by the charter network is relevant to my needs as a school administrator"; the survey question for campus non-instructional personnel was "The contents of the professional development are relevant to my needs as a non-instructional personnel"; and the survey question for teachers was "The contents of the professional development that I receive are relevant to my needs as a teacher". The number of respondents was 30 for campus administrators, 86 for campus non-instructional personnel, and 373 for teachers. For "I use what I learn from the professional development to strengthen my practices", the survey question for campus administrators was "I use what I learn from the professional development provided by the charter network to strengthen my leadership practices"; the survey question for campus non-instructional personnel was "I use what I learn from the professional development to strengthen my practices"; and the survey question for teachers was "I use what I learn from the professional development to strengthen my instructional practices". The number of respondents was 30 for campus administrators, 85 for campus non-instructional personnel, and 375 for teachers.

Some PD sessions, such as those covering specific instructional strategies, appeared to be mandated by central offices. In other instances, campuses were able to curate PD opportunities based on the perceived needs of their teachers, leaders, and students.

> *"I believe the administration and staff of the school are making great efforts to better understand and provide for the students and families we serve. Professional development has been helpful to provide teaching strategies that are useful for our students."*
>
> - Teacher

Whereas 83% of central office personnel agreed or strongly agreed that they used performance data to determine the PD opportunities offered on replication campuses, 68% of campus non-instructional personnel and 59% of teachers agreed or strongly agreed that PD was differentiated to address their specific needs (Figure 4.9)

*Figure 4.9. Percentage of Central Office Personnel, Campus Non-Instructional Personnel, and Teachers in Agreement or Strong Agreement with Statements Related to Professional Development Differentiation*




*Source*: Cohort I (fall 2019) and Cohort II (spring 2020) Network Personnel and Campus Educator Surveys.
*Note*. The number of respondents was 46 for central office personnel, 85 for campus non-instructional personnel, and 374 for teachers. A charter "network" refers both to the LEA with which an individual campus is affiliated and to the central office personnel who provide shared instructional and operational services to individual campuses.

Teachers received PD from internal experts (based either at their campus, a sister campus, or the central office), from trainers at their regional education service centers (ESCs), or through opportunities furnished by outside providers that they identified independently and received approval to pursue. Teachers on campuses with strong instructional coaching cultures reported being presented with PD opportunities based on needs identified during classroom observations. This approach to differentiation was expounded upon by central office administrators and campus non-instructional personnel.

> *"If coaches are going into classrooms, and we're starting to see data, say, about K–5 Spanish classes, and we see a teacher not teaching at the targeted level, that person will need some additional coaching. That instructional coach that's on the campus does an awful lot of those 3–5 minute walkthroughs. We're quickly able to see who are the 'yellow' teachers and who are the 'red' teachers who need some high-intensity support."*
>
> - Central Office Administrator

> *"The professional development opportunities here are great. They bring it to you and find out what you need. At least every once a month, there's a PD training. We get trained in the latest models — much more than other places. Emails are sent with links to new resources. If we find an area we need help in, we can email the district office."*
>
> - Campus Non-Instructional Personnel

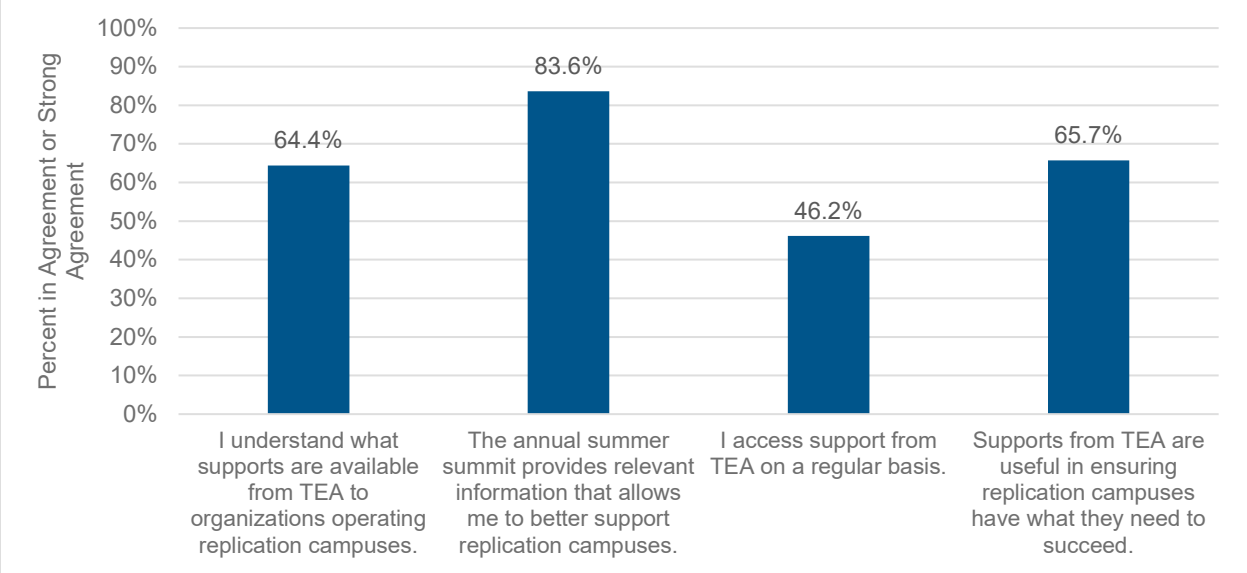
## Grant-Funded Support from TEA and Partner Organizations

The CSP State Entities program requires applicants such as TEA to "reserve not less than 7 percent of the grant funds to provide technical assistance" to charter schools and charter school authorizers in connection with activities related to opening and preparing to operate new, expansion, or replication campuses (20 U.S.C. § 7221b(c)(1)(B)). In its application, TEA prioritized providing technical assistance to district authorizers. This effort to create a set of "vanguard" districts who would develop specialized expertise in charter school authorization was framed as part of an overarching strategy to strengthen the state's district-authorized charter sector.

In light of Cohort I being composed exclusively of open-enrollment replication campuses, TEA officials acknowledged getting off to a "late start on the technical assistance component to the grant." In 2018–19, TEA entered into a partnership with the National Association of Charter School Authorizers, which led to the formation of the Texas Authorizer Leadership Academies (TALA). TEA officials described being "really impressed" with the "great" technical assistance available to district authorizers participating or interested in participating in the CSPHQR grant.

Accordingly, grant-funded technical assistance opportunities for the first two cohorts of CSPHQR operators have been somewhat limited. As seen in Figure 4.10, 64% of LEA administrators understood what supports are available from TEA to organizations operating replication campuses, and 46% accessed those supports on a regular basis.

*Figure 4.10. Percentage of Central Office Personnel in Agreement or Strong Agreement with Statements Related to Replication Supports Provided by TEA*

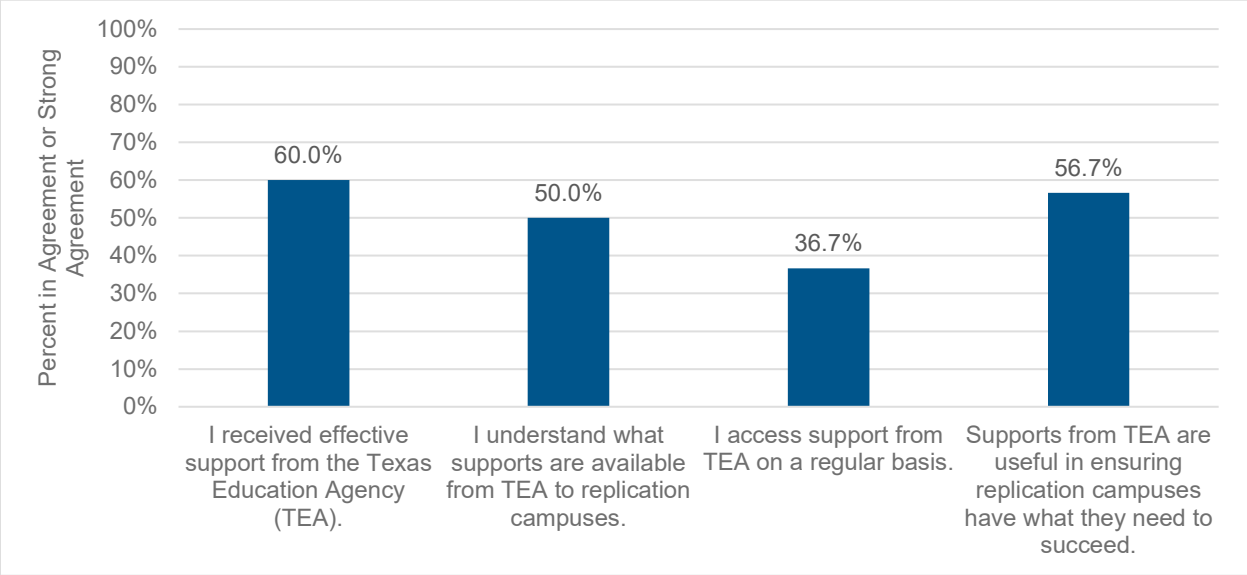



*Source*: Cohort I (fall 2019) and Cohort II (spring 2020) Network Personnel Surveys.
*Note*. TEA = Texas Education Agency. The number of respondents was 42 for the survey question 'I understand what supports are available from TEA to organizations operating replication campuses', 31 for the survey question 'The annual summer summit provides relevant information that allows me to better support replication campuses', 37 for the survey question 'I access support from TEA on a regular basis', and 38 for the survey question 'Supports from TEA are useful in ensuring replication campuses have what they need to succeed'.

Central office administrators indicated that they received trainings from ESCs as well as direct support from TEA and TEA-funded partners in connection with the CSPHQR application and grant drawdown processes. In an interview, one central office administrator cited campus-level improvement planning provided by TEA as impactful and drew a connection between these supports, improved state academic accountability ratings, and increased parental demand. Other central office administrators cited access to TEA "executive advisors" and "upper administration" as valuable during the replication processes. These comments from central office administrators underscore a key advantage possessed by operators of replication campuses: a comfort level with the charter oversight process that new operators may lack. This distinction was remarked upon by TEA officials as well. Whereas replication leaders who have longstanding relationships with TEA will reach out to flag areas of need, to request resources, or to issue preemptive apologies prior to a situation escalating, a TEA official explained that new charter operators tend to be more reticent out of a misplaced concern that the response they receive will be punitive rather than supportive.

By contrast, 50% of campus administrators agreed or strongly agreed that they understand what supports are available from TEA to replication campuses and 37% agreed or strongly agreed that they access support from TEA on a regular basis (Figure 4.11).

*Figure 4.11. Percentage of Campus Administrators in Agreement or Strong Agreement with Statements Related to Replication Supports Provided by TEA*




*Source*: Cohort I (fall 2019) and Cohort II (spring 2020) Campus Educator Surveys.
*Note*. TEA = Texas Education Agency. The number of respondents was 30 for each of the four survey questions.

Cohort II campus administrators viewed grant-funded supports less favorably than did their Cohort I peers. Survey questions that concerned grant-funded supports for replication campuses resulted in substantial variability as measured by standard deviation (Table 4.4).

*Table 4.4. Cohort II Campus Administrators' Perceptions of TEA Support*

| Survey Item | n | Strongly Agree | Agree | Somewhat Agree | Somewhat Disagree | Disagree | Strongly Disagree | Mean | SD |
|---|---|---|---|---|---|---|---|---|---|
| Pre-Opening Support | | | | | | | | | |
| I received effective support from the Texas Education Agency (TEA). | 22 | 22.7% | 27.3% | 27.3% | 9.1% | 9.1% | 4.5% | 4.3 | 1.4 |
| Ongoing Support | | | | | | | | | |
| I understand what supports are available from TEA to replication campuses. | 22 | 18.2% | 22.7% | 18.2% | 22.7% | 13.6% | 4.5% | 4.0 | 1.5 |
| I access support from TEA on a regular basis. | 22 | 9.1% | 22.7% | 31.8% | 18.2% | 13.6% | 4.5% | 3.8 | 1.3 |
| Supports from TEA are useful in ensuring replication campuses have what they need to succeed. | 22 | 13.6% | 36.4% | 18.2% | 13.6% | 13.6% | 4.5% | 4.1 | 1.4 |

*Source*: Cohort II (spring 2020) Campus Administrator Survey.
*Note*: TEA = Texas Education Agency. Due to rounding, percentages may not add up to 100.0%. The means and standard deviations (SDs) were calculated based on a six-point Likert scale: 1 = strongly disagree; 2 = disagree; 3 = somewhat disagree; 4 = somewhat agree; 5 = agree; 6 = strongly agree.

With Cohort II split evenly between open-enrollment and district-authorized charters, these findings suggest that schools have different conceptions of the campus administrator role. Whereas some LEAs and charter operator partners may expect campus administrators to interface directly with TEA and grant-funded providers, others may prioritize "blocking and tackling" for campus leaders in order to ensure that working with external stakeholders does not detract from their focus on teachers, students, and families..

## Chapter Summary

The charter schools examined in this evaluation report have taken divergent approaches in the extent to which they allow replication campuses to exercise autonomy over their instructional programs. The frequent provision of feedback and creating a culture oriented toward improvement as opposed to compliance were frequently cited by teachers as contributing to the efficacy of instructional support. Nearly 20% of Cohort I expenditures were attributable to costs associated with campuses' physical plants, though data from surveys and observations reveal grantees to have encountered challenges replicating key facilities-related features of their models. Central office administrators were more likely than campus administrators to agree that replication campuses receive adequate financial and technological supports and more likely than teachers to believe that the professional development they receive is relevant and useful. Effective communication efforts helped replication campuses mitigate challenges associated with replication and establish strong relationships with their central offices, parents, and TEA.

# 5. Initial Impact of CSPHQR Grant

This chapter addresses Evaluation Objectives 1 and 5 by exploring the initial impact of the CSPHQR grant on Cohort I grantees and is organized as follows:[27]

- First, this chapter explores the initial impact of the grant on school-level outcomes as measured by academic accountability ratings;
- Second, the chapter reviews academic outcomes on STAAR, EOC, and early reading and school readiness indicators, using descriptive, descriptive-comparative, and correlational analytical techniques;
- Third, the chapter summarizes the results of a quasi-experimental analysis of student performance on STAAR and EOC exams using a PSM technique; and
- Finally, the chapter explores the initial impact of the grant program on non-academic outcome measures including attendance and student discipline rates.

## Accountability Ratings

Table 5.1 shows the 2018–19 academic accountability for Cohort I replication campuses. Two of the 10 replication campuses received an overall *A* rating while three received an *F*. One campus received an *A* on the Student Achievement measure, and no campuses received an *A* on School Progress.

*Table 5.1. Cohort I Replication Campus Academic Accountability Ratings (2019)*

| Grantee | Campus | Overall Rating | Rating: Student Achievement | Rating: School Progress | Rating: Closing the Gaps |
|---|---|---|---|---|---|
| Austin Achieve | Austin Achieve Northeast | D | F | D | D |
| Great Hearts Texas | Great Hearts Western Hills | F | D | F | F |
| ILTexas[a] | ILTexas College Station Elementary | C | C | D | D |
| ILTexas | ILTexas College Station Middle | C | C | D | F |
| ILTexas | ILTexas Houston Orem Elementary | F | F | F | F |
| ILTexas | ILTexas Houston Orem Middle | F | F | F | F |

*Source:* Texas Accountability Rating Systems, 2019, available at https://rptsvr1.tea.texas.gov/perfreport/account/.

[a] International Leadership of Texas

[b] School of Science and Technology

**Table Continues**

[27] Due to timing issues concerning the availability of data, the evaluation scope never encompassed an analysis of the CSPHQR grant on Cohort II student outcomes. Accordingly, the cancelation of State of Texas Assessments of Academic Readiness (STAAR) exams in 2020 due to the outbreak of COVID-19 did not materially impact the evaluation.

*Table 5.1. Cohort I Replication Campus Academic Accountability Ratings (2019) (Continued)*

| Grantee | Campus | Overall Rating | Rating: Student Achievement | Rating: School Progress | Rating: Closing the Gaps |
|---|---|---|---|---|---|
| ILTexas | ILTexas Houston Windmill Lakes-Orem High | D | F | D | D |
| ILTexas | ILTexas Lancaster Desoto High | A | B | B | A |
| SST[b] Discovery | SST Northwest | A | A | B | A |
| SST Discovery | SST Sugar Land | B | B | B | Not Rated |

*Source:* Texas Accountability Rating Systems, 2019, available at https://rptsvr1.tea.texas.gov/perfreport/account/.
[a] International Leadership of Texas
[b] School of Science and Technology

Because the long-term objective of the CSPHQR grant program is to increase the number of students attending *A* and *B* campuses and to decrease the number of students attending *D* and *F* campuses, this evaluation explored the effect that adding Cohort I replication campuses had on accountability ratings at the four open-enrollment charter schools that operated Cohort I campuses. As seen in Table 5.2, the overall impact of adding replication campuses on school-wide performance was neutral or negative in that accountability ratings stayed the same or decreased from 2018 to 2019.

This finding suggests two possible explanations. First, and most straightforwardly, the performance of the replication campus itself may have contributed to the charter school's academic accountability rating decreasing. Alternatively, the performance of campuses in operation during the 2017–18 school year may have been adversely impacted by the school's efforts to support the Cohort I replication campus (e.g., by losing veteran educators who were shifted to replication campuses or by sacrificing some measure of individualized support from central office personnel responsible for providing shared services to additional campuses). These explanations are not mutually exclusive; a charter school's attempts to support a struggling replication campus may be insufficient to improve that campus's short-term academic outcomes while nevertheless steering attention and resources away from other campuses.

*Table 5.2. Academic Accountability Ratings for Open-Enrollment Charter Schools With Cohort I Replication Campuses (2018 to 2019)*

| Grantee | Rating Year | Overall Rating | Rating: Student Achievement | Rating: School Progress | Rating: Closing the Gaps |
|---|---|---|---|---|---|
| Austin Achieve | 2018 | Met Standard | Met Standard | Met Standard | Met Standard |
| | 2019 | C | D | C | D |
| Great Hearts Texas | 2018 | A | A | B | A |
| | 2019 | B | B | B | B |
| ILTexas[a] | 2018 | Not Rated (Harvey Provision)[b] | B | B | C |
| | 2019 | B | B | B | C |
| SST[c] Discovery | 2018 | A | A | A | A |
| | 2019 | A | A | A | A |

*Source:* Texas Accountability Rating Systems, 2018 and 2019, available at https://rptsvr1.tea.texas.gov/perfreport/account/.
*Note.* The 2018 Accountability Ratings were in a transition period from the prior rating system to the 2019 Accountability System. During that year, districts received an A–F rating, but campuses did not. Since Austin Achieve had only one campus, it did not receive an A–F rating.
[a] International Leadership of Texas
[b] Under the Hurricane Harvey Provision, open-enrollment charter schools were eligible to be labeled *Not Rated* if 10% or more of their students as reported on the October snapshot were enrolled on campuses that experienced significant disruptions as set forth in TEA's 2018 Accountability Manual, available at https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/2018-accountability-manual.
[c] School of Science and Technology

## Academic Outcomes (Descriptive and Correlational Analyses)

This section explores student-level outcomes on 2019 standardized assessments. Through a descriptive-comparative analysis, outcomes for students attending Cohort I replication campuses were compared with outcomes for students attending non-replication comparison campuses.[28]

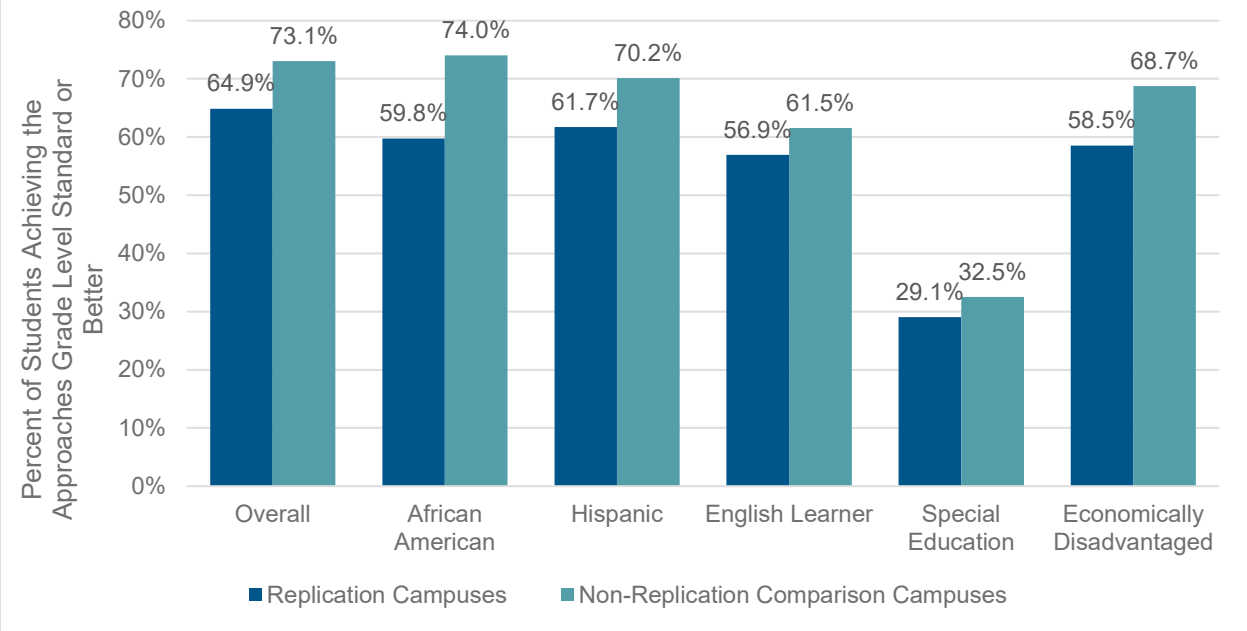
Figures 5.1 and 5.2 depict student performance on the 2019 STAAR-Reading and STAAR-Mathematics exams.[29] Both on an overall basis and within each relevant student group, larger percentages of students enrolled at non-replication comparison campuses achieved the Approaches Grade Level standard or better on each exam.[30]

[28] Each Cohort I open-enrollment grantee campus' comparison set consisted of the non-CSPHQR-grantee campuses affiliated with its charter school.

[29] The results of the descriptive and correlational analyses displayed in Figures 5.1–5.8 are based on the academic performance of all tested students at Cohort I replication campuses and their non-replication comparison campuses. By contrast, the results displayed in Figures 5.9–5.10 are based on the academic performance of students at Cohort I replication campuses and matched students at non-replication comparison schools identified through the PSM methodology outlined in Appendix C.

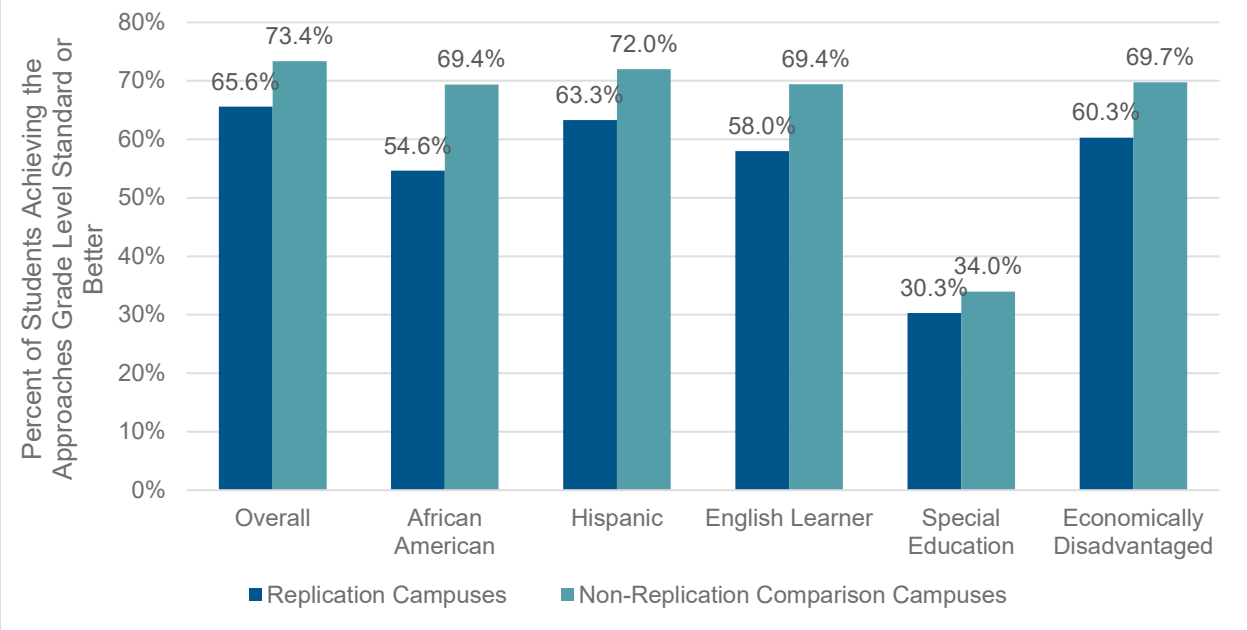
[30] The Approaches Grade Level standard is a STAAR performance level descriptor indicating that the student is likely to succeed in the next grade or course with targeted academic intervention. The Approaches Grade Level standard serves as the state passing standard.

*Figure 5.1. 2019 STAAR-Reading Exam Performance (Cohort I Replication Campuses and Non-Replication Comparison Campuses)*




*Source:* State of Texas Assessments of Academic Readiness (STAAR) and Public Education Information Management System databases, 2018–19.
*Note.* The numbers of students were 1,956 for replication campuses and 12,973 for non-replication comparison campuses.

*Figure 5.2. 2019 STAAR-Mathematics Exam Performance (Cohort I Replication Campuses and Non-Replication Comparison Campuses)*




*Source*: State of Texas Assessments of Academic Readiness (STAAR) and Public Education Information Management System databases, 2018–19.
*Note.* The numbers of students were 1,963 for replication campuses and 12,694 for non-replication comparison campuses.

Although students generally performed better on the 2019 STAAR assessments at the non-replication comparison campuses affiliated with the open-enrollment charter schools that comprise Cohort I, campus administrators, teachers, and parents expressed confidence that replication campus data would improve.

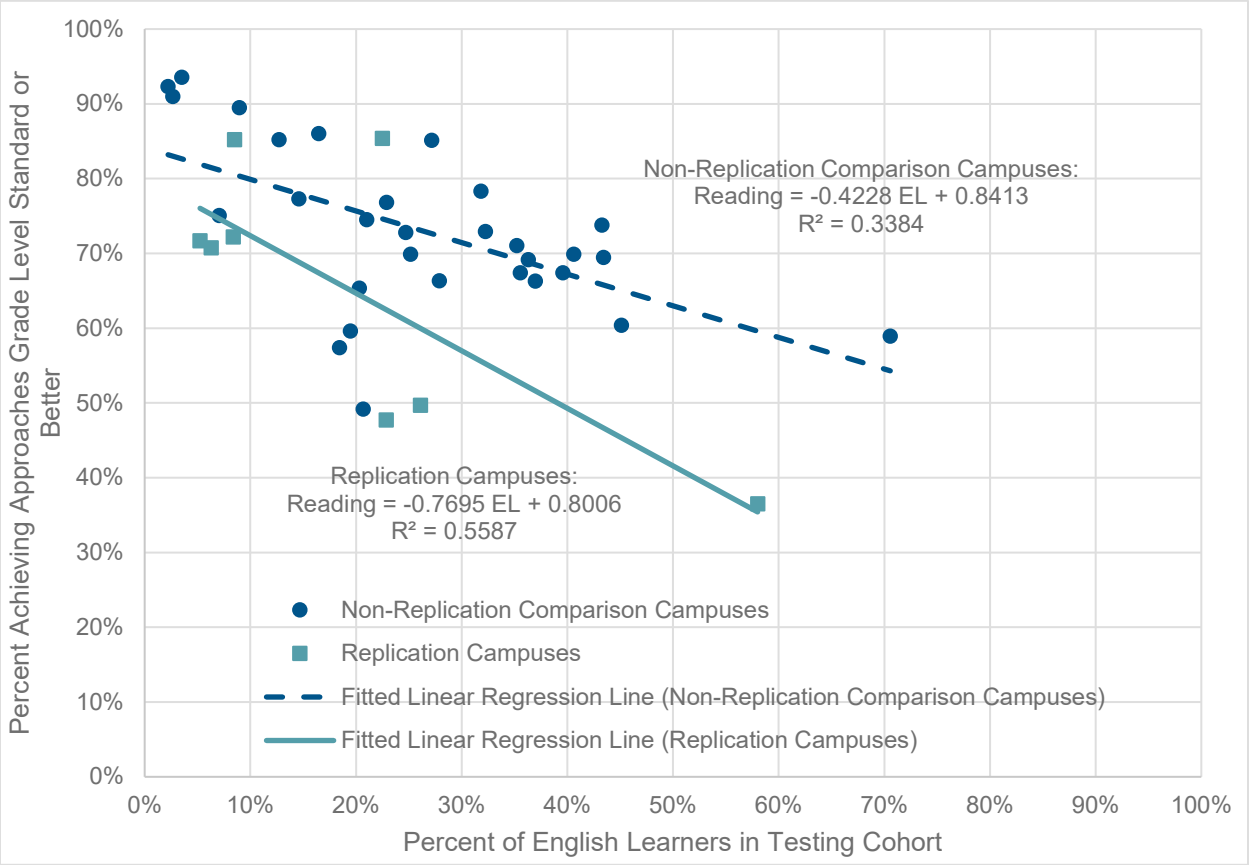
> *"Last year's STAAR data helps inform what we do this year. Now we're collecting data to see what standards kids did not learn and trying to incorporate those standards into 30-minute intervention periods so we're closing gaps while staying on the pacing calendar."*
>
> - Campus Administrator

> *"Since switching to [the charter school campus], my oldest has gained so much confidence and become so much more responsible than she ever was at our previous school. The moment she began struggling with math, she immediately had extra help and ended up mastering math on her STAAR test."*
>
> - Parent

As explored in Chapter 2, Cohort I replication campuses educated a larger percentage of students classified as economically disadvantaged in their first years of operation than their non-replication comparison campuses (see Table 2.3). In order to analyze the extent to which the demographics of Cohort I campuses may have contributed to the STAAR performance disparities depicted in Figures 5.1 and 5.2, linear regression analyses were conducted to determine the relationship between the composition of students in STAAR testing cohorts and proficiency rates on those exams. The scatterplot in Figure 5.3 shows a negative relationship between the percentage of EL students in a testing cohort and the percentage of students achieving the Approaches Grade Level standard or better on the STAAR-Reading exam. The point estimates of the relationship were -0.77 ($p < 0.05$) for replication campuses and -0.42 ($p < 0.01$) for non-replication comparison campuses.[31]

[31] When exploring the significance of statistical differences in this chapter, $p < 0.05$ was the minimum cut point for significance testing. This significance level means that, statistically, there is only a 5% chance that the amount of difference occurred due to chance alone. Similarly, $p < 0.01$ means that, statistically, there is only a 1% chance that the amount of difference occurred due to chance alone.

*Figure 5.3. Correlation Between the Percentages of English Learners in Testing Cohorts at Cohort I Replication and Non-Replication Comparison Campuses and the Percentages of Students Achieving the Approaches Grade Level Standard or Better on the 2019 STAAR-Reading Exam*



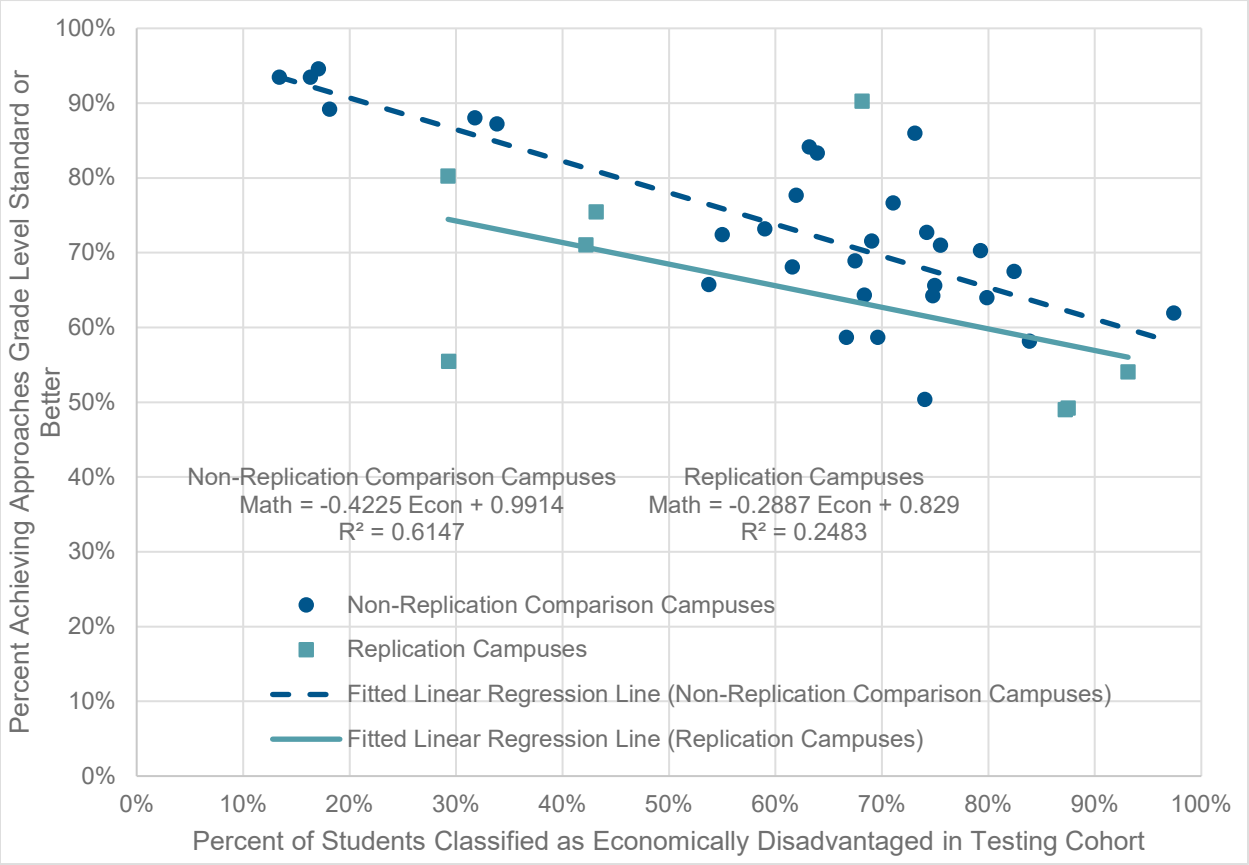

*Source*: State of Texas Assessments of Academic Readiness (STAAR) and Public Education Information Management System databases, Texas Education Agency, 2018–19.
*Note.* EL = English learners. The relationships between STAAR-Reading performance and EL testing populations were estimated using linear regression analyses for replication campuses and non-replication comparison campuses.

The scatterplot in Figure 5.4 shows a negative relationship between the percentage of students classified as economically disadvantaged in a testing cohort and the percentage of students achieving the Approaches Grade Level standard or better on the STAAR-Mathematics exam.[32] The point estimates of the relationship were -0.29 ($p > 0.05$) and -0.42 ($p < 0.01$) for replication campuses and non-replication comparison campuses respectively.

While these negative relationships are evident at both replication and non-replication comparison campuses, the scatterplots show that replication campuses were generally outperformed at each demographic interval. That is, non-replication comparison campuses with a certain percentage of EL students or students classified as economically disadvantaged were more likely to have higher percentages of students achieving the Approaches Grade Level standard or better than replication campuses with the same percentages of students in those student groups.

[32] Correlational analyses were also conducted to assess the relationships between (a) the percentage of EL students in a testing cohort and campus-level STAAR-Mathematics performance, and (b) the percentage of economically disadvantaged students in a testing cohort and campus-level STAAR-Reading performance. The findings were similar to those explored in Figures 5.3 and 5.4.

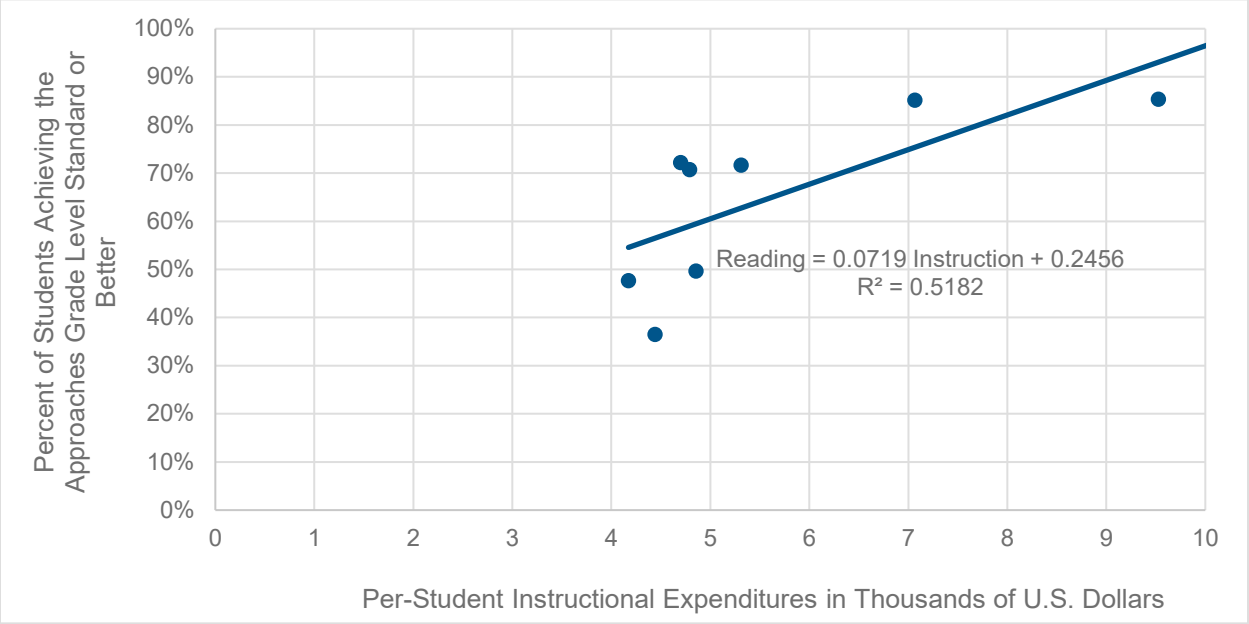
*Figure 5.4. Correlation Between the Percentages of Students Classified as Economically Disadvantaged in Testing Cohorts at Cohort I Replication and Non-Replication Comparison Campuses and the Percentages of Students Achieving the Approaches Grade Level Standard or Better on the 2019 STAAR-Mathematics Exam*




*Source*: State of Texas Assessments of Academic Readiness (STAAR) and Public Education Information Management System databases, Texas Education Agency, 2018–19.
*Note*. The relationships between STAAR-Mathematics performance and economically disadvantaged testing populations were estimated using linear regression analyses for replication campuses and non-replication comparison campuses.

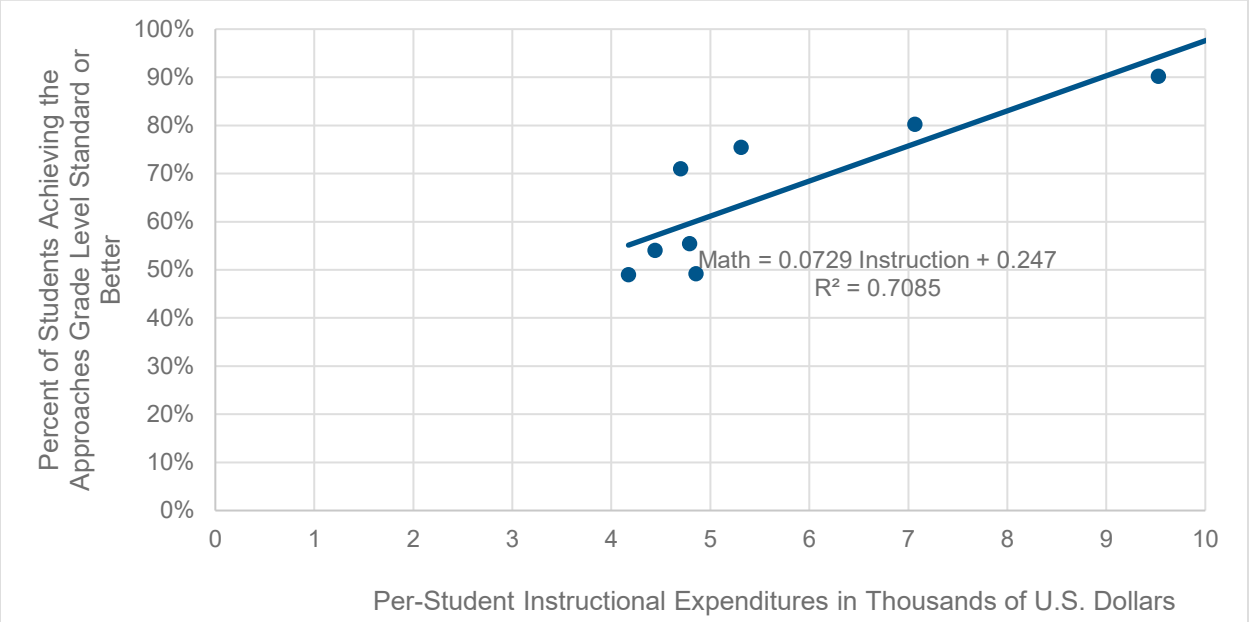
Additionally, as explored in Chapter 4, Cohort I replication campuses, in the aggregate, expended the majority of their operating funds on instruction (see Table 4.5). However, the precise manner in which campuses elected to spend their operating budgets varied within the cohort. Accordingly, linear regression analyses were conducted to determine the extent to which increases in instructional expenditures at Cohort I campuses were correlated with improvements on STAAR exam performance. The scatterplots in Figures 5.5 and 5.6 show positive relationships between instructional expenditures and the percentages of students achieving the Approaches Grade Level standard or better on each exam. For STAAR-Reading, an increase of $1,000 in per-student instructional expenditures was associated with a seven-percentage-point increase in the number of students achieving the Approaches Grade Level standard or better ($p < 0.05$). For STAAR-Mathematics, an increase of $1,000 in per-student instructional expenditures was also associated with a seven-percentage-point increase in the number of students achieving the Approaches Grade Level standard or better ($p < 0.01$).

*Figure 5.5. Correlation Between Per-Student Instructional Expenditures and 2019 STAAR-Reading Performance at Cohort I Replication Campuses*




Source: State of Texas Assessments of Academic Readiness (STAAR) database, and School Financial Reports and Data, Texas Education Agency, 2018–19.
*Note*. The relationship between STAAR-Reading performance and per-student instructional expenditures was estimated using linear regression analyses for replication campuses. The blue solid line represents the fitted regression line. The figure also displays the regression equations and R-squared values.

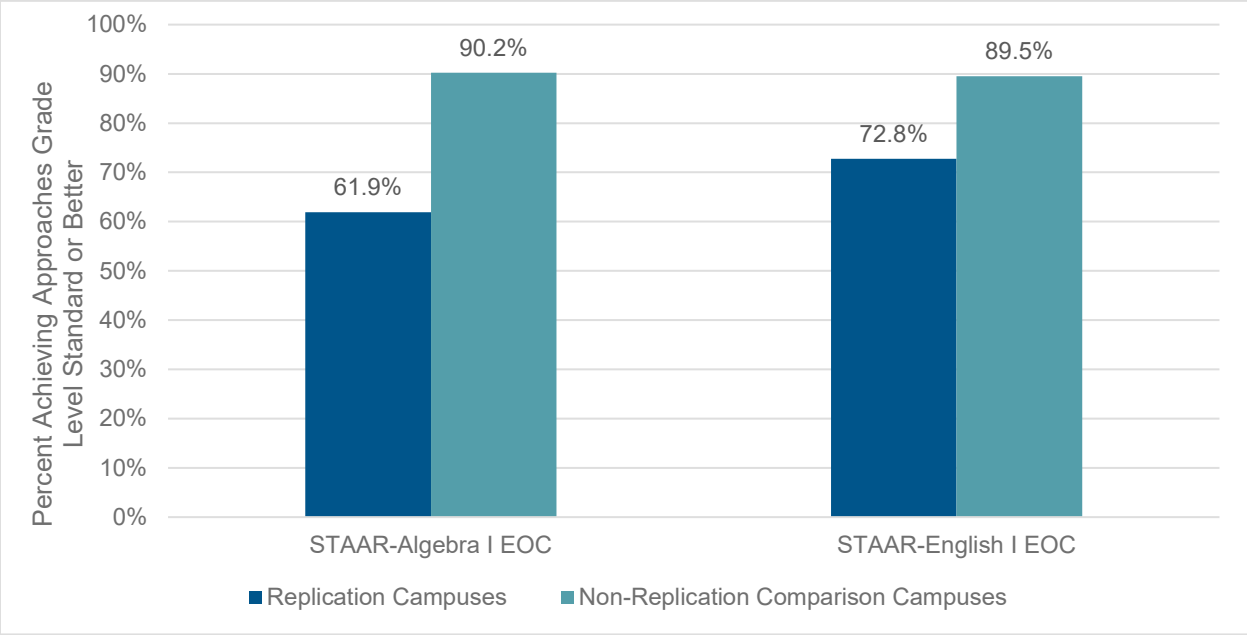
*Figure 5.6. Correlation Between Per-Student Instruction Expenditures and 2019 STAAR-Mathematics Performance at Cohort I Replication Campuses*




*Source*: State of Texas Assessments of Academic Readiness (STAAR) database, and School Financial Reports and Data, Texas Education Agency, 2018–19.
*Note*. The relationship between STAAR-Mathematics performance and per-student instructional expenditures was estimated using linear regression analyses for replication campuses. The blue solid line represents the fitted regression line. The figure also displays the regression equations and R-squared values.

Figure 5.7 shows student performance on STAAR-Algebra I EOC and STAAR-English I EOC exams at replication and non-replication comparison campuses. Students attending non-replication comparison campuses were 28 percentage points more likely (90% to 62%) to achieve the Approaches Grade Level standard or better on the STAAR-Algebra I EOC exam and 17 percentage points more likely (90% to 73%) to achieve the Approaches Grade Level standard or better on the STAAR-English I EOC exam.

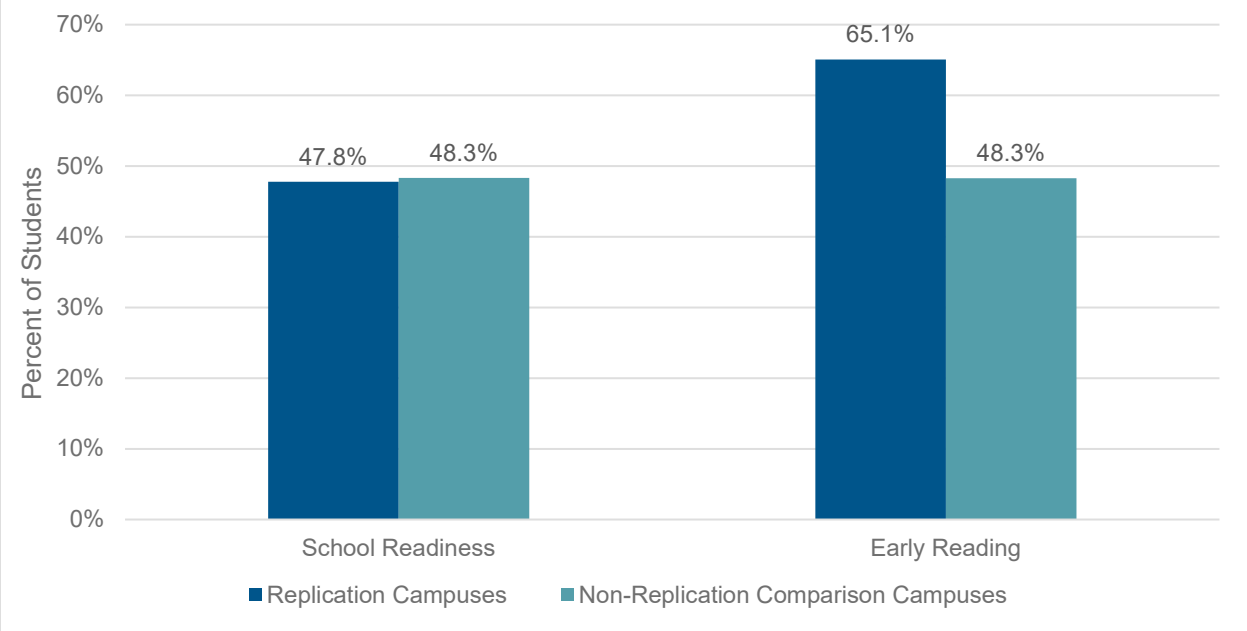
*Figure 5.7. 2019 STAAR-Algebra I EOC and STAAR-English I EOC Exam Performance (Cohort I Replication Campuses and Non-Replication Comparison Campuses)*




*Source*: State of Texas Assessments of Academic Readiness (STAAR) and Public Education Information Management System databases, 2018–19.
*Note.* STAAR = State of Texas Assessments of Academic Readiness. EOC = End-of-Course. For STAAR-Algebra I EOC, the numbers of students were 150 for replication campuses and 1,283 for non-replication comparison campuses. For STAAR-English I EOC, the numbers of students were 310 for replication campuses and 1,311 for non-replication comparison campuses.

Figure 5.8 compares student performance on school readiness and early reading measures across replication and non-replication comparison campuses. While students at replication campuses and non-replication comparison campuses performed at similar proficiency levels on the readiness assessment, sixty-five percent of students on replication campuses were identified for accelerated reading instruction, a rate 17 percentage points higher than the equivalent on non-replication comparison campuses.

*Figure 5.8. 2019 School Readiness and Early Reading Performance (Cohort I Replication Campuses and Non-Replication Comparison Campuses)*




*Source*: Public Education Information Management System database, and Early Childhood Data System, Texas Education Agency, 2019.
*Note.* The School Readiness indicator indicates whether a student assessed by a reading instrument on the commissioner's list or approved by district committee under TEC 28.006 has been determined to be prepared for school. This measure applies only to kindergarten students. The Early Reading indicator indicates whether a student has been identified for accelerated reading instruction as indicated by the administered reading instrument on the commissioner's list or approved by district committee under TEC 28.006. This measure applies only to Grades K–2.

## Academic Outcomes (PSM Analysis)

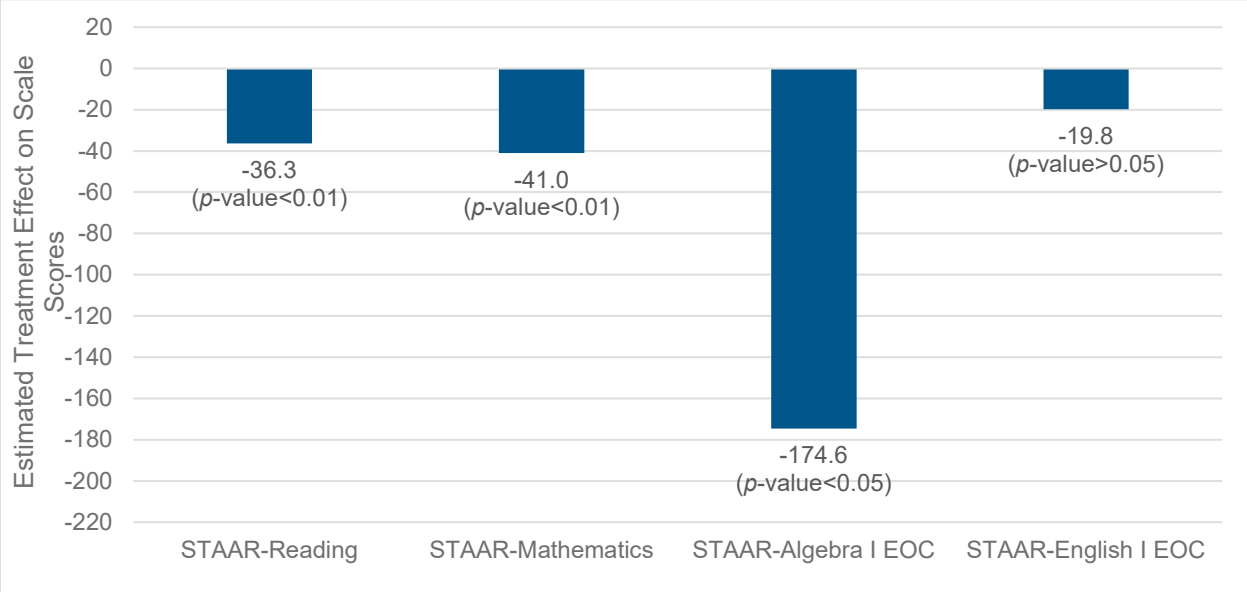
A quasi-experimental design study consisting of a PSM approach was conducted to assess the treatment effect of attending a Cohort I campus on student academic performance. Students attending Cohort I campuses were considered the treatment group and students attending non-replication comparison campuses affiliated with the charter schools whose campuses composed Cohort I (i.e., those that shared common academic, operational, and administrative supports) were considered the starting point for generating the comparison group. Each student's individual propensity score was estimated using student-level demographic, attendance, discipline, course-passing rate, and prior-year STAAR scale score data provided by TEA.

The student level data also included STAAR and STAAR EOC exam results, which were used as the dependent variables in the treatment effect estimation. Specifically, two measures on STAAR and STAAR EOC exams were used as dependent variables for the PSM analysis: (1) student scale scores (a continuous variable that reflected how a student scored on a particular exam); and (2) student proficiency (a binary variable that indicated whether a student achieved the Approaches Grade Level standard or better on a particular exam). PSM technical considerations and impact tables are included in Appendix C.

When looking at both scale scores and proficiency, the results of the PSM analysis indicate that, on average, Cohort I students scored lower on the 2019 STAAR-Reading, STAAR-Mathematics, and STAAR EOC exams than did their peers attending non-replication comparison campuses.

Using scale scores as the dependent variable, Figure 5.9 shows that the treatment effect of enrollment at a Cohort I campus on STAAR-Reading, STAAR-Mathematics, STAAR-Algebra I EOC, and STAAR-English I EOC scale scores ranged from -20 points on STAAR-English I EOC to -175 points on STAAR-Algebra I EOC. The estimated impacts on STAAR-Reading, STAAR-Mathematics are statistically significant with $p < 0.01$. The estimated impact on STAAR-Algebra I EOC is statistically significant with $p < 0.05$. The estimated impact on STAAR-English I EOC results is not statistically significant ($p > 0.05$), partly due to small sample size and partly due to the much smaller point estimate.

*Figure 5.9. Estimated Impact of Enrollment in a Cohort I Campus on 2019 STAAR and STAAR EOC Scale Scores*

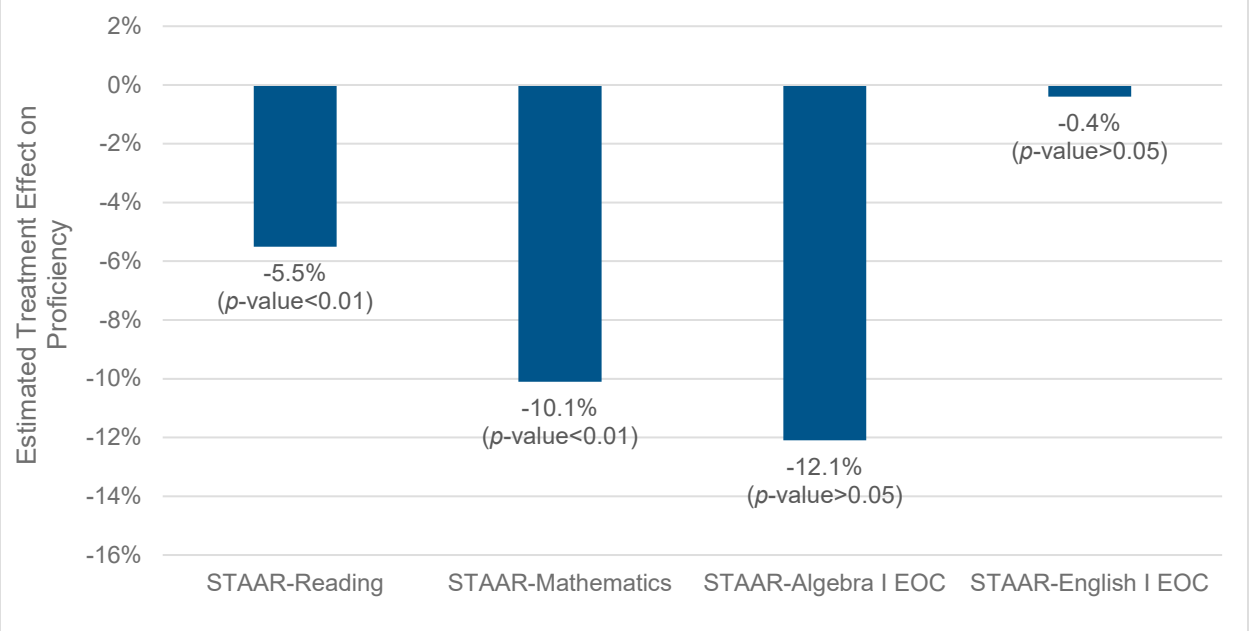



*Source*: State of Texas Assessments of Academic Readiness (STAAR) database, and Public Education Information Management System database, Texas Education Agency, 2017–18 and 2018–19.
*Note*. The estimates are the average effects on Cohort I students' scale scores using nearest neighbor matching techniques. For STAAR-Reading, the sample sizes are 1,277 for replication campuses and 1,269 students for non-replication comparison campuses. For STAAR-Mathematics, the sample sizes are 1,282 for replication campuses and 1,402 non-replication comparison campuses. For STAAR-Algebra I EOC, the sample sizes are 99 for replication campuses and 88 for non-replication comparison campuses. For STAAR-English I EOC, the sample sizes are 243 for replication campuses and 191 for non-replication comparison campuses.

Using proficiency as the dependent variable, Figure 5.10 shows that the treatment effect of enrollment at a Cohort I campus on STAAR-Reading, STAAR-Mathematics, STAAR-Algebra I EOC, and STAAR-English I EOC scores ranged from -0.4 percentage points on STAAR-English I EOC to -12 percentage points on STAAR-Algebra I EOC.[33] The estimated impacts on STAAR-Reading and STAAR-Mathematics are statistically significant with $p < 0.01$. The estimated impact on STAAR-English I EOC and STAAR-Algebra I EOC is not statistically significant ($p > 0.05$), partly due to small sample size. In the case of STAAR-English I EOC, it is also due to the much smaller point estimate.

[33] Different PSM model specifications — including nearest neighbor matching, kernel matching, stratification matching and radius matching — were explored in the process of estimating the treatment effect of enrollment at a Cohort I campus on exam performance. The results in Figures 5.9 and 5.10 display results using the nearest neighbor matching approach. Results using the other model specifications, which all showed students attending Cohort I replication campuses to have been outperformed by their peers at non-replication comparison campuses, are provided in Appendix C.

*Figure 5.10. Estimated Impact of Enrollment in a Cohort I Campus on 2019 STAAR and STAAR EOC Proficiency*




*Source*: State of Texas Assessments of Academic Readiness (STAAR) database, and Public Education Information Management System database, Texas Education Agency, 2017–18 and 2018–19.
*Note*. The estimates are the average effects on Cohort I students' proficiency using nearest neighbor matching techniques. For STAAR-Reading, the sample sizes are 1,277 for replication campuses and 1,269 students for non-replication comparison campuses. For STAAR-Mathematics, the sample sizes are 1,282 for replication campuses and 1,402 for non-replication comparison campuses. For STAAR-Algebra I EOC, the sample sizes are 99 for replication campuses and 88 for non-replication comparison campuses. For STAAR-English I EOC, the sample sizes are 243 for replication campuses and 191 for non-replication comparison campuses.

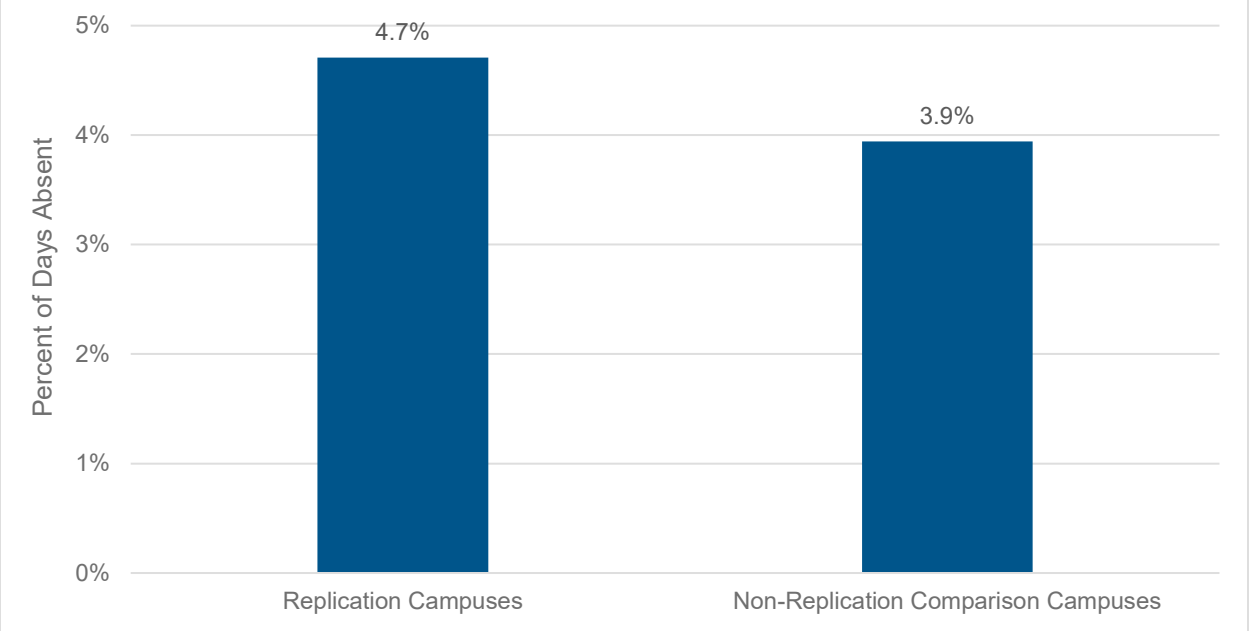
The PSM results are generally consistent with the results from the descriptive statistical analysis. While the PSM results suggest that the proficiency levels of students enrolled at replication campuses were not statistically significantly different from those of students enrolled at non-replication comparison campuses for STAAR-Algebra I EOC and STAAR-English I EOC, the small sample size militates against concluding that these proficiency levels were in fact similar.

## Non-Academic Outcomes

Cohort I students were absent from school more frequently than students enrolled at non-replication comparison campuses.[34] On average, Cohort I students were absent on 5% of the days they remained enrolled at a replication campus in 2018–19. By contrast, students at non-replication comparison campuses were absent on 4% of the days they were enrolled (Figure 5.11). A t-test conducted on the attendance rates at the replication campuses and non-replication comparison campuses indicated a statistically significant difference ($p < 0.01$).

[34] The results of the descriptive analyses displayed in Figures 5.11–5.12 are based on data from all students enrolled at Cohort I replication campuses and their non-replication comparison campuses. As distinguished from the PSM analysis, these non-academic outcome analyses are not based on matched student sets.

*Figure 5.11. Student-Day Absence Rates, Cohort I Replication Campuses and Non-Replication Comparison Campuses (2018–19)*

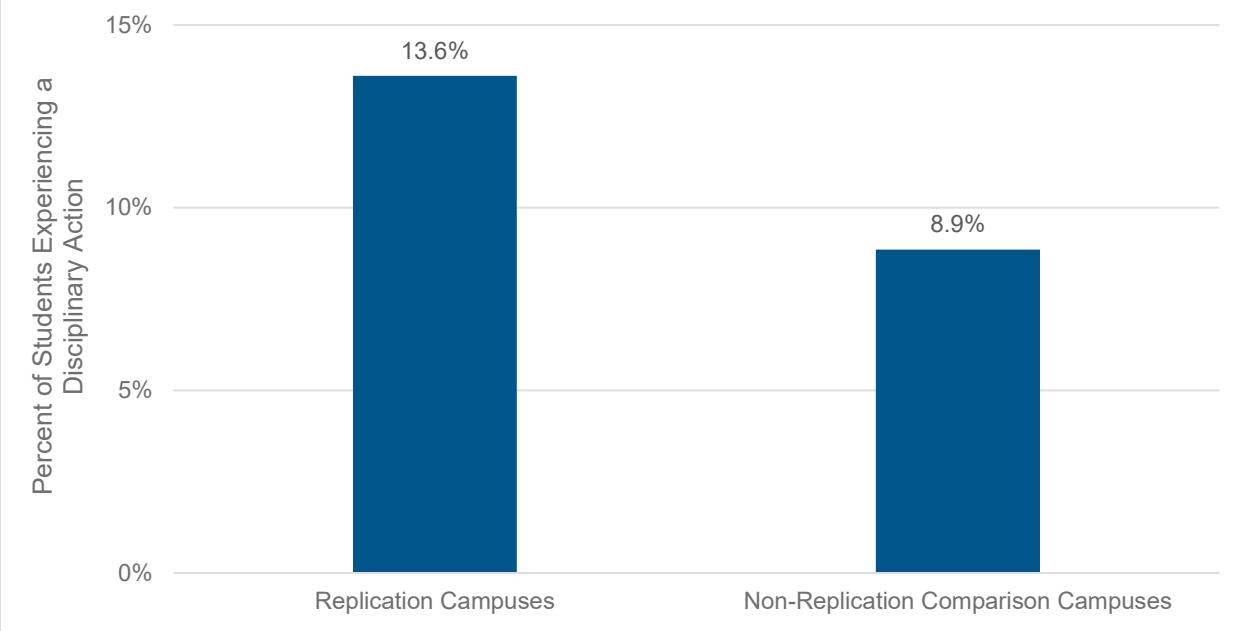



*Source*: Public Education Information Management System database, Texas Education Agency, 2018–19.
*Note.* The numbers of students were 4,492 for replication campuses and 23,742 for non-replication comparison campuses. The average days of absence were 6.8 and 6.1 for replication campuses and non-replication comparison campuses. A t-test (two sample assuming unequal variances) was conducted using data at the campus level (35 replication campuses and 10 non-replication comparison campuses), with $t(15)=-2.90$, $p = 0.01$.

Focus group participants expressed a range of views on the practices adopted by replication campuses to ensure robust attendance. Because "having students present and on time is crucial for success," one campus non-instructional staff member explained that maintaining constant communication with parents "when it comes to attendance and punctuality" was a key factor in promoting a successful launch. Whereas one teacher cited "incentives for attendance" as a best practice identified during the first year of operation, a parent contested the wisdom of providing incentives for attendance, which tends to be outside the control of younger students who rely on older family members to transport them to and from school.

Students at Cohort I replication campuses were also comparatively more likely to have experienced a disciplinary action (i.e., an in-school suspension, out-of-school suspension, or expulsion) during the 2018–19 school year. Whereas 14% of students enrolled at Cohort I campuses in fall 2018 experienced a disciplinary action during that school year, 9% of students enrolled at non-replication comparison campuses experienced a disciplinary incident during the school year (Figure 5.12). A t-test conducted on the rates of disciplinary actions indicated that the percentage difference is not statistically significant ($p > 0.05$).

*Figure 5.12. Percentages of Students Experiencing a Disciplinary Action, Cohort I Replication Campuses and Non-Replication Comparison Campuses (2018–19)*




*Source*: Public Education Information Management System database, Texas Education Agency, 2018–19.
*Note*. Rates were calculated by dividing the total number of unique students who experienced disciplinary actions in 2018–19 by the total fall 2018 enrollment at Cohort I replication campuses and non-replication comparison campuses. The numbers of students were 3,957 for replication campuses and 21,156 for non-replication comparison campuses. A t-test (two sample assuming unequal variances) was conducted using data at the campus level (35 replication campuses and 10 non-replication comparison campuses), with $t(9)=-1.60$, $p = 0.07$.

Relative to instructional decision-making, campus administrators indicated that student discipline is an area in which they tend to possess comparatively more autonomy in terms of policy creation and day-to-day operations. Multiple campus administrators explained that they have "empowered teachers to handle discipline at the class level first," providing management trainings and support in an effort to reduce administrative referrals. Although the majority of teachers participating in focus groups stated that discipline is not a major issue on their campuses, one teacher expressed concern that "severe discipline issues" would make it "extremely difficult to achieve academic success" on their campus.

## Chapter Summary

Preliminary findings indicate that the effect of opening a Cohort I replication campus on charter school-level academic accountability ratings was neutral or negative in that accountability ratings stayed the same or decreased from 2018 to 2019. Students attending Cohort I replication campuses were outperformed by their peers at non-replication comparison campuses on multiple measures of student performance in 2018–19. This is a key finding in light of research that shows initial academic data from replication campuses to be predictive of subsequent campus-level performance (Peltason & Raymond, 2013).

Increases in per-student instructional expenditures correlated with increases in the percentages of students at Cohort I replication campuses achieving the Approaches Grade Level standard or better on STAAR-Reading and STAAR-Mathematics exams. Increases in the percentages of EL students and students classified as economically disadvantaged in the testing populations at Cohort I replication campuses and non-replication comparison campuses correlated with decreases in the percentage of

students achieving the Approaches Grade Level standard or better on STAAR-Reading and STAAR-Mathematics exams. The negative relationship between the percentages of students in these groups in a testing cohort and STAAR proficiency was more pronounced on replication campuses.

Both on an overall basis and when disaggregated by student group, students at non-replication comparison campuses were more likely to achieve the Approaches Grade Level standard or better on 2019 STAAR-Reading, STAAR-Mathematics, STAAR-Algebra I EOC, and STAAR-English I EOC exams. When looking at both scale scores and proficiency, the results of a PSM analysis comparing the academic performance of students at Cohort I replication campuses with the performance of matched students at non-replication comparison campuses indicate that, on average, students at replication campuses were outperformed on STAAR-Reading, STAAR-Mathematics, and STAAR-EOC exams. The treatment effect of enrollment at a Cohort I campus ranged from -20 to -175 scale score points on STAAR and EOC exam performance and from -0.4 to -12 percentage points on STAAR and EOC proficiency levels.

Cohort I students were absent from school slightly more frequently than students enrolled at non-replication comparison campuses and were also comparatively more likely to have experienced a disciplinary action during the 2018–19 school year.

# 6. Key Takeaways From Replication Campus Operation

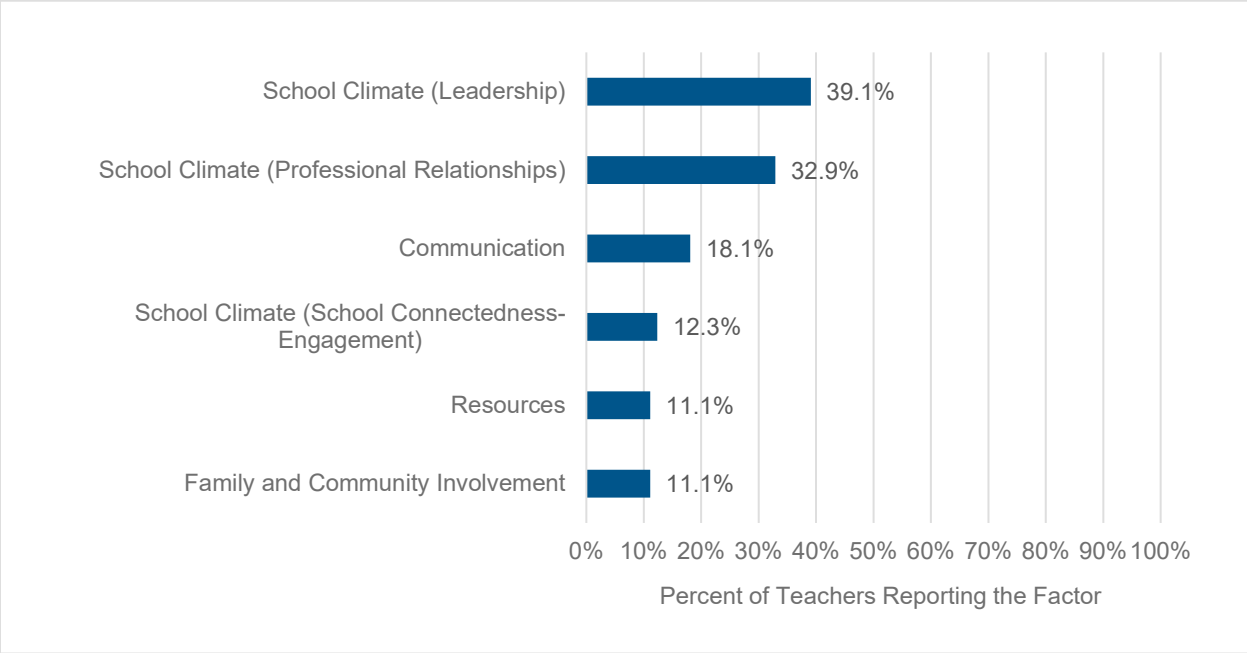
This chapter addresses Evaluation Objectives 2 and 4 by providing an overview of the key takeaways shared by the first two cohorts of CSPHQR grantees with respect to replication campus operation. The chapter organized as follows:

- First, the chapter explores the factors identified by teachers as contributing to the early-stage success of replication efforts;
- Next, the chapter explores issues that have arisen during the first two years of the grant program;
- Third, the chapter examines the efforts undertaken by Cohort I grantees to improve in key areas based on lessons learned during the first year of replication campus operation; and
- Finally, the chapter offers insight into the types of additional supports that campus-based personnel believe would enhance the efficacy of future replication efforts.

## Factors Contributing to Success

Content analyses were conducted on open-ended survey responses according to procedures outlined in Appendix A. Figure 6.1 depicts the factors most frequently cited by teachers as contributing to the successful operation of their replication campuses. Thirty-nine percent of teachers named school leadership as a key factor, a finding that lends support to the practice explored in Chapter 3 of charter schools undergoing replication efforts placing a premium on sourcing and developing high-quality campus administrators. Thirty-three percent of teachers cited professional relationships, 18% cited communication, 12% cited school connectedness and engagement, 11% cited the availability of resources, and 11% identified family and community involvement as key factors promoting successful operation.

*Figure 6.1. Top Factors Cited by Teachers as Promoting Successful Operation of Replication Campuses*



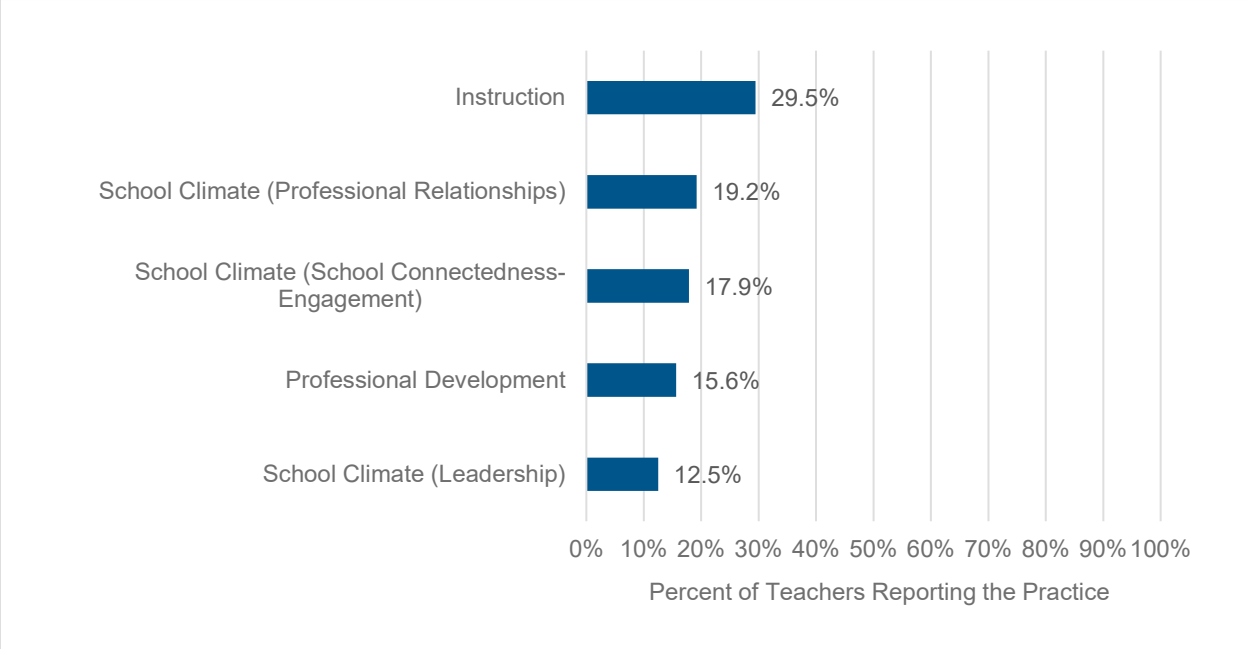

*Source*: Cohort I (fall 2019) and Cohort II (spring 2020) Campus Educator Surveys.
*Note*. A respondent may report multiple factors. The number of respondents was 243.

One teacher noted that their campus's "main strength is by far the excellent administration" and another credited campus leadership for having "an excellent understanding of what needs to be done not just to get tasks done but to go above and beyond." Teachers appreciated administrators putting "a great deal of thought . . . into how teachers are feeling and doing" and to fostering a "team-oriented approach."

> *"Our administrators are very active and spend a good amount of time doing walkthroughs. When they take the time to visit the classrooms, they not only learn more about the teachers, but they also become familiar with the classroom culture. The students become familiar with the admin and begin to build relationships. In turn, the students are more willing to follow the rules and be productive students."*
>
> - Teacher

Figure 6.2 highlights the areas in which teachers at replication campuses have identified the emergence of best practices through the first two years of the CSPHQR grant. Thirty percent of teachers identified best practices in the area of instruction as having contributed to successful replication. These included the use of data to inform teaching practices and to customize interventions, affording students greater involvement in the learning process, and establishing clear and consistent classroom routines. Other areas in which teachers identified best practices were professional relationships (19%), school connectedness and engagement (18%), professional development (16%), and school leadership (13%).

*Figure 6.2. Areas in Which Teachers at Replication Campuses Identified the Emergence of Best Practices During Early-Stage Replication Efforts*

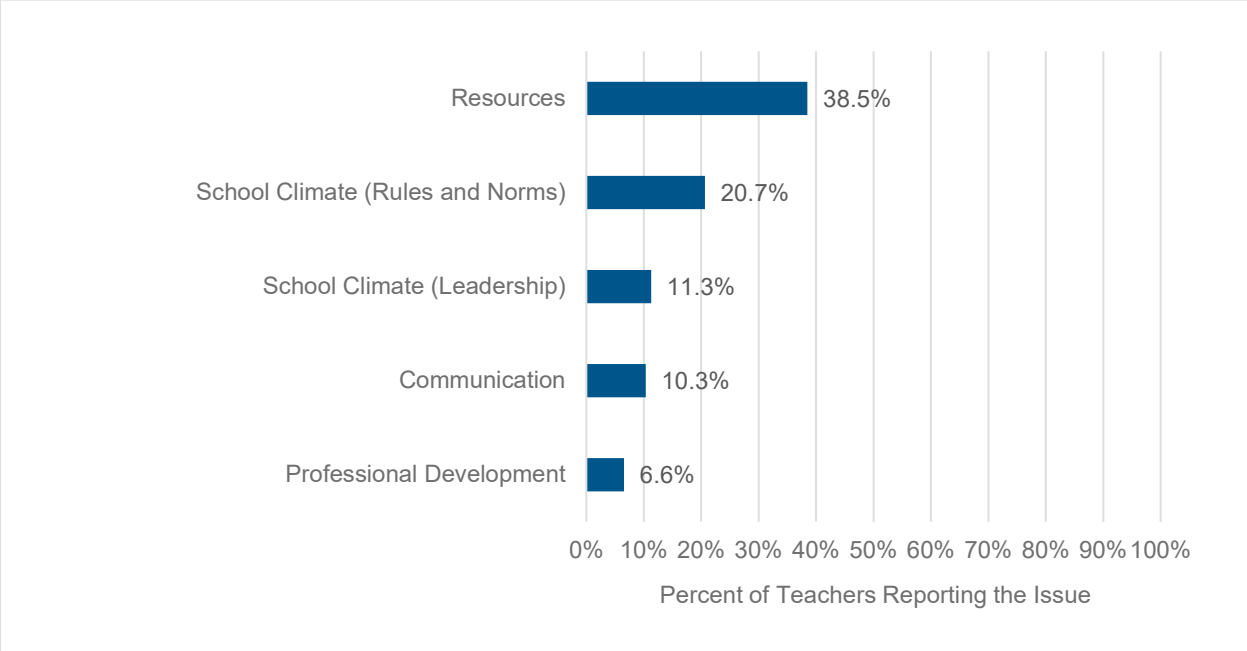



*Source*: Cohort I (fall 2019) and Cohort II (spring 2020) Campus Educator Surveys.
*Note*. A respondent may report multiple practices. The number of respondents was 224.

## Emerging Issues

Figure 6.3 shows that 39% of teachers cited the availability of resources as an issue that arose during the early stages of their campuses' replication efforts. While some teachers referenced inadequate instructional and storage space or shortages of classroom supplies, others mentioned delays in receiving curricular materials that contributed to instructional disruptions and teacher burnout. Other issues identified by teachers included rules and norms (21%), leadership (11%), communication (10%), and professional development (7%). One teacher who cited rules and norms as an issue stressed the impact that "extreme behavior" could have on the classroom learning environment if disruptions are permitted to persist, and one teacher who cited leadership shared that the administrative team was perceived to be "unorganized" and driven by "their own personal agendas."

*Figure 6.3. Top Issues Identified by Teachers as Having Arisen During the Early Stages of Their Campuses' Replication Efforts*

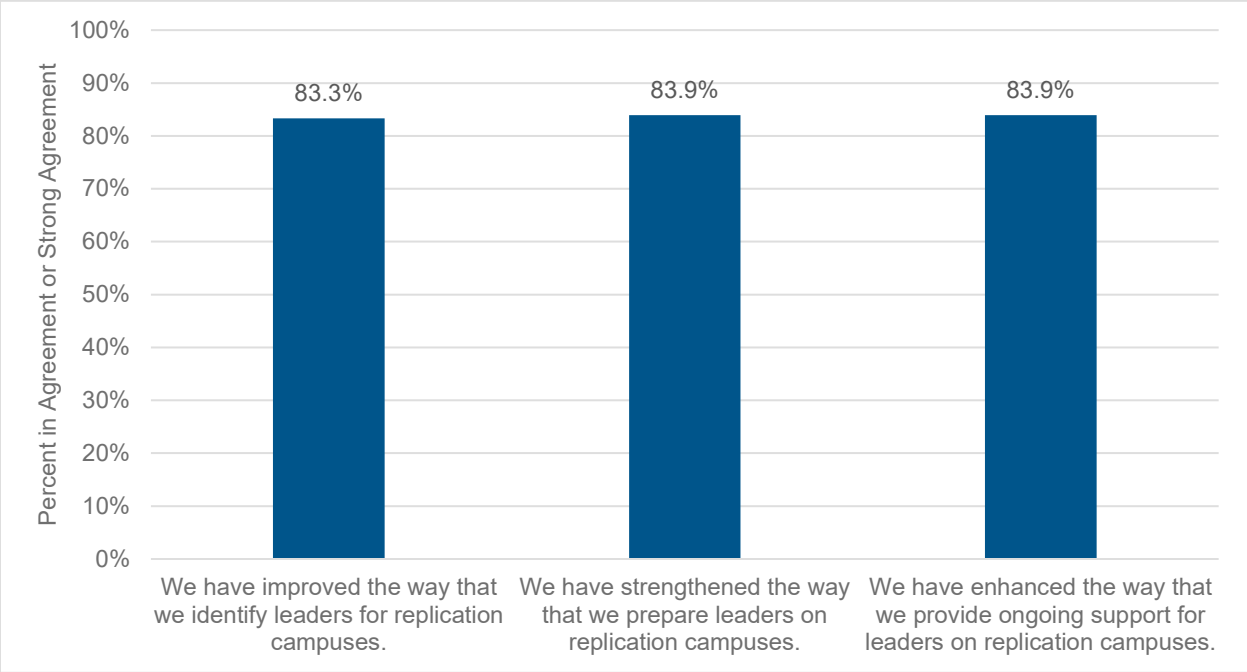



*Source*: Cohort I (fall 2019) and Cohort II (spring 2020) Campus Educator Surveys.
*Note*. A respondent may report multiple issues. The number of respondents was 213.

## Lessons Learned and Improvement Efforts

Follow-up surveys circulated to Cohort I stakeholders in April 2020 asked respondents to reflect on the extent to which replication campuses have evolved from 2018–19 to 2019–20 based on the lessons learned during their first year of operation. As noted in Figure 6.1 above, campus leadership was the factor most frequently cited by teachers as contributing to successful operation of grant-funded replication campuses. Figure 6.4 shows that 84% of central office administrators agreed or strongly agreed that their schools strengthened the way that they prepare leaders on replication campuses between 2018–19 and 2019–20. Eighty-four percent also agreed or strongly agreed that they have enhanced the way that they provide ongoing support for leaders on replication campuses, and 83% agreed or strongly agreed that they have improved the way they identify leaders for replication campuses.

*Figure 6.4. Percentage of Cohort I Central Office Administrators in Agreement or Strong Agreement with Statements Related to Year-Over-Year Improvement in the Areas of Campus Leader Identification, Preparation, and Support*

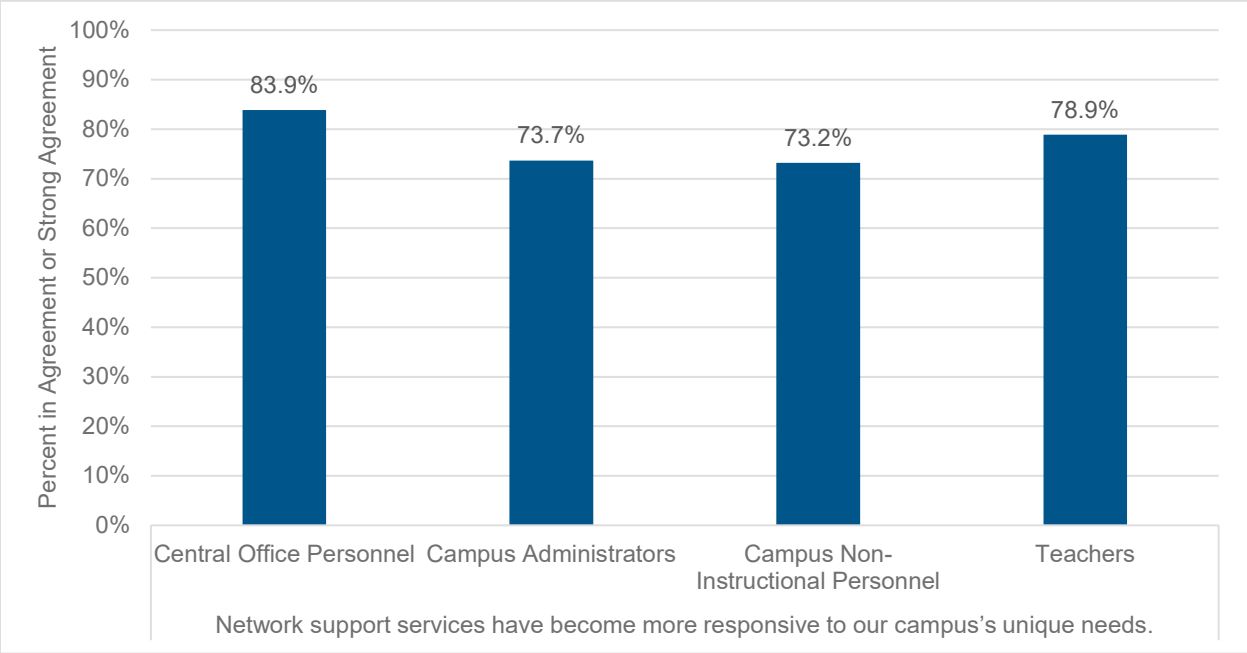



*Source*: Cohort I (spring 2020) Network Personnel Survey.
*Note*. The number of respondents was 31 for each of the three survey questions.

One central office administrator shared that he learned the importance of communicating changes in operational timelines to campus-based stakeholders after construction delays prevented campuses from opening on time in their permanent facilities. Other central office administrators shared that they had adjusted their staffing models to better address needs vocalized by campus leaders. One school hired two crisis counselors at their central office in order to provide additional bandwidth to address flashpoints on campuses, and another revised its support structure to create “roles and responsibilities that match up with roles on campus.”

Figure 6.5 depicts responses to spring 2020 Follow-Up Survey prompts regarding the extent to which support services provided to replication campuses by central offices have become more responsive to campus needs. Eighty-four percent of central office administrators, 79% of teachers, 74% of campus administrators, and 73% of campus non-instructional personnel agreed or strongly agreed that support services have become more responsive since the replication campuses opened.

*Figure 6.5. Percentages of Cohort I Central Office Personnel, Campus Administrators, Campus Non-Instructional Personnel, and Teachers in Agreement or Strong Agreement with Statements Related to Year-Over-Year Improvement in the Responsiveness of Central Office Support Services*

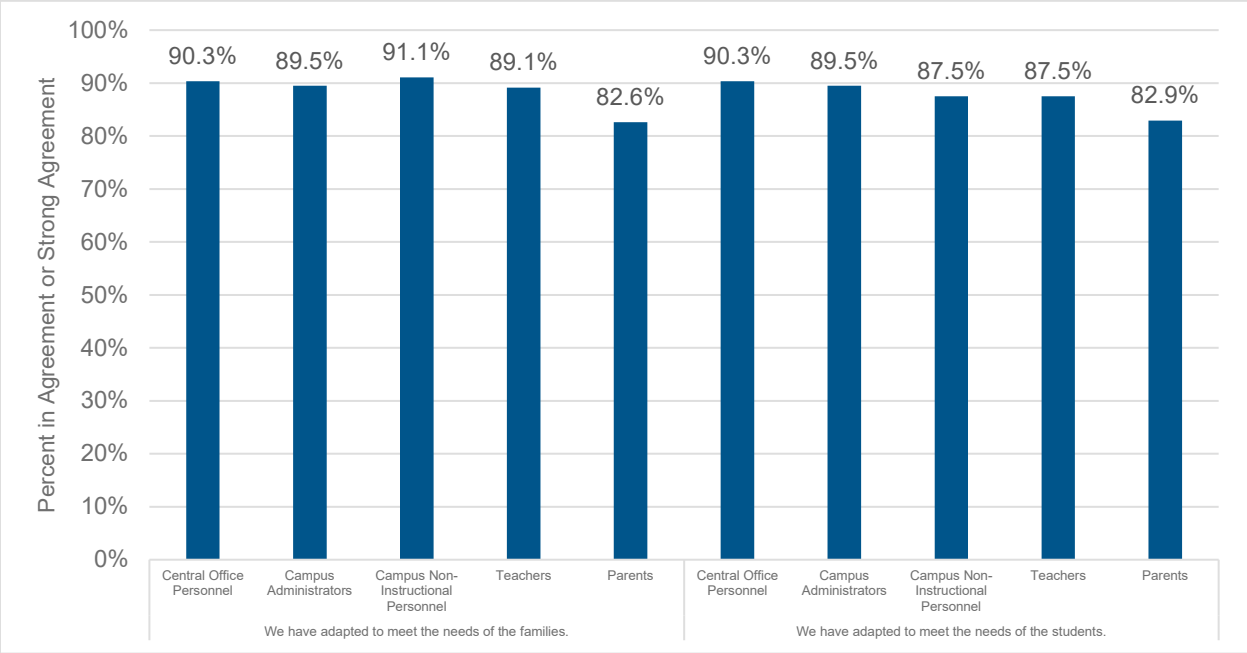



*Source*: Cohort I (spring 2020) Network Personnel and Campus Educator Surveys.
*Note*. The number of respondents was 31 for central office personnel, 19 for campus administrators, 56 for campus non-instructional personnel, and 265 for teachers. A charter "network" refers both to the LEA with which an individual campus is affiliated and to the central office personnel who provide shared instructional and operational services to individual campuses.

Central office administrators were more likely than campus-based stakeholders to agree that services have become more responsive. This disconnect in the manner in which support services were viewed from the central office and campus levels is consistent with the finding presented in Figure 4.4.

Figure 6.6 shows stakeholder responses on spring 2020 Follow-Up Survey prompts concerning campus adaptations to meet the needs of families and students. Ninety-one percent of campus non-instructional personnel, 90% of central office and campus administrators, 89% of teachers, and 83% of parents agreed or strongly agreed that their replication campuses had adjusted to meet the needs of their families. Similar percentages of respondents (ranging from 83% of parents to 90% of central office administrators) agreed or strongly agreed that campuses had adapted to meet the needs of their students.

*Figure 6.6. Percentage of Cohort I Central Office Administrators, Campus Administrators, Campus Non-Instructional Personnel, Teachers, and Parents in Agreement or Strong Agreement with Statements Related to Replication Campuses' Adaption to the Needs of Families and Students*




*Source*: Cohort I (spring 2020) Network Personnel, Campus Educator, and Parent Surveys.
*Note*. For "We have adapted to meet the needs of the families", the survey question for central office personnel was "Our replication campus(es) has adapted to meet the needs of its families"; the survey question for campus administrators, campus non-instructional personnel, and teachers was "We have adapted to meet the needs of our families"; and the survey question for parents was "The school(s) has adapted to meet the needs of its families". The number of respondents was 31 for central office personnel, 19 for campus administrators, 56 for campus non-instructional personnel, 267 for teachers, and 322 for parents. For "We have adapted to meet the needs of the students", the survey question for central office personnel was "Our replication campus(es) has adapted to meet the needs of its students"; the survey question for campus administrators, campus non-instructional personnel, and teachers was "We have adapted to meet the needs of our students"; and the survey question for parents was "The school(s) has adapted to meet the needs of its students". The number of respondents was 31 for central office personnel, 19 for campus administrators, 56 for campus non-instructional personnel, 264 for teachers, and 322 for parents.

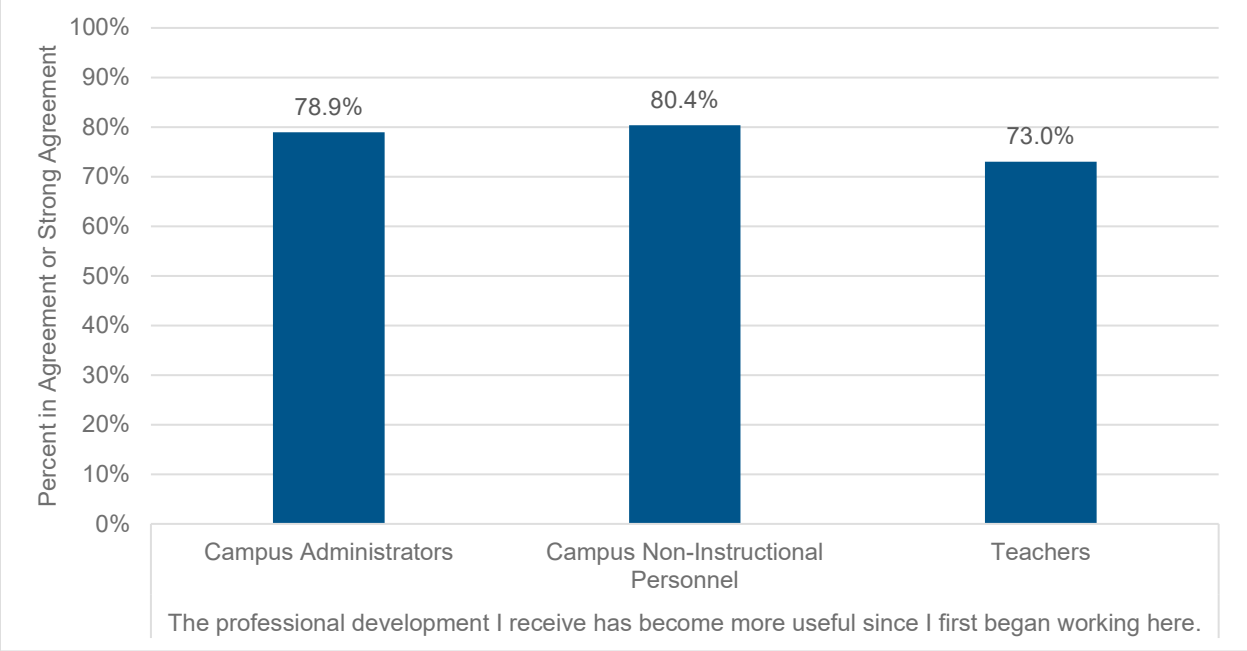
In interviews and focus groups, central office administrators and parents reflected on the challenges that campuses faced in their first years of operations and the strides they have made in their ensuing years.

> *"The school definitely had its growing pains since it first started, but it is moving in the right direction, and I love how adaptive our team can be. There has been a night-and-day difference from a year ago."*
>
> - Central Office Administrator

> *"There has been a vast improvement from year one. I commend the staff and administration on the improvements."*
>
> - Parent

Eighty percent of Cohort I campus non-instructional personnel, 79% of campus administrators, and 73% of teachers agreed or strongly agreed that the PD they receive has become more useful since they started in their roles (Figure 6.7).

*Figure 6.7. Percentages of Cohort I Campus Administrators, Campus Non-Instructional Personnel, and Teachers in Agreement or Strong Agreement with Statements Related to Year-Over-Year Improvements in Professional Development*



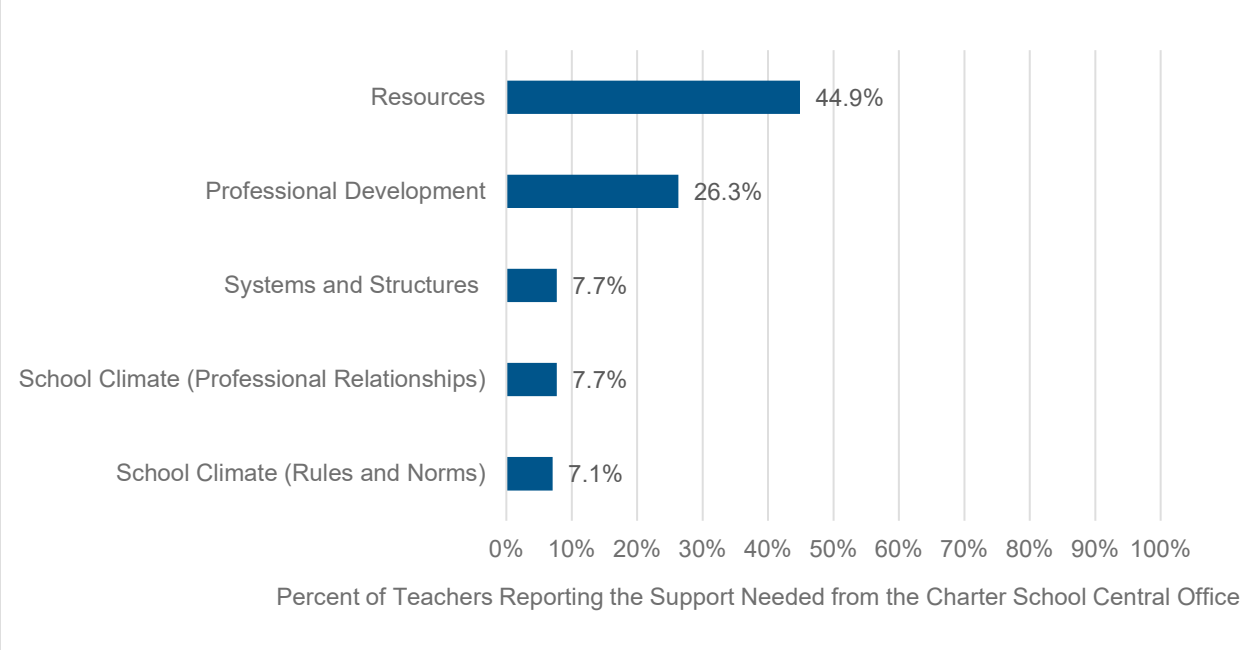

*Source*: Cohort I (spring 2020) Campus Educator Survey.
*Note*. The survey question was "The professional development I receive has become more useful" for campus administrators; "The professional development I receive has become more useful since I first began working here" for campus non-instructional personnel; and "The professional development I receive has become more useful since I first began teaching here" for teachers. The number of respondents was 19 for campus administrators, 56 for campus non-instructional personnel, and 267 for teachers.

One campus administrator stated that PD had become "much more useful" on account of it shifting away from a focus on managerial oversight toward a focus on "our growth as leaders," while a teacher said that the second year of operation "has been absolutely amazing" on account of performance training that addressed some of the issues that had made the first year "very challenging."

## Additional Supports Needed

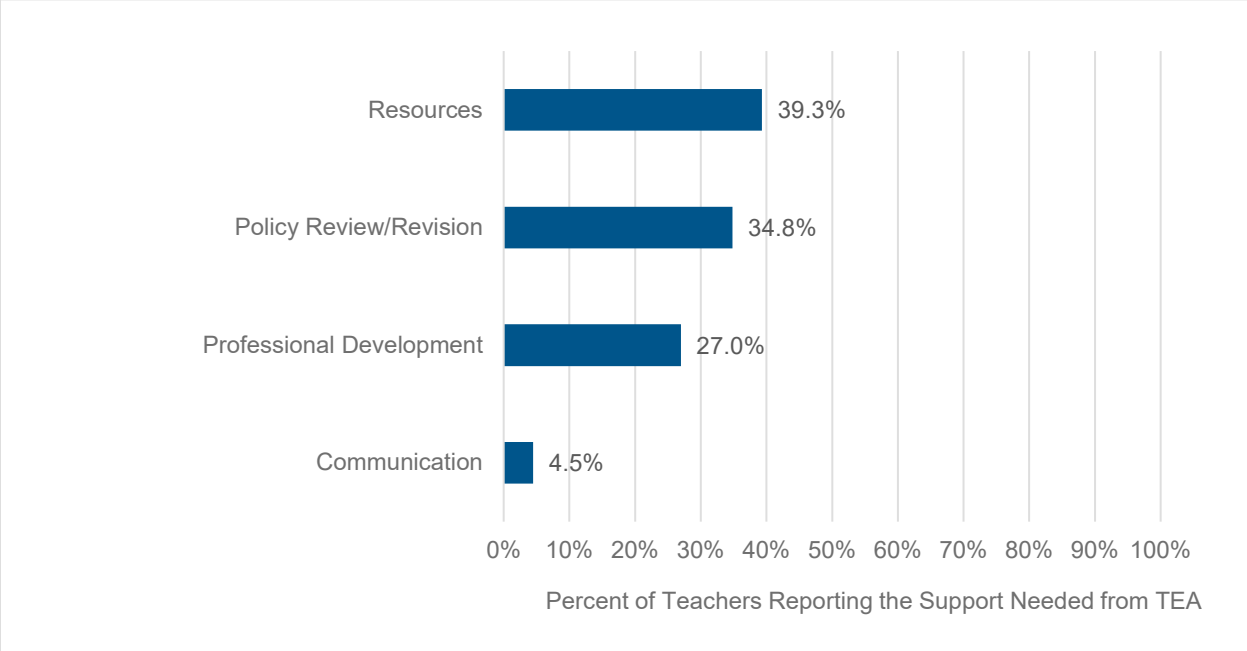
Figures 6.8 and 6.9 depict the results of content analyses conducted on open-ended survey responses provided by teachers to prompts regarding the value of additional support services that their central offices and TEA could provide to replication campuses. Forty-five percent of teachers believe that they need additional resources from their charter school central offices, and 39% of teachers believe that they need additional resources from TEA. Professional development was the second most frequently cited need area by teachers with respect to their central offices (26%), while policy review and revision (35%) and professional development (27%) were the other areas of need most frequently cited with respect to TEA.

*Figure 6.8. Top Areas in Which Teachers Believe Additional Support Services are Needed from Their Central Offices*




*Source*: Cohort I (fall 2019) and Cohort II (spring 2020) Campus Educator Surveys.
*Note*. A respondent may report multiple supports needed from their central offices. The number of respondents was 156.

*Figure 6.9. Top Areas in Which Teachers Believe Additional Support Services are Needed from TEA*




*Source*: Cohort I (fall 2019) and Cohort II (spring 2020) Campus Educator Surveys.
*Note*. A respondent may report multiple supports needed from TEA. The number of respondents was 89. Among the policies identified as in need of review and revision were those connected to school oversight, student assessment and support, educator certification, and retirement.

Resources cited by teachers included technological devices for students and funds to purchase classroom supplies and to cover registration fees for training opportunities. Some teachers sought additional PD related to curriculum, pedagogy, and data from both their central offices and TEA. One teacher suggested that TEA could create standardized assessments that are "more applicable to the kids [they] teach" as "the stories they read are difficult to relate to the day-to-day culture in which they live." Noting the challenges associated with attempting to support grantees against the backdrop of a pandemic, a TEA official suggested that support services "might look like us stepping into the virtual environment" and providing resources online that are typically presented "in a face-to-face setting."

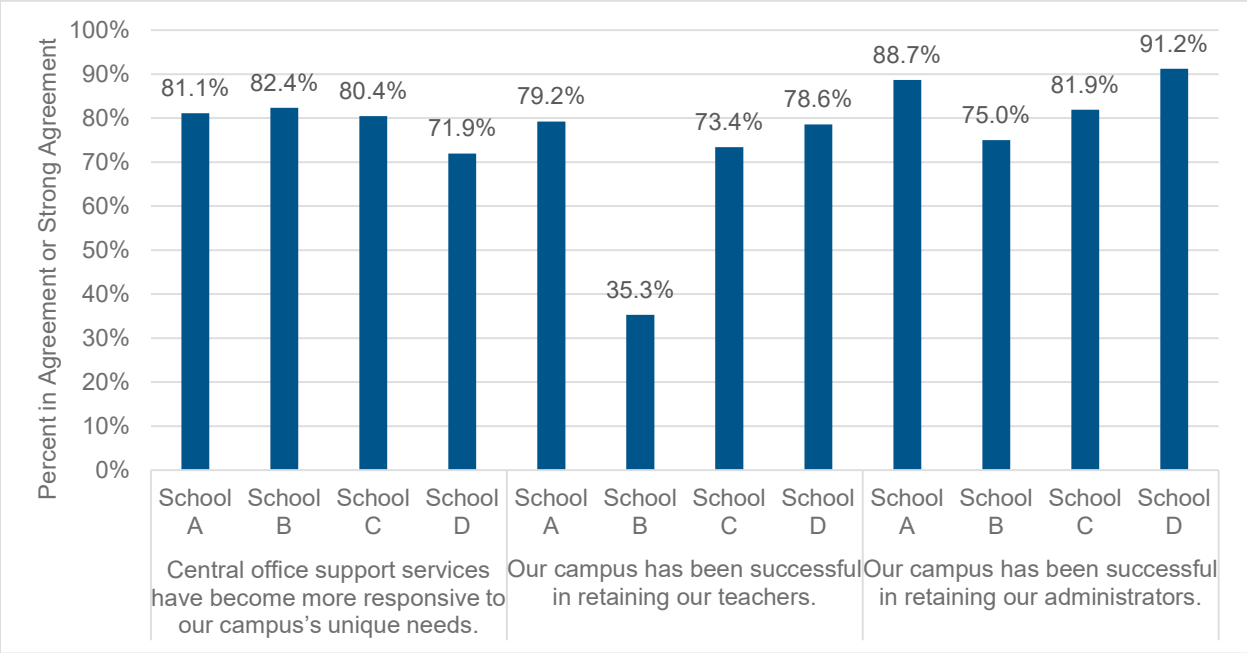
One teacher chose to emphasize a key intangible support that her school could provide: consistency.

> *"If this year has not taught me anything else, it has taught me that the students do not thrive when their world gets bounced around with changing rules, changing leadership, changing instructional staff, and changing environments."*
>
> - Teacher

Responses to 24 items on the spring 2020 Follow-Up Campus Educator Survey were compared to determine the extent to which teacher responses varied between charter schools. With four open-enrollment charter schools represented in Cohort I, six pairwise comparisons were possible per survey item. In general, teachers' responses are comparable on most of the survey items. Out of the 144 pairwise comparisons (i.e., 24 x 6) using the Mann-Whitney U test, there were statistically significant differences at the 95% confidence level ($p < 0.05$) on 15 comparisons (10%) (Table D12, Appendix D). This finding indicates that the perceptions of teachers were generally similar across the charter schools examined in this evaluation report.

Figure 6.10 displays disaggregated responses to three of the survey items that yielded statistically significant differences among teachers affiliated with the four open-enrollment charter schools to which Cohort I replication campuses belonged. These survey items were related to central office support services and educator retention. The findings on the prompt related to the increased responsiveness of central office services speak once more to the differential perceptions teachers tend to possess on the extent to which they receive adequate and appropriate support.

*Figure 6.10. Percentages of Teachers in Agreement or Strong Agreement with Statements Related to Central Office Support and Educator Retention Disaggregated by Charter School to Which Cohort I Replication Campuses Belonged*




*Source*: Cohort I (spring 2020) Campus Educator Survey.
*Note*. For "Central office support services have become more responsive to our campus's unique needs", the number of respondents was 53 for school A, 17 for school B, 138 for school C, and 57 for school D. For "Our campus has been successful in retaining our teachers", the number of respondents was 53 for school A, 17 for school B, 139 for school C, and 56 for school D. For "Our campus has been successful in retaining our administrators", the number of respondents was 53 for school A, 16 for school B, 138 for school C, and 57 for school D.

## Chapter Summary

Cohort I grantees made a series of adjustments in response to challenges encountered in 2018–19. Effective campus leadership was the variable most frequently identified by teachers as a key determinant of replication success. Importantly, then, large percentages of central office administrators agreed that the manner in which they support, prepare, and identify leaders of replication campuses had improved in 2019–20. Survey data indicate that stakeholders believe central office support services became more responsive to campus needs and that campuses became more responsive to the needs of students and families. The availability of resources was a recurring theme in teacher responses to open-response survey items regarding issues that have arisen and areas where additional supports are needed.

# 7. Conclusion

This chapter summarizes key findings from Chapters 2–6, surveys the promising practices exhibited by grantees while planning for and operating and supporting replication campuses, and summarizes the limitations of this report.

## Summary of Findings

### Characteristics of CSPHQR Grantees

- In their first year of operation, open-enrollment replication campuses educated a larger percentage of students classified as economically disadvantaged than did the non-replication comparison campuses affiliated with their respective charter schools. The percentage of students classified as economically disadvantaged at Cohort I open-enrollment replication campuses decreased by five percentage points from 2018–19 to 2019–20.
- District-authorized replication campuses educated smaller percentages of Hispanic students and EL students in their first year than did open-enrollment replication campuses, but larger percentages of African American students, students eligible for special education services, and students classified as economically disadvantaged.
- Teacher demographics varied by charter type. Sixty-five percent of teachers at first-year, open-enrollment replication campuses were new to the profession while 40% of teachers at first-year, district-authorized replication campuses were new. Teachers at open-enrollment replication campuses were more likely than teachers at district-authorized campuses to be Hispanic, while teachers at district-authorized replication campuses were substantially more likely to possess a teaching certificate issued pursuant to TEA certification standards and to be African American.
- Teacher demographics at Cohort I replication campuses shifted somewhat from 2018–19 to 2019–20, with the percentage of new teachers decreasing and the percentage of teachers who possessed a teaching certificate issued pursuant to TEA certification standards increasing.

### Planning for Replication

- Interviews and focus groups revealed a broad range of perspectives regarding the degree to which grantee campuses were expected to implement their high-quality replication models with fidelity. Whereas some central office administrators expressed comfort in empowering high-quality campus administrators to make responsive adaptations to their models, others were more insistent on adhering to standardized practices in new campus environments.
- Over 80% of all survey respondents indicated that they believed grantee campuses to be moderately or extremely similar to existing campuses based on the high-quality replication models. Seventy-five percent of central office administrators and 73% of campus administrators agreed or strongly agreed that their replication campuses possessed instructional or operational autonomy.
- A number of LEAs reported hiring founding leaders who had already demonstrated success in similar settings. Fifty percent of the campus administrators who responded to the fall 2019 and spring 2020 Campus Educator Surveys indicated that they had been with their respective organizations for three or more years, a signal that many were familiar with the replication model when their campuses launched.

- Several campus administrators shared that they felt less than fully prepared prior to the opening of their campuses. Fifty-seven percent of campus administrators agreed or strongly agreed that they received PD prior to their campuses opening, and 53% agreed or strongly agreed that they received effective support from their central offices after being hired and during the planning period.
- Founding teacher teams at replication campuses were assembled through a combination of new staff recruitment and strategic relocation of veteran faculty. Nearly 30 percent of teachers who responded to the fall 2019 and spring 2020 Campus Educator Surveys indicated that they had been with their respective organizations for three or more years. This finding suggests that a meaningful number of teachers at early-stage replication campuses had shifted over from existing campuses based on the high-quality replication models.
- Ninety percent of teachers understood the expectations for their roles when they accepted their positions, and 86% agreed or strongly agreed that they received PD after being hired. Teachers' perceptions of the support they received from campus administrators lagged their overall feelings of preparedness, with 77% agreeing that they received effective support from campus administrators during the planning period.
- Academic rigor, approach to school culture, school leadership, school model, and approach to school discipline were the factors most frequently cited by parents as "very important" or "extremely important" in informing their decision to enroll their children at replication campuses.
- Sixty-three percent of central office personnel agreed or strongly agreed that parental demand for seats at their replication campuses was robust. Eighty-three percent agreed or strongly agreed that the central office supported the replication campuses to reach at-risk student populations during the planning period.

### Supporting Replication Campuses

- Eighty percent of central office personnel, 79% of teachers, and 73% of campus administrators agreed or strongly agreed that replication campuses receive the instructional support they need to educate students effectively. Teachers at replication campuses generally agreed that the curriculum they use is of high quality, that instructional resources are available for their classrooms, and that the individual who conducts their performance reviews provides helpful feedback on improving their instructional practices.
- Fifty-six percent of Cohort I expenditures in 2018–19 were classed as instructional in nature while 18% were attributable to costs associated with facilities. Observational data revealed grantees to have encountered challenges replicating key facilities-related features of their models.
- Sixty percent of administrators on replication campuses agreed or strongly agreed that they understand how to access key supports from their central offices. Central office administrators were more likely than campus administrators to agree that replication campuses receive adequate financial and technological supports.
- Seventy-five percent of central office personnel agreed or strongly agreed that there are two-way communications between central office and campus-based colleagues, while 83% of both campus administrators and campus non-instructional personnel agreed or strongly agreed that there were two-way communications between their replication campuses and key constituencies within their communities.

- The majority of parents agreed that they have two-way communications with teachers and administrators at replication campuses. Strong campus-home communication norms were cited as key in facilitating the transition to distance learning over the final months of the 2019–20 school year.
- Seventy-three percent of campus administrators, 72% of campus non-instructional personnel, and 69% of teachers agreed or strongly agreed that the PD they received was relevant to their needs. Eighty percent of administrators, 79% of campus non-instructional personnel, and 77% of teachers agreed or strongly agreed that they used what they learned from PD to strengthen their practices. Whereas 83% of central office personnel believed that they used performance data to determine the PD opportunities offered on replication campuses, 68% of campus non-instructional personnel and 59% of teachers agreed or strongly agreed that PD was differentiated to address their specific needs.
- Sixty-four percent of central office administrators and 50% of campus administrators agreed or strongly agreed that they understood what supports were available from TEA to replication campuses. Forty-six percent of central office administrators and 37% of campus administrators agreed or strongly agreed that they accessed support from TEA on a regular basis.

## Initial Impact

- The overall impact of adding replication campuses on school-wide performance was neutral or negative in that accountability ratings stayed the same or decreased from 2018 to 2019. This finding suggests two possible explanations. First, and most straightforwardly, the performance of the replication campus itself may have contributed to the school's academic accountability rating decreasing. Alternatively, the performance of campuses in operation during the 2017–18 school year may have been adversely impacted by the school's efforts to support the Cohort I replication campus (e.g., by losing veteran educators who were shifted to replication campuses or by sacrificing some measure of individualized support from central office personnel responsible for providing shared services to additional campuses). These explanations are not mutually exclusive; a school's attempts to support a struggling replication campus may be insufficient to improve that campus's short-term academic outcomes while nevertheless steering attention and resources away from other campuses.
- Students attending Cohort I replication campuses were outperformed by their peers at non-replication comparison campuses on multiple measures of student performance during their first year of operation. Overall, students attending non-replication comparison campuses were eight percentage points more likely than students attending replication campuses to achieve the Approaches Grade Level standard or better on the STAAR-Reading exam and seven percentage points more likely on the STAAR-Mathematics exam. African American students, Hispanic students, EL students, students eligible for special education services, and students classified as economically disadvantaged were all more likely to achieve the Approaches Grade Level standard or better on the 2019 STAAR-Reading and STAAR-Mathematics exams on non-replication comparison campuses than on replication campuses.
- Students attending non-replication comparison campuses were 28 percentage points more likely to achieve the Approaches Grade Level standard or better on the STAAR-Algebra I EOC exam and 17 percentage points more likely to achieve the Approaches Grade Level standard or better on the STAAR-English I EOC exam.

- Increases in instructional spending were associated with increases in the percentage of students achieving the Approaches Grade Level standard or better on STAAR-Reading and STAAR-Mathematics exams. Increases in the percentages of EL students and students classified as economically disadvantaged in a testing cohort were associated with decreases in the percentage of students achieving the Approaches Grade Level standard or better on STAAR-Reading and STAAR-Mathematics exams.
- Correlational analyses revealed (a) negative relationships between EL and economically disadvantaged student populations and standardized exam performance in both replication and non-replication comparison campuses; and (b) positive relationships between instructional spending and standardized exam performance.
- A PSM analysis confirmed that Cohort I students scored lower on the 2019 STAAR-Reading, STAAR-Mathematics, and STAAR EOC exams than did their matched peers attending non-replication comparison campuses. The treatment effect of enrollment at a Cohort I campus ranged from -20 to -175 points on STAAR and EOC scale scores and from -0.4 to -12 percentage points on STAAR and EOC proficiency levels.
- Cohort I students were absent from school slightly more frequently than students enrolled at non-replication comparison campuses and were also comparatively more likely to have experienced a disciplinary action during the 2018–19 school year.

## Key Takeaways from Replication Campus Operation

- Effective campus leadership was the variable most frequently identified by teachers as a key determinant of replication success. Among the areas in which teachers at Cohort I replication campuses identified the emergence of best practices, instruction, professional relationships, and school connectedness were cited most frequently.
- Large percentages of central office administrators agreed or strongly agreed that the manner in which they supported (84%), prepared (84%), and identified (83%) leaders of replication campuses improved from 2018–19 to 2019–20. Central office administrators (84%) were more likely than teachers (79%), campus administrators (74%), or campus non-instructional personnel (73%) to believe that central office support services have become more responsive to campus needs. At least 83% of all stakeholder groups — central office administrators, campus administrators, campus non-instructional personnel, teachers, and parents — agreed or strongly agreed that Cohort I campuses had become more responsive to the needs of teachers and students in their second years of operation. However, teachers affiliated with one of the four open-enrollment charter schools represented in Cohort I had significantly less favorable views on the extent to which central office support services had become more responsive to their campuses' needs.
- The availability of resources was a recurring theme in teacher responses to open-response survey items regarding issues that have arisen and areas where additional supports are needed. Thirty-six percent of teachers cited the availability of resources as an issue that arose during the early stages of their campuses' replication efforts, while 45% indicated they would benefit from additional resources from their LEAs and 39% stated that they would benefit from additional resources from TEA.

## Promising Practices

Several potential promising practices exhibited by CSPHQR grantees in replicating high-quality charter campuses were identified as a result of data analysis. Although these practices are based on preliminary findings from the first two cohorts of grantees, some implications can be drawn.

Balancing model fidelity and local responsiveness. Grantees afforded replication campuses varying degrees of autonomy. Regardless of where a school's replication philosophy landed on the standardization/customization continuum, grantees showcased a number of practices that a school might take to increase responsiveness to local considerations while maintaining model fidelity. Schools seeded replication campuses with leaders and teachers familiar with their high-quality models, ensuring consistency and creating opportunities for new teachers to have access to skilled mentors. Additionally, they attempted to define the autonomies that campuses possess and design central office staffing structures, PD offerings, and support models to address campus needs.

Prioritizing and streamlining communication. Replication campus operators attempted to ameliorate perceptual disconnects between central offices and campuses by streamlining communication, familiarizing campus leaders with central office personnel prior to the launch of a replication campus, maintaining a consistent and visible on-campus presence after the campus had opened, and ensuring that administrators understood how to navigate central office support infrastructures. Effective communication efforts helped campuses mitigate challenges associated with replication and establish strong relationships with their central offices, parents, and TEA. Prioritizing parent communication created the foundation upon which campuses were able to co-construct distance-learning programs in collaboration with families during a period of extended school closure.

Preparing for unfamiliar challenges. Quantitative and qualitative data showed that grantees encountered challenges when they attempted to open replication campuses whose demographics, grade configurations, geographical settings, and governance constructs differed from those in place when they earned "high-quality" designations. To navigate these challenges, grantees developed a number of promising strategies. They increased their capacity to diagnose student learning needs, sought to ingrain cultures of feedback and improvement for teachers, and differentiated PD based on needs identified during classroom observations. They redesigned their leadership preparation programs to provide more practical, hands-on learning opportunities for aspiring administrators, and they reexamined their approaches to interfacing with parents and other community members. And they created the conditions under which administrators were more likely to use data to inform teaching practices and to customize interventions, afford students greater involvement in the learning process, and establish clear and consistent classroom routines.

## Limitations

Five methodological limitations, none of which significantly affect our findings, warrant consideration.

First, it should be noted that while PSM is a well-established methodology for estimating the causal effect of an intervention or program, it controls only for the observable and measurable differences between the treatment and control groups. The PSM analysis utilized in this report covers the first year of operation for the 10 open-enrollment replication campuses in Cohort I. With teachers and students alike adjusting to their new learning environments (some of which were temporary on account of lingering issues with their permanent facilities), there is reason to believe that some unmeasurable differences between the replication campuses and non-replication comparison campuses were left uncontrolled.

Second, as seen in Figure A1 (Appendix A), the response rate for the fall 2019 Campus Educator Survey was relatively low and varied considerably by LEA. It is therefore possible that findings from the fall 2019 Campus Educator Survey might not be generalizable to all educators in all Cohort I campuses. Similarly, the response rates for the Parent Surveys were less robust than were the rates for the Campus Educator and Central Office Personnel Surveys.

Third, the onset of COVID-19 prevented a second round of site observations from occurring as planned in April 2020, and seven campuses declined to circulate the spring 2020 Parent Surveys on account of the perceived burden it may have imposed.

Fourth, three district-authorized campuses (i.e., those located in Hamlin Collegiate ISD and Throckmorton Collegiate ISD) did not have traditional public-school campuses within their zoned ISDs to serve as comparison campuses. Accordingly, campuses from neighboring districts were selected to serve as comparisons based on geographic proximity and grade-span comparability. Unlike the comparison sets for the open-enrollment replication campuses and the district-authorized replication campuses in Beaumont ISD and San Antonio ISD, these campuses are susceptible to variations in operating environment and district policy that limit comparability. This limitation is mitigated by the fact that the comparison campuses for the Hamlin and Throckmorton ISD campuses account for only 13% (17/126) of the total set of non-replication comparison campuses for district-authorized replication campuses.

Lastly, due to technical issues, “Academic rigor” and “Extracurricular offerings” were not listed as options for Cohort I parents in the Spanish version of the fall 2019 Parent Survey.

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# Appendix A: CSPHQR Evaluation Methodology

The Charter School Program High-Quality Replication (CSPHQR) evaluation was conducted using a mixed-methods approach. Evaluation activities addressed five objectives:

- Objective 1 — Describe the characteristics of the first cohort of CSPHQR grantees at the charter school and charter school campus levels.
- Objective 2 — Describe the processes by which the first cohort of CSPHQR grantees plan for, support, and operate high-quality replication campuses.
- Objective 3 — Describe the use of and perceptions of any grant-funded supports provided by the Texas Education Agency (TEA) and other organizations as directed by TEA for the first cohort of CSPHQR grantees.
- Objective 4 — Describe the characteristics of the second cohort of CSPHQR grantees, the process by which they replicate, and any supports used.
- Objective 5 — Examine the initial impact of the CSPHQR grant on Cohort I grantees.

## Data Sources

Qualitative and quantitative analyses were conducted using five principal sources of data: (1) TEA extant data; (2) surveys; (3) interviews and focus groups; (4) site observations; and (5) CSPHQR grant applications and grantee websites.

### TEA Extant Data

CTAC received student-, teacher-, and school-level data collected by TEA, including data from the State of Texas Assessments of Academic Readiness (STAAR), Public Education Information Management System (PEIMS), and State Board of Educator Certification databases. These files provided data on both Cohort I and II grantees and non-replication comparison campuses. Student data files covered enrollment; demographics; attendance; discipline; course completion; and performance on STAAR, STAAR End-of-Course, early reading, and school readiness assessments. Teacher data files provided information on demographics, education levels, certification status, and longevity.

School accountability ratings and financial reports were retrieved from the TEA website.[35]

### Surveys

Using TEA-approved instruments, CTAC collected survey data from educators, parents, and central office personnel affiliated with Cohort I and Cohort II grantees to address Objectives 2, 3, and 4. A total of 2,440 unique survey responses were collected and analyzed throughout the evaluation period.

Surveys were uploaded to SurveyMonkey and were shared with designated contact persons at each grantee local education agency (LEA) in Cohorts I and II. To ensure parents whose primary language is not English would have an opportunity to share their perspectives, the parent surveys were translated into

[35] State accountability ratings are available at https://rptsvr1.tea.texas.gov/perfreport/account/index.html. Financial reports are available at https://tea.texas.gov/finance-and-grants/state-funding/state-funding-reports-and-data/peims-financial-standard-reports.

Spanish and separate URLs were created for parents to complete the survey in their preferred language. LEAs used their active email contact lists to disseminate the surveys to target populations. To generate robust participation, CTAC relayed real-time survey response data to LEA points of contact throughout the survey windows.

Initial surveys were circulated to Cohort I stakeholders in November 2019 and to Cohort II stakeholders in April 2020. Brief follow-up surveys designed to address issues raised by the initial round of responses and to account for campuses progressing into their second years of operation were circulated to Cohort I stakeholders in April 2020. Austin Achieve, Great Hearts, and the School of Science and Technology (SST) all operated grantee campuses in both Cohort I and Cohort II.[36] Accordingly, central office personnel affiliated with those LEAs received the spring 2020 Follow-Up Survey.

CTAC stressed at the outset of the spring 2020 data collection period that participation would be voluntary and that data collection activities should not impose any additional burdens on stakeholders adapting to the circumstances wrought by COVID-19. All 22 campuses circulated the spring 2020 surveys to their educator populations, and all nine grantee LEAs sent surveys to relevant central office personnel. Fifteen of the 22 grantee campuses disseminated surveys to parents.[37] Survey protocols are included in Appendix B.

*Table A1. CSPHQR Survey Response Rates*

| Survey | Stakeholder Group | Participants | Response Rate |
|---|---|---|---|
| Fall 2019 (Cohort I Initial Survey) | Central Office Personnel | 47 | 89.5% |
| | Educators | 177 | 40.9% |
| | Parents | 479 | 8.5% |
| Spring 2020 (Cohort I Follow-Up Survey) | Central Office Personnel | 34 | 91.9% |
| | Educators | 489 | 89.0% |
| | Parents | 371 | 7.3% |
| Spring 2020 (Cohort II Initial Survey) | Central Office Personnel | 30 | 96.8% |
| | Educators | 405 | 100.7% |
| | Parents | 408 | 34.0% |

*Source.* Fall 2019 and spring 2020 Parent, Educator, and Network Personnel Surveys.
*Note.* Because LEAs were responsible for circulating the surveys to relevant stakeholders, response rates are calculated based on self-reported estimates of sample sizes. Because the evaluation relied on LEAs to specify how many stakeholders would be receiving the survey, response rates occasionally exceeded 100%.

[36] SST and SST Discovery are distinct LEAs whose campuses receive shared support services from the same central office personnel. Accordingly, charter school personnel affiliated with the SST central office were asked to respond to the spring 2020 Follow-Up Survey.

[37] The seven campuses that declined to disseminate the spring 2020 Parent Survey on account of the burden it might impose on parents during a period of extended school closure were Austin Achieve Elementary and High, Hamlin Elementary and Jr./Sr. High, Pioneer Technology & Arts Academy (PTAA) Mesquite Elementary and Royse City Elementary, and Throckmorton Collegiate.

## Interviews and Focus Groups

Interviews and focus groups were conducted using semi-structured interview protocols. Perceptual data were collected in this fashion from central office personnel, campus administrators, teachers, campus non-instructional personnel, parents, and TEA administrators. Interviews and focus groups took place both in-person and using videoconferencing technology. A total of 186 stakeholders participated in interviews or focus groups during the evaluation period.

The first round of interviews and focus groups took place in November 2019 and were primarily conducted during site visits to Cohort I campuses. The second round took place in May 2020 after the COVID-19 outbreak had caused school facilities to shutter for the year. Accordingly, these interviews and focus groups were conducted via Zoom. Notwithstanding the disruptions to regular programming occasioned by COVID-19 that precluded site observations from transpiring, key stakeholders from each Cohort II grantee along with additional network personnel affiliated with Cohort I grantees participated in interviews and focus groups. Interview and focus group protocols are included in Appendix B.

*Table A2. CSPHQR Interview and Focus Group Participants*

| Stakeholder Group | Interview / Focus Group Sessions | Total Participants |
|---|---|---|
| Campus Administrators | 19 | 19 |
| Campus Non-Instructional Personnel | 5 | 27 |
| Central Office Personnel | 15 | 19 |
| Parents | 6 | 43 |
| TEA Administrators | 1 | 2 |
| Teachers | 13 | 76 |
| **Total** | **59** | **186** |

*Source.* Fall 2019 and spring 2020 Campus Administrator, Network Personnel, and TEA Administrator Interviews; fall 2019 and spring 2020 Campus Non-Instructional Personnel, Parent, and Teacher Focus Groups.

## Site Observations

Five site observations were conducted at Cohort I campuses in November 2019. The five campuses were selected through a stratified random sampling process. The criteria used for site selection included (a) the charter school to which the replication campus belonged; (b) the grade level of the replication campus; and (c) PEIMS financial data and Texas Academic Performance Report data from the charter schools to which the replication campuses belonged.

Study team members looked for evidence that Cohort I campuses were implementing key elements of their replication models across six domains: Human Capital, Student Support, Culture, Instructional Approach, Resources, and Physical Environment. Scores were provided on a three-point scale: 1 = no evidence; 2 = some evidence; and 3 = strong evidence.

Observers prepared for site visits by familiarizing themselves with the key elements of each campus's replication model as outlined in their CSPHQR grant applications. Accordingly, their visits were informed by the specific model elements that grantees indicated should be present on a replication campus.

Observers used a TEA-approved protocol to collect and organize field notes, which were subsequently triangulated with data from other sources to assess the fidelity with which replication models were being implemented.

Ten additional campuses (the remaining five from Cohort I and five from Cohort II) were slated for site visits in April 2020 but were closed for the year on account of COVID-19 before those observations could occur. The Site Observation Rubric is included in Appendix B.

### CSPHQR Grant Applications and Grantee Websites

Grant applications and grantee websites were used to obtain additional information about replication models, enrollment configurations, and budgeted expenditures.

## Identification of Comparison Sets for Descriptive Analyses

Cohorts I and II consisted of 16 open-enrollment replication campuses and six district-authorized replication campuses: six were affiliated with International Leadership of Texas (ILTexas), three were affiliated with SST Discovery, two were affiliated with Austin Achieve Public Schools, two were affiliated with Pioneer Technology & Arts Academy (PTAA), two were affiliated with Great Hearts Texas, and one was affiliated with SST.

The set of 51 non-replication comparison campuses for open-enrollment charter schools was generated according to the following methodology. In general, each open-enrollment grantee campus' comparison set consisted of non-CSPHQR-grantee campuses affiliated with its charter school. For Cohort I campuses, these non-replication comparison sets included 27 non-CSPHQR-funded ILTexas campuses, three SST Discovery campuses, four Great Hearts Texas campuses, and one Austin Achieve campus.

In Cohort II, the non-replication comparison sets for open-enrollment campuses consisted of all campuses affiliated with the campus's charter school *excepting Cohort I campuses*. Thus, the comparison sets for Austin Achieve High, Great Hearts Forest Heights, and SST Hill Country did not include Austin Achieve Northeast, Great Hearts Western Hills, or SST Northwest or Sugar Land. Accordingly, the Cohort II comparison set for open-enrollment grantee campuses included five Great Hearts Texas campuses, four SST campuses, three Pioneer Technology & Arts Academy (PTAA) campuses, three SST Discovery campuses, and one Austin Achieve campus.

Cohort II also consisted of six district-authorized replication campuses governed by an independent school district (ISD) and operated by a high-quality charter operator partner: Two campuses in Beaumont ISD operated by Phalen Leadership Academy, two campuses in Hamlin Collegiate ISD and one in Throckmorton Collegiate ISD operated by Collegiate Edu-Nation, and one campus in San Antonio ISD operated by the Young Women's Preparatory Network.

The set of 126 non-replication comparison campuses for district-authorized campuses was generated according to the following methodology. Where possible, traditional public-school campuses within the zoned ISD were selected to serve as comparison campuses for district-authorized replication campuses. Accordingly, the comparison set for Jones-Clark Elementary and Smith Middle consisted of 22 Beaumont ISD campuses, and the comparison set for the Young Women's Leadership Academy (YWLA) at Page consisted of 87 San Antonio ISD campuses.

For the district-authorized charter campuses operated by Collegiate Edu-Nation, comparison sets were generated based on geographic proximity and grade-span comparability. Thus, for Hamlin Collegiate Elementary and Jr./Sr. High, the comparison set consisted of nine campuses in Anson, Hawley, and Stamford ISDs. For Throckmorton Collegiate, the comparison set consisted of eight campuses in Graham, Newcastle, Olney, and Woodson ISDs.

## Analyses and Techniques

A mixed-methods approach was used to evaluate Objectives 1–4. The quasi-experimental design methodology used to evaluate Objective 5 is outlined in Appendix C.

To conduct descriptive, descriptive-comparative, and correlational tests on TEA extant data, CTAC used Stata, a statistical software, to clean, merge, process, and analyze files. During the data merging process, CTAC and TEA corresponded frequently to address questions and resolve potential irregularities. These techniques were used to analyze student-level enrollment, attendance, demographic, discipline, and academic performance data, as well as teacher-level demographic data and school-level accountability and financial expenditure data.

Descriptive analyses and Mann-Whitney U tests were conducted on survey and site observation data. Descriptive analysis of survey responses included calculating and reporting such statistics as frequency (e.g., count, valid percent) and central tendency (e.g., mean). Mann-Whitney U tests were used to examine the differences between groups of interest.

Qualitative analytical techniques included thematic analysis and content analysis. Thematic analysis was used to identify the major themes from the interviews, focus groups, and site observations. Content analysis was used for the written responses to open-ended survey prompts.

Following the procedures for conducting a conventional content analysis (e.g., Hsieh & Shannon, 2005), comments were read and re-read the comments from beginning to end to allow reviewers to become familiarized with the data. Then, each comment was read carefully, with texts describing a factor of interest highlighted and labeled with a key word or phrase. After open coding of the comments from one set of respondents, preliminary codes were identified, and the remaining responses were coded according to that scheme. The process was recursive with new codes being added based on new data, and original codes recoded, combined, or split, as appropriate. As many responses implicated school climate, the National School Climate Center's 13 Dimensions of School Climate (2017) was referenced to inform the coding process.

As an important step in enhancing the accuracy and credibility of the findings, the coding categories were reviewed by multiple members of the evaluation team until consensus was achieved on the final coding scheme. Because one comment may include multiple factors, the total number of coded responses may exceed the corresponding number of respondents.

Similarly, the established steps for conducting the thematic analysis (Braun & Clarke, 2006) was followed to examine the data from interviews, focus groups, and site observations.

The principal difference between these techniques is that content analysis provides the opportunity for quantification of data (Vaismoradi et al., 2013). Content analysis focuses on the frequency of words used or coding categories. It is possible, therefore, to identify a theme based on frequency of its occurrence in the text. In thematic analysis, on the other hand, the importance of a theme is not necessarily dependent on quantifiable measures but rather on whether it captures something important.

Qualitative analyses focused on assessing the grantees':

- Decision-making processes related to the opening, siting, staffing, and structuring of high-quality replication school campuses;
- Community outreach;
- Family/parent engagement and support efforts;
- Financial support, including fundraising;
- Instructional support, including curriculum design, common assessment systems, observation and evaluation protocols, and professional development;
- School leadership identification and development; and
- Creation of policies, including the degree of campus-level customization and the nature of local input.

# Appendix B: Data Collection Protocols

Thirteen new data collection instruments were used in connection with this evaluation:

- Six survey instruments[38]
  - Initial Campus Educator Survey (Appendix B.1)
  - Initial Network Personnel Survey (Appendix B.2)[39]
  - Initial Parent Survey (Appendix B.3)[40]
  - Follow-Up Campus Educator Survey (Appendix B.4)
  - Follow-Up Network Personnel Survey (Appendix B.5)
  - Follow-Up Parent Survey (Appendix B.6)
- Six interview/focus group protocols
  - Campus Administrator Interview Protocol (Appendix B.7)
  - Campus Non-Instructional Personnel Focus Group Protocol (Appendix B.8)
  - Network Administrator Interview Protocol (Appendix B.9)
  - Parent Focus Group Protocol (Appendix B.10)
  - Texas Education Agency (TEA) Administrator Interview Protocol (Appendix B.11)
  - Teacher Focus Group Protocol (Appendix B.12)
- Site Observation Rubric (Appendix B.13)

[38] Initial surveys were circulated to Cohort I stakeholders in November 2019 and to Cohort II stakeholders in April 2020. Brief follow-up surveys designed to address issues raised by the initial round of responses and to account for campuses progressing into their second years of operation were circulated to Cohort I stakeholders in April 2020.

[39] A charter "network" refers both to the local education agency (LEA) with which an individual campus is affiliated and to the central office personnel who provide shared instructional and operational services to individual campuses. The Initial and Follow-Up Network Personnel Surveys were sent to relevant individuals affiliated with charter management organization (CMO) central offices that provide shared services to open-enrollment replication campuses, relevant individuals affiliated with the independent school districts (ISDs) that govern district-authorized replication campuses, and relevant individuals affiliated with charter operator partners that provide services to district-authorized replication campuses. An individual was considered "relevant" if he provided planning or operational support for a Charter School Program High-Quality Replication (CSPHQR) campus.

[40] The Initial and Follow-Up Parent Surveys were translated into Spanish and distributed to all LEA points of contact in both languages. Only the English-language versions are included in Appendix B.

## Appendix B.1: Initial Campus Educator Survey

1. Please identify your campus (Choose one).[41]
    - Austin Achieve Elementary School
    - Great Hearts Western Hills
    - International Leadership of Texas, College Station K-5
    - International Leadership of Texas, College Station 6-8
    - International Leadership of Texas, Lancaster High School
    - International Leadership of Texas, Orem K-5
    - International Leadership of Texas, Orem 6-8
    - International Leadership of Texas, Windmill Lakes High School
    - School of Science and Technology, Sugar Land
    - School of Science and Technology Discovery, Northwest

2. Please identify your years of experience as a campus administrator (Choose one).
    - 0-2 years
    - 3-5 years
    - 6-9 years
    - 10+ years
    - Does not apply

3. Please identify your years of experience as a teacher (Choose one).
    - 0-2 years
    - 3-5 years
    - 6-9 years
    - 10+ years
    - Does not apply

4. Please identify your years of experience within your organization (Choose one).
    - 0-2 years
    - 3-5 years
    - 6-9 years
    - 10+ years

5. Please identify how long you plan to remain on this campus (Choose one).
    - 1 year
    - 2-3 years
    - 4-6 years
    - 7-9 years
    - 10+ years

6. To what extent are you familiar with the community in which your campus is located?
    - Extremely familiar
    - Moderately familiar

[41] When the Initial Campus Educator Survey was circulated to Cohort II stakeholders in spring 2020, this list of campuses was adjusted accordingly.

- Somewhat familiar
- Slightly familiar
- Not at all familiar

*[Note. Question 7 is a screening question and a branching function is used here. Those who choose bullet 1 are directed to answer questions on pp. 3-5 for campus administrators. Those who choose bullet 2 are directed to answer questions on pp. 6-8 for campus teachers. Those who choose bullet 3 are directed to answer questions on pp. 9-11 for campus non-instructional personnel. This is the only question that requires an answer from the respondent across the survey protocols.][42]*

7. Please identify the category that best describes your current primary position (Choose one).
    - Campus administrator (e.g., executive director, principal, assistant principal, vice principal)
    - Campus teacher (e.g., general education classroom teacher, interventionist, special programs educator such as ESL/SPED/GT coordinator and teacher)
    - Campus non-instructional personnel (e.g., business manager, operations manager, social worker, behavior specialist, office manager, receptionist, counselor, testing coordinator, librarian, registrar, aide)

## *I. Characteristics of the High-Quality Replication School*

(Note: **This is the first question specifically for campus administrators**. Notes do not appear in the online survey.)

8. Please indicate below the extent to which your campus resembles the one that it replicated.

| | Extremely similar | Very similar | Somewhat similar | Not so similar | Not at all similar |
|---|---|---|---|---|---|
| Curricular Focus (e.g. STEM, arts) | O | O | O | O | O |
| Instructional Model (e.g. dual-language, collaborative, team teaching) | O | O | O | O | O |
| Approaches to professional development (PD) | O | O | O | O | O |
| Quality of Instruction | O | O | O | O | O |

## *II. Processes of Planning for, Supporting, and Operating High-Quality Replication Campuses*

Process of Planning for the Support and Operation of the High-Quality Replication Campus(es)

Please indicate your level of agreement with the statements below based on your experience.

[42] This note was not visible to survey respondents.

| Prior to opening and serving students at my campus… | Strongly Agree | Agree | Somewhat Agree | Somewhat Disagree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|---|
| 9. I understood the purpose of the Charter School Program High-Quality Replication Program. | O | O | O | O | O | O |
| 10. I knew where to get information about the Charter School Program High-Quality Replication Program. | O | O | O | O | O | O |
| 11. I understood the expectations for this position as an administrator. | O | O | O | O | O | O |
| 12. I received professional development after being hired for this position as an administrator. | O | O | O | O | O | O |
| 13. I received effective support from the charter network. | O | O | O | O | O | O |
| 14. I received effective support from the Texas Education Agency (TEA). | O | O | O | O | O | O |

## Operation of the Campus

Please indicate your level of agreement with the statements below based on your experience.

| | Strongly Agree | Agree | Somewhat Agree | Somewhat Disagree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|---|
| 15. I receive information about the Charter School Program High-Quality Replication Program on a regular basis. | O | O | O | O | O | O |
| 16. Student assessment data are used to monitor the progress of all students on this campus. | O | O | O | O | O | O |

| | Strongly Agree | Agree | Somewhat Agree | Somewhat Disagree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|---|
| 17. Administrators on this campus support teachers to maintain orderly classrooms. | O | O | O | O | O | O |
| 18. I see my role as an instructional leader. | O | O | O | O | O | O |
| 19. The campus has institutional autonomy. | O | O | O | O | O | O |
| 20. Parents are engaged in student learning. | O | O | O | O | O | O |
| 21. There are two-way communications between the campus and key constituencies within the community (e.g., parents, business leaders). | O | O | O | O | O | O |

Ongoing Support

Questions 22-34 concern the manner in which replication campuses are supported by the charter networks to which they belong and other institutions. *Note: The term "network" refers to the team of support personnel who provide shared instructional and operational services to multiple campuses affiliated with the charter-holding organization.* Please indicate your level of agreement with the statements below based on your experience.

| | Strongly Agree | Agree | Somewhat Agree | Somewhat Disagree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|---|
| 22. I understand how to access key support from the charter network. | O | O | O | O | O | O |
| 23. The professional development provided by the charter network focuses on evidence-based leadership practices. | O | O | O | O | O | O |

| | Strongly Agree | Agree | Somewhat Agree | Somewhat Disagree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|---|
| 24. The content of the professional development provided by the charter network is relevant to my needs as a school administrator. | O | O | O | O | O | O |
| 25. I use what I learn from the professional development provided by the charter network to strengthen my leadership practices. | O | O | O | O | O | O |
| 26. I receive the instructional support I need from the charter network. | O | O | O | O | O | O |
| 27. I receive the financial support I need from the charter network. | O | O | O | O | O | O |
| 28. I receive the technological support I need from the charter network. | O | O | O | O | O | O |
| 29. The individual who conducts my performance review is qualified to evaluate me. | O | O | O | O | O | O |
| 30. I receive ongoing support from my evaluator. | O | O | O | O | O | O |
| 31. The ongoing support I receive from support staff members at the charter network is useful. | O | O | O | O | O | O |
| 32. I understand what supports are available from TEA to replication campuses. | O | O | O | O | O | O |

| | Strongly Agree | Agree | Somewhat Agree | Somewhat Disagree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|---|
| 33. I access support from TEA on a regular basis. | O | O | O | O | O | O |
| 34. Supports from TEA are useful in ensuring replication campuses have what they need to succeed. | O | O | O | O | O | O |

### *III. Enhancing Factors, Emerging Issues, and Best Practices*

35. What factors promoted successful planning for your campus launch?
36. What factors are promoting successful operation of your campus?
37. What issues surfaced during the process of planning for your campus launch?
38. What issues have arisen during your first year-plus of operation?
39. What best practices did you codify prior to opening and serving students at your campus?
40. What best practices have you identified during your first year-plus of operation?

### *IV. Capacity Building*

41. What additional support from the charter network would be useful to you?
42. What additional support from the charter network would be useful to future cohorts of replication campuses?
43. What additional support from TEA would be useful to you?
44. What additional support from TEA would be useful to future cohorts of replication campuses?

(Note: This is the last question specifically for **campus administrators**, after which the respondent will be shown the thank you page. Notes do not appear in the online survey.)

*II. Processes of Planning for, Supporting, and Operating High-Quality Replication Campuses*

(Note: **This is the first question specifically for campus teachers**. Highlighted notes do not appear in the online survey.)

Process of Planning for the Support and Operation of the High-Quality Replication Campus(es)

Please indicate your level of agreement with the statements below based on your experience. *Note: The term "network" refers to the team of support personnel who provide shared instructional and operational services to multiple campuses affiliated with the charter-holding organization.*

| Prior to opening and serving students at my campus… | Strongly Agree | Agree | Somewhat Agree | Somewhat Disagree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|---|
| 8. I understood the expectations for my role when I accepted the position. | O | O | O | O | O | O |
| 9. I received professional development after being hired for this position as a teacher. | O | O | O | O | O | O |
| 10. I received effective support from the campus administrators. | O | O | O | O | O | O |
| 11. Our campus received effective support from our network. | O | O | O | O | O | O |

Campus Model

Please indicate your level of agreement with the statements below based on your experience.

| | Strongly Agree | Agree | Somewhat Agree | Somewhat Disagree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|---|
| 12. The campus's model (instructional, operational, student support, and staffing) is well suited to the needs of its students. | O | O | O | O | O | O |
| 13. The campus provides student-centered learning opportunities. | O | O | O | O | O | O |

| | Strongly Agree | Agree | Somewhat Agree | Somewhat Disagree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|---|
| 14. Student assessment data are used to monitor the progress of all students on this campus. | O | O | O | O | O | O |
| 15. Administrators on this campus support teachers to maintain orderly classrooms. | O | O | O | O | O | O |
| 16. Parents are engaged in student learning. | O | O | O | O | O | O |
| 17. There are two-way communications between the campus and key constituencies within the community (e.g., parents, business leaders). | O | O | O | O | O | O |

Classroom Instruction

Please indicate your level of agreement with the statements below based on your experience.

| | Strongly Agree | Agree | Somewhat Agree | Somewhat Disagree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|---|
| 18. The curriculum that I use for my classroom is of high quality. | O | O | O | O | O | O |
| 19. I have autonomy to make instructional decisions in my classroom. | O | O | O | O | O | O |
| 20. Instructional resources are available for my classroom. | O | O | O | O | O | O |
| 21. I receive the instructional support I need from the school administrators. | O | O | O | O | O | O |

Professional Development

Please indicate your level of agreement with the statements below based on your experience **with the professional development offerings provided by the charter network and/or the campus**.

| | Strongly Agree | Agree | Somewhat Agree | Somewhat Disagree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|---|
| 22. I receive professional development on evidence-based instructional practices. | O | O | O | O | O | O |
| 23. I receive professional development on how to use instructional technology to supplement my pedagogical approaches. | O | O | O | O | O | O |
| 24. The contents of the professional development that I receive are relevant to my needs as a teacher. | O | O | O | O | O | O |
| 25. The professional development offerings for teachers are differentiated to meet my specific needs. | O | O | O | O | O | O |
| 26. I use what I learn from the professional development to strengthen my instructional practices. | O | O | O | O | O | O |

## Evaluation and Feedback

Please indicate your level of agreement with the statements below based on your experience.

| | Strongly Agree | Agree | Somewhat Agree | Somewhat Disagree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|---|
| 27. The individual who conducts my performance review is qualified to evaluate me. | O | O | O | O | O | O |

| | Strongly Agree | Agree | Somewhat Agree | Somewhat Disagree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|---|
| 28. The individual who conducts my performance review provides helpful feedback on improving my instructional practices. | O | O | O | O | O | O |
| 29. The results of my performance review inform my professional development plan for next year. | O | O | O | O | O | O |
| 30. I see a connection between performance review, professional development, and personal growth. | O | O | O | O | O | O |

### *III. Enhancing Factors, Emerging Issues, and Best Practices*

31. What factors are promoting successful operation of your campus?
32. What issues have arisen during your first year-plus of operation?
33. What best practices have you identified during your first year-plus of operation?

### *IV. Capacity Building*

34. What additional support from the charter network would be useful to you?
35. What additional support from the charter network would be useful to future cohorts of replication campuses?
36. What additional support from TEA would be useful to you?
37. What additional support from TEA would be useful to future cohorts of replication campuses?

(Note: This is the last question specifically for **campus teachers**, after which the respondent will be shown the thank you page. Notes do not appear in the online survey.)

### *II. Processes of Planning for, Supporting, and Operating High-Quality Replication Campuses*

(Note: This is the first question specifically for **campus non-instructional personnel**. Notes do not appear in the online survey.)

## Process of Planning for the Support and Operation of the High-Quality Replication Campus(es)

Please indicate your level of agreement with the statements below based on your experience. *Note: The term "network" refers to the team of support personnel who provide shared instructional and operational services to multiple campuses affiliated with the charter-holding organization.*

| Prior to opening and serving students at my campus… | Strongly Agree | Agree | Somewhat Agree | Somewhat Disagree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|---|
| 8. I understood the expectations for my role when I accepted the position. | O | O | O | O | O | O |
| 9. I received professional development after being hired for this position. | O | O | O | O | O | O |
| 10. I receive effective support from campus administrators. | O | O | O | O | O | O |
| 11. Our campus receives effective support from our network. | O | O | O | O | O | O |

## School Model

Please indicate your level of agreement with the statements below based on your experience.

| | Strongly Agree | Agree | Somewhat Agree | Somewhat Disagree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|---|
| 12. The school's model (instructional, operational, student support, and staffing) is well suited to the needs of the students. | O | O | O | O | O | O |
| 13. The campus provides student-centered learning opportunities. | O | O | O | O | O | O |
| 14. Providing support for classroom instruction is a core part of my role. | O | O | O | O | O | O |
| 15. Student assessment data are used to monitor the progress of all students on this campus. | O | O | O | O | O | O |

| | Strongly Agree | Agree | Somewhat Agree | Somewhat Disagree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|---|
| 16. Administrators on this campus support teachers to maintain orderly classrooms. | O | O | O | O | O | O |
| 17. The school facilities are suitable for all students (e.g., access points for students with mobility challenges). | O | O | O | O | O | O |
| 18. I receive the administrative support I need from the school administrators. | O | O | O | O | O | O |
| 19. Parents are engaged in student learning. | O | O | O | O | O | O |
| 20. There are two-way communications between the campus and key constituencies within the community (e.g., parents, business leaders). | O | O | O | O | O | O |

Professional Development

Please indicate your level of agreement with the statements below based on your experience **with the professional development offerings provided by the charter network and/or the campus**.

| | Strongly Agree | Agree | Somewhat Agree | Somewhat Disagree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|---|
| 21. The contents of the professional development are relevant to my needs as a non-instructional personnel. | O | O | O | O | O | O |
| 22. The professional development for the non-instructional personnel are differentiated to meet my specific needs. | O | O | O | O | O | O |

| | Strongly Agree | Agree | Somewhat Agree | Somewhat Disagree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|---|
| 23. I use what I learn from the professional development to strengthen my practices. | O | O | O | O | O | O |

Evaluation and Feedback

Please indicate your level of agreement with the statements below based on your experience.

| | Strongly Agree | Agree | Somewhat Agree | Somewhat Disagree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|---|
| 24. The individual who conducts my performance review is qualified to evaluate me. | O | O | O | O | O | O |
| 25. My evaluator provides helpful feedback on improving my practices. | O | O | O | O | O | O |
| 26. The results of my evaluation inform my professional development plan for next year. | O | O | O | O | O | O |
| 27. I see a connection between evaluation, professional development, and personal growth. | O | O | O | O | O | O |

## *III. Enhancing Factors, Emerging Issues, and Best Practices*

28. What factors are promoting successful operation of your campus?
29. What issues have arisen during your first year-plus of operation?
30. What best practices have you identified during your first year-plus of operation?

## *IV. Capacity Building*

31. What additional support from the charter network would be useful to you?
32. What additional support from the charter network would be useful to future cohorts of replication campuses?
33. What additional support from TEA would be useful to you?

34. What additional support from TEA would be useful to future cohorts of replication campuses?

(Note: This is the last question specifically for **campus non-instructional personnel**, after which the respondent will be shown the thank you page. Notes do not appear in the online survey.)

## Appendix B.2: Initial Network Personnel Survey

**Background**

Successful charter school operators that receive funding under the Texas Charter School Program High-Quality Replication Grant provide key supports for their newly opened campuses. During both the planning and early-implementation periods of the grant, these "network personnel" provide shared instructional, operational, and administrative services that allow the new campuses to benefit from the successful model being replicated. As distinguished from these campus-based educators who work exclusively with students and families at one specific location, network personnel provide support services to multiple campuses affiliated with the charter holding organization. You have been chosen to receive this survey because you have been identified as network personnel. For the purposes of this evaluation, CTAC is surveying network personnel who have been directly responsible for supporting replication campuses opened during the 2019-20 school year during their planning and early-implementation periods.

### *I. Background Information*

1. Please identify your network/district (Choose one).[43]
    - Austin Achieve Public Schools
    - Great Hearts Texas
    - International Leadership of Texas
    - School of Science and Technology

2. Please identify your years of experience within the current network (Choose one).
    - 0-2 years
    - 3-5 years
    - 6-9 years
    - 10+ years

### *II. Characteristics of the High-Quality Replication School*

3. Please indicate below the extent to which the new campus(es) in your network replicate(s) the existing one(s).

| | Extremely similar | Moderately similar | Somewhat similar | Slightly similar | Not at all similar | Does Not Apply |
|---|---|---|---|---|---|---|
| Curriculum Foci | O | O | O | O | O | O |
| Curriculum Types | O | O | O | O | O | O |
| Approaches to professional development (PD) | O | O | O | O | O | O |

[43] When the Initial Network Personnel Survey was circulated to Cohort II stakeholders in spring 2020, this list of campuses was adjusted accordingly.

| | Extremely similar | Moderately similar | Somewhat similar | Slightly similar | Not at all similar | Does Not Apply |
|---|---|---|---|---|---|---|
| Quality of Instruction | O | O | O | O | O | O |

4. How effective do you think the replication campus(es) in your network is/are reaching at-risk student populations?
    - Very effective
    - Somewhat effective
    - Not so effective
    - Not at all effective
    - Does not apply

## *III. Processes of Planning for, Supporting, and Operating High-Quality Replication Campuses*

*Replication Processes (Planning Period)*

Please indicate your level of agreement with the statements below based on your experience.

| During the planning period for the replication campus(es)… | Strongly Agree | Agree | Somewhat Agree | Somewhat Disagree | Disagree | Strongly Disagree | Does Not Apply |
|---|---|---|---|---|---|---|---|
| 5. I understood the purpose of the Charter School Program High-Quality Replication Grant. | O | O | O | O | O | O | O |
| 6. I knew where to get information about the Charter School Program High-Quality Replication Grant. | O | O | O | O | O | O | O |
| 7. Being an effective instructional leader was a key criterion for the campus-based administrators who were hired. | O | O | O | O | O | O | O |
| 8. Parental demand for seats in the replication campus(es) was robust. | O | O | O | O | O | O | O |

| During the planning period for the replication campus(es)… | Strongly Agree | Agree | Somewhat Agree | Somewhat Disagree | Disagree | Strongly Disagree | Does Not Apply |
|---|---|---|---|---|---|---|---|
| 9. The network effectively supported the replication campus(es) to reach at-risk student populations. | O | O | O | O | O | O | O |
| 10. The transition of the planning phase responsibilities (e.g., student recruitment, staff recruitment, budgeting) from the network to the replication campus(es) was effective. | O | O | O | O | O | O | O |
| 11. I received effective support from the Texas Education Agency (TEA) in order to ensure the replication campus had a successful launch. | O | O | O | O | O | O | O |

## Support for Replication Campuses

Questions 12-21 refer exclusively to replication campuses in their first year of operation. Please indicate your level of agreement with the statements below based on your experience.

| | Strongly Agree | Agree | Somewhat Agree | Somewhat Disagree | Disagree | Strongly Disagree | Does Not Apply |
|---|---|---|---|---|---|---|---|
| 12. The network's model (instructional, operational, student support, and staffing) is well-suited to the needs of the populations being served on the replication campus(es). | O | O | O | O | O | O | O |
| 13. The network adapted its model to suit the specific needs of the replication campus(es). | O | O | O | O | O | O | O |

| | Strongly Agree | Agree | Somewhat Agree | Somewhat Disagree | Disagree | Strongly Disagree | Does Not Apply |
|---|---|---|---|---|---|---|---|
| 14. The replication campus(es) use student assessment data to monitor student progress. | O | O | O | O | O | O | O |
| 15. The network uses educator performance evaluation data to determine what professional development opportunities are offered to administrators and teachers on the replication campus(es). | O | O | O | O | O | O | O |
| 16. The replication campus(es) have autonomy. | O | O | O | O | O | O | O |
| 17. Parents are engaged in student learning. | O | O | O | O | O | O | O |
| 18. There are two-way communications between network-based and campus-based colleagues. | O | O | O | O | O | O | O |
| 19. The network provides adequate instructional supports to the replication campus(es). | O | O | O | O | O | O | O |
| 20. The network provides adequate financial supports to the replication campus(es). | O | O | O | O | O | O | O |
| 21. The network provides adequate technological supports to the replication campus(es). | O | O | O | O | O | O | O |

### Ongoing Support from TEA

Questions 22-25 concern support provided by TEA to charter school operators. Please indicate your level of agreement with the statements below based on your experience.

| | Strongly Agree | Agree | Somewhat Agree | Somewhat Disagree | Disagree | Strongly Disagree | Does Not Apply |
|---|---|---|---|---|---|---|---|
| 22. I understand what supports are available from TEA to organizations operating replication campuses. | O | O | O | O | O | O | O |
| 23. The annual summer summit provides relevant information that allows me to better support replication campuses. | O | O | O | O | O | O | O |
| 24. I access support from TEA on a regular basis. | O | O | O | O | O | O | O |
| 25. Supports from TEA are useful in ensuring replication campuses have what they need to succeed. | O | O | O | O | O | O | O |

## *IV. Enhancing Factors, Emerging Issues, and Best Practices*

26. What factors promoted successful planning for the launch of the replication campus(es) launch?
27. What factors are promoting successful operation of the replication campus(es)?
28. What issues surfaced during the planning period for the launch of the replication campus(es)?
29. What issues have arisen during the early-implementation period of the replication campus(es)?
30. What best practices did you codify during the planning period?
31. What best practices have you identified during the first year-plus of operation of the replication campus(es)?

## *V. Capacity Building*

32. Open-Ended: Additional Supports from the Network

What additional supports from the network do you believe would be useful to the current and future cohorts of replication campus(es)?

33. Open-Ended: Additional Supports from TEA

What additional supports from TEA would be useful to you in ensuring replication campuses are set up to succeed?

## Appendix B.3: Initial Parent Survey

### *I. Background Information*

1. Please identify the campus(es) that your child(ren) attend(s) (Choose as many as needed).[44]

    - Austin Achieve Elementary School
    - Great Hearts Western Hills
    - International Leadership of Texas, College Station K-5
    - International Leadership of Texas, College Station 6-8
    - International Leadership of Texas, Lancaster High School
    - International Leadership of Texas, Orem K-5
    - International Leadership of Texas, Orem 6-8
    - International Leadership of Texas, Windmill Lakes High School
    - School of Science and Technology, Sugar Land
    - School of Science and Technology Discovery, Northwest

The following questions ask for your perceptions of **the campus(es) from the list above** that your child(ren) attend(s). If you have children attending multiple campuses from the list above, please respond to the questions below to the best of your ability.

*Note: The term "network" refers to the team of support personnel who provide shared instructional and operational services to multiple campuses affiliated with the charter-holding organization.*

### *II. School Selection*

Please indicate your level of agreement with the statements below based on your experience.

| When I enrolled my child(ren) in the school(s)… | Strongly Agree | Agree | Somewhat Agree | Somewhat Disagree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|---|
| 2. I thought the school(s) would be a good fit for my child(ren). | O | O | O | O | O | O |
| 3. I was familiar with the network(s) before the school(s) opened. | O | O | O | O | O | O |

[44] When the Initial Parent Survey was circulated to Cohort II stakeholders in spring 2020, this list of campuses was adjusted accordingly.

4. How important were the following factors in informing your decision to enroll your child(ren) in the school(s)?

| | Extremely Important | Very Important | Somewhat Important | Not So Important | Not At All Important |
|---|---|---|---|---|---|
| Network reputation | O | O | O | O | O |
| Academic rigor | O | O | O | O | O |
| School model | O | O | O | O | O |
| Location | O | O | O | O | O |
| Availability of extended days | O | O | O | O | O |
| Extracurricular offerings | O | O | O | O | O |
| School leadership | O | O | O | O | O |
| Approach to school culture | O | O | O | O | O |
| Approach to school discipline | O | O | O | O | O |
| Other (Please Specify) | O | O | O | O | O |

### *III. School Model*

Please indicate your level of agreement with the statements below based on your experience.

| | Strongly Agree | Agree | Somewhat Agree | Somewhat Disagree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|---|
| 5. The school(s) has high expectations for my child(ren) to meet academic standards. | O | O | O | O | O | O |
| 6. The school(s') model(s) (instructional, operational, student support, and staffing) is (are) well-suited to the needs of my child(ren). | O | O | O | O | O | O |
| 7. The learning materials (e.g., textbooks, curriculum materials, technology) used in the classrooms are of high quality. | O | O | O | O | O | O |

| | Strongly Agree | Agree | Somewhat Agree | Somewhat Disagree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|---|
| 8. Teachers individualize instruction to support all students to succeed. | O | O | O | O | O | O |
| 9. Multiple types of assessments are used to monitor the academic progress of my child(ren). | O | O | O | O | O | O |
| 10. The school(s) keeps me informed on the academic progress of my child(ren). | O | O | O | O | O | O |
| 11. The school(s) increases my child(ren)'s academic achievement. | O | O | O | O | O | O |

### *IV. Year One and Ongoing Experience*

Please indicate your level of agreement with the statements below based on your experience.

| | Strongly Agree | Agree | Somewhat Agree | Somewhat Disagree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|---|
| 12. The school(s) is safe. | O | O | O | O | O | O |
| 13. The school(s) provides me with information about the discipline policies. | O | O | O | O | O | O |
| 14. I am pleased with student discipline in the school(s). | O | O | O | O | O | O |
| 15. Providing the transportation for my child(ren) to get to and back from school is challenging. | O | O | O | O | O | O |

| | Strongly Agree | Agree | Somewhat Agree | Somewhat Disagree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|---|
| 16. There are two-way communications between parents and school administrators. | O | O | O | O | O | O |
| 17. There are two-way communications between parents and teachers. | O | O | O | O | O | O |
| 18. The school(s) encourage(s) parental involvement. | O | O | O | O | O | O |
| 19. I understand what supports (e.g., discipline, resources, communication) are available to help my child(ren) succeed. | O | O | O | O | O | O |
| 20. The ongoing supports from the campus(es) meet the needs of my child(ren). | O | O | O | O | O | O |
| 21. The school(s) effectively address(es) my concerns. | O | O | O | O | O | O |

### *V. Open-Ended*

22. Did you ever consider withdrawing your child at any point during the first year or enrolling your student in a new school before the start of the 2019-20 school year? If so, what factors influenced your decision?

23. What additional supports from the school would be useful to you and your child(ren) in meeting your academic expectations?

## Appendix B.4: Follow-Up Campus Educator Survey

*[Note. This survey has three groups of questions for campus administrators, teachers, and non-instructional personnel, respectively. Question 7 uses a branching function to direct the respondents to the appropriate questions. This note will not appear in the online survey.]*

### *I. Background Information*

1. Please identify your campus (Choose one).
    - Austin Achieve Elementary School
    - Great Hearts Western Hills
    - International Leadership of Texas, College Station K-5
    - International Leadership of Texas, College Station 6-8
    - International Leadership of Texas, Lancaster High School
    - International Leadership of Texas, Orem K-5
    - International Leadership of Texas, Orem 6-8
    - International Leadership of Texas, Windmill Lakes High School
    - School of Science and Technology, Sugar Land
    - School of Science and Technology, Northwest
2. Please identify your years of experience as a campus administrator (Choose one).
    - 0-2 years
    - 3-5 years
    - 6-9 years
    - 10+ years
    - Does not apply

3. Please identify your years of experience as a teacher (Choose one).
    - 0-2 years
    - 3-5 years
    - 6-9 years
    - 10+ years
    - Does not apply

4. Please identify your years of experience within your organization (Choose one).
    - 0-2 years
    - 3-5 years

- 6-9 years
- 10+ years

5. Please identify how long you plan to remain on this campus (Choose one).
    - 1 year
    - 2-3 years
    - 4-6 years
    - 7-9 years
    - 10+ years

6. To what extent are you familiar with the community in which your campus is located?
    - Extremely familiar
    - Moderately familiar
    - Somewhat familiar
    - Slightly familiar
    - Not at all familiar

*[Note. Question 7 is a screening question and a branching function is used here. Those who choose bullet 1 are directed to answer questions on pp. 3-5 for campus administrators. Those who choose bullet 2 are directed to answer questions on pp. 6-8 for campus teachers. Those who choose bullet 3 are directed to answer questions on pp. 9-11 for campus non-instructional personnel. This is the only question that requires an answer from the respondent across the survey protocols. This note will not appear in the online survey.]*

7. Please identify the category that best describes your current primary position (Choose one).
    - Campus administrator (e.g., executive director, principal, assistant principal, vice principal)
    - Campus teacher (e.g., general education classroom teacher, interventionist, special programs educator such as ESL/SPED/GT coordinator and teacher)
    - Campus non-instructional personnel (e.g., business manager, operations manager, social worker, behavior specialist, office manager, receptionist, counselor, testing coordinator, librarian, registrar, aide)

## *II. Processes of Supporting and Operating High-Quality Replication Campuses*

(Note: **This is the first question specifically for campus administrators**. Notes do not appear in the online survey.)

Ongoing Support

Questions 8-17 concern the manner in which replication campuses are supported by the charter networks to which they belong and other institutions. *Note: The term "network" refers to the team of support personnel who provide shared instructional and operational services to multiple campuses affiliated with the charter-holding organization.* Please indicate your level of agreement with the statements below based on your experience.

| | Strongly Agree | Agree | Somewhat Agree | Somewhat Disagree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|---|
| 8. I understand how to access key support from the charter network. | O | O | O | O | O | O |
| 9. I receive information about the Charter School Program High-Quality Replication Program on a regular basis. | O | O | O | O | O | O |
| 10. The content of the professional development provided by the charter network is relevant to my needs as a school administrator. | O | O | O | O | O | O |
| 11. I use what I learn from the professional development provided by the charter network to strengthen my leadership practices. | O | O | O | O | O | O |
| 12. I receive the instructional support I need from the charter network. | O | O | O | O | O | O |
| 13. I receive the financial support I need from the charter network. | O | O | O | O | O | O |
| 14. I receive the technological support I need from the charter network. | O | O | O | O | O | O |
| 15. I understand what supports are available from TEA to replication campuses. | O | O | O | O | O | O |
| 16. I access support from TEA on a regular basis. | O | O | O | O | O | O |

| | Strongly Agree | Agree | Somewhat Agree | Somewhat Disagree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|---|
| 17. Supports from TEA are useful in ensuring replication campuses have what they need to succeed. | O | O | O | O | O | O |

Year One and Ongoing Experience

Questions 18-31 address changes that your campus may have experienced since the start of the 2018-19 school year. Please indicate your level of agreement with the statements below based on your experience.

*Since our campus first opened,…*

| | Strongly Agree | Agree | Somewhat Agree | Somewhat Disagree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|---|
| 18. Pre-service training provided by my charter network has become more relevant to the daily responsibilities of school administrators. | O | O | O | O | O | O |
| 19. The professional development I receive has become more useful. | O | O | O | O | O | O |
| 20. Staff recruitment efforts on our campus have been effective. | O | O | O | O | O | O |
| 21. We have been able to staff each vacant position with a high-quality educator. | O | O | O | O | O | O |
| 22. Our campus has been successful in meeting our enrollment targets. | O | O | O | O | O | O |
| 23. Our student population has changed significantly. | O | O | O | O | O | O |
| 24. Our campus has been successful in retaining our teachers. | O | O | O | O | O | O |

| | Strongly Agree | Agree | Somewhat Agree | Somewhat Disagree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|---|
| 25. We have adapted to meet the needs of our families. | O | O | O | O | O | O |
| 26. We have adapted to meet the needs of our students. | O | O | O | O | O | O |
| 27. We have strengthened our approach to student discipline. | O | O | O | O | O | O |
| 28. We have improved our approach to teaching and learning. | O | O | O | O | O | O |
| 29. Network support services have become more responsive to our campus's unique needs. | O | O | O | O | O | O |
| 30. The usefulness of network supports has increased. | O | O | O | O | O | O |
| 31. We have gained more autonomy as a campus. | O | O | O | O | O | O |

### *III. Open-Ended*

32. Please use the space below for any comments that you would like to make concerning the Texas Charter School Program High-Quality Replication Grant.

(Note: This is the last question specifically for **campus administrators**, after which the respondent will be shown the thank you page. Notes do not appear in the online survey.)

*II. Processes of Supporting and Operating High-Quality Replication Campuses*

(Note: **This is the first question specifically for campus teachers**. Highlighted notes do not appear in the online survey.)

Campus Model

Please indicate your level of agreement with the statements below based on your experience.

| | Strongly Agree | Agree | Somewhat Agree | Somewhat Disagree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|---|
| 8. The campus's model (instructional, operational, student support, and staffing) is well suited to the needs of its students. | O | O | O | O | O | O |
| 9. Parents are engaged in student learning. | O | O | O | O | O | O |
| 10. There are two-way communications between the campus and key constituencies within the community (e.g., parents, business leaders). | O | O | O | O | O | O |

Classroom Instruction

Please indicate your level of agreement with the statements below based on your experience.

| | Strongly Agree | Agree | Somewhat Agree | Somewhat Disagree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|---|
| 11. The curriculum that I use for my classroom is of high quality. | O | O | O | O | O | O |
| 12. I have autonomy to make instructional decisions in my classroom. | O | O | O | O | O | O |
| 13. Instructional resources are available for my classroom. | O | O | O | O | O | O |
| 14. I receive the instructional support I need from the school administrators. | O | O | O | O | O | O |

## Professional Development

Please indicate your level of agreement with the statements below based on your experience **with the professional development offerings provided by the charter network and/or the campus**.

| | Strongly Agree | Agree | Somewhat Agree | Somewhat Disagree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|---|
| 15. I receive professional development on evidence-based instructional practices. | O | O | O | O | O | O |
| 16. I receive professional development on how to use instructional technology to supplement my pedagogical approaches. | O | O | O | O | O | O |
| 17. The contents of the professional development that I receive are relevant to my needs as a teacher. | O | O | O | O | O | O |
| 18. The professional development offerings for teachers are differentiated to meet my specific needs. | O | O | O | O | O | O |
| 19. I use what I learn from the professional development to strengthen my instructional practices. | O | O | O | O | O | O |

## Year One and Ongoing Experience

Questions 20-31 address changes that your campus may have experienced since the start of the 2018-19 school year. Please indicate your level of agreement with the statements below based on your experience.

| | Strongly Agree | Agree | Somewhat Agree | Somewhat Disagree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|---|
| 20. We have improved our approach to teaching and learning since our campus first opened. | O | O | O | O | O | O |

| | Strongly Agree | Agree | Somewhat Agree | Somewhat Disagree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|---|
| 21. We have strengthened our approach to student discipline since our campus first opened. | O | O | O | O | O | O |
| 22. We have adapted to meet the needs of our families. | O | O | O | O | O | O |
| 23. We have adapted to meet the needs of our students. | O | O | O | O | O | O |
| 24. The student population has changed significantly since I first began teaching here. | O | O | O | O | O | O |
| 25. Our staffing model has improved since I first began teaching here. | O | O | O | O | O | O |
| 26. We are able to staff each vacant position with a high-quality educator. | O | O | O | O | O | O |
| 27. Onboarding and orientation for now teachers has become more effective since I first began teaching here. | O | O | O | O | O | O |
| 28. The professional development I receive has become more useful since I first began teaching here. | O | O | O | O | O | O |
| 29. Network support services have become more responsive to our campus's unique needs. | O | O | O | O | O | O |
| 30. Our campus has been successful in retaining our teachers. | O | O | O | O | O | O |
| 31. Our campus has been successful in retaining our administrators. | O | O | O | O | O | O |

*III. Enhancing Factors, Emerging Issues, and Best Practices*

32. Please use the space below for any comments that you would like to make concerning the Texas Charter School Program High-Quality Replication Grant

(Note: This is the last question specifically for **campus teachers**, after which the respondent will be shown the thank you page. Notes do not appear in the online survey.)

*II. Processes of Supporting and Operating High-Quality Replication Campuses*

(Note: This is the first question specifically for **campus non-instructional personnel**. Notes do not appear in the online survey.)

School Model

Please indicate your level of agreement with the statements below based on your experience.

| | Strongly Agree | Agree | Somewhat Agree | Somewhat Disagree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|---|
| 8. Our campus receives effective support from our network. | O | O | O | O | O | O |
| 9. Providing support for classroom instruction is a core part of my role. | O | O | O | O | O | O |
| 10. The school facilities are suitable for all students (e.g., access points for students with mobility challenges). | O | O | O | O | O | O |
| 11. Parents are engaged in student learning. | O | O | O | O | O | O |

Professional Development

Please indicate your level of agreement with the statements below based on your experience **with the professional development offerings provided by the charter network and/or the campus**.

| | Strongly Agree | Agree | Somewhat Agree | Somewhat Disagree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|---|
| 12. The contents of the professional development are relevant to my needs as a non-instructional personnel. | O | O | O | O | O | O |

| | Strongly Agree | Agree | Somewhat Agree | Somewhat Disagree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|---|
| 13. The professional development for the non-instructional personnel are differentiated to meet my specific needs. | O | O | O | O | O | O |
| 14. I use what I learn from the professional development to strengthen my practices. | O | O | O | O | O | O |

Year One and Ongoing Experience

Questions 15-25 address changes that your campus may have experienced since the start of the 2018-19 school year. Please indicate your level of agreement with the statements below based on your experience.

| | Strongly Agree | Agree | Somewhat Agree | Somewhat Disagree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|---|
| 15. The division of responsibility between the campus and the network office has gotten clearer since our school opened. | O | O | O | O | O | O |
| 16. Our non-instructional staffing model adequately addresses our campus's needs. | O | O | O | O | O | O |
| 17. Our non-instructional staffing model has improved since I first started working here. | O | O | O | O | O | O |
| 18. We are able to staff each vacant position with a high-quality staff member. | O | O | O | O | O | O |
| 19. Network support services have become more responsive to our campus's unique needs. | O | O | O | O | O | O |
| 20. The student population has changed significantly since I first began working here. | O | O | O | O | O | O |

| | Strongly Agree | Agree | Somewhat Agree | Somewhat Disagree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|---|
| 21. Our campus has been successful in retaining our teachers. | O | O | O | O | O | O |
| 22. Our campus has been successful in retaining our administrators. | O | O | O | O | O | O |
| 23. The professional development I receive has become more useful since I first began working here. | O | O | O | O | O | O |
| 24. We have adapted to meet the needs of our families. | O | O | O | O | O | O |
| 25. We have adapted to meet the needs of our students. | O | O | O | O | O | O |

### *III. Open-Ended*

26. Please use the space below for any comments that you would like to make concerning the Texas Charter School Program High-Quality Replication Grant

(Note: This is the last question specifically for **campus non-instructional personnel**, after which the respondent will be shown the thank you page. Notes do not appear in the online survey.)

## Appendix B.5: Follow-Up Network Personnel Survey

**Background**

Successful charter school operators that receive funding under the Texas Charter School Program High-Quality Replication Grant provide key supports for their newly opened campuses. During both the planning and early-implementation periods of the grant, these "network personnel" provide shared instructional, operational, and administrative services that allow the new campuses to benefit from the successful model being replicated. As distinguished from these campus-based educators who work exclusively with students and families at one specific location, network personnel provide support services to multiple campuses affiliated with the charter holding organization. You have been chosen to receive this survey because you have been identified as network personnel. For the purposes of this evaluation, CTAC is surveying network personnel who have been directly responsible for supporting replication campuses opened during the 2018-19 school year during their planning and early-implementation periods.

### *I. Background Information*

1. Please identify your network/district (Choose one).
    - Austin Achieve Public Schools
    - Great Hearts Texas
    - International Leadership of Texas
    - School of Science and Technology

2. Please identify your years of experience within the current network (Choose one).
    - 0-2 years
    - 3-5 years
    - 6-9 years
    - 10+ years

### *II. Characteristics of the High-Quality Replication School*

3. Please indicate below the extent to which the new campus(es) in your network replicate(s) the existing one(s).

| | Extremely similar | Moderately similar | Somewhat similar | Slightly similar | Not at all similar | Does Not Apply |
|---|---|---|---|---|---|---|
| Curriculum Foci | O | O | O | O | O | O |
| Curriculum Types | O | O | O | O | O | O |
| Approaches to professional development (PD) | O | O | O | O | O | O |
| Quality of Instruction | O | O | O | O | O | O |

4. How effective do you think the replication campus(es) in your network is/are reaching at-risk student populations?
    - Very effective
    - Somewhat effective
    - Not so effective
    - Not at all effective
    - Does not apply

## *III. Processes of Supporting and Operating High-Quality Replication Campuses*

### Replication Processes

Please indicate your level of agreement with the statements below based on your experience.

| During the planning period for the replication campus(es)… | Strongly Agree | Agree | Somewhat Agree | Somewhat Disagree | Disagree | Strongly Disagree | Does Not Apply |
|---|---|---|---|---|---|---|---|
| 5. I understood the purpose of the Charter School Program High-Quality Replication Grant. | O | O | O | O | O | O | O |
| 6. I knew where to get information about the Charter School Program High-Quality Replication Grant. | O | O | O | O | O | O | O |

### Support for Replication Campuses

Questions 7-11 refer exclusively to replication campuses in their second year of operation. Please indicate your level of agreement with the statements below based on your experience.

| | Strongly Agree | Agree | Somewhat Agree | Somewhat Disagree | Disagree | Strongly Disagree | Does Not Apply |
|---|---|---|---|---|---|---|---|
| 7. The network's model (instructional, operational, student support, and staffing) is well-suited to the needs of the populations being served on the replication campus(es). | O | O | O | O | O | O | O |
| 8. The network adapted its model to suit the specific needs of the replication campus(es). | O | O | O | O | O | O | O |
| 9. Parents are engaged in student learning. | O | O | O | O | O | O | O |
| 10. There are two-way communications between network-based and campus-based colleagues. | O | O | O | O | O | O | O |
| 11. The network provides adequate instructional supports to the replication campus(es). | O | O | O | O | O | O | O |

## Ongoing Support from TEA

Questions 12-15 concern support provided by TEA to charter school operators. Please indicate your level of agreement with the statements below based on your experience.

| | Strongly Agree | Agree | Somewhat Agree | Somewhat Disagree | Disagree | Strongly Disagree | Does Not Apply |
|---|---|---|---|---|---|---|---|
| 12. I understand what supports are available from TEA to organizations operating replication campuses. | O | O | O | O | O | O | O |
| 13. The annual summer summit provides relevant information that allows me to better support replication campuses. | O | O | O | O | O | O | O |
| 14. I access support from TEA on a regular basis. | O | O | O | O | O | O | O |
| 15. Supports from TEA are useful in ensuring replication campuses have what they need to succeed. | O | O | O | O | O | O | O |

## Year One and Ongoing Experience

Questions 16-27 address changes that your replication campus(es) or the charter school operator may have experienced since the start of the 2018-19 school year. Please indicate your level of agreement with the statements below based on your experience.

*Since the start of the 2018-19 school year,*

| | Strongly Agree | Agree | Somewhat Agree | Somewhat Disagree | Disagree | Strongly Disagree | Does Not Apply |
|---|---|---|---|---|---|---|---|
| 16. Our replication campus(es) has adapted to meet the needs of its families. | O | O | O | O | O | O | O |
| 17. Our replication campus(es) has adapted to meet the needs of its students. | O | O | O | O | O | O | O |
| 18. Our replication campus(es) has been successful in retaining its teachers. | O | O | O | O | O | O | O |
| 19. Our replication campus(es) has been successful in retaining its administrators. | O | O | O | O | O | O | O |
| 20. We have improved the way that we identify leaders for replication campuses. | O | O | O | O | O | O | O |
| 21. We have strengthened the way that we prepare leaders on replication campuses. | O | O | O | O | O | O | O |
| 22. We have enhanced the way that we provide ongoing support for leaders on replication campuses. | O | O | O | O | O | O | O |

| | Strongly Agree | Agree | Somewhat Agree | Somewhat Disagree | Disagree | Strongly Disagree | Does Not Apply |
|---|---|---|---|---|---|---|---|
| 23. Network support services have become more responsive to our campus's unique needs. | O | O | O | O | O | O | O |
| 24. We have improved our staffing model at the network level to become more responsive to the needs of replication campuses. | O | O | O | O | O | O | O |
| 25. We have strengthened the way that we communicate with campus-based personnel. | O | O | O | O | O | O | O |
| 26. We have enhanced our approach to providing instructional support to replication campuses. | O | O | O | O | O | O | O |
| 27. We have improved our approach to providing operational support to replication campuses. | O | O | O | O | O | O | O |

### *IV. Open-Ended*

28. Please use the space below for any comments that you would like to make concerning the Texas Charter School Program High-Quality Replication Grant.

## Appendix B.6: Follow-Up Parent Survey

### *I. Background Information*

1. Please identify the campus(es) that your child(ren) attend(s) (Choose as many as needed).
    - Austin Achieve Elementary School
    - Great Hearts Western Hills
    - International Leadership of Texas, College Station K-5
    - International Leadership of Texas, College Station 6-8
    - International Leadership of Texas, Lancaster High School
    - International Leadership of Texas, Orem K-5
    - International Leadership of Texas, Orem 6-8
    - International Leadership of Texas, Windmill Lakes High School
    - School of Science and Technology, Sugar Land
    - School of Science and Technology, Northwest

The following questions ask for your perceptions of **the campus(es) from the list above** that your child(ren) attend(s). If you have children attending multiple campuses from the list above, please respond to the questions below to the best of your ability.

*Note: The term "network" refers to the team of support personnel who provide shared instructional and operational services to multiple campuses affiliated with the charter-holding organization.*

### *II. School Model*

Please indicate your level of agreement with the statements below based on your experience.

| | Strongly Agree | Agree | Somewhat Agree | Somewhat Disagree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|---|
| 2. The school(s') model(s) (instructional, operational, student support, and staffing) is (are) well-suited to the needs of my child(ren). | O | O | O | O | O | O |

| | Strongly Agree | Agree | Somewhat Agree | Somewhat Disagree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|---|
| 3. Teachers individualize instruction to support all students to succeed. | O | O | O | O | O | O |
| 4. The school(s) increases my child(ren)'s academic achievement. | O | O | O | O | O | O |

### *III. Year One and Ongoing Experience*

Questions 5-18 address changes and your ongoing experience since your child(ren) first enrolled here at the school(s). Please indicate your level of agreement with the statements below based on your experience.

| | Strongly Agree | Agree | Somewhat Agree | Somewhat Disagree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|---|
| 5. Providing the transportation for my child(ren) to get to and back from school is challenging. | O | O | O | O | O | O |
| 6. I understand what supports (e.g., discipline, resources, communication) are available to help my child(ren) succeed. | O | O | O | O | O | O |
| 7. The school(s) effectively address(es) my concerns. | O | O | O | O | O | O |
| 8. The school(s) has adapted to meet the needs of its families. | O | O | O | O | O | O |
| 9. The school(s) has adapted to meet the needs of its students. | O | O | O | O | O | O |

| | Strongly Agree | Agree | Somewhat Agree | Somewhat Disagree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|---|
| 10. The school(s) has been successful in retaining its teachers since my child(ren) first enrolled here. | O | O | O | O | O | O |
| 11. The school(s) has been successful in retaining its administrators since my child(ren) first enrolled here. | O | O | O | O | O | O |
| 12. The student population has changed significantly since my child(ren) first enrolled at the school(s). | O | O | O | O | O | O |
| 13. The school(s) has improved its approach to teaching and learning. | O | O | O | O | O | O |
| 14. The school(s) has strengthened its approach to student discipline since my child(ren) first enrolled here. | O | O | O | O | O | O |
| 15. Communication from teachers has improved since my child(ren) first enrolled at the school(s). | O | O | O | O | O | O |
| 16. Communication from administrators has improved since my child(ren) first enrolled at the school(s). | O | O | O | O | O | O |
| 17. This school(s) is designed for all students (e.g., regardless of backgrounds or academic performance levels) to succeed. | O | O | O | O | O | O |

| | Strongly Agree | Agree | Somewhat Agree | Somewhat Disagree | Disagree | Strongly Disagree |
|---|---|---|---|---|---|---|
| 18. I would recommend this school(s) to other parents regardless of their children's backgrounds and academic performance levels. | O | O | O | O | O | O |

### *IV. Open-Ended*

19. Please use the space below for any comments that you would like to make concerning the campus(es) that your child(ren) attends.

## Appendix B.7: Campus Administrator Interview Protocol

### *I. Background of the Interviewee*

1. Could you please talk a little bit about your experience in education and at this campus? (prompt: years teaching, prior experience within the network, prior experience as a school leader) How familiar are you with the community in which your campus is located? (prompt: have you lived or worked here before). *Note: The term "network" refers to the team of support personnel who provide shared instructional and operational services to multiple campuses affiliated with the charter-holding organization.*

### *II. Characteristics of the High-Quality Replication Campus*

2. How closely do you think this campus resembles the one that it replicated? (prompt: curriculum foci/types, approaches to PD, quality of instruction, student demographics)

### *III. Processes of Planning for, Supporting, and Operating High-Quality Replication Campuses*

#### Planning Period: Selection, Preparation, and Role Definition

3. How did you hear of this position? What was the hiring process (prompt: resume submission, interview rounds, demonstration lessons/tasks, etc.)?
4. After you were hired, how were you prepared to assume a leadership role? (prompt: residency at another campus, rotations through central office departments) How long was the period between the time you were hired and the first day of school? What were your main roles during the planning period before the campus opened?
5. How was your staff recruited, hired, and prepared? (prompt: by whom, what pipelines were tapped, did any staff come over from other campuses affiliated with the parent organization?)
6. How were families recruited? (prompt: who did the recruiting, how and where were parents targeted, are there established feeder patterns) How did you reach the at-risk student populations?

#### Campus Model

7. What supports does your campus provide to high-needs students? (prompt: SPED/EL support via personnel, technology, classroom design, supplemental funding, translation services, transportation/uniform assistance; meal service)
8. How do you assess student progress toward mastery of learning standards? How does your campus use student assessment data to monitor the progress of all students, including children with disabilities and English learners?
9. What is your campus's approach to student discipline? How do administrators support teachers struggling to maintain orderly classrooms?
10. How do you see your role? (prompt: instructional/cultural/operational leader, or manager) How do you see the shared responsibility for critical decision-making between your campus leadership team and individuals at the network?

### Ongoing Support from the Network

11. What PD from the network is available for administrators and teachers? What do you think of the PD? (prompt: quality, availability, accessibility, delivery, topics selected, internal or external)
12. What instructional support does the network provide? (prompt: shared resources such as curricular materials, common assessments) What do you think of the instructional support? What about financial support (prompt: fundraising), and technological support? (prompt: who selects hardware/instructional software, who is responsible for purchasing/maintenance)
13. To whom do you report? (prompt: board, network superintendent?) How are you observed/evaluated? How does your supervisor or evaluator support you?
14. How does your proximity to other network campuses affect the manner in which you interact with the network?
15. Overall, how useful do you think are the supports from the network? What additional supports from the network would be useful to you?

### Campus-Level Autonomy (Standardization vs. Customization)

16. What decisions can be made at the campus level? (prompt: policy creation, curricular choices, purchasing, hiring, discipline, promotional criteria, uniforms, fundraising) What decisions need to be approved by someone at the network? (prompt: hires, student suspensions over a specific length, changes to school calendar, procuring/financing school buildings) What do you think of the autonomy that your campus has?

### Community Outreach

17. How do you get the parents and the broader community engaged? How do you communicate with key constituencies (e.g., parents, business leaders)? Provide examples.

## *IV. Supports from TEA*

18. What tools, trainings, or other supports did you receive from TEA during your campus's planning period and during its first year of operation? How useful are they? What additional supports from TEA would be useful to you?

## *V. Enhancing Factors, Emerging Issues, and Best Practices*

19. What factors promoted successful planning for your campus launch? What factors are promoting successful operation of your campus?
20. What issues surfaced during the process of planning for your campus launch? What issues have arisen during your first year-plus of operation?
21. What best practices did you codify during the pre-opening planning process? What best practices have you identified during your first year-plus of operation?

## *VI. Sustainability*

22. How do you plan for what the campus will look like next year? How about in 3 or 5 years? Is there a leadership succession plan?

## Appendix B.8: Campus Non-Instructional Personnel Focus Group Protocol

*I. Process of Planning for the Support and Operation of the High-Quality Replication Campus(es)*

Planning Phase of the Campus: Selection and Preparation

1. During the planning period prior to the opening of the campus, how did you hear of this position? Had any of you previously worked at another campus affiliated with this organization?
2. After you were hired, how were you trained? (prompt: pedagogy, mission, summer PD, observing existing campuses, by whom) To what extent did you feel you were adequately prepared for the new campus?
3. What were your main duties during the planning period before the campus opened? How much support did you receive from the network? *Note: The term "network" refers to the team of support personnel who provide shared instructional and operational services to multiple campuses affiliated with the charter-holding organization.*

Role Definition

4. In your current position, what falls within your bucket? (prompt: purchasing, facilities, reporting, discipline, payroll/benefits)
5. How do you support student learning? (prompt: disciplinary support, printing/distributing materials, tech support/data analysis) To what extent do you view support for classroom instruction as a core part of your role?

Campus Model

6. What is the instructional model of this campus? (prompt: co-teacher or alone, direct instruction or student-driven)
7. How well suited is the model of the campus (instructional, operational, student support, and staffing) to the needs of the populations being served? What supports are in place for high-need students (e.g., students with disabilities, English Learners, economically disadvantaged students)? (prompt: meals, uniforms, transportation, translation services, other hardship waivers) Are the campus facilities suitable for all students (e.g., access points for students with mobility challenges)?

Professional Development

8. What PD opportunities are available for you? What do you think of the PD? (prompt: by whom, quality, availability, accessibility, delivery) Who determines what trainings are offered? What input do you have in determining the needs? To whom do you turn for support in your specific role?

Evaluation and Feedback

9. How are you evaluated for your performance? (prompt: how often, by whom, criteria)? How does your evaluator support your continued growth as a professional?

### Community Outreach

10. How do you communicate with teachers, administrators, parents, and community members in this campus? Provide examples.

### Supports from Campus Administrators

11. To whom do you report? (prompt: principal, other campus administrator) What support do you receive from campus administrators? How useful are the supports? What additional support from campus administrators would be useful to you?

## *II. Supports from the Network*

12. What tasks fall within your purview and what tasks are handled by the network?
13. Is there a coach or support staff member at the network with whom you interface regularly? What supports do you receive directly from the network? How do you access them? (prompt: in person, via technology such as shared server or videoconferences) How useful are the supports? What additional supports from the network would be useful to you?

## *III. Supports from TEA*

14. What supports do you receive from TEA to ensure that you are set up to be successful in your job? How do you access them? (prompt: in person, via technology such as shared server or videoconferences) How useful are the supports? What additional supports from TEA (or other external organizations) would be useful to you?

## *IV. Enhancing Factors, Emerging Issues, and Best Practices*

15. What factors are promoting successful operation of your campus? What issues have arisen during your first year-plus of operation? What best practices have you identified during your first year-plus of operation?

## Appendix B.9: Network Administrator Interview Protocol

**Background**

Successful charter school operators that receive funding under the Texas Charter School Program High-Quality Replication Grant provide key supports for their newly opened campuses under the grant. During both the planning and early-implementation periods of the grant, these "network personnel" provide shared instructional, operational, and administrative services that allow the new campuses to benefit from the successful model being replicated. As distinguished from these campus-based educators who work exclusively with students and families at one specific location, network personnel provide support services to multiple campuses affiliated with the charter holder. You have been chosen to receive this survey because you have been identified as network personnel. For the purposes of this evaluation, CTAC is interviewing network personnel who have been directly responsible for supporting replication campuses opened during the 2018-19 or 2019-20 school years during their planning and early-implementation periods.

### *I. Background of the Network Personnel*

1. Could you please talk a little bit about your experience in education and within this Charter School Network? (prompt: prior experience as a teacher or school leader, years within the network, responsibilities)

### *II. Characteristics of the High-Quality Replication School*

2. How closely do you think the replication campus(es) resembles the one(s) that it/they replicated? (prompt: curriculum foci/types [e.g. STEM, project-based learning, dual-language, arts-focus, etc.], approaches to PD, quality of instruction, student demographics) To what extent do you think the replication campus(es) educate the student populations they proposed? How well are they reaching at-risk student populations?

### *III. Processes of Planning for, Supporting, and Operating High-Quality Replication Campuses*

#### Replication Processes (Pre-Opening)

3. How did the network determine: (a) whether to add new campus(es), (b) where to site the campus(es), (c) what grade levels would be served, and (d) what courses would be offered?
4. How did the network determine (a) whether it has the internal capacity to support newly opened campus(es), and (b) whether parental demand for seats would exist at a new campus?
5. What supports did the network provide to the replication campus(es) during the planning period? (prompt: staff/student recruitment, facilities identification and preparation, procurement of supplies/materials/technology, etc.)
6. How were administrators (e.g., principals, assistant principals) for the replication campus identified and trained? What were the most important selection criteria? (prompt: familiarity with the community, familiarity with the network model, experience as an administrator, experience as a teacher)
7. How were teachers identified and prepared? Did any administrator or teacher from existing network campus(es) move over to the replication campus(es)?
8. How were families recruited? How did the network support the replication campus(es) to reach at-risk student populations?

9. How was the curriculum created? How were assessments determined? How were student policies (e.g., uniform, promotional criteria, code of conduct) established?
10. Did any of the responsibilities that existed at the network level during the planning period (e.g., student recruitment, staff recruitment, budgeting) move over to the campus once it became operational?

### Ongoing Support from the Network to Replication Campus(es)

11. How do network-based and campus-based colleagues interact and communicate?
12. How are campus-based administrators and teachers evaluated on their performance at the replication campus? How will you utilize teacher and administrator evaluation data to inform decisions about how to support the replication campus (e.g., curriculum, teacher coaching, professional development, scheduling)?
13. What role does the network play in determining what professional development opportunities are offered to campus administrators and teachers, and in providing such opportunities?
14. How will you monitor for fidelity of implementation at the replication campus? What have you looked for in a replication campus's first year to determine whether it's on the right track?

### Network Characteristics

15. What supports does the network provide to replication campuses in order to ensure they are able to effectively educate high-needs students? (prompt: SPED/ELL support via personnel, technology, classroom design, supplemental funding, translation services, transportation/uniform assistance; meal service)
16. How well suited is the network's model (instructional, operational, student support, and staffing) to the needs of the populations being served on this replication campus? How have you adapted the network's model to suit the specific needs of a newly opened campus (e.g., in a different community or serving different grade levels)?
17. What instructional support does the network provide to replication campus(es)? (prompt: shared resources such as curricular materials, common assessments) What about financial support (prompt: fundraising), and technological support? (prompt: who selects hardware/instructional software, who is responsible for purchasing/maintenance)

### School-Level Autonomy (Standardization vs. Customization)

18. What decisions can be made by the leadership team at a replication campus? (prompt: policy creation, curricular choices, purchasing, hiring, discipline, promotional criteria, uniforms, fundraising) What decisions need to be approved by someone at the central office of the network? (prompt: hires, student suspensions over a specific length, changes to school calendar, procuring/financing school buildings) Does this vary from campus to campus or is it consistent across all affiliated campuses? What do you think of the autonomy that the schools have?

### *IV. Supports from TEA*

19. What support from TEA have you received to support the replication campus(es) during the planning and early-implementation periods? How useful are the supports? What additional supports from TEA would be useful for you in order to better support replication campuses in the future?

### *V. Enhancing Factors, Emerging Issues, and Best Practices*

20. What factors promoted successful planning for the replication campus(es)' launch? What factors are promoting successful operation of the replication campus(es)?
21. What issues surfaced during the process of planning for the replication campus(es)' launch? What issues have arisen during the first year-plus of operation of the replication campus(es)?
22. What best practices did you codify during the pre-opening planning process? What best practices have you identified during the first year-plus of operation of the replication campus(es)?

### *VI. Sustainability*

23. How do you plan for what the replication campus(es) will look like next year? How about in 3 or 5 years? Is there a leadership succession plan?

## Appendix B.10: Parent Focus Group Protocol

### *I. School Selection*

1. How did you become aware of this school?
2. What factor(s) informed your decision to enroll your child in this school? (prompt: network reputation, proximity, approach to school culture/discipline, extracurricular offerings, school leadership, availability of extended days, academic rigor, school model) *Note: The term "network" refers to the team of support personnel who provide shared instructional and operational services to multiple campuses affiliated with the charter-holding organization.*
3. To what extent did you think this school would be a good fit for your child?
4. Were you familiar with this network and the model of the network (instructional, operational, student support, and staffing) before this particular school opened?
5. Had you not sent your child to this school, where would your child have been going? What are the existing alternatives in this neighborhood? What makes this school more appealing than the other schools that are available to your child?

### *II. Year One and Ongoing Experience*

6. Did you ever consider withdrawing your child at any point during the first year? Did you consider enrolling your child in a different school before the start of this school year? If so, what factor(s) informed your decision?
7. How does the school communicate with you? What do you think of the communications from the school administrators and teachers? (prompt: timely, regularly)
8. How well does the school address your concerns, if any? If you need translation services, are they available?
9. How do you know how much academic progress your child is making? How does the school impact your child's academic achievement?

### *III. School Model*

10. How would you describe the school's model (instructional, operational, student support, and staffing)? How well suited is the school's model to the needs of your child?
11. How would you describe the school's approach to student discipline?
12. How does your child get to and from school? Is transportation a barrier?
13. How safe do you consider the school to be?

### *IV. Supports from the School*

14. What supports are in place to help your child succeed? To what extent do they meet the needs of your child? What additional supports from the school would be useful to you and your child? (e.g., discipline, resources, communication)

## Appendix B.11: TEA Administrator Interview Protocol

### *I. Background of the Interviewee*

1. Could you please talk a little bit about your experience in education and at TEA? (prompt: prior experience as a teacher, or district/school leader, years at TEA, responsibilities)

### *II. Characteristics of the High-Quality Replication Campuses*

2. What are the critical learning issues for the students in the state? How do you see the connection between the Charter School Program High-Quality Replication Grant and what you are trying to accomplish instructionally in the state?
3. How closely do you think the replication campuses in the first cohort resemble the ones that they replicated? (prompt: curriculum foci/types, approaches to PD, quality of instruction) To what extent was the fidelity of replication consistent across the networks and campuses? What variations, if any, have your observed?
4. To what extent do you think the replication campuses educate the student populations they proposed? How well are they reaching at-risk student populations?

### *III. Processes of Planning for, Supporting, and Operating High-Quality Replication Campuses*

#### Replication Processes (Pre-Opening)

5. During the pre-opening phase, how did TEA determine (a) whether a network has the internal capacity to support newly opened campuses, and (b) whether parental demand for seats exists for a new campus?
6. What CSP-funded supports did TEA provide to the networks and the replication campuses during the pre-opening phase?

#### State Model

7. How do TEA-based, and network- and campus-based colleagues interact and communicate?
8. What role does TEA play in determining what professional development opportunities are offered to school administrators and teachers, and in providing such opportunities?
9. How do you monitor for fidelity of implementation of the Charter School Program High-Quality Replication Grant? What do you look for in a replication campus' first year to determine whether it's on the right track?

#### Ongoing Support from TEA to Networks and Replication Campuses

10. What supports does TEA provide to high-needs students enrolled at charter LEAs? How effective are the supports?

11. During the early-operational phase (i.e., the first year-plus), what instructional support does TEA provide to networks and replication campuses? What about financial and technological supports? Are these supports more intensive than in later years when a campus is more mature?

12. What additional supports do you believe that TEA should provide to subsequent cohorts of grantees? What supports do you believe that partner organizations may be well-positioned to provide as the grant program progresses?

Network-Level Autonomy (Standardization vs. Customization)

13. How much autonomy do you believe that charter operators in Texas have? What key decisions require TEA approval (staffing, purchasing, facilities, structure, etc.)? Does this level of autonomy vary at all among LEAs?

### *IV. Enhancing Factors, Emerging Issues, and Best Practices*

14. What factors promoted successful planning for the launch of replication campuses? What factors are promoting successful operation of the replication campuses?

15. What issues surfaced during the process of planning for the launch of the replication campuses? What issues have arisen during the first year-plus of operation of the replication campuses?

16. What best practices did you codify during the pre-opening planning process? What best practices have you identified during the first year-plus of operation of the replication campuses?

### *V. Sustainability*

17. As you think about next year's implementation of the Charter School Program High-Quality Replication Grant, does any aspect in particular, give you cause for concern?

18. What do you expect the implementation of the Charter School Program High-Quality Replication Grant to look like down the road?

19. What lessons do you hope future cohorts of grantees will be able to learn from this evaluation?

## Appendix B.12: Teacher Focus Group Protocol

### *I. Process of Planning for the Support and Operation of the High-Quality Replication Campus(es)*

Planning Phase of the Campus: Selection and Preparation

1. During the planning period prior to the opening of the campus, how did you hear of this position? Had any of you previously taught at another campus affiliated with this organization?
2. After you were hired, how were you trained? (prompt: pedagogy, mission, summer professional development (PD), observing existing campuses, by whom) To what extent did you feel you were adequately prepared for the new campus?

School Model

3. What is the primary instructional model in your classroom? (prompt: co-teacher or alone, direct instruction or student-driven)
4. What benchmark assessments do you administer? How do you use the benchmark assessment data to monitor the progress of your students, including children with disabilities and English learners?
5. What is the approach of the campus to student discipline? Is it implemented equitably? Do you have enough training to implement the discipline model with consistency and fidelity? When struggling with disruptive students, do you receive support from administrators?
6. How is technology utilized to promote student learning? Do you receive adequate training in how to use instructional technology to supplement your pedagogical approach?

Professional Development and Curriculum

7. What PD opportunities are available for you? What do you think of the PD you have been provided with? (prompt: by whom, quality, availability, accessibility, delivery) Who determines what trainings are offered? What input do you have in determining the needs?
8. How do you secure resources for your classroom? (prompt: make requests to administrators, pay out of your own pocket, use Donors Choose or other crowdsourcing tools)
9. Are you using a set curriculum that you have been provided, or are you creating your own units and lessons? How much autonomy do you have in creating and adapting existing materials?

Evaluation and Feedback

10. How are you evaluated for your performance? (prompt: how often, by whom, how much is based on observations and how much is based on student performance)? How does the person conducting your performance evaluation support your growth as an educator?
11. How often do you receive feedback? From (prompt: campus administrator, coach)? In what forms? How useful is the feedback in improving your instruction?

Community Outreach

12. How do you communicate with students, parents, and administrators within your campus?

Supports from Campus Administrators

13. What supports and accommodations does the campus provide to high-needs students (e.g., students with disabilities, English learners)? To what extent do the supports and accommodations meet the needs of the students in your classroom?
14. What supports do you receive from the campus administrators? (prompt: curricular support, instructional support, PD opportunities) How useful are the supports? What additional supports from the campus administrators would be useful to you?

### *II. Supports from the Network*

15. What supports do you receive directly from the network? [Note: The term "network" refers to the team of support personnel who provide shared instructional and operational services to multiple campuses affiliated with the charter-holding organization.] How do you access them? (prompt: in person, via technology such as shared server or videoconferences) How useful are the supports? What additional supports from the network would be useful to you?

### *III. Supports from TEA*

16. What supports do you receive from TEA to ensure that you are set up to be successful in your job? How do you access them? (prompt: in person, via technology such as shared server or videoconferences) How useful are the supports? What additional supports from TEA (or other external organizations) would be useful to you?

### *IV. Enhancing Factors, Emerging Issues, and Best Practices*

17. What factors are promoting successful operation of your campus? What issues have arisen during your first year-plus of operation? What best practices have you identified during your first year-plus of operation?

## Appendix B.13: Site Observation Rubric

Observer _____ Campus _____ Date _____

| Element of Replication Model | Evidence of Implementation<br>1 = no evidence<br>2 = some evidence<br>3 = strong evidence | Observable Evidence of Implementation |
|---|---|---|
| Physical Environment | | |
| Classroom space, supplies, and materials suitable for needs of instructional model | | [*Ex. Science classrooms outfitted with equipment for students to engage in lab exercises]* |
| Resources | | |
| Supports from affiliated charter network | | [*Ex. Posters with network's mission/motto observed in hallways.*] |
| Technology to support instructional delivery | | [*Ex. Students in 2nd grade classroom use iReady during their Math block.*] |

| Element of Replication Model | Evidence of Implementation<br>1 = no evidence<br>2 = some evidence<br>3 = strong evidence | Observable Evidence of Implementation |
|---|---|---|
| Culture | | |
| Positive campus-wide culture | | [*Ex. Classrooms are named after the colleges and universities that their teachers attended.]* |
| Cohesive campus-wide approach to student behavior management | | [*Ex. Teachers use consistent language when issuing corrections to students engaging in off-task behaviors*] |
| Instructional Approach | | |
| Curricular and pedagogical approach that addresses needs of student population | | [*Ex. Students observed engaging in project-based learning opportunities.]* |

| Element of Replication Model | Evidence of Implementation<br>1 = no evidence<br>2 = some evidence<br>3 = strong evidence | Observable Evidence of Implementation |
|---|---|---|
| Daily school schedule that addresses needs of student population | | [*Ex. Reading intervention periods provide students with multiple opportunities to practice foundational skills.]* |
| Collection and use of student data to support instruction | | [*Ex. Teachers use Exit Tickets to collect information about whether students understood lesson material*] |
| Human Capital | | |
| Engaged campus-level leadership | | [*Ex. Principal greets students during morning arrival.*] |

| Element of Replication Model | Evidence of Implementation<br>1 = no evidence<br>2 = some evidence<br>3 = strong evidence | Observable Evidence of Implementation |
|---|---|---|
| Staffing model designed to address needs of student population | | [*Ex. Integrated Co-Teaching model observed in 4th grade classroom.*] |
| Student Support | | |
| Instructional, behavioral, and social-emotional supports for at-risk students (i.e., economically disadvantaged, students with disabilities, English Learners) | | [*Ex. Special Education teachers have dedicated space to lead small group pull-out sessions.*] |

# Appendix C: Propensity Score Matching Technical Considerations and Impact Tables

Analysis of Objective 5 was guided by the following question: How did Cohort I students perform on key academic outcome measures relative to students attending non-replication comparison campuses?

The evaluation methodology consisted of a propensity score matching (PSM) approach wherein students attending Cohort I campuses were considered the treatment group and students attending non-replication comparison campuses affiliated with the charter schools whose campuses composed Cohort I (i.e., those that shared common academic, operational, and administrative supports) were considered the starting point for generating the comparison group. Each student's individual propensity score was estimated using student-level demographic, attendance, discipline, course-passing rate, and prior-year State of Texas Assessments of Academic Readiness (STAAR) scale score data provided by the Texas Education Agency (TEA).

The evaluation utilized different PSM model specifications — including nearest neighbor matching, kernel matching, stratification matching and radius matching — to estimate the treatment effect of attending a Cohort I campus on key academic outcome measures. In each of the model specifications, the dependent variables included student standardized test scores (STAAR-Reading and STAAR-Mathematics in Grades 3–8 and STAAR End-of-Course (EOC) Exams) and the proficiency measure (a binary variable that indicated if a student achieved the Approaches Grade Level standard or better). The key independent variables included a program indicator coded 1 for the Charter School Program High-Quality Replication (CSPHQR) grantees and 0 otherwise, as well as the estimated propensity scores.

## PSM Variables

The analytical dataset consisted of 28,101 students in grades PK–12 enrolled at one of the 45 relevant campuses (10 replication campuses and 35 non-replication comparison campuses) at the end of the 2018–19 instructional year. The variables used in conducting the PSM analysis were as follows:

- Grantee: a binary variable that equaled 1 for Cohort I students and 0 otherwise;
- STAAR and EOC scale scores (the dependent variable in PSM models): a continuous variable that was vertically aligned across grades and reported by subject (Reading, Math, English I, Algebra I, Biology, and US History);
- Proficiency (the dependent variable in PSM models): a binary variable that equaled 1 for students who achieved the Approaches Grade Level standard or above on a given assessment and 0 otherwise. For subjects where the student sample sizes were too small to conduct the PSM analysis on scaled scores, the PSM analysis on proficiency was conducted by combining data on multiple subjects;
- Prior-year STAAR scale scores;
- Gender: a binary variable that equaled 1 for male and 0 for female;
- Ethnicity: a mutually exclusive categorical variable that was expanded into four dummy variables – White, African American, Hispanic, and Other with the value of each defined in the same way as gender;
- Special education: a binary variable that equaled 1 for a student eligible for special education services student and 0 otherwise;
- EL: a binary variable that equaled 1 for English learners and 0 otherwise;

- Gifted and Talented: a binary variable that equaled 1 for a gifted and talented student and 0 otherwise;
- Economically disadvantaged: a binary variable that equaled 1 for students identified as economically disadvantaged and 0 otherwise;
- Discipline: a binary variable that equaled 1 for a student who experienced any kind of disciplinary action in 2018–19 and 0 otherwise;
- Course passing: a continuous variable that equaled the percent of courses a student passed in 2018–19; and
- Attendance rate: a continuous variable that equaled the number of days of school a student was in attendance as a percentage of the number of days that student was enrolled in a single campus as of the end of the 2018–19 school year.

The propensity score estimation splits the data into equally spaced blocks in order to ensure predictive variables are balanced within each block. That is, within each block, the propensity score of the treated and controls do not differ. The balancing property is often not satisfied when all the variables above are used. In such cases, the balancing property is achieved by resorting to less parsimonious model specifications. That is, some predictive variables were removed until the balancing property was achieved.

## Logistic Regression for Propensity Score Estimation

Equation (1) illustrates the basic specification of the logistic regression for estimating propensity scores on students who have STAAR-Reading test results. The regression models are similar in estimating propensity scores on students who have taken other tests.

$$Logit(p) = \log\left(\frac{p}{1-p}\right) = \alpha + \sum_{i=1}^{I} \beta_i x_i \qquad (1)$$

Here, $p$ is the probability of attending a Cohort I campus. $\alpha$ is the log-odds of attending Cohort I campuses when the predictors equal zero. $x_i$ is the $i$th factor in predicting Cohort I campus attendance, and $\beta_i$ is the $i$th parameter associated with the $i$th factor, $x_i$.

Table C1 shows the logistic regression results in estimating the propensity scores for students who have STAAR-Reading exam results. As the table shows, most variables — including pre-score, EL, economically disadvantaged, gifted and talented, and attendance rate — were statistically significantly predictive of the likelihood of being in the treatment group ($p < 0.05$). African American was excluded as it served as the reference group for each ethnic category. Hispanic and White predictors were both statistically significantly distinguished from African American in predicting propensity scores while other ethnicity groups were not. Discipline was excluded in the regression model in order to achieve the balancing property. Course Passing was not included due to missing values for some of the students who had STAAR-Reading results but did not have Course Passing data. As a robustness check, these two variables were included as additional controls in the PSM model specification.

*Table C1. Propensity Score Estimation, STAAR-Reading Exam (2019)*

| Variable | Coefficient | Standard Error | *P*-value |
|---|---|---|---|
| Pre-Score | -0.001 | 0.000 | $p < 0.01$ |
| English Learner | -0.263 | 0.082 | $p < 0.01$ |
| Economically Disadvantaged | 0.291 | 0.071 | $p < 0.01$ |
| Gifted and Talented | 0.245 | 0.117 | $p < 0.05$ |
| Male | -0.110 | 0.060 | $p > 0.05$ |
| Hispanic | -0.450 | 0.077 | $p < 0.01$ |
| White | -0.764 | 0.151 | $p < 0.01$ |
| Other Ethnicity | 0.079 | 0.096 | $p > 0.05$ |
| Attendance Rate | -0.023 | 0.006 | $p < 0.01$ |
| Constant | 2.409 | 0.632 | $p < 0.01$ |

*Source*: State of Texas Assessments of Academic Readiness (STAAR) and Public Education Information Management System databases, Texas Education Agency, 2017–18 and 2018–19.
*Note*. Female and African American are the reference groups for gender and ethnicity.

Tables C2 through C4 show the logistic regression results in estimating the propensity scores for students who have STAAR-Mathematics, STAAR-English I EOC, and STAAR-Algebra I EOC exam results.

*Table C2. Propensity Score Estimation, STAAR-Mathematics Exam (2019)*

| Variable | Coefficient | Standard Error | *P*-value |
|---|---|---|---|
| Pre-Score | -0.001 | 0.000 | $p < 0.01$ |
| English Learner | -0.434 | 0.073 | $p < 0.01$ |
| Special Education | 0.062 | 0.112 | $p > 0.05$ |
| Economically Disadvantaged | 0.308 | 0.067 | $p < 0.01$ |
| Male | -0.075 | 0.060 | $p > 0.05$ |
| Attendance Rate | -0.023 | 0.006 | $p < 0.01$ |
| Constant | 1.179 | 0.618 | $p < 0.01$ |

*Source*: State of Texas Assessments of Academic Readiness (STAAR) and Public Education Information Management System databases, Texas Education Agency, 2017–18 and 2018–19.
*Note*. Female is the reference group for gender.

*Table C3. Propensity Score Estimation, STAAR-English I EOC Exam (2019)*

| Variable | Coefficient | Standard Error | *P*-value |
|---|---|---|---|
| Pre-Score | -0.004 | 0.001 | $p < 0.01$ |
| English Learner | 0.384 | 0.189 | $p < 0.05$ |
| Special Education | -0.476 | 0.316 | $p > 0.05$ |
| Economically Disadvantaged | 1.516 | 0.239 | $p < 0.01$ |
| Gifted and Talented | -0.714 | 0.542 | $p > 0.05$ |
| Male | -0.064 | 0.160 | $p > 0.05$ |
| Hispanic | 0.341 | 0.214 | $p > 0.05$ |
| White | -0.898 | 0.505 | $p > 0.05$ |
| Other Ethnicity | -1.737 | 0.502 | $p < 0.01$ |
| Attendance Rate | -0.032 | 0.012 | $p < 0.01$ |
| Discipline | -1.096 | 0.250 | $p < 0.01$ |
| Constant | 7.087 | 1.698 | $p < 0.01$ |

*Source*: State of Texas Assessments of Academic Readiness (STAAR) and Public Education Information Management System databases, Texas Education Agency, 2017–18 and 2018–19.
*Note.* EOC = End-of-Course. Female and African American are the reference groups for gender and ethnicity. A student's pre-score on the STAAR-English I EOC exam is his or her STAAR-Reading score from the previous year.

*Table C4. Propensity Score Estimation, STAAR-Algebra I EOC Exam (2019)*

| Variable | Coefficient | Standard Error | *P*-value |
|---|---|---|---|
| Pre-Score | -0.004 | 0.001 | $p < 0.01$ |
| English Learner | -0.194 | 0.278 | $p > 0.05$ |
| Special Education | 0.123 | 0.353 | $p > 0.05$ |
| Economically Disadvantaged | 0.679 | 0.300 | $p < 0.05$ |
| Gifted and Talented | 0.046 | 0.638 | $p > 0.05$ |
| Male | -0.224 | 0.222 | $p > 0.05$ |
| Hispanic | -0.302 | 0.275 | $p > 0.05$ |
| White | -0.673 | 0.569 | $p > 0.05$ |
| Other Ethnicity | -1.499 | 0.568 | $p < 0.01$ |
| Attendance Rate | -0.057 | 0.013 | $p < 0.01$ |
| Discipline | -0.182 | 0.289 | $p > 0.05$ |
| Constant | 10.205 | 2.151 | $p < 0.01$ |

*Source*: State of Texas Assessments of Academic Readiness (STAAR) and Public Education Information Management System databases, Texas Education Agency, 2017–18 and 2018–19.
*Note.* EOC = End-of-Course. Female and African American are the reference groups for gender and ethnicity. A student's pre-score on the STAAR-Algebra I EOC exam is his or her STAAR-Mathematics score from the previous year.

Tables C5 through C8 show the comparability of students on each individual characteristic for each of the four exams.[45]

*Table C5. Student Characteristics, STAAR-Reading Exam (2019)*

| Characteristic | Replication Campuses | Non-Replication Comparison Campuses | Total |
|---|---|---|---|
| Number of Campuses | 8 | 30 | 38 |
| Number of Students | 1,277 | 10,319 | 11,596 |
| Average Pre-Score | 1,504.7 | 1,534.4 | 1,531.1 |
| % of English Learner | 22.1% | 28.9% | 28.1% |
| % of Economically Disadvantaged | 69.4% | 62.6% | 63.4% |
| % of Gifted and Talented | 7.5% | 7.4% | 7.4% |
| % of Male | 46.6% | 48.7% | 48.4% |
| % of African American | 32.6% | 22.0% | 23.2% |
| % of Hispanic | 45.3% | 55.5% | 54.4% |
| % of White | 17.7% | 14.3% | 14.6% |
| % of Other Ethnicity | 4.5% | 8.2% | 7.8% |
| Attendance Rate | 95.5% | 96.3% | 96.2% |

*Source*: State of Texas Assessments of Academic Readiness (STAAR) and Public Education Information Management System databases, Texas Education Agency, 2017–18 and 2018–19.
*Note*. Female and African American are the reference groups for gender and ethnicity.

*Table C6. Student Characteristics, STAAR-Mathematics Exam (2019)*

| Characteristic | Replication Campuses | Non-Replication Comparison Campuses | Total |
|---|---|---|---|
| Number of Campuses | 8 | 30 | 38 |
| Number of Students | 1,282 | 9,937 | 11,219 |
| Average Pre-Score | 1,547.5 | 1,565.9 | 1,563.8 |
| % of English Learner | 22.1% | 29.0% | 28.3% |
| % of Special Education | 8.3% | 7.1% | 7.2% |
| % of Economically Disadvantaged | 69.7% | 63.2% | 63.9% |
| % of Male | 46.5% | 48.6% | 48.4% |
| % of Economically Disadvantaged | 95.5% | 96.0% | 96.2% |

*Source*: State of Texas Assessments of Academic Readiness (STAAR) and Public Education Information Management System databases, Texas Education Agency, 2017–18 and 2018–19.
*Note*. Female is the reference group for gender.

[45] These characteristic comparisons were made before the matched comparison groups were selected.

*Table C7. Student Characteristics, STAAR-English I EOC Exam (2019)*

| Characteristic | Replication Campuses | Non-Replication Comparison Campuses | Total |
|---|---|---|---|
| Number of Campuses | 5 | 20 | 25 |
| Number of Students | 243 | 861 | 1,104 |
| Average Pre-Score | 1,632.5 | 1,690.5 | 1,677.7 |
| % of English Learner | 37.9% | 21.1% | 24.8% |
| % of Special Education | 8.2% | 7.1% | 7.3% |
| % of Economically Disadvantaged | 90.5% | 71.5% | 75.7% |
| % of Gifted and Talented | 1.7% | 5.3% | 4.5% |
| % of Male | 51.0% | 49.6% | 49.9% |
| % of African American | 17.3% | 21.8% | 20.6% |
| % of Hispanic | 78.6% | 64.4% | 67.8% |
| % of White | 2.1% | 6.7% | 5.7% |
| % of Other Ethnicity | 2.1% | 7.1% | 6.0% |
| Attendance Rate | 94.4% | 95.7% | 95.4% |
| % with Discipline | 10.3% | 17.2% | 15.7% |

*Source*: State of Texas Assessments of Academic Readiness (STAAR) and Public Education Information Management System databases, Texas Education Agency, 2017–18 and 2018–19.
*Note*. Female and African American are the reference groups for gender and ethnicity. A student's pre-score on the STAAR-English I EOC exam is his or her STAAR-Reading score from the previous year. Disciplinary actions include in-school suspensions, out-of-school suspensions, and expulsions.

*Table C8. Student Characteristics, STAAR-Algebra I EOC Exam (2019)*

| Characteristic | Replication Campuses | Non-Replication Comparison Campuses | Total |
|---|---|---|---|
| Number of Campuses | 5 | 22 | 27 |
| Number of Students | 99 | 1,089 | 1,188 |
| Average Pre-Score | 1,594.0 | 1,676.6 | 1,669.7 |
| % of English Learner | 26.3% | 23.4% | 23.7% |
| % of Special Education | 13.1% | 7.3% | 7.7% |
| % of Economically Disadvantaged | 83.8% | 66.2% | 67.7% |
| % of Gifted and Talented | 3.0% | 7.3% | 6.9% |
| % of Male | 45.5% | 49.2% | 48.9% |
| % of African American | 27.3% | 18.7% | 19.4% |
| % of Hispanic | 64.7% | 58.8% | 59.3% |
| % of White | 4.0% | 12.8% | 12.0% |
| % of Other Ethnicity | 4.0% | 9.7% | 9.3% |
| Attendance Rate | 92.3% | 95.9% | 95.6% |
| % with Discipline | 20.2% | 15.2% | 15.6% |

*Source*: State of Texas Assessments of Academic Readiness (STAAR) and Public Education Information Management System databases, Texas Education Agency, 2017–18 and 2018–19.
*Note*. Female and African American are the reference groups for gender and ethnicity. A student's pre-score on the STAAR-Algebra I EOC exam is his or her STAAR-Mathematics score from the previous year. Disciplinary actions include in-school suspensions, out-of-school suspensions, and expulsions.

Tables C9 through C12 display the block distribution and balancing properties of the estimated propensity scores. They show the lower bounds, the number of treated, and the number of controls for each block. The logistic regression tests the balancing property by splitting the data in equally spaced blocks in order to ensure factor variables are balanced within each block. That is, within each block, the propensity score of the treated and controls do not differ. Tables C9 through C12 demonstrate that the balancing property has been satisfied.

*Table C9. Block Distribution and Balancing Property of Estimated Propensity, STAAR-Reading Exam (2019)*

| Lower Bound of Block Propensity Score | Replication Campus Students | Non-Replication Comparison Campus Students | Total |
|---|---|---|---|
| 0.04 | 13 | 307 | 320 |
| 0.05 | 119 | 1,923 | 2,042 |
| 0.08 | 298 | 2,989 | 3,287 |
| 0.10 | 500 | 3,503 | 4,003 |
| 0.15 | 264 | 1,282 | 1,546 |
| 0.20 | 81 | 314 | 395 |
| 0.40 | 2 | 1 | 3 |
| Total | 1,277 | 10,319 | 11,596 |
| Balancing test | Satisfied | | |

*Source*: State of Texas Assessments of Academic Readiness (STAAR) and Public Education Information Management System databases, Texas Education Agency, 2017–18 and 2018–19.
*Note*. The common support option has been selected.

*Table C10. Block Distribution and Balancing Property of Estimated Propensity, STAAR-Mathematics Exam (2019)*

| Lower Bound of Block Propensity Score | Replication Campus Students | Non-Replication Comparison Campus Students | Total |
|---|---|---|---|
| 0.05 | 24 | 573 | 597 |
| 0.08 | 352 | 3,389 | 3,741 |
| 0.10 | 329 | 2,664 | 2,993 |
| 0.13 | 371 | 2,250 | 2,621 |
| 0.15 | 194 | 982 | 1,176 |
| 0.20 | 10 | 79 | 89 |
| 0.40 | 2 | 0 | 2 |
| Total | 1,282 | 9,937 | 11,219 |
| Balancing test | Satisfied | | |

*Source*: State of Texas Assessments of Academic Readiness (STAAR) and Public Education Information Management System databases, Texas Education Agency, 2017–18 and 2018–19.
*Note*. The common support option has been selected.

*Table C11. Block Distribution and Balancing Property of Estimated Propensity, STAAR-English I EOC Exam (2019)*

| Lower Bound of Block Propensity Score | Replication Campus Students | Non-Replication Comparison Campus Students | Total |
|---|---|---|---|
| 0.02 | 22 | 323 | 345 |
| 0.10 | 34 | 202 | 236 |
| 0.20 | 110 | 256 | 366 |
| 0.40 | 64 | 71 | 135 |
| 0.60 | 12 | 9 | 21 |
| 0.8 | 1 | 0 | 1 |
| Total | 243 | 861 | 1,104 |
| Balancing test | Satisfied | | |

*Source*: State of Texas Assessments of Academic Readiness (STAAR) and Public Education Information Management System databases, Texas Education Agency, 2017–18 and 2018–19.
*Note*. The common support option has been selected.

*Table C12. Block Distribution and Balancing Property of Estimated Propensity, STAAR-Algebra I EOC Exam (2019)*

| Lower Bound of Block Propensity Score | Replication Student | Non-Replication Comparison | Total |
|---|---|---|---|
| 0.01 | 15 | 455 | 470 |
| 0.05 | 26 | 350 | 376 |
| 0.10 | 38 | 236 | 274 |
| 0.20 | 14 | 45 | 59 |
| 0.40 | 5 | 2 | 7 |
| 0.60 | 0 | 1 | 1 |
| 0.80 | 1 | 0 | 1 |
| Total | 99 | 1,089 | 1,188 |
| Balancing test | Satisfied | | |

*Source*: State of Texas Assessments of Academic Readiness (STAAR) and Public Education Information Management System databases, Texas Education Agency, 2017–18 and 2018–19.
Note. The common support option has been selected.

## PSM Model Specifications

Different PSM model specifications — including nearest neighbor matching, kernel matching, stratification matching, and radius matching — were explored in the process of estimating the treatment effect. The basic model specification is essentially a multiple linear regression (MLR) for the scale score analysis and a logistic regression for proficiency measure analysis.

Equation (2) illustrates the basic MLR model, using STAAR-Reading scores as an example:

$$y = \alpha + \beta_1 Grantee + \beta_2 PS + \sum_{i=3}^{I} \beta_i x_i + \varepsilon \qquad (2)$$

Here, $y$ is the STAAR-Reading score; $\alpha$ is the constant which equals the average student STAAR-Reading scores in the non-replication comparison schools after controlling for other factors; $\mathrm{Grantee}$ is the binary variable equal to 1 for a Cohort I student and 0 otherwise; $PS$ is the estimated propensity score; $x_i$ is the $i$th factor that is not used in the propensity score estimation but predicting the STAAR-Reading score; $\beta_i$ is the $i$th parameter associated with each of the variables in Equation (2), and $\varepsilon$ is the error term. The difference between the PSM model specifications and the basic MLR model lies in the sample of comparison students that meet the matching criteria.

## Results

On average, Cohort I students scored lower on the 2019 STAAR-Reading, STAAR-Mathematics, and STAAR EOC exams than did their matched peers attending non-replication comparison campuses.[46]

The estimated treatment effects of enrollment in a Cohort I campus on scale scores are displayed in Tables C13 through C16.[47] The results of nearest neighbor matching approach are presented in the main body of the report because they may be less subject to estimation biases in this study. As shown in Tables C5–C8, some student characteristics differ between the replication campuses and non-replication comparison campuses, indicating that the students enrolled at the non-replication comparison campuses were not "ideal counterfactuals" for the students enrolled at replication campuses. Although all four matching estimations address this issue in distinct fashions, the nearest neighbor matching approach only selects the closest matches.

On the 2019 STAAR-Reading exam, the estimated treatment effect on Cohort I student scale scores ranged from -36 to -65 points across the four model specifications.

[46] As a robustness check, variables excluded from the propensity score estimation were used in estimating the treatment effects. Where applicable, results were similar. The radius matching regression will not converge when the control variables are included individually. The stratified matching approach does not permit the inclusion of individual control variables.

[47] Student growth in STAAR-Reading and STAAR-Mathematics (i.e., the difference between a student's score in 2018–19 and that student's score in 2017–18) was also used as a dependent variable. This approach yielded similar results.

*Table C13. Estimated Impact of Enrollment in a Cohort I Campus on STAAR-Reading Exam Scale Scores (2019)*

| Model | No. of Treated | No. of Comparison | Average Treatment | Standard Error | *P*-Value |
|---|---|---|---|---|---|
| Nearest Neighbor Matching | 1,277 | 1,269 | -36.3 | 6.250 | $p < 0.01$ |
| Radius Matching | 1,277 | 10,319 | -64.9 | 4.517 | $p < 0.01$ |
| Kernel Matching | 1,277 | 10,319 | -60.0 | 4.710 | $p < 0.01$ |
| Stratified Matching | 1,277 | 10,319 | -41.7 | 5.175 | $p < 0.01$ |

*Source*: State of Texas Assessments of Academic Readiness (STAAR) and Public Education Information Management System databases, Texas Education Agency, 2017–18 and 2018–19.
*Note.* Radius matching results are based on caliper of 0.2. Results using caliper of 0.1 are similar. Kernel matching results are based on kernel bandwidth of 0.06 and bootstrapping standard error since the analytical standard error is not calculable.

On the 2019 STAAR-Mathematics exam, the estimated treatment effect on Cohort I student scale scores ranged from -40 to -55 points across the four model specifications.

*Table C14. Estimated Impact of Enrollment in a Cohort I Campus on STAAR-Mathematics Exam Scale Scores (2019)*

| Model | No. of Treated | No. of Comparison | Average Treatment | Standard Error | *P*-Value |
|---|---|---|---|---|---|
| Nearest Neighbor Matching | 1,282 | 1,402 | -41.0 | 6.177 | $p < 0.01$ |
| Radius Matching | 1,282 | 9,937 | -54.7 | 4.365 | $p < 0.01$ |
| Kernel Matching | 1,282 | 9,937 | -54.2 | 4.315 | $p < 0.01$ |
| Stratified Matching | 1,282 | 9,937 | -39.6 | 3.779 | $p < 0.01$ |

*Source*: State of Texas Assessments of Academic Readiness (STAAR) and Public Education Information Management System databases, Texas Education Agency, 2017–18 and 2018–19.
*Note.* Radius matching results are based on caliper of 0.2. Results using caliper of 0.1 are similar. Kernel matching results are based on kernel bandwidth of 0.06 and bootstrapping standard error since the analytical standard error is not calculable.

On the 2019 STAAR-English I EOC exam, the estimated treatment effect on Cohort I student scale scores ranged from -20 to -165 points across the four model specifications.

*Table C15. Estimated Impact of Enrollment in a Cohort I Campus on STAAR-English I EOC Exam Scale Scores (2019)*

| Model | No. of Treated | No. of Comparison | Average Treatment | Standard Error | *P*-Value |
|---|---|---|---|---|---|
| Nearest Neighbor Matching | 243 | 191 | -19.8 | 47.223 | $p > 0.05$ |
| Radius Matching | 243 | 861 | -164.7 | 33.734 | $p < 0.01$ |
| Kernel Matching | 243 | 861 | -36.9 | 29.402 | $p > 0.05$ |
| Stratified Matching | 242 | 862 | -35.4 | 32.192 | $p > 0.05$ |

*Source*: State of Texas Assessments of Academic Readiness (STAAR) and Public Education Information Management System databases, Texas Education Agency, 2017–18 and 2018–19.
*Note.* EOC = End-of-Course. Radius matching results are based on caliper of 0.2. Results using caliper of 0.1 are similar. Kernel matching results are based on kernel bandwidth of 0.06 and bootstrapping standard error since the analytical standard error is not calculable.

On the 2019 STAAR-Algebra I EOC exam, the estimated treatment effect on Cohort I student scale scores ranged from -175 to -350 points across the four model specifications.

*Table C16. Estimated Impact of Enrollment in a Cohort I Campus on STAAR-Algebra I EOC Exam Scale Scores (2019)*

| Model | No. of Treated | No. of Comparison | Average Treatment | Standard Error | *P*-Value |
|---|---|---|---|---|---|
| Nearest Neighbor Matching | 99 | 88 | -174.6 | 76.260 | $p < 0.05$ |
| Radius Matching | 99 | 1,089 | -349.9 | 51.974 | $p < 0.01$ |
| Kernel Matching | 99 | 1,089 | -235.0 | 48.218 | $p < 0.01$ |
| Stratified Matching | 98 | 1,090 | -202.4 | 61.227 | $p < 0.01$ |

*Source*: State of Texas Assessments of Academic Readiness (STAAR) and Public Education Information Management System databases, Texas Education Agency, 2017–18 and 2018–19.
*Note.* EOC = End-of-Course. Radius matching results are based on caliper of 0.2. Results using caliper of 0.1 are similar. Kernel matching results are based on kernel bandwidth of 0.06 and bootstrapping standard error since the analytical standard error is not calculable.

Whether a student achieved the Approaches Grade Level standard or better was used as the dependent variable when estimating the effect of the CSPHQR program on proficiency. The estimated treatment effects of enrollment in a Cohort I campus on proficiency are displayed in Tables C17 through C20.

On the 2019 STAAR-Reading exam, the estimated treatment effect on Cohort I student proficiency ranged from -6 percentage points to -12 percentage points across the four model specifications.

*Table C17. Estimated Impact of Enrollment in a Cohort I Campus on STAAR-Reading Exam Proficiency (2019)*

| Model | No. of Treated | No. of Comparison | Average Treatment | Standard Error | *P*-Value |
|---|---|---|---|---|---|
| Nearest Neighbor Matching | 1,277 | 1,269 | -5.5% | 0.02 | $p < 0.01$ |
| Radius Matching | 1,277 | 10,319 | -12.3% | 0.014 | $p < 0.01$ |
| Kernel Matching | 1,277 | 10,319 | -11.4% | 0.015 | $p < 0.01$ |
| Stratified Matching | 1,277 | 10,319 | -7.3% | 0.016 | $p < 0.01$ |

*Source*: State of Texas Assessments of Academic Readiness (STAAR) and Public Education Information Management System databases, Texas Education Agency, 2017–18 and 2018–19.
*Note.* Radius matching results are based on caliper of 0.2. Results using caliper of 0.1 are similar. Kernel matching results are based on kernel bandwidth of 0.06 and bootstrapping standard error since the analytical standard error is not calculable.

On the 2019 STAAR-Mathematics exam, the estimated treatment effect on Cohort I student proficiency ranged from -9 percentage points to -12 percentage points across the four model specifications.

*Table C18. Estimated Impact of Enrollment in a Cohort I Campus on STAAR-Mathematics Exam Proficiency (2019)*

| Model | No. of Treated | No. of Comparison | Average Treatment | Standard Error | *P*-Value |
|---|---|---|---|---|---|
| Nearest Neighbor Matching | 1,282 | 1,402 | -10.1% | 0.019 | $p < 0.01$ |
| Radius Matching | 1,282 | 9,937 | -11.9% | 0.014 | $p < 0.01$ |
| Kernel Matching | 1,282 | 9,937 | -12.0% | 0.013 | $p < 0.01$ |
| Stratified Matching | 1,282 | 9,939 | -8.6% | 0.014 | $p < 0.01$ |

*Source*: State of Texas Assessments of Academic Readiness (STAAR) and Public Education Information Management System databases, Texas Education Agency, 2017–18 and 2018–19.
*Note*. Radius matching result is based on caliper of 0.2; the results with caliper of 0.1 is similar. Kernel matching results are based on kernel bandwidth of 0.06 and bootstrapping standard error since the analytical standard error is not calculable.

On the 2019 STAAR-English I EOC exam, the estimated treatment effect on Cohort I student proficiency ranged from -0.4 percentage points to -13 percentage points across the four model specifications.

*Table C19. Estimated Impact of Enrollment in a Cohort I Campus on STAAR-English I EOC Exam Proficiency (2019)*

| Model | No. of Treated | No. of Comparison | Average Treatment | Standard Error | *P*-Value |
|---|---|---|---|---|---|
| Nearest Neighbor Matching | 243 | 191 | -0.4% | 0.040 | $p > 0.05$ |
| Radius Matching | 243 | 861 | -12.5% | 0.033 | $p < 0.01$ |
| Kernel Matching | 243 | 861 | -1.4% | 0.036 | $p > 0.05$ |
| Stratified Matching | 243 | 865 | -0.6% | 0.034 | $p > 0.05$ |

*Source*: State of Texas Assessments of Academic Readiness (STAAR) and Public Education Information Management System databases, Texas Education Agency, 2017–18 and 2018–19.
*Note*. EOC = End-of-Course. Radius matching result is based on caliper of 0.2; the results with caliper of 0.1 is similar. Kernel matching result is based on kernel bandwidth of 0.06 and bootstrapping standard error since the analytical standard error is not calculable.

On the 2019 STAAR-Algebra I EOC exam, the estimated treatment effect on Cohort I student proficiency ranged from -12 percentage points to -22 percentage points across the four model specifications.

*Table C20. Estimated Impact of Enrollment in a Cohort I Campus on STAAR-Algebra I EOC Exam Proficiency (2019)*

| Model | No. of Treated | No. of Comparison | Average Treatment | Standard Error | *P*-Value |
|---|---|---|---|---|---|
| Nearest Neighbor Matching | 99 | 88 | -12.1% | 0.065 | $p > 0.05$ |
| Radius Matching | 99 | 1,089 | -21.9% | 0.049 | $p < 0.01$ |
| Kernel Matching | 99 | 1,089 | -14.7% | 0.061 | $p < 0.05$ |
| Stratified Matching | 98 | 1,090 | -14.6% | 0.049 | $p < 0.01$ |

*Source*: State of Texas Assessments of Academic Readiness (STAAR) and Public Education Information Management System databases, Texas Education Agency, 2017–18 and 2018–19.
*Note*. EOC = End-of-Course. Radius matching result is based on caliper of 0.2; the results with caliper of 0.1 is similar. Kernel matching result is based on kernel bandwidth of 0.06 and bootstrapping standard error since the analytical standard error is not calculable.

# Appendix D: Survey Response Data

*Table D1. Central Office Personnel's Responses to "Please indicate below the extent to which the new campus(es) in your network replicate(s) the existing one(s)."*

| | Group | N | Extremely Similar | Moderately Similar | Somewhat Similar | Slightly Similar | Not At All Similar | Mean | SD |
|---|---|---|---|---|---|---|---|---|---|
| Curriculum Foci | Cohort I (fall 2019) | 30 | 56.7% | 33.3% | 3.3% | 0.0% | 6.7% | 4.3 | 1.1 |
| | Cohort I (spring 2020) | 30 | 86.7% | 10.0% | 3.3% | 0.0% | 0.0% | 4.8 | 0.5 |
| | Cohort II (spring 2020) | 25 | 44.0% | 36.0% | 12.0% | 4.0% | 4.0% | 4.1 | 1.1 |
| Curriculum Types | Cohort I (fall 2019) | 30 | 50.0% | 36.7% | 3.3% | 6.7% | 3.3% | 4.2 | 1.0 |
| | Cohort I (spring 2020) | 29 | 82.8% | 13.8% | 3.4% | 0.0% | 0.0% | 4.8 | 0.5 |
| | Cohort II (spring 2020) | 25 | 48.0% | 32.0% | 12.0% | 4.0% | 4.0% | 4.2 | 1.1 |
| Approaches to Professional Development | Cohort I (fall 2019) | 30 | 70.0% | 23.3% | 6.7% | 0.0% | 0.0% | 4.6 | 0.6 |
| | Cohort I (spring 2020) | 29 | 82.8% | 10.3% | 6.9% | 0.0% | 0.0% | 4.8 | 0.6 |
| | Cohort II (spring 2020) | 25 | 44.0% | 36.0% | 12.0% | 4.0% | 4.0% | 4.1 | 1.1 |
| Quality of Instruction | Cohort I (fall 2019) | 29 | 58.6% | 31.0% | 10.3% | 0.0% | 0.0% | 4.5 | 0.7 |
| | Cohort I (spring 2020) | 29 | 58.6% | 37.9% | 3.4% | 0.0% | 0.0% | 4.6 | 0.6 |
| | Cohort II (spring 2020) | 25 | 36.0% | 40.0% | 16.0% | 8.0% | 0.0% | 4.0 | 0.9 |

*Source*: Cohort I (fall 2019), Cohort I (spring 2020), and Cohort II (spring 2020) Network Personnel Surveys.
*Note*. Due to rounding, percentages may not add up to 100.0%. The means and standard deviations (SDs) were calculated based on a five-point Likert scale: 1 = Not at all similar; 2 = Slightly similar; 3 = Somewhat similar; 4 = Moderately similar; 5 = Extremely similar. A charter "network" refers both to the LEA with which an individual campus is affiliated and to the central office personnel who provide shared instructional and operational services to individual campuses.

*Table D2. Central Office Personnel's Responses to "How effective do you think the replication campus(es) in your network is/are reaching at-risk student populations?"*

| | Cohort I (Fall 2019) | | | Cohort I (Spring 2020) | | | Cohort II (Spring 2020) | | |
|---|---|---|---|---|---|---|---|---|---|
| | N | % | Valid % | N | % | Valid % | N | % | Valid % |
| Extremely effective | 11 | 23.4% | 36.7% | N/A | N/A | N/A | N/A | N/A | N/A |
| Very effective | 15 | 31.9% | 50.0% | 21 | 61.8% | 67.7% | 15 | 50.0% | 57.7% |
| Somewhat effective | 3 | 6.4% | 10.0% | 10 | 29.4% | 32.3% | 11 | 36.7% | 42.3% |
| Not so effective | 1 | 2.1% | 3.3% | 0 | 0.0% | 0.0% | 0 | 0.0% | 0.0% |
| Not at all effective | 0 | 0.0% | 0.0% | 0 | 0.0% | 0.0% | 0 | 0.0% | 0.0% |
| Does not apply | 5 | 10.6% | N/A | 0 | 0.0% | N/A | 0 | 0.0% | N/A |
| No Response | 12 | 25.5% | N/A | 3 | 8.8% | N/A | 4 | 13.3% | N/A |

*Source*: Cohort I (fall 2019), Cohort I (spring 2020), and Cohort II (spring 2020) Network Personnel Surveys.
*Note*. The Data Governance Board recommended that the "Extremely effective" answer choice be removed from the spring 2020 Cohorts I and II Network Personnel surveys. Due to rounding, percentages may not add up to 100.0%. N/A = not applicable. A charter "network" refers both to the LEA with which an individual campus is affiliated and to the central office personnel who provide shared instructional and operational services to individual campuses.

*Table D3. Perceptions of Central Office Personnel*

| | Group | n | STA | A | SOA | SOD | D | STD | Mean | SD |
|---|---|---|---|---|---|---|---|---|---|---|
| Replication Processes (Planning Period)<br>*During the planning period for the replication campus(es)…* | | | | | | | | | | |
| I understood the purpose of the Charter School Program High-Quality Replication Grant. | Cohort I (fall 2019) | 15 | 46.7% | 33.3% | 13.3% | 6.7% | 0.0% | 0.0% | 5.2 | 0.9 |
| | Cohort I (spring 2020) | 31 | 58.1% | 32.3% | 0.0% | 3.2% | 3.2% | 3.2% | 5.3 | 1.2 |
| | Cohort II (spring 2020) | 26 | 53.8% | 38.5% | 7.7% | 0.0% | 0.0% | 0.0% | 5.5 | 0.6 |
| I knew where to get information about the Charter School Program High-Quality Replication Grant. | Cohort I (fall 2019) | 14 | 21.4% | 42.9% | 14.3% | 14.3% | 0.0% | 7.1% | 4.5 | 1.4 |
| | Cohort I (spring 2020) | 31 | 48.4% | 25.8% | 16.1% | 3.2% | 3.2% | 3.2% | 5.0 | 1.3 |
| | Cohort II (spring 2020) | 26 | 34.6% | 53.8% | 11.5% | 0.0% | 0.0% | 0.0% | 5.2 | 0.7 |
| Being an effective instructional leader was a key criterion for the campus-based administrators who were hired. | Cohort I (fall 2019) | 19 | 57.9% | 21.1% | 10.5% | 5.3% | 5.3% | 0.0% | 5.2 | 1.2 |
| | Cohort II (spring 2020) | 23 | 78.3% | 17.4% | 4.3% | 0.0% | 0.0% | 0.0% | 5.7 | 0.5 |
| Parental demand for seats in the replication campus(es) was robust. | Cohort I (fall 2019) | 21 | 38.1% | 33.3% | 28.6% | 0.0% | 0.0% | 0.0% | 5.1 | 0.8 |
| | Cohort II (spring 2020) | 19 | 26.3% | 26.3% | 47.4% | 0.0% | 0.0% | 0.0% | 4.8 | 0.9 |
| The network effectively supported the replication campus(es) to reach at-risk student populations. | Cohort I (fall 2019) | 20 | 55.0% | 30.0% | 15.0% | 0.0% | 0.0% | 0.0% | 5.4 | 0.8 |
| | Cohort II (spring 2020) | 26 | 42.3% | 38.5% | 19.2% | 0.0% | 0.0% | 0.0% | 5.2 | 0.8 |
| The transition of the planning phase responsibilities (e.g., student recruitment, staff recruitment, budgeting) from the network to the replication campus(es) was effective. | Cohort I (fall 2019) | 20 | 50.0% | 25.0% | 10.0% | 15.0% | 0.0% | 0.0% | 5.1 | 1.1 |
| | Cohort II (spring 2020) | 24 | 33.3% | 54.2% | 12.5% | 0.0% | 0.0% | 0.0% | 5.2 | 0.7 |

*Source*: Cohort I (fall 2019), Cohort I (spring 2020), and Cohort II (spring 2020) Network Personnel Surveys.
*Note*. Due to rounding, percentages may not add up to 100.0%. The means and standard deviations (SDs) were calculated based on a six-point Likert scale: 1 = Strongly Disagree (STD); 2 = Disagree (D); 3 = Somewhat Disagree (SOD); 4 = Somewhat Agree (SOA); 5 = Agree (A); 6 = Strongly Agree (STA). A charter "network" refers both to the LEA with which an individual campus is affiliated and to the central office personnel who provide shared instructional and operational services to individual campuses.

**Table Continues**

*Table D3. Perceptions of Central Office Personnel (Continued)*

| | Group | n | STA | A | SOA | SOD | D | STD | Mean | SD |
|---|---|---|---|---|---|---|---|---|---|---|
| I received effective support from the Texas Education Agency (TEA) in order to ensure the replication campus had a successful launch. | Cohort I (fall 2019) | 14 | 50.0% | 35.7% | 14.3% | 0.0% | 0.0% | 0.0% | 5.4 | 0.7 |
| | Cohort II (spring 2020) | 26 | 19.2% | 53.8% | 23.1% | 3.8% | 0.0% | 0.0% | 4.9 | 0.8 |
| Support for Replication Campuses | | | | | | | | | | |
| The network's model (instructional, operational, student support, and staffing) is well-suited to the needs of the populations being served on the replication campus(es). | Cohort I (fall 2019) | 22 | 50.0% | 18.2% | 27.3% | 4.5% | 0.0% | 0.0% | 5.1 | 1.0 |
| | Cohort I (spring 2020) | 31 | 64.5% | 29.0% | 6.5% | 0.0% | 0.0% | 0.0% | 5.6 | 0.6 |
| | Cohort II (spring 2020) | 25 | 76.0% | 16.0% | 8.0% | 0.0% | 0.0% | 0.0% | 5.7 | 0.6 |
| The network adapted its model to suit the specific needs of the replication campus(es). | Cohort I (fall 2019) | 22 | 40.9% | 22.7% | 31.8% | 0.0% | 4.5% | 0.0% | 5.0 | 1.1 |
| | Cohort I (spring 2020) | 30 | 50.0% | 43.3% | 3.3% | 3.3% | 0.0% | 0.0% | 5.4 | 0.7 |
| | Cohort II (spring 2020) | 26 | 38.5% | 46.2% | 11.5% | 0.0% | 3.8% | 0.0% | 5.2 | 0.9 |
| The replication campus(es) use student assessment data to monitor student progress. | Cohort I (fall 2019) | 21 | 57.1% | 28.6% | 14.3% | 0.0% | 0.0% | 0.0% | 5.4 | 0.7 |
| | Cohort II (spring 2020) | 26 | 61.5% | 26.9% | 11.5% | 0.0% | 0.0% | 0.0% | 5.5 | 0.7 |
| The network uses educator performance evaluation data to determine what professional development opportunities are offered to administrators and teachers on the replication campus(es). | Cohort I (fall 2019) | 20 | 50.0% | 25.0% | 20.0% | 5.0% | 0.0% | 0.0% | 5.2 | 1.0 |
| | Cohort II (spring 2020) | 26 | 50.0% | 38.5% | 11.5% | 0.0% | 0.0% | 0.0% | 5.4 | 0.7 |
| The replication campus(es) have autonomy. | Cohort I (fall 2019) | 22 | 31.8% | 40.9% | 22.7% | 4.5% | 0.0% | 0.0% | 5.0 | 0.9 |
| | Cohort II (spring 2020) | 25 | 32.0% | 44.0% | 20.0% | 4.0% | 0.0% | 0.0% | 5.0 | 0.8 |

*Source*: Cohort I (fall 2019), Cohort I (spring 2020), and Cohort II (spring 2020) Network Personnel Surveys.
*Note*. Due to rounding, percentages may not add up to 100.0%. The means and standard deviations (SDs) were calculated based on a six-point Likert scale: 1 = Strongly Disagree (STD); 2 = Disagree (D); 3 = Somewhat Disagree (SOD); 4 = Somewhat Agree (SOA); 5 = Agree (A); 6 = Strongly Agree (STA). A charter "network" refers both to the LEA with which an individual campus is affiliated and to the central office personnel who provide shared instructional and operational services to individual campuses.

**Table Continues**

*Table D3. Perceptions of Central Office Personnel (Continued)*

| | Group | n | STA | A | SOA | SOD | D | STD | Mean | SD |
|---|---|---|---|---|---|---|---|---|---|---|
| Parents are engaged in student learning. | Cohort I (fall 2019) | 21 | 28.6% | 38.1% | 23.8% | 4.8% | 0.0% | 4.8% | 4.8 | 1.2 |
| | Cohort I (spring 2020) | 31 | 35.5% | 51.6% | 12.9% | 0.0% | 0.0% | 0.0% | 5.2 | 0.7 |
| | Cohort II (spring 2020) | 26 | 23.1% | 38.5% | 38.5% | 0.0% | 0.0% | 0.0% | 4.8 | 0.8 |
| There are two-way communications between network-based and campus-based colleagues. | Cohort I (fall 2019) | 22 | 40.9% | 18.2% | 27.3% | 9.1% | 0.0% | 4.5% | 4.8 | 1.3 |
| | Cohort I (spring 2020) | 31 | 58.1% | 35.5% | 6.5% | 0.0% | 0.0% | 0.0% | 5.5 | 0.6 |
| | Cohort II (spring 2020) | 26 | 38.5% | 50.0% | 11.5% | 0.0% | 0.0% | 0.0% | 5.3 | 0.7 |
| The network provides adequate instructional supports to the replication campus(es). | Cohort I (fall 2019) | 19 | 47.4% | 15.8% | 36.8% | 0.0% | 0.0% | 0.0% | 5.1 | 0.9 |
| | Cohort I (spring 2020) | 31 | 61.3% | 29.0% | 9.7% | 0.0% | 0.0% | 0.0% | 5.5 | 0.7 |
| | Cohort II (spring 2020) | 26 | 46.2% | 46.2% | 7.7% | 0.0% | 0.0% | 0.0% | 5.4 | 0.6 |
| The network provides adequate financial supports to the replication campus(es). | Cohort I (fall 2019) | 20 | 60.0% | 20.0% | 20.0% | 0.0% | 0.0% | 0.0% | 5.4 | 0.8 |
| | Cohort II (spring 2020) | 26 | 53.8% | 38.5% | 7.7% | 0.0% | 0.0% | 0.0% | 5.5 | 0.6 |
| The network provides adequate technological supports to the replication campus(es). | Cohort I (fall 2019) | 20 | 60.0% | 25.0% | 10.0% | 0.0% | 5.0% | 0.0% | 5.4 | 1.0 |
| | Cohort II (spring 2020) | 24 | 41.7% | 45.8% | 12.5% | 0.0% | 0.0% | 0.0% | 5.3 | 0.7 |
| Ongoing Support from TEA | | | | | | | | | | |
| I understand what supports are available from TEA to organizations operating replication campuses. | Cohort I (fall 2019) | 16 | 18.8% | 37.5% | 31.3% | 6.3% | 6.3% | 0.0% | 4.6 | 1.1 |
| | Cohort I (spring 2020) | 30 | 46.7% | 33.3% | 16.7% | 0.0% | 0.0% | 3.3% | 5.2 | 1.1 |
| | Cohort II (spring 2020) | 26 | 26.9% | 42.3% | 30.8% | 0.0% | 0.0% | 0.0% | 5.0 | 0.8 |

*Source*: Cohort I (fall 2019), Cohort I (spring 2020), and Cohort II (spring 2020) Network Personnel Surveys.
*Note*. Due to rounding, percentages may not add up to 100.0%. The means and standard deviations (SDs) were calculated based on a six-point Likert scale: 1 = Strongly Disagree (STD); 2 = Disagree (D); 3 = Somewhat Disagree (SOD); 4 = Somewhat Agree (SOA); 5 = Agree (A); 6 = Strongly Agree (STA). A charter "network" refers both to the LEA with which an individual campus is affiliated and to the central office personnel who provide shared instructional and operational services to individual campuses.

**Table Continues**

*Table D3. Perceptions of Central Office Personnel (Continued)*

| | Group | n | STA | A | SOA | SOD | D | STD | Mean | SD |
|---|---|---|---|---|---|---|---|---|---|---|
| The annual summer summit provides relevant information that allows me to better support replication campuses. | Cohort I (fall 2019) | 11 | 36.4% | 36.4% | 27.3% | 0.0% | 0.0% | 0.0% | 5.1 | 0.8 |
| | Cohort I (spring 2020) | 28 | 42.9% | 32.1% | 21.4% | 3.6% | 0.0% | 0.0% | 5.1 | 0.9 |
| | Cohort II (spring 2020) | 20 | 35.0% | 55.0% | 10.0% | 0.0% | 0.0% | 0.0% | 5.3 | 0.6 |
| I access support from TEA on a regular basis. | Cohort I (fall 2019) | 12 | 41.7% | 16.7% | 16.7% | 25.0% | 0.0% | 0.0% | 4.8 | 1.3 |
| | Cohort I (spring 2020) | 29 | 51.7% | 24.1% | 17.2% | 3.4% | 3.4% | 0.0% | 5.2 | 1.1 |
| | Cohort II (spring 2020) | 25 | 20.0% | 20.0% | 48.0% | 12.0% | 0.0% | 0.0% | 4.5 | 1.0 |
| Supports from TEA are useful in ensuring replication campuses have what they need to succeed. | Cohort I (fall 2019) | 13 | 46.2% | 23.1% | 30.8% | 0.0% | 0.0% | 0.0% | 5.2 | 0.9 |
| | Cohort I (spring 2020) | 29 | 44.8% | 34.5% | 20.7% | 0.0% | 0.0% | 0.0% | 5.2 | 0.8 |
| | Cohort II (spring 2020) | 25 | 32.0% | 32.0% | 32.0% | 4.0% | 0.0% | 0.0% | 4.9 | 0.9 |

*Source*: Cohort I (fall 2019), Cohort I (spring 2020), and Cohort II (spring 2020) Network Personnel Surveys.
*Note*. Due to rounding, percentages may not add up to 100.0%. The means and standard deviations (SDs) were calculated based on a six-point Likert scale: 1 = Strongly Disagree (STD); 2 = Disagree (D); 3 = Somewhat Disagree (SOD); 4 = Somewhat Agree (SOA); 5 = Agree (A); 6 = Strongly Agree (STA). A charter "network" refers both to the LEA with which an individual campus is affiliated and to the central office personnel who provide shared instructional and operational services to individual campuses.

*Table D4. Year One and Ongoing Experience of Cohort I Central Office Personnel*

| | n | STA | A | SOA | SOD | D | STD | Mean | SD |
|---|---|---|---|---|---|---|---|---|---|
| Our replication campus(es) has adapted to meet the needs of its families. | 31 | 61.3% | 29.0% | 9.7% | 0.0% | 0.0% | 0.0% | 5.5 | 0.7 |
| Our replication campus(es) has adapted to meet the needs of its students. | 31 | 71.0% | 19.4% | 9.7% | 0.0% | 0.0% | 0.0% | 5.6 | 0.7 |
| Our replication campus(es) has been successful in retaining its teachers. | 31 | 45.2% | 32.3% | 16.1% | 6.5% | 0.0% | 0.0% | 5.2 | 0.9 |
| Our replication campus(es) has been successful in retaining its administrators. | 31 | 61.3% | 25.8% | 9.7% | 3.2% | 0.0% | 0.0% | 5.5 | 0.8 |
| We have improved the way that we identify leaders for replication campuses. | 30 | 56.7% | 26.7% | 10.0% | 3.3% | 3.3% | 0.0% | 5.3 | 1.0 |
| We have strengthened the way that we prepare leaders on replication campuses. | 31 | 54.8% | 29.0% | 12.9% | 0.0% | 3.2% | 0.0% | 5.3 | 0.9 |
| We have enhanced the way that we provide ongoing support for leaders on replication campuses. | 31 | 58.1% | 25.8% | 12.9% | 0.0% | 3.2% | 0.0% | 5.4 | 1.0 |
| Network support services have become more responsive to our campus's unique needs. | 31 | 67.7% | 16.1% | 12.9% | 3.2% | 0.0% | 0.0% | 5.5 | 0.9 |
| We have improved our staffing model at the network level to become more responsive to the needs of replication campuses. | 31 | 58.1% | 22.6% | 12.9% | 3.2% | 3.2% | 0.0% | 5.3 | 1.0 |
| We have strengthened the way that we communicate with campus-based personnel. | 31 | 58.1% | 19.4% | 16.1% | 3.2% | 3.2% | 0.0% | 5.3 | 1.1 |
| We have enhanced our approach to providing instructional support to replication campuses. | 31 | 61.3% | 19.4% | 16.1% | 0.0% | 0.0% | 3.2% | 5.3 | 1.1 |
| We have improved our approach to providing operational support to replication campuses. | 31 | 64.5% | 22.6% | 12.9% | 0.0% | 0.0% | 0.0% | 5.5 | 0.7 |

*Source:* Cohort I (spring 2020) Network Personnel Survey.

*Note.* Due to rounding, percentages may not add up to 100.0%. The means and standard deviations (SDs) were calculated based on a six-point Likert scale: 1 = Strongly Disagree (STD); 2 = Disagree (D); 3 = Somewhat Disagree (SOD); 4 = Somewhat Agree (SOA); 5 = Agree (A); 6 = Strongly Agree (STA). A charter "network" refers both to the LEA with which an individual campus is affiliated and to the central office personnel who provide shared instructional and operational services to individual campuses.

*Table D5. Campus Administrators' Responses to "Please indicate below the extent to which your campus resembles the one that it replicated."*

| | Group | n | Extremely Similar | Very Similar | Somewhat Similar | Not So Similar | Not At All Similar | Mean | SD |
|---|---|---|---|---|---|---|---|---|---|
| Curricular Focus (e.g. STEM, arts) | Cohort I (fall 2019) | 10 | 30.0% | 50.0% | 20.0% | 0.0% | 0.0% | 4.1 | 0.7 |
| | Cohort II (spring 2020) | 22 | 40.9% | 31.8% | 18.2% | 9.1% | 0.0% | 4.0 | 1.0 |
| Instructional Model (e.g. dual-language, collaborative, team teaching) | Cohort I (fall 2019) | 10 | 30.0% | 40.0% | 20.0% | 10.0% | 0.0% | 3.9 | 1.0 |
| | Cohort II (spring 2020) | 22 | 40.9% | 40.9% | 13.6% | 4.5% | 0.0% | 4.2 | 0.9 |
| Approaches to professional development | Cohort I (fall 2019) | 10 | 30.0% | 40.0% | 30.0% | 0.0% | 0.0% | 4.0 | 0.8 |
| | Cohort II (spring 2020) | 22 | 40.9% | 36.4% | 22.7% | 0.0% | 0.0% | 4.2 | 0.8 |
| Quality of Instruction | Cohort I (fall 2019) | 10 | 30.0% | 50.0% | 10.0% | 10.0% | 0.0% | 4.0 | 0.9 |
| | Cohort II (spring 2020) | 22 | 36.4% | 36.4% | 22.7% | 4.5% | 0.0% | 4.0 | 0.9 |

*Source*: Cohort I (fall 2019) and Cohort II (spring 2020) Campus Educator Surveys.
*Note*. Due to rounding, percentages may not add up to 100.0%. The means and standard deviations (SDs) were calculated based on a five-point Likert scale: 1 = not at all similar; 2 = not so similar; 3 = somewhat similar; 4 = very similar; 5 = extremely similar.

*Table D6. Perceptions of Campus Administrators*

| | Group | n | STA | A | SOA | SOD | D | STD | Mean | SD |
|---|---|---|---|---|---|---|---|---|---|---|
| Process of Planning for the Support and Operation of the High-Quality Replication Campus(es) *Prior to opening and serving students at my campus…* | | | | | | | | | | |
| I understood the purpose of the Charter School Program High-Quality Replication Program. | Cohort I (fall 2019) | 8 | 37.5% | 50.0% | 0.0% | 12.5% | 0.0% | 0.0% | 5.1 | 1.0 |
| | Cohort II (spring 2020) | 22 | 27.3% | 22.7% | 22.7% | 13.6% | 13.6% | 0.0% | 4.4 | 1.4 |
| I knew where to get information about the Charter School Program High-Quality Replication Program. | Cohort I (fall 2019) | 8 | 25.0% | 62.5% | 0.0% | 12.5% | 0.0% | 0.0% | 5.0 | 0.9 |
| | Cohort II (spring 2020) | 22 | 9.1% | 27.3% | 31.8% | 9.1% | 22.7% | 0.0% | 3.9 | 1.3 |
| I understood the expectations for this position as an administrator. | Cohort I (fall 2019) | 8 | 37.5% | 50.0% | 0.0% | 12.5% | 0.0% | 0.0% | 5.1 | 1.0 |
| | Cohort II (spring 2020) | 22 | 36.4% | 31.8% | 22.7% | 0.0% | 9.1% | 0.0% | 4.9 | 1.2 |
| I received professional development after being hired for this position as an administrator. | Cohort I (fall 2019) | 8 | 25.0% | 50.0% | 12.5% | 12.5% | 0.0% | 0.0% | 4.9 | 1.0 |
| | Cohort II (spring 2020) | 22 | 27.3% | 22.7% | 31.8% | 9.1% | 9.1% | 0.0% | 4.5 | 1.3 |
| I received effective support from the charter network. | Cohort I (fall 2019) | 8 | 25.0% | 50.0% | 12.5% | 12.5% | 0.0% | 0.0% | 4.9 | 1.0 |
| | Cohort II (spring 2020) | 22 | 22.7% | 22.7% | 40.9% | 4.5% | 9.1% | 0.0% | 4.5 | 1.2 |
| I received effective support from the Texas Education Agency (TEA). | Cohort I (fall 2019) | 8 | 12.5% | 75.0% | 0.0% | 12.5% | 0.0% | 0.0% | 4.9 | 0.8 |
| | Cohort II (spring 2020) | 22 | 22.7% | 27.3% | 27.3% | 9.1% | 9.1% | 4.5% | 4.3 | 1.4 |

*Source:* Cohort I (fall 2019), Cohort I (spring 2020), and Cohort II (spring 2020) Campus Educator Surveys.
*Note.* Due to rounding, percentages may not add up to 100.0%. The means and standard deviations (SDs) were calculated based on a six-point Likert scale: 1 = Strongly Disagree (STD); 2 = Disagree (D); 3 = Somewhat Disagree (SOD); 4 = Somewhat Agree (SOA); 5 = Agree (A); 6 = Strongly Agree (STA). A charter "network" refers both to the LEA with which an individual campus is affiliated and to the central office personnel who provide shared instructional and operational services to individual campuses.

**Table Continues**

*Table D6. Perceptions of Campus Administrators (Continued)*

| | Group | n | STA | A | SOA | SOD | D | STD | Mean | SD |
|---|---|---|---|---|---|---|---|---|---|---|
| Operation of the Campus | | | | | | | | | | |
| I receive information about the Charter School Program High-Quality Replication Program on a regular basis. | Cohort I (fall 2019) | 8 | 0.0% | 75.0% | 12.5% | 12.5% | 0.0% | 0.0% | 4.6 | 0.7 |
| | Cohort I (spring 2020) | 19 | 21.1% | 26.3% | 21.1% | 15.8% | 15.8% | 0.0% | 4.2 | 1.4 |
| | Cohort II (spring 2020) | 22 | 0.0% | 27.3% | 31.8% | 18.2% | 22.7% | 0.0% | 3.6 | 1.1 |
| Student assessment data are used to monitor the progress of all students on this campus. | Cohort I (fall 2019) | 8 | 62.5% | 37.5% | 0.0% | 0.0% | 0.0% | 0.0% | 5.6 | 0.5 |
| | Cohort II (spring 2020) | 22 | 59.1% | 27.3% | 13.6% | 0.0% | 0.0% | 0.0% | 5.5 | 0.7 |
| Administrators on this campus support teachers to maintain orderly classrooms. | Cohort I (fall 2019) | 8 | 75.0% | 25.0% | 0.0% | 0.0% | 0.0% | 0.0% | 5.8 | 0.5 |
| | Cohort II (spring 2020) | 22 | 59.1% | 36.4% | 4.5% | 0.0% | 0.0% | 0.0% | 5.5 | 0.6 |
| I see my role as an instructional leader. | Cohort I (fall 2019) | 8 | 75.0% | 25.0% | 0.0% | 0.0% | 0.0% | 0.0% | 5.8 | 0.5 |
| | Cohort II (spring 2020) | 22 | 68.2% | 13.6% | 18.2% | 0.0% | 0.0% | 0.0% | 5.5 | 0.8 |
| The campus has institutional autonomy. | Cohort I (fall 2019) | 8 | 25.0% | 75.0% | 0.0% | 0.0% | 0.0% | 0.0% | 5.3 | 0.5 |
| | Cohort II (spring 2020) | 22 | 22.7% | 40.9% | 22.7% | 4.5% | 9.1% | 0.0% | 4.6 | 1.2 |
| Parents are engaged in student learning. | Cohort I (fall 2019) | 8 | 62.5% | 25.0% | 12.5% | 0.0% | 0.0% | 0.0% | 5.5 | 0.8 |
| | Cohort II (spring 2020) | 22 | 27.3% | 36.4% | 18.2% | 9.1% | 9.1% | 0.0% | 4.6 | 1.3 |
| There are two-way communications between the campus and key constituencies within the community (e.g., parents, business leaders). | Cohort I (fall 2019) | 8 | 75.0% | 25.0% | 0.0% | 0.0% | 0.0% | 0.0% | 5.8 | 0.5 |
| | Cohort II (spring 2020) | 22 | 31.8% | 45.5% | 18.2% | 0.0% | 4.5% | 0.0% | 5.0 | 1.0 |

*Source:* Cohort I (fall 2019), Cohort I (spring 2020), and Cohort II (spring 2020) Campus Educator Surveys.
*Note.* Due to rounding, percentages may not add up to 100.0%. The means and standard deviations (SDs) were calculated based on a six-point Likert scale: 1 = Strongly Disagree (STD); 2 = Disagree (D); 3 = Somewhat Disagree (SOD); 4 = Somewhat Agree (SOA); 5 = Agree (A); 6 = Strongly Agree (STA). A charter "network" refers both to the LEA with which an individual campus is affiliated and to the central office personnel who provide shared instructional and operational services to individual campuses.

**Table Continues**

*Table D6. Perceptions of Campus Administrators (Continued)*

| | Group | n | STA | A | SOA | SOD | D | STD | Mean | SD |
|---|---|---|---|---|---|---|---|---|---|---|
| Ongoing Support | | | | | | | | | | |
| I understand how to access key support from the charter network. | Cohort I (fall 2019) | 8 | 12.5% | 50.0% | 37.5% | 0.0% | 0.0% | 0.0% | 4.8 | 0.7 |
| | Cohort I (spring 2020) | 19 | 47.4% | 26.3% | 26.3% | 0.0% | 0.0% | 0.0% | 5.2 | 0.9 |
| | Cohort II (spring 2020) | 22 | 9.1% | 50.0% | 36.4% | 0.0% | 4.5% | 0.0% | 4.6 | 0.9 |
| The professional development provided by the charter network focuses on evidence-based leadership practices. | Cohort I (fall 2019) | 8 | 12.5% | 87.5% | 0.0% | 0.0% | 0.0% | 0.0% | 5.1 | 0.4 |
| | Cohort II (spring 2020) | 22 | 22.7% | 50.0% | 22.7% | 0.0% | 4.5% | 0.0% | 4.9 | 0.9 |
| The content of the professional development provided by the charter network is relevant to my needs as a school administrator. | Cohort I (fall 2019) | 8 | 12.5% | 62.5% | 25.0% | 0.0% | 0.0% | 0.0% | 4.9 | 0.6 |
| | Cohort I (spring 2020) | 19 | 31.6% | 57.9% | 10.5% | 0.0% | 0.0% | 0.0% | 5.2 | 0.6 |
| | Cohort II (spring 2020) | 22 | 22.7% | 50.0% | 18.2% | 4.5% | 4.5% | 0.0% | 4.8 | 1.0 |
| I use what I learn from the professional development provided by the charter network to strengthen my leadership practices. | Cohort I (fall 2019) | 8 | 25.0% | 37.5% | 37.5% | 0.0% | 0.0% | 0.0% | 4.9 | 0.8 |
| | Cohort I (spring 2020) | 18 | 33.3% | 50.0% | 16.7% | 0.0% | 0.0% | 0.0% | 5.2 | 0.7 |
| | Cohort II (spring 2020) | 22 | 31.8% | 54.5% | 9.1% | 0.0% | 4.5% | 0.0% | 5.1 | 0.9 |
| I receive the instructional support I need from the charter network. | Cohort I (fall 2019) | 8 | 25.0% | 50.0% | 25.0% | 0.0% | 0.0% | 0.0% | 5.0 | 0.8 |
| | Cohort I (spring 2020) | 19 | 42.1% | 31.6% | 26.3% | 0.0% | 0.0% | 0.0% | 5.2 | 0.8 |
| | Cohort II (spring 2020) | 22 | 27.3% | 45.5% | 18.2% | 4.5% | 4.5% | 0.0% | 4.9 | 1.0 |

*Source:* Cohort I (fall 2019), Cohort I (spring 2020), and Cohort II (spring 2020) Campus Educator Surveys.
*Note.* Due to rounding, percentages may not add up to 100.0%. The means and standard deviations (SDs) were calculated based on a six-point Likert scale: 1 = Strongly Disagree (STD); 2 = Disagree (D); 3 = Somewhat Disagree (SOD); 4 = Somewhat Agree (SOA); 5 = Agree (A); 6 = Strongly Agree (STA). A charter "network" refers both to the LEA with which an individual campus is affiliated and to the central office personnel who provide shared instructional and operational services to individual campuses.

**Table Continues**

*Table D6. Perceptions of Campus Administrators (Continued)*

| | Group | n | STA | A | SOA | SOD | D | STD | Mean | SD |
|---|---|---|---|---|---|---|---|---|---|---|
| I receive the financial support I need from the charter network. | Cohort I (fall 2019) | 8 | 25.0% | 37.5% | 25.0% | 12.5% | 0.0% | 0.0% | 4.8 | 1.0 |
| | Cohort I (spring 2020) | 19 | 42.1% | 21.1% | 31.6% | 0.0% | 0.0% | 5.3% | 4.9 | 1.3 |
| | Cohort II (spring 2020) | 22 | 27.3% | 22.7% | 27.3% | 13.6% | 9.1% | 0.0% | 4.5 | 1.3 |
| I receive the technological support I need from the charter network. | Cohort I (fall 2019) | 8 | 25.0% | 50.0% | 25.0% | 0.0% | 0.0% | 0.0% | 5.0 | 0.8 |
| | Cohort I (spring 2020) | 19 | 52.6% | 31.6% | 15.8% | 0.0% | 0.0% | 0.0% | 5.4 | 0.8 |
| | Cohort II (spring 2020) | 22 | 27.3% | 31.8% | 22.7% | 13.6% | 0.0% | 4.5% | 4.6 | 1.3 |
| The individual who conducts my performance review is qualified to evaluate me. | Cohort I (fall 2019) | 8 | 50.0% | 50.0% | 0.0% | 0.0% | 0.0% | 0.0% | 5.5 | 0.5 |
| | Cohort II (spring 2020) | 22 | 59.1% | 22.7% | 9.1% | 0.0% | 4.5% | 4.5% | 5.2 | 1.4 |
| I receive ongoing support from my evaluator. | Cohort I (fall 2019) | 8 | 50.0% | 50.0% | 0.0% | 0.0% | 0.0% | 0.0% | 5.5 | 0.5 |
| | Cohort II (spring 2020) | 22 | 54.5% | 22.7% | 18.2% | 0.0% | 0.0% | 4.5% | 5.2 | 1.2 |
| The ongoing support I receive from support staff members at the charter network is useful. | Cohort I (fall 2019) | 8 | 37.5% | 37.5% | 25.0% | 0.0% | 0.0% | 0.0% | 5.1 | 0.8 |
| | Cohort II (spring 2020) | 22 | 40.9% | 31.8% | 13.6% | 9.1% | 4.5% | 0.0% | 5.0 | 1.2 |
| I understand what supports are available from TEA to replication campuses. | Cohort I (fall 2019) | 8 | 0.0% | 75.0% | 12.5% | 12.5% | 0.0% | 0.0% | 4.6 | 0.7 |
| | Cohort I (spring 2020) | 19 | 15.8% | 42.1% | 26.3% | 10.5% | 5.3% | 0.0% | 4.5 | 1.1 |
| | Cohort II (spring 2020) | 22 | 18.2% | 22.7% | 18.2% | 22.7% | 13.6% | 4.5% | 4.0 | 1.5 |

*Source:* Cohort I (fall 2019), Cohort I (spring 2020), and Cohort II (spring 2020) Campus Educator Surveys.
*Note.* Due to rounding, percentages may not add up to 100.0%. The means and standard deviations (SDs) were calculated based on a six-point Likert scale: 1 = Strongly Disagree (STD); 2 = Disagree (D); 3 = Somewhat Disagree (SOD); 4 = Somewhat Agree (SOA); 5 = Agree (A); 6 = Strongly Agree (STA). A charter "network" refers both to the LEA with which an individual campus is affiliated and to the central office personnel who provide shared instructional and operational services to individual campuses.

**Table Continues**

*Table D6. Perceptions of Campus Administrators (Continued)*

| | Group | n | STA | A | SOA | SOD | D | STD | Mean | SD |
|---|---|---|---|---|---|---|---|---|---|---|
| I access support from TEA on a regular basis. | Cohort I (fall 2019) | 8 | 0.0% | 50.0% | 37.5% | 12.5% | 0.0% | 0.0% | 4.4 | 0.7 |
| | Cohort I (spring 2020) | 19 | 10.5% | 42.1% | 26.3% | 5.3% | 15.8% | 0.0% | 4.3 | 1.2 |
| | Cohort II (spring 2020) | 22 | 9.1% | 22.7% | 31.8% | 18.2% | 13.6% | 4.5% | 3.8 | 1.3 |
| Supports from TEA are useful in ensuring replication campuses have what they need to succeed. | Cohort I (fall 2019) | 8 | 12.5% | 62.5% | 25.0% | 0.0% | 0.0% | 0.0% | 4.9 | 0.6 |
| | Cohort I (spring 2020) | 19 | 10.5% | 31.6% | 42.1% | 10.5% | 5.3% | 0.0% | 4.3 | 1.0 |
| | Cohort II (spring 2020) | 22 | 13.6% | 36.4% | 18.2% | 13.6% | 13.6% | 4.5% | 4.1 | 1.4 |

*Source:* Cohort I (fall 2019), Cohort I (spring 2020), and Cohort II (spring 2020) Campus Educator Surveys.
*Note.* Due to rounding, percentages may not add up to 100.0%. The means and standard deviations (SDs) were calculated based on a six-point Likert scale: 1 = Strongly Disagree (STD); 2 = Disagree (D); 3 = Somewhat Disagree (SOD); 4 = Somewhat Agree (SOA); 5 = Agree (A); 6 = Strongly Agree (STA). A charter "network" refers both to the LEA with which an individual campus is affiliated and to the central office personnel who provide shared instructional and operational services to individual campuses.

*Table D7. Cohort I Campus Administrators' Year One and Ongoing Experience*

| | n | STA | A | SOA | SOD | D | STD | Mean | SD |
|---|---|---|---|---|---|---|---|---|---|
| Pre-service training provided by my charter network has become more relevant to the daily responsibilities of school administrators. | 19 | 31.6% | 36.8% | 21.1% | 10.5% | 0.0% | 0.0% | 4.9 | 1.0 |
| The professional development I receive has become more useful. | 19 | 36.8% | 42.1% | 15.8% | 5.3% | 0.0% | 0.0% | 5.1 | 0.9 |
| Staff recruitment efforts on our campus have been effective. | 19 | 42.1% | 42.1% | 10.5% | 5.3% | 0.0% | 0.0% | 5.2 | 0.9 |
| We have been able to staff each vacant position with a high-quality educator. | 19 | 42.1% | 31.6% | 10.5% | 15.8% | 0.0% | 0.0% | 5.0 | 1.1 |
| Our campus has been successful in meeting our enrollment targets. | 19 | 42.1% | 26.3% | 26.3% | 5.3% | 0.0% | 0.0% | 5.1 | 1.0 |

*Source*: Cohort I (spring 2020) Campus Educator Survey.
*Note.* Due to rounding, percentages may not add up to 100.0%. The means and standard deviations (SDs) were calculated based on a six-point Likert scale: 1 = Strongly Disagree (STD); 2 = Disagree (D); 3 = Somewhat Disagree (SOD); 4 = Somewhat Agree (SOA); 5 = Agree (A); 6 = Strongly Agree (STA). A charter "network" refers both to the LEA with which an individual campus is affiliated and to the central office personnel who provide shared instructional and operational services to individual campuses.

**Table Continues**

*Table D7. Cohort I Campus Administrators' Year One and Ongoing Experience (Continued)*

| | n | STA | A | SOA | SOD | D | STD | Mean | SD |
|---|---|---|---|---|---|---|---|---|---|
| Our student population has changed significantly. | 18 | 22.2% | 5.6% | 5.6% | 27.8% | 38.9% | 0.0% | 3.4 | 1.6 |
| Our campus has been successful in retaining our teachers. | 19 | 52.6% | 31.6% | 5.3% | 5.3% | 5.3% | 0.0% | 5.2 | 1.1 |
| We have adapted to meet the needs of our families. | 19 | 63.2% | 26.3% | 10.5% | 0.0% | 0.0% | 0.0% | 5.5 | 0.7 |
| We have adapted to meet the needs of our students. | 19 | 63.2% | 26.3% | 10.5% | 0.0% | 0.0% | 0.0% | 5.5 | 0.7 |
| We have strengthened our approach to student discipline. | 19 | 57.9% | 31.6% | 5.3% | 0.0% | 5.3% | 0.0% | 5.4 | 1.0 |
| We have improved our approach to teaching and learning. | 19 | 68.4% | 21.1% | 10.5% | 0.0% | 0.0% | 0.0% | 5.6 | 0.7 |
| Network support services have become more responsive to our campus's unique needs. | 19 | 31.6% | 42.1% | 21.1% | 5.3% | 0.0% | 0.0% | 5.0 | 0.9 |
| The usefulness of network supports has increased. | 19 | 26.3% | 57.9% | 15.8% | 0.0% | 0.0% | 0.0% | 5.1 | 0.7 |
| We have gained more autonomy as a campus. | 19 | 47.4% | 31.6% | 10.5% | 10.5% | 0.0% | 0.0% | 5.2 | 1.0 |

*Source*: Cohort I (spring 2020) Campus Educator Survey.
*Note.* Due to rounding, percentages may not add up to 100.0%. The means and standard deviations (SDs) were calculated based on a six-point Likert scale: 1 = Strongly Disagree (STD); 2 = Disagree (D); 3 = Somewhat Disagree (SOD); 4 = Somewhat Agree (SOA); 5 = Agree (A); 6 = Strongly Agree (STA). A charter "network" refers both to the LEA with which an individual campus is affiliated and to the central office personnel who provide shared instructional and operational services to individual campuses.

*Table D8. Perceptions of Campus Non-Instructional Personnel*

| | Group | n | STA | A | SOA | SOD | D | STD | Mean | SD |
|---|---|---|---|---|---|---|---|---|---|---|
| Process of Planning for the Support and Operation of the High-Quality Replication Campus(es) *Prior to opening and serving students at my campus…* | | | | | | | | | | |
| I understood the expectations for my role when I accepted the position. | Cohort I (fall 2019) | 20 | 55.0% | 40.0% | 5.0% | 0.0% | 0.0% | 0.0% | 5.5 | 0.6 |
| | Cohort II (spring 2020) | 67 | 52.2% | 37.3% | 6.0% | 3.0% | 1.5% | 0.0% | 5.4 | 0.8 |
| I received professional development after being hired for this position. | Cohort I (fall 2019) | 20 | 35.0% | 35.0% | 20.0% | 5.0% | 5.0% | 0.0% | 4.9 | 1.1 |
| | Cohort II (spring 2020) | 67 | 49.3% | 32.8% | 9.0% | 3.0% | 3.0% | 3.0% | 5.1 | 1.2 |

*Source*: Cohort I (fall 2019), Cohort I (spring 2020), and Cohort II (spring 2020) Campus Educator Surveys.
*Note.* Due to rounding, percentages may not add up to 100.0%. The means and standard deviations (SDs) were calculated based on a six-point Likert scale: 1 = Strongly Disagree (STD); 2 = Disagree (D); 3 = Somewhat Disagree (SOD); 4 = Somewhat Agree (SOA); 5 = Agree (A); 6 = Strongly Agree (STA). A charter "network" refers both to the LEA with which an individual campus is affiliated and to the central office personnel who provide shared instructional and operational services to individual campuses.

**Table Continues**

*Table D8. Perceptions of Campus Non-Instructional Personnel (Continued)*

| | Group | n | STA | A | SOA | SOD | D | STD | Mean | SD |
|---|---|---|---|---|---|---|---|---|---|---|
| I receive effective support from campus administrators. | Cohort I (fall 2019) | 20 | 50.0% | 35.0% | 10.0% | 5.0% | 0.0% | 0.0% | 5.3 | 0.9 |
| | Cohort II (spring 2020) | 67 | 55.2% | 28.4% | 7.5% | 1.5% | 0.0% | 7.5% | 5.1 | 1.4 |
| Our campus receives effective support from our network. | Cohort I (fall 2019) | 20 | 40.0% | 25.0% | 30.0% | 5.0% | 0.0% | 0.0% | 5.0 | 1.0 |
| | Cohort I (spring 2020) | 57 | 42.1% | 40.4% | 17.5% | 0.0% | 0.0% | 0.0% | 5.2 | 0.7 |
| | Cohort II (spring 2020) | 67 | 46.3% | 37.3% | 9.0% | 1.5% | 1.5% | 4.5% | 5.1 | 1.2 |
| School Model | | | | | | | | | | |
| The school's model (instructional, operational, student support, and staffing) is well suited to the needs of the students. | Cohort I (fall 2019) | 20 | 25.0% | 55.0% | 15.0% | 5.0% | 0.0% | 0.0% | 5.0 | 0.8 |
| | Cohort II (spring 2020) | 67 | 47.8% | 34.3% | 7.5% | 1.5% | 1.5% | 7.5% | 5.0 | 1.4 |
| The campus provides student-centered learning opportunities. | Cohort I (fall 2019) | 20 | 45.0% | 40.0% | 15.0% | 0.0% | 0.0% | 0.0% | 5.3 | 0.7 |
| | Cohort II (spring 2020) | 67 | 55.2% | 31.3% | 4.5% | 3.0% | 0.0% | 6.0% | 5.2 | 1.3 |
| Providing support for classroom instruction is a core part of my role. | Cohort I (fall 2019) | 20 | 40.0% | 30.0% | 5.0% | 0.0% | 0.0% | 25.0% | 4.4 | 2.1 |
| | Cohort I (spring 2020) | 57 | 57.9% | 17.5% | 15.8% | 0.0% | 7.0% | 1.8% | 5.1 | 1.3 |
| | Cohort II (spring 2020) | 66 | 39.4% | 28.8% | 10.6% | 4.5% | 9.1% | 7.6% | 4.6 | 1.6 |
| Student assessment data are used to monitor the progress of all students on this campus. | Cohort I (fall 2019) | 20 | 35.0% | 55.0% | 10.0% | 0.0% | 0.0% | 0.0% | 5.3 | 0.6 |
| | Cohort II (spring 2020) | 66 | 57.6% | 31.8% | 6.1% | 0.0% | 0.0% | 4.5% | 5.3 | 1.1 |
| Administrators on this campus support teachers to maintain orderly classrooms. | Cohort I (fall 2019) | 20 | 55.0% | 40.0% | 5.0% | 0.0% | 0.0% | 0.0% | 5.5 | 0.6 |
| | Cohort II (spring 2020) | 67 | 49.3% | 35.8% | 7.5% | 0.0% | 0.0% | 7.5% | 5.1 | 1.3 |

*Source*: Cohort I (fall 2019), Cohort I (spring 2020), and Cohort II (spring 2020) Campus Educator Surveys.
*Note*. Due to rounding, percentages may not add up to 100.0%. The means and standard deviations (SDs) were calculated based on a six-point Likert scale: 1 = Strongly Disagree (STD); 2 = Disagree (D); 3 = Somewhat Disagree (SOD); 4 = Somewhat Agree (SOA); 5 = Agree (A); 6 = Strongly Agree (STA). A charter "network" refers both to the LEA with which an individual campus is affiliated and to the central office personnel who provide shared instructional and operational services to individual campuses.

**Table Continues**

*Table D8. Perceptions of Campus Non-Instructional Personnel (Continued)*

| | Group | n | STA | A | SOA | SOD | D | STD | Mean | SD |
|---|---|---|---|---|---|---|---|---|---|---|
| The school facilities are suitable for all students (e.g., access points for students with mobility challenges). | Cohort I (fall 2019) | 20 | 15.0% | 50.0% | 15.0% | 15.0% | 0.0% | 5.0% | 4.5 | 1.2 |
| | Cohort I (spring 2020) | 57 | 50.9% | 31.6% | 12.3% | 1.8% | 1.8% | 1.8% | 5.2 | 1.1 |
| | Cohort II (spring 2020) | 67 | 44.8% | 38.8% | 6.0% | 1.5% | 1.5% | 7.5% | 5.0 | 1.4 |
| I receive the administrative support I need from the school administrators. | Cohort I (fall 2019) | 19 | 42.1% | 47.4% | 0.0% | 0.0% | 10.5% | 0.0% | 5.1 | 1.2 |
| | Cohort II (spring 2020) | 67 | 46.3% | 37.3% | 7.5% | 0.0% | 0.0% | 9.0% | 5.0 | 1.4 |
| Parents are engaged in student learning. | Cohort I (fall 2019) | 20 | 25.0% | 35.0% | 35.0% | 0.0% | 5.0% | 0.0% | 4.8 | 1.0 |
| | Cohort I (spring 2020) | 57 | 36.8% | 31.6% | 22.8% | 7.0% | 1.8% | 0.0% | 4.9 | 1.0 |
| | Cohort II (spring 2020) | 67 | 29.9% | 29.9% | 25.4% | 4.5% | 1.5% | 9.0% | 4.6 | 1.5 |
| There are two-way communications between the campus and key constituencies within the community (e.g., parents, business leaders). | Cohort I (fall 2019) | 20 | 25.0% | 65.0% | 5.0% | 5.0% | 0.0% | 0.0% | 5.1 | 0.7 |
| | Cohort II (spring 2020) | 67 | 41.8% | 38.8% | 11.9% | 0.0% | 3.0% | 4.5% | 5.0 | 1.2 |
| Professional Development | | | | | | | | | | |
| The contents of the professional development are relevant to my needs as a non-instructional personnel. | Cohort I (fall 2019) | 20 | 30.0% | 40.0% | 20.0% | 5.0% | 0.0% | 5.0% | 4.8 | 1.2 |
| | Cohort I (spring 2020) | 57 | 33.3% | 38.6% | 17.5% | 1.8% | 3.5% | 5.3% | 4.8 | 1.3 |
| | Cohort II (spring 2020) | 66 | 30.3% | 42.4% | 13.6% | 4.5% | 3.0% | 6.1% | 4.7 | 1.4 |
| The professional development for the non-instructional personnel are differentiated to meet my specific needs. | Cohort I (fall 2019) | 20 | 15.0% | 50.0% | 15.0% | 5.0% | 10.0% | 5.0% | 4.4 | 1.4 |
| | Cohort I (spring 2020) | 57 | 31.6% | 40.4% | 19.3% | 0.0% | 1.8% | 7.0% | 4.8 | 1.3 |
| | Cohort II (spring 2020) | 65 | 24.6% | 44.6% | 15.4% | 4.6% | 4.6% | 6.2% | 4.6 | 1.4 |

*Source*: Cohort I (fall 2019), Cohort I (spring 2020), and Cohort II (spring 2020) Campus Educator Surveys.
*Note.* Due to rounding, percentages may not add up to 100.0%. The means and standard deviations (SDs) were calculated based on a six-point Likert scale: 1 = Strongly Disagree (STD); 2 = Disagree (D); 3 = Somewhat Disagree (SOD); 4 = Somewhat Agree (SOA); 5 = Agree (A); 6 = Strongly Agree (STA). A charter "network" refers both to the LEA with which an individual campus is affiliated and to the central office personnel who provide shared instructional and operational services to individual campuses.

**Table Continues**

*Table D8. Perceptions of Campus Non-Instructional Personnel (Continued)*

| | Group | n | STA | A | SOA | SOD | D | STD | Mean | SD |
|---|---|---|---|---|---|---|---|---|---|---|
| I use what I learn from the professional development to strengthen my practices. | Cohort I (fall 2019) | 20 | 30.0% | 45.0% | 20.0% | 0.0% | 0.0% | 5.0% | 4.9 | 1.2 |
| | Cohort I (spring 2020) | 57 | 45.6% | 45.6% | 3.5% | 1.8% | 0.0% | 3.5% | 5.2 | 1.0 |
| | Cohort II (spring 2020) | 65 | 41.5% | 38.5% | 9.2% | 4.6% | 1.5% | 4.6% | 5.0 | 1.3 |
| Evaluation and Feedback | | | | | | | | | | |
| The individual who conducts my performance review is qualified to evaluate me. | Cohort I (fall 2019) | 20 | 55.0% | 35.0% | 10.0% | 0.0% | 0.0% | 0.0% | 5.5 | 0.7 |
| | Cohort II (spring 2020) | 66 | 50.0% | 34.8% | 7.6% | 1.5% | 0.0% | 6.1% | 5.2 | 1.3 |
| My evaluator provides helpful feedback on improving my practices. | Cohort I (fall 2019) | 20 | 55.0% | 30.0% | 10.0% | 0.0% | 5.0% | 0.0% | 5.3 | 1.0 |
| | Cohort II (spring 2020) | 66 | 47.0% | 34.8% | 7.6% | 3.0% | 0.0% | 7.6% | 5.0 | 1.4 |
| The results of my evaluation inform my professional development plan for next year. | Cohort I (fall 2019) | 20 | 40.0% | 40.0% | 15.0% | 0.0% | 5.0% | 0.0% | 5.1 | 1.0 |
| | Cohort II (spring 2020) | 65 | 41.5% | 36.9% | 10.8% | 1.5% | 1.5% | 7.7% | 4.9 | 1.4 |
| I see a connection between evaluation, professional development, and personal growth. | Cohort I (fall 2019) | 20 | 45.0% | 35.0% | 15.0% | 0.0% | 0.0% | 5.0% | 5.1 | 1.2 |
| | Cohort II (spring 2020) | 66 | 45.5% | 40.9% | 4.5% | 0.0% | 3.0% | 6.1% | 5.1 | 1.3 |

*Source*: Cohort I (fall 2019), Cohort I (spring 2020), and Cohort II (spring 2020) Campus Educator Surveys.
*Note.* Due to rounding, percentages may not add up to 100.0%. The means and standard deviations (SDs) were calculated based on a six-point Likert scale: 1 = Strongly Disagree (STD); 2 = Disagree (D); 3 = Somewhat Disagree (SOD); 4 = Somewhat Agree (SOA); 5 = Agree (A); 6 = Strongly Agree (STA). A charter "network" refers both to the LEA with which an individual campus is affiliated and to the central office personnel who provide shared instructional and operational services to individual campuses.

*Table D9. Cohort I Campus Non-Instructional Personnel's Year One and Ongoing Experience*

| | n | STA | A | SOA | SOD | D | STD | Mean | SD |
|---|---|---|---|---|---|---|---|---|---|
| The division of responsibility between the campus and the network office has gotten clearer since our school opened. | 55 | 38.2% | 34.5% | 25.5% | 1.8% | 0.0% | 0.0% | 5.1 | 0.8 |
| Our non-instructional staffing model adequately addresses our campus's needs. | 55 | 36.4% | 41.8% | 10.9% | 7.3% | 1.8% | 1.8% | 5.0 | 1.1 |
| Our non-instructional staffing model has improved since I first started working here. | 55 | 47.3% | 32.7% | 12.7% | 3.6% | 1.8% | 1.8% | 5.1 | 1.1 |
| We are able to staff each vacant position with a high-quality staff member. | 56 | 30.4% | 46.4% | 12.5% | 5.4% | 3.6% | 1.8% | 4.9 | 1.1 |
| Network support services have become more responsive to our campus's unique needs. | 56 | 37.5% | 35.7% | 16.1% | 5.4% | 3.6% | 1.8% | 4.9 | 1.2 |
| The student population has changed significantly since I first began working here. | 56 | 23.2% | 32.1% | 28.6% | 5.4% | 7.1% | 3.6% | 4.5 | 1.3 |
| Our campus has been successful in retaining our teachers. | 56 | 42.9% | 37.5% | 17.9% | 1.8% | 0.0% | 0.0% | 5.2 | 0.8 |
| Our campus has been successful in retaining our administrators. | 56 | 50.0% | 37.5% | 10.7% | 0.0% | 1.8% | 0.0% | 5.3 | 0.8 |
| The professional development I receive has become more useful since I first began working here. | 56 | 39.3% | 41.1% | 10.7% | 1.8% | 3.6% | 3.6% | 5.0 | 1.2 |
| We have adapted to meet the needs of our families. | 56 | 58.9% | 32.1% | 7.1% | 1.8% | 0.0% | 0.0% | 5.5 | 0.7 |
| We have adapted to meet the needs of our students. | 56 | 58.9% | 28.6% | 8.9% | 1.8% | 1.8% | 0.0% | 5.4 | 0.9 |

*Source*: Cohort I (spring 2020) Campus Educator Survey.

*Note.* Due to rounding, percentages may not add up to 100.0%. The means and standard deviations (SDs) were calculated based on a six-point Likert scale: 1 = Strongly Disagree (STD); 2 = Disagree (D); 3 = Somewhat Disagree (SOD); 4 = Somewhat Agree (SOA); 5 = Agree (A); 6 = Strongly Agree (STA). A charter "network" refers both to the LEA with which an individual campus is affiliated and to the central office personnel who provide shared instructional and operational services to individual campuses.

*Table D10. Perceptions of Teachers*

| | Group | n | STA | A | SOA | SOD | D | STD | Mean | SD |
|---|---|---|---|---|---|---|---|---|---|---|
| Process of Planning for the Support and Operation of the High-Quality Replication Campus(es) *Prior to opening and serving students at my campus…* | | | | | | | | | | |
| I understood the expectations for my role when I accepted the position. | Cohort I (fall 2019) | 128 | 55.5% | 35.9% | 6.3% | 1.6% | 0.0% | 0.8% | 5.4 | 0.8 |
| | Cohort II (spring 2020) | 248 | 49.2% | 39.9% | 6.0% | 2.0% | 2.4% | 0.4% | 5.3 | 0.9 |
| I received professional development after being hired for this position as a teacher. | Cohort I (fall 2019) | 128 | 53.1% | 35.2% | 7.8% | 1.6% | 1.6% | 0.8% | 5.3 | 0.9 |
| | Cohort II (spring 2020) | 246 | 45.9% | 39.0% | 8.5% | 2.8% | 3.3% | 0.4% | 5.2 | 1.0 |
| I received effective support from the campus administrators. | Cohort I (fall 2019) | 128 | 52.3% | 32.0% | 14.1% | 0.8% | 0.0% | 0.8% | 5.3 | 0.8 |
| | Cohort II (spring 2020) | 246 | 43.1% | 29.7% | 18.7% | 4.1% | 2.4% | 2.0% | 5.0 | 1.2 |
| Our campus received effective support from our network. | Cohort I (fall 2019) | 127 | 37.8% | 37.8% | 17.3% | 1.6% | 3.9% | 1.6% | 5.0 | 1.1 |
| | Cohort II (spring 2020) | 244 | 33.2% | 36.9% | 19.3% | 7.8% | 2.0% | 0.8% | 4.9 | 1.1 |
| Campus Model | | | | | | | | | | |
| The campus's model (instructional, operational, student support, and staffing) is well suited to the needs of its students. | Cohort I (fall 2019) | 128 | 39.1% | 42.2% | 10.9% | 3.1% | 3.1% | 1.6% | 5.1 | 1.1 |
| | Cohort I (spring 2020) | 272 | 40.8% | 41.2% | 10.7% | 4.4% | 1.1% | 1.8% | 5.1 | 1.0 |
| | Cohort II (spring 2020) | 245 | 28.6% | 35.9% | 22.4% | 5.7% | 3.7% | 3.7% | 4.7 | 1.3 |
| The campus provides student-centered learning opportunities. | Cohort I (fall 2019) | 128 | 50.0% | 38.3% | 7.8% | 3.9% | 0.0% | 0.0% | 5.3 | 0.8 |
| | Cohort II (spring 2020) | 246 | 39.4% | 41.5% | 12.2% | 4.5% | 0.8% | 1.6% | 5.1 | 1.0 |
| Student assessment data are used to monitor the progress of all students on this campus. | Cohort I (fall 2019) | 128 | 63.3% | 30.5% | 5.5% | 0.0% | 0.8% | 0.0% | 5.6 | 0.7 |
| | Cohort II (spring 2020) | 246 | 43.9% | 39.8% | 11.8% | 3.7% | 0.4% | 0.4% | 5.2 | 0.9 |

*Source*: Cohort I (fall 2019), Cohort I (spring 2020), and Cohort II (spring 2020) Campus Educator Surveys.
*Note.* Due to rounding, percentages may not add up to 100.0%. The means and standard deviations (SDs) were calculated based on a six-point Likert scale: 1 = Strongly Disagree (STD); 2 = Disagree (D); 3 = Somewhat Disagree (SOD); 4 = Somewhat Agree (SOA); 5 = Agree (A); 6 = Strongly Agree (STA). A charter "network" refers both to the LEA with which an individual campus is affiliated and to the central office personnel who provide shared instructional and operational services to individual campuses.

**Table Continues**

*Table D10. Perceptions of Teachers (Continued)*

| | Group | n | STA | A | SOA | SOD | D | STD | Mean | SD |
|---|---|---|---|---|---|---|---|---|---|---|
| Administrators on this campus support teachers to maintain orderly classrooms. | Cohort I (fall 2019) | 128 | 60.2% | 30.5% | 5.5% | 1.6% | 1.6% | 0.8% | 5.4 | 0.9 |
| | Cohort II (spring 2020) | 246 | 40.2% | 31.3% | 15.0% | 5.3% | 3.7% | 4.5% | 4.9 | 1.3 |
| Parents are engaged in student learning. | Cohort I (fall 2019) | 128 | 28.1% | 28.9% | 29.7% | 7.8% | 3.1% | 2.3% | 4.6 | 1.2 |
| | Cohort I (spring 2020) | 271 | 21.0% | 43.2% | 27.3% | 3.3% | 2.6% | 2.6% | 4.7 | 1.1 |
| | Cohort II (spring 2020) | 245 | 20.4% | 28.2% | 31.8% | 10.2% | 6.5% | 2.9% | 4.4 | 1.3 |
| There are two-way communications between the campus and key constituencies within the community (e.g., parents, business leaders). | Cohort I (fall 2019) | 128 | 35.9% | 39.1% | 18.8% | 2.3% | 1.6% | 2.3% | 5.0 | 1.1 |
| | Cohort I (spring 2020) | 271 | 37.6% | 44.3% | 12.2% | 4.4% | 0.0% | 1.5% | 5.1 | 1.0 |
| | Cohort II (spring 2020) | 246 | 26.8% | 40.7% | 24.0% | 3.7% | 2.4% | 2.4% | 4.8 | 1.1 |
| Classroom Instruction | | | | | | | | | | |
| The curriculum that I use for my classroom is of high quality. | Cohort I (fall 2019) | 128 | 36.7% | 45.3% | 14.1% | 1.6% | 1.6% | 0.8% | 5.1 | 0.9 |
| | Cohort I (spring 2020) | 270 | 43.0% | 42.6% | 10.0% | 2.6% | 0.7% | 1.1% | 5.2 | 0.9 |
| | Cohort II (spring 2020) | 244 | 40.2% | 43.9% | 12.3% | 2.9% | 0.8% | 0.0% | 5.2 | 0.8 |
| I have autonomy to make instructional decisions in my classroom. | Cohort I (fall 2019) | 128 | 46.1% | 33.6% | 14.1% | 3.9% | 1.6% | 0.8% | 5.2 | 1.0 |
| | Cohort I (spring 2020) | 270 | 45.9% | 35.9% | 11.9% | 3.7% | 1.5% | 1.1% | 5.2 | 1.0 |
| | Cohort II (spring 2020) | 245 | 45.3% | 35.1% | 13.5% | 4.9% | 1.2% | 0.0% | 5.2 | 0.9 |
| Instructional resources are available for my classroom. | Cohort I (fall 2019) | 128 | 44.5% | 39.1% | 13.3% | 1.6% | 1.6% | 0.0% | 5.2 | 0.9 |
| | Cohort I (spring 2020) | 269 | 46.8% | 34.9% | 13.4% | 1.5% | 1.9% | 1.5% | 5.2 | 1.0 |
| | Cohort II (spring 2020) | 244 | 32.8% | 39.8% | 23.4% | 2.5% | 0.8% | 0.8% | 5.0 | 0.9 |

*Source*: Cohort I (fall 2019), Cohort I (spring 2020), and Cohort II (spring 2020) Campus Educator Surveys.
*Note.* Due to rounding, percentages may not add up to 100.0%. The means and standard deviations (SDs) were calculated based on a six-point Likert scale: 1 = Strongly Disagree (STD); 2 = Disagree (D); 3 = Somewhat Disagree (SOD); 4 = Somewhat Agree (SOA); 5 = Agree (A); 6 = Strongly Agree (STA). A charter "network" refers both to the LEA with which an individual campus is affiliated and to the central office personnel who provide shared instructional and operational services to individual campuses.

**Table Continues**

*Table D10. Perceptions of Teachers (Continued)*

| | Group | n | STA | A | SOA | SOD | D | STD | Mean | SD |
|---|---|---|---|---|---|---|---|---|---|---|
| I receive the instructional support I need from the school administrators. | Cohort I (fall 2019) | 128 | 46.1% | 39.8% | 8.6% | 2.3% | 1.6% | 1.6% | 5.2 | 1.0 |
| | Cohort I (spring 2020) | 269 | 49.1% | 36.4% | 8.2% | 3.0% | 1.5% | 1.9% | 5.2 | 1.0 |
| | Cohort II (spring 2020) | 244 | 39.3% | 36.1% | 15.2% | 5.3% | 1.6% | 2.5% | 5.0 | 1.1 |
| Professional Development | | | | | | | | | | |
| I receive professional development on evidence-based instructional practices. | Cohort I (fall 2019) | 128 | 42.2% | 40.6% | 14.1% | 0.0% | 1.6% | 1.6% | 5.2 | 1.0 |
| | Cohort I (spring 2020) | 271 | 43.5% | 41.0% | 11.1% | 2.6% | 0.4% | 1.5% | 5.2 | 0.9 |
| | Cohort II (spring 2020) | 247 | 30.4% | 40.1% | 21.1% | 4.9% | 3.2% | 0.4% | 4.9 | 1.0 |
| I receive professional development on how to use instructional technology to supplement my pedagogical approaches. | Cohort I (fall 2019) | 128 | 36.7% | 39.8% | 13.3% | 3.9% | 5.5% | 0.8% | 5.0 | 1.1 |
| | Cohort I (spring 2020) | 271 | 36.5% | 40.6% | 13.3% | 4.1% | 4.1% | 1.5% | 5.0 | 1.1 |
| | Cohort II (spring 2020) | 248 | 28.6% | 33.5% | 23.8% | 8.5% | 4.0% | 1.6% | 4.7 | 1.2 |
| The contents of the professional development that I receive are relevant to my needs as a teacher. | Cohort I (fall 2019) | 128 | 35.2% | 41.4% | 12.5% | 5.5% | 2.3% | 3.1% | 4.9 | 1.2 |
| | Cohort I (spring 2020) | 269 | 34.6% | 40.1% | 19.0% | 2.2% | 2.2% | 1.9% | 5.0 | 1.1 |
| | Cohort II (spring 2020) | 245 | 27.8% | 36.7% | 24.5% | 6.9% | 2.0% | 2.0% | 4.8 | 1.1 |
| The professional development offerings for teachers are differentiated to meet my specific needs. | Cohort I (fall 2019) | 127 | 29.9% | 38.6% | 16.5% | 7.1% | 3.9% | 3.9% | 4.7 | 1.3 |
| | Cohort I (spring 2020) | 271 | 29.2% | 36.2% | 22.5% | 6.3% | 3.7% | 2.2% | 4.7 | 1.2 |
| | Cohort II (spring 2020) | 247 | 23.1% | 31.6% | 27.9% | 10.9% | 4.5% | 2.0% | 4.5 | 1.2 |

*Source*: Cohort I (fall 2019), Cohort I (spring 2020), and Cohort II (spring 2020) Campus Educator Surveys.
*Note.* Due to rounding, percentages may not add up to 100.0%. The means and standard deviations (SDs) were calculated based on a six-point Likert scale: 1 = Strongly Disagree (STD); 2 = Disagree (D); 3 = Somewhat Disagree (SOD); 4 = Somewhat Agree (SOA); 5 = Agree (A); 6 = Strongly Agree (STA). A charter "network" refers both to the LEA with which an individual campus is affiliated and to the central office personnel who provide shared instructional and operational services to individual campuses.

**Table Continues**

*Table D10. Perceptions of Teachers (Continued)*

| | Group | n | STA | A | SOA | SOD | D | STD | Mean | SD |
|---|---|---|---|---|---|---|---|---|---|---|
| I use what I learn from the professional development to strengthen my instructional practices. | Cohort I (fall 2019) | 128 | 43.0% | 41.4% | 10.2% | 2.3% | 2.3% | 0.8% | 5.2 | 1.0 |
| | Cohort I (spring 2020) | 272 | 43.4% | 43.8% | 10.3% | 0.7% | 0.7% | 1.1% | 5.3 | 0.9 |
| | Cohort II (spring 2020) | 247 | 38.9% | 34.8% | 21.9% | 2.0% | 1.6% | 0.8% | 5.0 | 1.0 |
| Evaluation and Feedback | | | | | | | | | | |
| The individual who conducts my performance review is qualified to evaluate me. | Cohort I (fall 2019) | 128 | 60.9% | 32.8% | 3.1% | 1.6% | 1.6% | 0.0% | 5.5 | 0.8 |
| | Cohort II (spring 2020) | 246 | 49.6% | 38.2% | 7.3% | 2.4% | 0.4% | 2.0% | 5.3 | 1.0 |
| The individual who conducts my performance review provides helpful feedback on improving my instructional practices. | Cohort I (fall 2019) | 128 | 54.7% | 37.5% | 2.3% | 3.9% | 1.6% | 0.0% | 5.4 | 0.8 |
| | Cohort II (spring 2020) | 246 | 43.1% | 36.2% | 13.4% | 2.4% | 2.8% | 2.0% | 5.1 | 1.1 |
| The results of my performance review inform my professional development plan for next year. | Cohort I (fall 2019) | 127 | 48.8% | 40.2% | 8.7% | 0.8% | 1.6% | 0.0% | 5.3 | 0.8 |
| | Cohort II (spring 2020) | 244 | 35.2% | 39.3% | 14.8% | 5.7% | 2.9% | 2.0% | 4.9 | 1.1 |
| I see a connection between performance review, professional development, and personal growth. | Cohort I (fall 2019) | 128 | 49.2% | 38.3% | 7.8% | 3.1% | 0.8% | 0.8% | 5.3 | 0.9 |
| | Cohort II (spring 2020) | 245 | 37.6% | 40.0% | 13.5% | 3.7% | 3.3% | 2.0% | 5.0 | 1.1 |

*Source*: Cohort I (fall 2019), Cohort I (spring 2020), and Cohort II (spring 2020) Campus Educator Surveys.
*Note.* Due to rounding, percentages may not add up to 100.0%. The means and standard deviations (SDs) were calculated based on a six-point Likert scale: 1 = Strongly Disagree (STD); 2 = Disagree (D); 3 = Somewhat Disagree (SOD); 4 = Somewhat Agree (SOA); 5 = Agree (A); 6 = Strongly Agree (STA). A charter "network" refers both to the LEA with which an individual campus is affiliated and to the central office personnel who provide shared instructional and operational services to individual campuses.

*Table D11. Cohort I Teachers' Year One and Ongoing Experience*

| | n | STA | A | SOA | SOD | D | STD | Mean | SD |
|---|---|---|---|---|---|---|---|---|---|
| We have improved our approach to teaching and learning since our campus first opened. | 267 | 49.8% | 42.7% | 4.5% | 1.5% | 0.4% | 1.1% | 5.4 | 0.8 |
| We have strengthened our approach to student discipline since our campus first opened. | 267 | 43.4% | 36.7% | 11.2% | 3.4% | 2.6% | 2.6% | 5.1 | 1.2 |
| We have adapted to meet the needs of our families. | 267 | 46.8% | 42.3% | 8.2% | 0.7% | 0.7% | 1.1% | 5.3 | 0.9 |
| We have adapted to meet the needs of our students. | 264 | 46.6% | 40.9% | 9.1% | 1.5% | 0.8% | 1.1% | 5.3 | 0.9 |
| The student population has changed significantly since I first began teaching here. | 265 | 20.0% | 26.8% | 19.2% | 10.2% | 16.6% | 7.2% | 4.0 | 1.6 |
| Our staffing model has improved since I first began teaching here. | 266 | 31.6% | 42.1% | 20.3% | 4.5% | 0.4% | 1.1% | 5.0 | 1.0 |
| We are able to staff each vacant position with a high-quality educator. | 267 | 31.1% | 37.8% | 22.8% | 5.2% | 1.9% | 1.1% | 4.9 | 1.0 |
| Onboarding and orientation for now teachers has become more effective since I first began teaching here. | 263 | 28.5% | 41.1% | 19.4% | 6.5% | 2.7% | 1.9% | 4.8 | 1.1 |
| The professional development I receive has become more useful since I first began teaching here. | 267 | 36.0% | 37.1% | 19.9% | 4.9% | 0.7% | 1.5% | 5.0 | 1.0 |
| Network support services have become more responsive to our campus's unique needs. | 265 | 37.7% | 41.1% | 15.5% | 4.2% | 0.0% | 1.5% | 5.1 | 1.0 |
| Our campus has been successful in retaining our teachers. | 265 | 33.2% | 40.0% | 15.8% | 6.8% | 2.3% | 1.9% | 4.9 | 1.1 |
| Our campus has been successful in retaining our administrators. | 264 | 45.5% | 39.4% | 11.0% | 1.9% | 1.5% | 0.8% | 5.2 | 0.9 |

*Source*: Cohort I (spring 2020) Campus Educator Survey.

*Note.* Due to rounding, percentages may not add up to 100.0%. The means and standard deviations (SDs) were calculated based on a six-point Likert scale: 1 = Strongly Disagree (STD); 2 = Disagree (D); 3 = Somewhat Disagree (SOD); 4 = Somewhat Agree (SOA); 5 = Agree (A); 6 = Strongly Agree (STA). A charter "network" refers both to the LEA with which an individual campus is affiliated and to the central office personnel who provide shared instructional and operational services to individual campuses.

*Table D12. Perceptions of Cohort I Teachers by Charter School*

| Survey Item | Network | n | STA | A | SOA | SOD | D | STD | Mean | SD | Diff. ($p$<.05) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Campus Model | | | | | | | | | | | |
| The campus's model (instructional, operational, student support, and staffing) is well suited to the needs of its students. | School A | 55 | 47.3% | 40.0% | 10.9% | 0.0% | 0.0% | 1.8% | 5.3 | 0.9 | NSDBG |
| | School B | 17 | 47.1% | 41.2% | 5.9% | 5.9% | 0.0% | 0.0% | 5.3 | 0.8 | |
| | School C | 142 | 40.1% | 42.3% | 11.3% | 3.5% | 1.4% | 1.4% | 5.1 | 1.0 | |
| | School D | 57 | 35.1% | 40.4% | 10.5% | 8.8% | 1.8% | 3.5% | 4.9 | 1.2 | |
| Parents are engaged in student learning. | School A | 55 | 16.4% | 50.9% | 25.5% | 5.5% | 1.8% | 0.0% | 4.7 | 0.9 | School D > School A; School B > School C; School D > School C |
| | School B | 17 | 35.3% | 47.1% | 17.6% | 0.0% | 0.0% | 0.0% | 5.2 | 0.7 | |
| | School C | 141 | 14.9% | 36.9% | 36.9% | 4.3% | 4.3% | 2.8% | 4.5 | 1.1 | |
| | School D | 57 | 36.8% | 49.1% | 8.8% | 0.0% | 0.0% | 5.3% | 5.1 | 1.1 | |
| There are two-way communications between the campus and key constituencies within the community (e.g., parents, business leaders). | School A | 54 | 37.0% | 42.6% | 11.1% | 9.3% | 0.0% | 0.0% | 5.1 | 0.9 | School D > School C |
| | School B | 17 | 41.2% | 47.1% | 11.8% | 0.0% | 0.0% | 0.0% | 5.3 | 0.7 | |
| | School C | 142 | 32.4% | 47.2% | 14.1% | 4.9% | 0.0% | 1.4% | 5.0 | 0.9 | |
| | School D | 57 | 50.9% | 36.8% | 8.8% | 0.0% | 0.0% | 3.5% | 5.3 | 1.0 | |
| Classroom Instruction | | | | | | | | | | | |
| The curriculum that I use for my classroom is of high quality. | School A | 55 | 34.5% | 50.9% | 10.9% | 1.8% | 0.0% | 1.8% | 5.1 | 0.9 | School B > School A; School B > School C; School B > School D |
| | School B | 17 | 76.5% | 17.6% | 0.0% | 0.0% | 5.9% | 0.0% | 5.6 | 1.0 | |
| | School C | 141 | 41.1% | 45.4% | 10.6% | 2.8% | 0.0% | 0.0% | 5.2 | 0.8 | |
| | School D | 57 | 45.6% | 35.1% | 10.5% | 3.5% | 1.8% | 3.5% | 5.1 | 1.2 | |
| I have autonomy to make instructional decisions in my classroom. | School A | 55 | 30.9% | 38.2% | 18.2% | 9.1% | 1.8% | 1.8% | 4.8 | 1.1 | School C > School A; School D > School A |
| | School B | 17 | 58.8% | 29.4% | 0.0% | 0.0% | 11.8% | 0.0% | 5.2 | 1.3 | |
| | School C | 141 | 45.4% | 38.3% | 12.1% | 3.5% | 0.7% | 0.0% | 5.2 | 0.9 | |
| | School D | 57 | 57.9% | 29.8% | 8.8% | 0.0% | 0.0% | 3.5% | 5.4 | 1.1 | |

*Source:* Cohort I (spring 2020) Campus Educator Survey.

*Note.* Due to rounding, percentages may not add up to 100.0%. The means and standard deviations (SDs) were calculated based on a six-point Likert scale: 1 = strongly disagree (STD); 2 = disagree (D); 3 = somewhat disagree (SOD); 4 = somewhat agree (SOA); 5 = agree (A); 6 = strongly agree (STA). Mann Whitney U tests were conducted to compare the responses of teachers between the networks. The differences reported are statistically significant at the 95% confidence level (i.e., $p < .05$). NSDBG = No Significant Differences Between Groups. A charter "network" refers both to the LEA with which an individual campus is affiliated and to the central office personnel who provide shared instructional and operational services to individual campuses.

**Table Continues**

*Table D12. Perceptions of Cohort I Teachers by Charter School (Continued)*

| Survey Item | Network | n | STA | A | SOA | SOD | D | STD | Mean | SD | Diff. ($p$<.05) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Instructional resources are available for my classroom. | School A | 55 | 50.9% | 38.2% | 5.5% | 3.6% | 0.0% | 1.8% | 5.3 | 1.0 | NSDBG |
| | School B | 17 | 47.1% | 17.6% | 35.3% | 0.0% | 0.0% | 0.0% | 5.1 | 0.9 | |
| | School C | 140 | 47.9% | 35.0% | 14.3% | 0.7% | 2.1% | 0.0% | 5.3 | 0.9 | |
| | School D | 57 | 40.4% | 36.8% | 12.3% | 1.8% | 3.5% | 5.3% | 4.9 | 1.3 | |
| I receive the instructional support I need from the school administrators. | School A | 55 | 49.1% | 40.0% | 5.5% | 1.8% | 1.8% | 1.8% | 5.3 | 1.0 | NSDBG |
| | School B | 17 | 52.9% | 35.3% | 5.9% | 5.9% | 0.0% | 0.0% | 5.4 | 0.9 | |
| | School C | 140 | 51.4% | 32.1% | 10.0% | 3.6% | 1.4% | 1.4% | 5.2 | 1.0 | |
| | School D | 57 | 42.1% | 43.9% | 7.0% | 1.8% | 1.8% | 3.5% | 5.1 | 1.1 | |
| Professional Development | | | | | | | | | | | |
| I receive professional development on evidence-based instructional practices. | School A | 55 | 45.5% | 27.3% | 21.8% | 1.8% | 0.0% | 3.6% | 5.1 | 1.2 | NSDBG |
| | School B | 17 | 47.1% | 35.3% | 11.8% | 5.9% | 0.0% | 0.0% | 5.2 | 0.9 | |
| | School C | 141 | 44.7% | 44.7% | 7.1% | 2.8% | 0.7% | 0.0% | 5.3 | 0.8 | |
| | School D | 57 | 38.6% | 47.4% | 8.8% | 1.8% | 0.0% | 3.5% | 5.1 | 1.1 | |
| I receive professional development on how to use instructional technology to supplement my pedagogical approaches. | School A | 55 | 38.2% | 40.0% | 10.9% | 3.6% | 3.6% | 3.6% | 4.9 | 1.3 | NSDBG |
| | School B | 17 | 23.5% | 41.2% | 17.6% | 0.0% | 17.6% | 0.0% | 4.5 | 1.4 | |
| | School C | 141 | 40.4% | 41.1% | 12.8% | 2.8% | 2.8% | 0.0% | 5.1 | 0.9 | |
| | School D | 57 | 29.8% | 40.4% | 15.8% | 7.0% | 3.5% | 3.5% | 4.8 | 1.3 | |
| The contents of the professional development that I receive are relevant to my needs as a teacher. | School A | 54 | 31.5% | 38.9% | 18.5% | 3.7% | 5.6% | 1.9% | 4.8 | 1.2 | NSDBG |
| | School B | 17 | 47.1% | 29.4% | 23.5% | 0.0% | 0.0% | 0.0% | 5.2 | 0.8 | |
| | School C | 140 | 37.1% | 40.7% | 17.1% | 2.1% | 1.4% | 1.4% | 5.1 | 1.0 | |
| | School D | 57 | 28.1% | 43.9% | 21.1% | 1.8% | 1.8% | 3.5% | 4.8 | 1.1 | |

*Source:* Cohort I (spring 2020) Campus Educator Survey.

*Note.* Due to rounding, percentages may not add up to 100.0%. The means and standard deviations (SDs) were calculated based on a six-point Likert scale: 1 = strongly disagree (STD); 2 = disagree (D); 3 = somewhat disagree (SOD); 4 = somewhat agree (SOA); 5 = agree (A); 6 = strongly agree (STA). Mann Whitney U tests were conducted to compare the responses of teachers between the networks. The differences reported are statistically significant at the 95% confidence level (i.e., $p < .05$). NSDBG = No Significant Differences Between Groups. A charter "network" refers both to the LEA with which an individual campus is affiliated and to the central office personnel who provide shared instructional and operational services to individual campuses.

**Table Continues**

*Table D12. Perceptions of Cohort I Teachers by Charter School (Continued)*

| Survey Item | Network | n | STA | A | SOA | SOD | D | STD | Mean | SD | Diff. ($p$<.05) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| The professional development offerings for teachers are differentiated to meet my specific needs. | School A | 55 | 25.5% | 30.9% | 27.3% | 7.3% | 7.3% | 1.8% | 4.5 | 1.3 | NSDBG |
| | School B | 17 | 23.5% | 35.3% | 29.4% | 5.9% | 5.9% | 0.0% | 4.6 | 1.1 | |
| | School C | 141 | 32.6% | 37.6% | 22.0% | 4.3% | 2.1% | 1.4% | 4.9 | 1.1 | |
| | School D | 57 | 26.3% | 38.6% | 17.5% | 8.8% | 3.5% | 5.3% | 4.6 | 1.3 | |
| I use what I learn from the professional development to strengthen my instructional practices. | School A | 55 | 47.3% | 36.4% | 12.7% | 1.8% | 0.0% | 1.8% | 5.2 | 1.0 | NSDBG |
| | School B | 17 | 41.2% | 52.9% | 5.9% | 0.0% | 0.0% | 0.0% | 5.4 | 0.6 | |
| | School C | 142 | 45.1% | 44.4% | 8.5% | 0.7% | 1.4% | 0.0% | 5.3 | 0.8 | |
| | School D | 57 | 36.8% | 47.4% | 12.3% | 0.0% | 0.0% | 3.5% | 5.1 | 1.0 | |
| Year One and Ongoing Experience | | | | | | | | | | | |
| We have improved our approach to teaching and learning since our campus first opened. | School A | 53 | 58.5% | 37.7% | 1.9% | 0.0% | 0.0% | 1.9% | 5.5 | 0.8 | NSDBG |
| | School B | 17 | 64.7% | 29.4% | 0.0% | 5.9% | 0.0% | 0.0% | 5.5 | 0.8 | |
| | School C | 140 | 45.7% | 45.0% | 7.1% | 1.4% | 0.7% | 0.0% | 5.3 | 0.7 | |
| | School D | 57 | 47.4% | 45.6% | 1.8% | 1.8% | 0.0% | 3.5% | 5.3 | 1.0 | |
| We have strengthened our approach to student discipline since our campus first opened. | School A | 53 | 49.1% | 39.6% | 7.5% | 1.9% | 0.0% | 1.9% | 5.3 | 0.9 | NSDBG |
| | School B | 17 | 47.1% | 35.3% | 5.9% | 0.0% | 0.0% | 11.8% | 4.9 | 1.6 | |
| | School C | 140 | 41.4% | 37.9% | 11.4% | 4.3% | 4.3% | 0.7% | 5.1 | 1.1 | |
| | School D | 57 | 42.1% | 31.6% | 15.8% | 3.5% | 1.8% | 5.3% | 4.9 | 1.3 | |
| We have adapted to meet the needs of our families. | School A | 53 | 52.8% | 37.7% | 5.7% | 1.9% | 0.0% | 1.9% | 5.4 | 0.9 | NSDBG |
| | School B | 17 | 52.9% | 35.3% | 11.8% | 0.0% | 0.0% | 0.0% | 5.4 | 0.7 | |
| | School C | 140 | 42.9% | 46.4% | 8.6% | 0.7% | 1.4% | 0.0% | 5.3 | 0.8 | |
| | School D | 57 | 49.1% | 38.6% | 8.8% | 0.0% | 0.0% | 3.5% | 5.3 | 1.0 | |
| We have adapted to meet the needs of our students. | School A | 53 | 47.2% | 35.8% | 11.3% | 3.8% | 0.0% | 1.9% | 5.2 | 1.0 | NSDBG |
| | School B | 17 | 47.1% | 47.1% | 5.9% | 0.0% | 0.0% | 0.0% | 5.4 | 0.6 | |
| | School C | 137 | 46.0% | 41.6% | 9.5% | 1.5% | 1.5% | 0.0% | 5.3 | 0.8 | |
| | School D | 57 | 47.4% | 42.1% | 7.0% | 0.0% | 0.0% | 3.5% | 5.3 | 1.0 | |

*Source:* Cohort I (spring 2020) Campus Educator Survey.
*Note.* Due to rounding, percentages may not add up to 100.0%. The means and standard deviations (SDs) were calculated based on a six-point Likert scale: 1 = strongly disagree (STD); 2 = disagree (D); 3 = somewhat disagree (SOD); 4 = somewhat agree (SOA); 5 = agree (A); 6 = strongly agree (STA). Mann Whitney U tests were conducted to compare the responses of teachers between the networks. The differences reported are statistically significant at the 95% confidence level (i.e., $p < .05$). NSDBG = No Significant Differences Between Groups. A charter "network" refers both to the LEA with which an individual campus is affiliated and to the central office personnel who provide shared instructional and operational services to individual campuses.

**Table Continues**

*Table D12. Perceptions of Cohort I Teachers by Charter School (Continued)*

| Survey Item | Network | n | STA | A | SOA | SOD | D | STD | Mean | SD | Diff. ($p$<.05) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| The student population has changed significantly since I first began teaching here. | School A | 53 | 17.0% | 22.6% | 17.0% | 13.2% | 9.4% | 20.8% | 3.6 | 1.8 | NSDBG |
| | School B | 16 | 18.8% | 12.5% | 6.3% | 12.5% | 43.8% | 6.3% | 3.3 | 1.7 | |
| | School C | 139 | 18.0% | 33.1% | 20.9% | 8.6% | 15.8% | 3.6% | 4.2 | 1.4 | |
| | School D | 57 | 28.1% | 19.3% | 21.1% | 10.5% | 17.5% | 3.5% | 4.2 | 1.6 | |
| Our staffing model has improved since I first began teaching here. | School A | 53 | 32.1% | 34.0% | 28.3% | 3.8% | 0.0% | 1.9% | 4.9 | 1.0 | NSDBG |
| | School B | 17 | 29.4% | 35.3% | 35.3% | 0.0% | 0.0% | 0.0% | 4.9 | 0.8 | |
| | School C | 139 | 33.1% | 45.3% | 15.1% | 5.8% | 0.7% | 0.0% | 5.0 | 0.9 | |
| | School D | 57 | 28.1% | 43.9% | 21.1% | 3.5% | 0.0% | 3.5% | 4.9 | 1.1 | |
| We are able to staff each vacant position with a high-quality educator. | School A | 53 | 32.1% | 39.6% | 18.9% | 5.7% | 1.9% | 1.9% | 4.9 | 1.1 | NSDBG |
| | School B | 17 | 23.5% | 35.3% | 35.3% | 5.9% | 0.0% | 0.0% | 4.8 | 0.9 | |
| | School C | 140 | 30.0% | 40.0% | 22.9% | 5.7% | 1.4% | 0.0% | 4.9 | 0.9 | |
| | School D | 57 | 35.1% | 31.6% | 22.8% | 3.5% | 3.5% | 3.5% | 4.8 | 1.3 | |
| Onboarding and orientation for now teachers has become more effective since I first began teaching here. | School A | 53 | 30.2% | 41.5% | 20.8% | 3.8% | 1.9% | 1.9% | 4.9 | 1.1 | NSDBG |
| | School B | 17 | 35.3% | 29.4% | 23.5% | 0.0% | 11.8% | 0.0% | 4.8 | 1.3 | |
| | School C | 137 | 26.3% | 46.0% | 16.8% | 7.3% | 2.2% | 1.5% | 4.8 | 1.1 | |
| | School D | 56 | 30.4% | 32.1% | 23.2% | 8.9% | 1.8% | 3.6% | 4.7 | 1.2 | |
| The professional development I receive has become more useful since I first began teaching here. | School A | 53 | 39.6% | 32.1% | 18.9% | 5.7% | 1.9% | 1.9% | 5.0 | 1.1 | NSDBG |
| | School B | 17 | 41.2% | 29.4% | 17.6% | 11.8% | 0.0% | 0.0% | 5.0 | 1.1 | |
| | School C | 140 | 34.3% | 42.9% | 17.9% | 3.6% | 0.7% | 0.7% | 5.0 | 0.9 | |
| | School D | 57 | 35.1% | 29.8% | 26.3% | 5.3% | 0.0% | 3.5% | 4.8 | 1.2 | |
| Network support services have become more responsive to our campus's unique needs. | School A | 53 | 39.6% | 41.5% | 13.2% | 3.8% | 0.0% | 1.9% | 5.1 | 1.0 | School B > School D |
| | School B | 17 | 64.7% | 17.6% | 17.6% | 0.0% | 0.0% | 0.0% | 5.5 | 0.8 | |
| | School C | 138 | 36.2% | 44.2% | 13.8% | 4.3% | 0.0% | 1.4% | 5.1 | 1.0 | |
| | School D | 57 | 31.6% | 40.4% | 21.1% | 5.3% | 0.0% | 1.8% | 4.9 | 1.0 | |

*Source:* Cohort I (spring 2020) Campus Educator Survey.

*Note.* Due to rounding, percentages may not add up to 100.0%. The means and standard deviations (SDs) were calculated based on a six-point Likert scale: 1 = strongly disagree (STD); 2 = disagree (D); 3 = somewhat disagree (SOD); 4 = somewhat agree (SOA); 5 = agree (A); 6 = strongly agree (STA). Mann Whitney U tests were conducted to compare the responses of teachers between the networks. The differences reported are statistically significant at the 95% confidence level (i.e., $p < .05$). NSDBG = No Significant Differences Between Groups. A charter "network" refers both to the LEA with which an individual campus is affiliated and to the central office personnel who provide shared instructional and operational services to individual campuses.

**Table Continues**

*Table D12. Perceptions of Cohort I Teachers by Charter School (Continued)*

| Survey Item | Network | n | STA | A | SOA | SOD | D | STD | Mean | SD | Diff. ($p$<.05) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Our campus has been successful in retaining our teachers. | School A | 53 | 35.8% | 43.4% | 13.2% | 3.8% | 1.9% | 1.9% | 5.0 | 1.1 | School A > School B; School C > School B; School D > School B |
| | School B | 17 | 5.9% | 29.4% | 35.3% | 23.5% | 0.0% | 5.9% | 4.0 | 1.2 | |
| | School C | 139 | 32.4% | 41.0% | 17.3% | 5.8% | 2.9% | 0.7% | 4.9 | 1.0 | |
| | School D | 56 | 41.1% | 37.5% | 8.9% | 7.1% | 1.8% | 3.6% | 5.0 | 1.2 | |
| Our campus has been successful in retaining our administrators. | School A | 53 | 41.5% | 47.2% | 9.4% | 0.0% | 1.9% | 0.0% | 5.3 | 0.8 | School D > School B; School D > School C |
| | School B | 16 | 31.3% | 43.8% | 12.5% | 6.3% | 6.3% | 0.0% | 4.9 | 1.1 | |
| | School C | 138 | 42.8% | 39.1% | 13.8% | 2.2% | 1.4% | 0.7% | 5.2 | 0.9 | |
| | School D | 57 | 59.6% | 31.6% | 5.3% | 1.8% | 0.0% | 1.8% | 5.4 | 0.9 | |

*Source:* Cohort I (spring 2020) Campus Educator Survey.
*Note.* Due to rounding, percentages may not add up to 100.0%. The means and standard deviations (SDs) were calculated based on a six-point Likert scale: 1 = strongly disagree (STD); 2 = disagree (D); 3 = somewhat disagree (SOD); 4 = somewhat agree (SOA); 5 = agree (A); 6 = strongly agree (STA). Mann Whitney U tests were conducted to compare the responses of teachers between the networks. The differences reported are statistically significant at the 95% confidence level (i.e., $p < .05$). NSDBG = No Significant Differences Between Groups. A charter "network" refers both to the LEA with which an individual campus is affiliated and to the central office personnel who provide shared instructional and operational services to individual campuses.

*Table D13. Parents' Responses on School Selection*

| When I enrolled my child(ren) in the school(s)… | Group | n | STA | A | SOA | SOD | D | STD | Mean | SD |
|---|---|---|---|---|---|---|---|---|---|---|
| I thought the school(s) would be a good fit for my child(ren). | Cohort I (fall 2019) | 429 | 67.8% | 27.0% | 3.5% | 0.7% | 0.2% | 0.7% | 5.6 | 0.7 |
| | Cohort II (spring 2020) | 360 | 70.8% | 21.7% | 4.7% | 1.1% | 0.8% | 0.8% | 5.6 | 0.8 |
| I was familiar with the network(s) before the school(s) opened. | Cohort I (fall 2019) | 427 | 15.2% | 22.5% | 30.2% | 6.3% | 16.6% | 9.1% | 3.9 | 1.5 |
| | Cohort II (spring 2020) | 359 | 29.2% | 31.2% | 23.4% | 4.7% | 9.5% | 1.9% | 4.6 | 1.3 |

*Source*: Cohort I (fall 2019) and Cohort II (spring 2020) Parent Surveys.
*Note.* Due to rounding, percentages may not add up to 100.0%. The means and standard deviations (SDs) were calculated based on a six-point Likert scale: 1 = Strongly Disagree (STD); 2 = Disagree (D); 3 = Somewhat Disagree (SOD); 4 = Somewhat Agree (SOA); 5 = Agree (A); 6 = Strongly Agree (STA). A charter "network" refers both to the LEA with which an individual campus is affiliated and to the central office personnel who provide shared instructional and operational services to individual campuses.

*Table D14. Parents' Responses to "How important were the following factors in informing your decision to enroll your child(ren) in the school(s)?"*

| Factor | n | EI | VI | SI | NSI | NAAI | Mean | SD |
|---|---|---|---|---|---|---|---|---|
| Cohort I (Fall 2019) | | | | | | | | |
| Academic rigor | 371 | 66.6% | 29.1% | 4.0% | 0.0% | 0.3% | 4.6 | 0.6 |
| Approach to school discipline | 427 | 65.6% | 28.1% | 5.4% | 0.7% | 0.2% | 4.6 | 0.6 |
| School leadership | 428 | 63.6% | 31.5% | 4.0% | 0.7% | 0.2% | 4.6 | 0.6 |
| Approach to school culture | 428 | 64.3% | 30.1% | 4.4% | 1.2% | 0.0% | 4.6 | 0.6 |
| School model | 426 | 57.7% | 34.5% | 7.0% | 0.2% | 0.5% | 4.5 | 0.7 |
| Location | 427 | 49.4% | 26.9% | 18.3% | 4.7% | 0.7% | 4.2 | 0.9 |
| Network reputation | 427 | 38.4% | 41.0% | 13.8% | 4.9% | 1.9% | 4.1 | 0.9 |
| Extracurricular offerings | 373 | 41.0% | 29.2% | 22.0% | 6.7% | 1.1% | 4.0 | 1.0 |
| Other | 225 | 44.9% | 31.1% | 11.6% | 3.6% | 8.9% | 4.0 | 1.2 |
| Availability of extended days | 427 | 25.8% | 26.0% | 21.5% | 17.3% | 9.4% | 3.4 | 1.3 |
| Cohort II (Spring 2020) | | | | | | | | |
| Approach to school culture | 358 | 67.0% | 28.8% | 2.8% | 0.3% | 1.1% | 4.6 | 0.7 |
| School leadership | 357 | 65.8% | 29.4% | 3.4% | 0.6% | 0.8% | 4.6 | 0.7 |
| Academic rigor | 357 | 64.1% | 31.1% | 3.4% | 0.3% | 1.1% | 4.6 | 0.7 |
| School model | 358 | 61.2% | 34.4% | 3.4% | 0.0% | 1.1% | 4.5 | 0.7 |
| Approach to school discipline | 357 | 61.6% | 30.5% | 5.9% | 0.8% | 1.1% | 4.5 | 0.7 |
| Network reputation | 358 | 48.9% | 40.5% | 8.4% | 1.1% | 1.1% | 4.3 | 0.8 |
| Location | 359 | 42.6% | 32.0% | 18.9% | 5.6% | 0.8% | 4.1 | 1.0 |
| Other | 166 | 47.0% | 25.3% | 14.5% | 4.8% | 8.4% | 4.0 | 1.3 |
| Extracurricular offerings | 356 | 24.4% | 31.2% | 33.1% | 8.7% | 2.5% | 3.7 | 1.0 |
| Availability of extended days | 357 | 23.5% | 24.1% | 19.0% | 18.5% | 14.8% | 3.2 | 1.4 |

*Source*: Cohort I (fall 2019) and Cohort II (spring 2020) Parent Surveys.

*Note.* Due to rounding, percentages may not add up to 100.0%. The means and standard deviations (SDs) were calculated based on *a* five-point Likert scale: 1 = not at all important (NAAI); 2 = not so important (NSI); 3 = somewhat important (SI); 4 = very important (VI); 5 = extremely important (EI). Data were sorted for each cohort in descending order based on the means. Due to technical issues, "Academic rigor" and "Extracurricular offerings" were not listed as options for Cohort I parents in the Spanish version of the fall 2019 survey. Sixty-four of the 476 parents (13.4%) who participated in the fall 2019 Parent Survey responded to the Spanish version. A charter "network" refers both to the LEA with which an individual campus is affiliated and to the central office personnel who provide shared instructional and operational services to individual campuses.

*Table D15. Perceptions of Parents*

| | Group | n | STA | A | SOA | SOD | D | STD | Mean | SD |
|---|---|---|---|---|---|---|---|---|---|---|
| School Model | | | | | | | | | | |
| The school(s) has high expectations for my child(ren) to meet academic standards. | Cohort I (fall 2019) | 412 | 59.2% | 30.3% | 7.8% | 0.5% | 1.2% | 1.0% | 5.4 | 0.9 |
| | Cohort II (spring 2020) | 348 | 62.9% | 30.2% | 3.7% | 0.0% | 1.4% | 1.7% | 5.5 | 0.9 |
| The school(s') model(s) (instructional, operational, student support, and staffing) is (are) well-suited to the needs of my child(ren). | Cohort I (fall 2019) | 414 | 50.5% | 30.2% | 11.6% | 1.9% | 2.4% | 3.4% | 5.1 | 1.2 |
| | Cohort I (spring 2020) | 345 | 55.4% | 34.2% | 6.7% | 2.9% | 0.6% | 0.3% | 5.4 | 0.8 |
| | Cohort II (spring 2020) | 346 | 60.7% | 26.6% | 6.9% | 1.7% | 2.0% | 2.0% | 5.4 | 1.1 |
| The learning materials (e.g., textbooks, curriculum materials, technology) used in the classrooms are of high quality. | Cohort I (fall 2019) | 414 | 45.9% | 38.6% | 10.1% | 2.7% | 1.4% | 1.2% | 5.2 | 1.0 |
| | Cohort II (spring 2020) | 349 | 55.3% | 32.7% | 6.6% | 2.6% | 1.1% | 1.7% | 5.3 | 1.0 |
| Teachers individualize instruction to support all students to succeed. | Cohort I (fall 2019) | 411 | 43.6% | 35.8% | 13.4% | 1.7% | 2.7% | 2.9% | 5.1 | 1.2 |
| | Cohort I (spring 2020) | 346 | 49.4% | 32.4% | 13.0% | 3.8% | 0.6% | 0.9% | 5.2 | 1.0 |
| | Cohort II (spring 2020) | 349 | 53.6% | 31.5% | 10.0% | 2.6% | 0.3% | 2.0% | 5.3 | 1.0 |
| Multiple types of assessments are used to monitor the academic progress of my child(ren). | Cohort I (fall 2019) | 412 | 43.7% | 36.9% | 13.8% | 1.7% | 1.7% | 2.2% | 5.1 | 1.1 |
| | Cohort II (spring 2020) | 346 | 42.8% | 38.4% | 11.8% | 4.9% | 0.9% | 1.2% | 5.1 | 1.0 |
| The school(s) keeps me informed on the academic progress of my child(ren). | Cohort I (fall 2019) | 413 | 51.6% | 28.3% | 12.1% | 3.1% | 1.9% | 2.9% | 5.2 | 1.2 |
| | Cohort II (spring 2020) | 346 | 55.8% | 31.5% | 7.5% | 2.0% | 2.0% | 1.2% | 5.3 | 1.0 |
| The school(s) increases my child(ren)'s academic achievement. | Cohort I (fall 2019) | 411 | 50.4% | 29.9% | 11.7% | 2.9% | 2.4% | 2.7% | 5.1 | 1.2 |
| | Cohort I (spring 2020) | 345 | 51.6% | 35.4% | 9.9% | 0.9% | 2.0% | 0.3% | 5.3 | 0.9 |
| | Cohort II (spring 2020) | 348 | 58.3% | 29.9% | 7.2% | 1.7% | 0.3% | 2.6% | 5.4 | 1.0 |

*Source*: Cohort I (fall 2019), Cohort I (spring 2020), and Cohort II (spring 2020) Parent Surveys.
*Note.* Due to rounding, percentages may not add up to 100.0%. The means and standard deviations (SDs) were calculated based on a six-point Likert scale: 1 = Strongly Disagree (STD); 2 = Disagree (D); 3 = Somewhat Disagree (SOD); 4 = Somewhat Agree (SOA); 5 = Agree (A); 6 = Strongly Agree (STA).

**Table Continues**

*Table D15. Perceptions of Parents (Continued)*

| | Group | n | STA | A | SOA | SOD | D | STD | Mean | SD |
|---|---|---|---|---|---|---|---|---|---|---|
| Year One and Ongoing Experience | | | | | | | | | | |
| The school(s) is safe. | Cohort I (fall 2019) | 401 | 57.9% | 30.7% | 8.0% | 1.5% | 1.0% | 1.0% | 5.4 | 0.9 |
| | Cohort II (spring 2020) | 343 | 65.3% | 24.8% | 6.1% | 0.9% | 1.5% | 1.5% | 5.5 | 0.9 |
| The school(s) provides me with information about the discipline policies. | Cohort I (fall 2019) | 400 | 50.5% | 34.8% | 7.8% | 3.0% | 3.0% | 1.0% | 5.2 | 1.0 |
| | Cohort II (spring 2020) | 341 | 55.4% | 32.8% | 7.0% | 2.3% | 0.9% | 1.5% | 5.4 | 1.0 |
| I am pleased with student discipline in the school(s). | Cohort I (fall 2019) | 401 | 42.6% | 31.7% | 12.0% | 5.7% | 4.7% | 3.2% | 4.9 | 1.3 |
| | Cohort II (spring 2020) | 340 | 52.9% | 32.4% | 7.9% | 2.1% | 1.5% | 3.2% | 5.2 | 1.1 |
| Providing the transportation for my child(ren) to get to and back from school is challenging. | Cohort I (fall 2019) | 395 | 18.2% | 19.5% | 15.7% | 7.1% | 21.0% | 18.5% | 3.5 | 1.8 |
| | Cohort I (spring 2020) | 316 | 13.0% | 11.7% | 17.1% | 9.5% | 26.6% | 22.2% | 3.1 | 1.7 |
| | Cohort II (spring 2020) | 339 | 11.8% | 15.6% | 18.9% | 10.0% | 27.7% | 15.9% | 3.3 | 1.7 |
| There are two-way communications between parents and school administrators. | Cohort I (fall 2019) | 399 | 35.6% | 36.6% | 15.0% | 3.3% | 4.5% | 5.0% | 4.8 | 1.3 |
| | Cohort II (spring 2020) | 342 | 46.5% | 37.7% | 10.2% | 2.6% | 0.6% | 2.3% | 5.2 | 1.0 |
| There are two-way communications between parents and teachers. | Cohort I (fall 2019) | 397 | 45.6% | 36.3% | 8.1% | 3.5% | 3.5% | 3.0% | 5.1 | 1.2 |
| | Cohort II (spring 2020) | 342 | 56.7% | 33.6% | 7.3% | 1.2% | 0.3% | 0.9% | 5.4 | 0.8 |
| The school(s) encourage(s) parental involvement. | Cohort I (fall 2019) | 398 | 55.5% | 31.2% | 7.8% | 2.5% | 1.5% | 1.5% | 5.3 | 1.0 |
| | Cohort II (spring 2020) | 341 | 56.6% | 33.1% | 7.3% | 1.2% | 0.9% | 0.9% | 5.4 | 0.9 |
| I understand what supports (e.g., discipline, resources, communication) are available to help my child(ren) succeed. | Cohort I (fall 2019) | 397 | 41.1% | 37.0% | 12.3% | 4.0% | 3.3% | 2.3% | 5.0 | 1.2 |
| | Cohort I (spring 2020) | 323 | 45.8% | 36.5% | 11.5% | 2.8% | 1.5% | 1.9% | 5.2 | 1.0 |
| | Cohort II (spring 2020) | 341 | 51.3% | 35.8% | 8.2% | 1.8% | 1.5% | 1.5% | 5.3 | 1.0 |

*Source*: Cohort I (fall 2019), Cohort I (spring 2020), and Cohort II (spring 2020) Parent Surveys.
*Note.* Due to rounding, percentages may not add up to 100.0%. The means and standard deviations (SDs) were calculated based on a six-point Likert scale: 1 = Strongly Disagree (STD); 2 = Disagree (D); 3 = Somewhat Disagree (SOD); 4 = Somewhat Agree (SOA); 5 = Agree (A); 6 = Strongly Agree (STA).

**Table Continues**

*Table D15. Perceptions of Parents (Continued)*

| | Group | n | STA | A | SOA | SOD | D | STD | Mean | SD |
|---|---|---|---|---|---|---|---|---|---|---|
| The ongoing supports from the campus(es) meet the needs of my child(ren). | Cohort I (fall 2019) | 400 | 40.8% | 38.8% | 11.5% | 3.3% | 3.8% | 2.0% | 5.0 | 1.1 |
| | Cohort II (spring 2020) | 342 | 46.8% | 39.5% | 8.8% | 2.3% | 0.9% | 1.8% | 5.2 | 1.0 |
| The school(s) effectively address(es) my concerns. | Cohort I (fall 2019) | 397 | 37.0% | 38.3% | 10.8% | 5.5% | 5.0% | 3.3% | 4.9 | 1.3 |
| | Cohort I (spring 2020) | 322 | 40.4% | 38.2% | 13.4% | 1.9% | 4.0% | 2.2% | 5.0 | 1.2 |
| | Cohort II (spring 2020) | 342 | 42.7% | 43.0% | 7.6% | 2.3% | 2.3% | 2.0% | 5.2 | 1.1 |

*Source*: Cohort I (fall 2019), Cohort I (spring 2020), and Cohort II (spring 2020) Parent Surveys.
*Note.* Due to rounding, percentages may not add up to 100.0%. The means and standard deviations (SDs) were calculated based on a six-point Likert scale: 1 = Strongly Disagree (STD); 2 = Disagree (D); 3 = Somewhat Disagree (SOD); 4 = Somewhat Agree (SOA); 5 = Agree (A); 6 = Strongly Agree (STA).

*Table D16. Cohort I Parents' Year One and Ongoing Experience*

| | n | STA | A | SOA | SOD | D | STD | Mean | SD |
|---|---|---|---|---|---|---|---|---|---|
| The school(s) has adapted to meet the needs of its families. | 322 | 44.4% | 38.2% | 13.0% | 0.9% | 1.9% | 1.6% | 5.2 | 1.0 |
| The school(s) has adapted to meet the needs of its students. | 322 | 46.6% | 36.3% | 13.0% | 0.6% | 2.5% | 0.9% | 5.2 | 1.0 |
| The school(s) has been successful in retaining its teachers since my child(ren) first enrolled here. | 323 | 36.2% | 34.7% | 17.0% | 3.7% | 5.3% | 3.1% | 4.8 | 1.3 |
| The school(s) has been successful in retaining its administrators since my child(ren) first enrolled here. | 320 | 42.2% | 39.4% | 11.9% | 3.1% | 2.8% | 0.6% | 5.1 | 1.0 |
| The student population has changed significantly since my child(ren) first enrolled at the school(s). | 315 | 16.8% | 21.3% | 20.3% | 14.9% | 17.5% | 9.2% | 3.8 | 1.6 |
| The school(s) has improved its approach to teaching and learning. | 320 | 41.6% | 35.0% | 17.2% | 3.4% | 2.2% | 0.6% | 5.1 | 1.0 |
| The school(s) has strengthened its approach to student discipline since my child(ren) first enrolled here. | 316 | 32.3% | 38.9% | 17.4% | 5.1% | 4.4% | 1.9% | 4.8 | 1.2 |
| Communication from teachers has improved since my child(ren) first enrolled at the school(s). | 322 | 38.2% | 37.6% | 17.4% | 2.8% | 3.4% | 0.6% | 5.0 | 1.0 |
| Communication from administrators has improved since my child(ren) first enrolled at the school(s). | 318 | 35.5% | 40.6% | 12.9% | 6.3% | 3.1% | 1.6% | 4.9 | 1.1 |
| This school(s) is designed for all students (e.g., regardless of backgrounds or academic performance levels) to succeed. | 323 | 52.3% | 34.1% | 8.0% | 2.5% | 1.2% | 1.9% | 5.3 | 1.0 |
| I would recommend this school(s) to other parents regardless of their children's backgrounds and academic performance levels. | 320 | 57.8% | 26.9% | 10.9% | 1.3% | 1.3% | 1.9% | 5.3 | 1.0 |

*Source*: Cohort I (spring 2020) Parent Survey.

*Note.* Due to rounding, percentages may not add up to 100.0%. The means and standard deviations (SDs) were calculated based on a six-point Likert scale: 1 = Strongly Disagree (STD); 2 = Disagree (D); 3 = Somewhat Disagree (SOD); 4 = Somewhat Agree (SOA); 5 = Agree (A); 6 = Strongly Agree (STA).