



CHARTER SCHOOL  
PERFORMANCE FRAMEWORK

Academic Framework  
Financial Framework  
Operational Framework

# 2014 Manual

For Public Charter Schools in Texas

November 2015

Texas Education Agency  
Charter School Administration  
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## Acknowledgments

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## TEA Division of Charter School Administration Mission

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Our mission is to cultivate innovative, high-quality learning opportunities and to empower the charter community through leadership, guidance, and support.

## Overview

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The Texas Education Agency (TEA) evaluates public schools and districts under state accountability requirements. Below you will find information about a district's accreditation status, financial accountability and state accountability ratings and standards.

TEA accredits public schools in Texas at the district level for grades K-12. The Accreditation Status, Standards, and Sanctions section of the Texas Administrative Code (TAC) states how accreditation statuses are determined and assigned to school districts. Those statuses are defined as **Accredited**, **Accredited-Warned**, **Accredited-Probation**, and **Not Accredited-Revoked**. The TAC rules also establish accreditation standards and sanctions, including definitions, purpose and oversight appointments.

The state's school financial accountability rating system, known as the [School Financial Integrity Rating System of Texas \(FIRST\)](#), ensures that Texas public schools and charter schools are held accountable for the quality of their financial management practices and that they improve those practices.

The Texas Legislature in 1993 enacted statutes that mandated the creation of the Texas public school accountability system to rate school districts and evaluate campuses. The [state accountability webpage](#) has information available about our statewide accountability rating system, the Texas Academic Performance Reports (TAPR), school report cards, and the Texas Performance Reporting System (TPRS).

The Charter School Performance Framework is intended to provide parents, the public, charter operators, as well as the authorizer with a snapshot of each charter school's performance aligned to academic, financial, operational, and governance standards set forth in the Texas Education Code (TEC). These standards for charter school performance are clear, rigorous, and quantifiable and provide a comprehensive body of data that allows stakeholders the ability to see whether a charter school is meeting expectations or falling below them, as well as seeing areas of particular strengths and weaknesses.

The Charter School Performance Framework is divided into three guiding areas or frameworks: academic, financial, and operational accountability. The purposes of the frameworks are to determine whether charter schools are:

- academically successful and effective;
- financially healthy and viable; and
- operationally effective, well-run, and compliant.

The three frameworks when used together form the comprehensive Charter School Performance Framework of Texas.

### Data Sources for the Frameworks

The Academic Framework utilizes the [State Accountability Rating System](#) and other publicly available information from the [TAPR](#). The Financial Framework pulls information primarily from annual financial reports and the [School FIRST](#). The Operational Framework includes self-reported data, third-party monitoring, and authorizer monitoring (e.g. school visits).

#### TEC §12.1181(a)

The commissioner shall develop and by rule adopt **performance frameworks** that establish standards by which to measure the performance of an open-enrollment charter school.

## **Using the Frameworks**

A performance framework is a tool for decision-making that outlines expectations for performance and compliance that are enforced through monitoring, evaluation, and intervention.

Charter schools are encouraged to refer to the frameworks on a continuing basis in order to self-assess overall health and viability of their school throughout the charter term. The frameworks will also be used to inform decisions and help identify charter schools that are candidates for replication or expansion, intervention, renewal or nonrenewal, or closure.

The Charter School Performance Framework neither negates any ratings [including but not limited to state accountability, Charter FIRST, Accreditation, or Performance-Based Monitoring Analysis System (PBMAS)] that a charter school or charter campus receives, nor removes the requirements associated with any sanctions or interventions required as a result of their ratings.

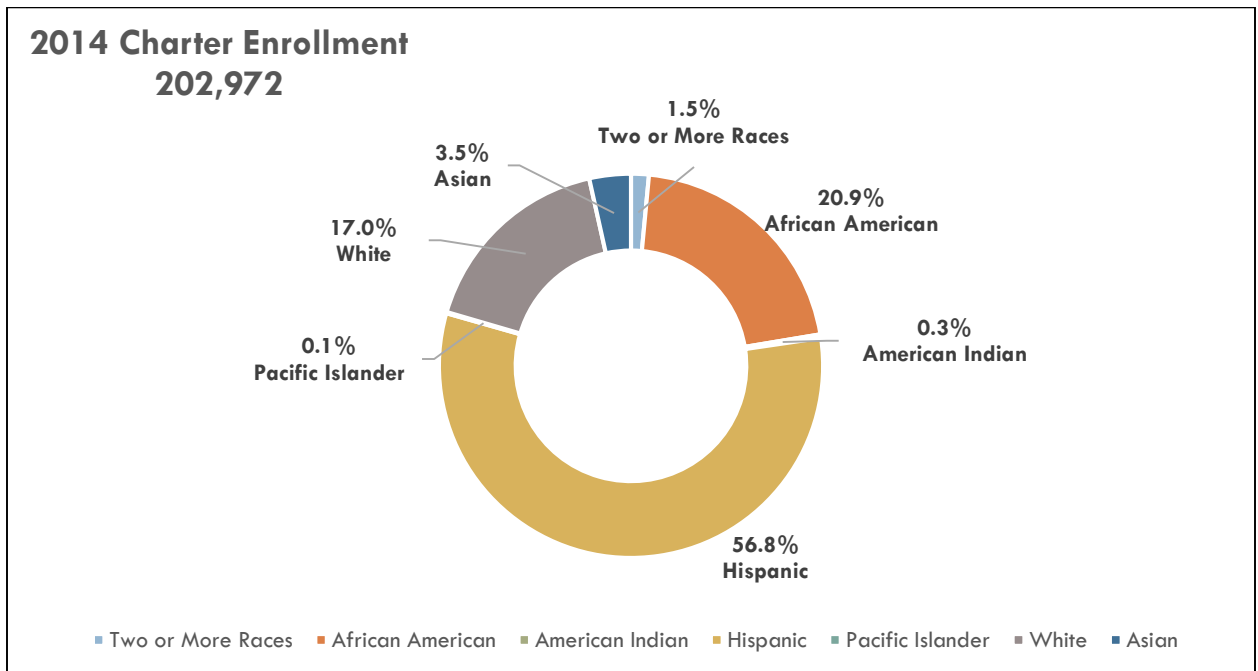
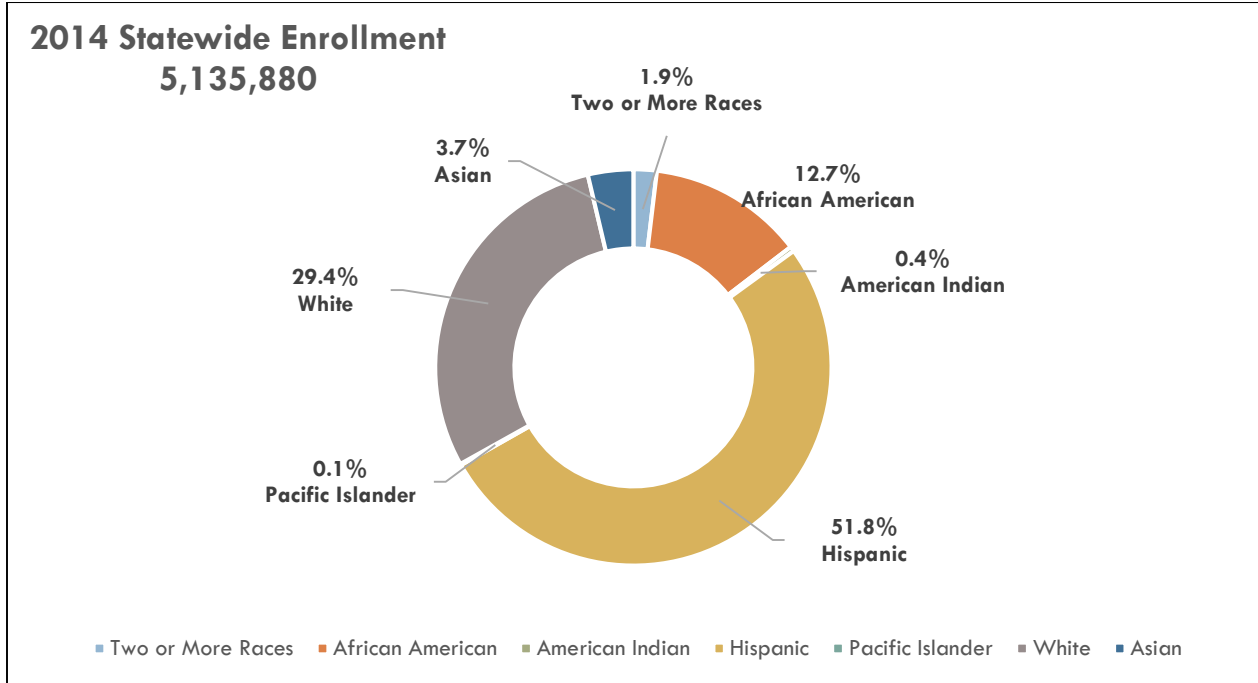
For the 2013-14 school year, the Charter School Performance Framework reports are informational only.

## **Charter School Performance Framework Manual**

This manual is a resource that describes the 2014 Charter School Performance Framework including indicators, ratings, targets/standards, data sources, and other helpful information.

### 2014 Enrollment Data

The following charts illustrate the 2013-14 enrollment for all students in Texas and for all students in charter schools in Texas. *Snapshot 2014* is the data source.



## 2014 Academic Framework Indicators

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The Academic Framework evaluates student academic performance on the State of Texas Assessments of Academic Readiness (STAAR) and longitudinal graduation rates. This framework answers the evaluative question: Is the academic program a success? Meeting the expectations in this framework is indicative of an effective academic program where student learning – the central purpose of every school – is taking place.

The following Academic Framework indicators allow evaluation of charter school academic performance.

- 1a. Student Achievement – All Students
- 1b. Student Achievement – African American
- 1c. Student Achievement – Hispanic
- 1d. Student Achievement – White
- 1e. Student Achievement – American Indian
- 1f. Student Achievement – Asian
- 1g. Student Achievement – Pacific Islander
- 1h. Student Achievement – Two or More Races
- 1i. Student Achievement – Special Education
- 1j. Student Achievement – Economically Disadvantaged
- 1k. Student Achievement – English Language Learners (ELL)
- 1l. Student Achievement – At Risk
- 1m. Graduation Rate, 4-Year Longitudinal – All Students
- 1n. Graduation Rate, 5-Year Extended Longitudinal – All Students

In accordance with TEC §12.1181 and TAC §100.1010, the Academic Framework includes indicators for charter schools evaluated under both standard accountability procedures and alternative education accountability (AEA) provisions of the State Accountability Rating System. For additional details, refer to the 2014 *Accountability Manual* which is available online at <http://ritter.tea.state.tx.us/perfreport/account/2014/manual/index.html>.

For each Academic Framework indicator, a charter school receives one of four ratings:

- *Exceeds Expectations,*
- *Meets Expectations,*
- *Does Not Meet Expectations, or*
- *Not Applicable.*

Charter schools in their first year of operation do not have a CSPF report.

Academic Framework indicators are included in the Texas Academic Performance Reports (TAPR) which are available online at <http://ritter.tea.state.tx.us/perfreport/tapr/index.html>.

Academic Framework data are evaluated in the State Accountability Rating System which is described online at <http://ritter.tea.state.tx.us/perfreport/account/index.html>. Student achievement data are used in Index 1 and graduation rate in Index 4. The graduation, continuation, or General Educational Development (GED) certification rate is used in Index 4 to evaluate AEA charters.

Further details on graduation rates are online at [http://tea.texas.gov/acctres/dropcomp\\_index.html](http://tea.texas.gov/acctres/dropcomp_index.html).

Academic Framework indicators and targets may change over time to remain in alignment with the State Accountability Rating System.

## Student Achievement – Standard Accountability Procedures

### 1a. Overall Student Achievement

Measures charter school performance combined over all subjects for all students.

**Exceeds Expectations**

The percentage of tests taken that met the phase-in satisfactory standard for all students was greater than or equal to 90.

**Meets Expectations**

The percentage of tests taken that met the phase-in satisfactory standard for all students was greater than or equal to 70, but less than 90.

**Does Not Meet Expectations**

The percentage of tests taken that met the phase-in satisfactory standard for all students was less than 70.

**Not Applicable**

The charter school does not serve this population, or serves them in such small numbers that a rating could not be determined.

### 1b. – 1i. Student Achievement – African American, Hispanic, White, American Indian, Asian, Pacific Islander, Two or More Races, Special Education, Economically Disadvantaged, ELL, and At Risk

Measures charter school performance across all subjects for each student group.

**Exceeds Expectations**

The percentage of tests taken that met the phase-in satisfactory standard for the student group was greater than or equal to 90.

**Meets Expectations**

The percentage of tests taken that met the phase-in satisfactory standard for the student group was greater than or equal to 70, but less than 90.

**Does Not Meet Expectations**

The percentage of tests taken that met the phase-in satisfactory standard for the student group was less than 70.

**Not Applicable**

The charter school does not serve this population, or serves them in such small numbers that a rating could not be determined.

**Data Source**

2013-14 TAPR District Performance – STAAR Percent at Phase-In Satisfactory Standard or Above (All Grades), All Subjects

**Notes**

For each charter school evaluated under standard accountability procedures, the passing rate is compared to the target of 70%.

An *Exceeds Expectations* rating is assigned when the charter school’s all students/student group performance is at least 90%.



## Student Achievement – AEA Provisions

### 1a. Overall Student Achievement

Measures charter school performance combined over all subjects for all students.

- Exceeds Expectations**  
The percentage of tests taken that met the phase-in satisfactory standard for all students was greater than or equal to 80.
- Meets Expectations**  
The percentage of tests taken that met the phase-in satisfactory standard for all students was greater than or equal to 50, but less than 80.
- Does Not Meet Expectations**  
The percentage of tests taken that met the phase-in satisfactory standard for all students was less than 50.
- Not Applicable**  
The charter school does not serve this population, or serves them in such small numbers that a rating could not be determined.

### 1b. – 1i. Student Achievement – African American, Hispanic, White, American Indian, Asian, Pacific Islander, Two or More Races, Special Education, Economically Disadvantaged, ELL, and At Risk

Measures charter school performance across all subjects for each student group.

- Exceeds Expectations**  
The percentage of tests taken that met the phase-in satisfactory standard for the student group was greater than or equal to 80.
- Meets Expectations**  
The percentage of tests taken that met the phase-in satisfactory standard for the student group was greater than or equal to 50, but less than 80.
- Does Not Meet Expectations**  
The percentage of tests taken that met the phase-in satisfactory standard for the student group was less than 50.
- Not Applicable**  
The charter school does not serve this population, or serves them in such small numbers that a rating could not be determined.

#### Data Source

2013-14 TAPR District Performance – STAAR Percent at Phase-In Satisfactory Standard or Above (All Grades), All Subjects

#### Notes

For each charter school evaluated under AEA provisions, the passing rate is compared to the target of 50%.

An *Exceeds Expectations* rating is assigned when the charter school's all students/student group performance is at least 80%.

## Graduation Rates – Standard Accountability Procedures

### 1m. – 1n. Graduation Rate – 4-Year Longitudinal and 5-Year Extended Longitudinal

Emphasizes the importance of earning a high school diploma that provides students with the foundation necessary for success in college, the workforce, job training programs, or the military.

<input type="checkbox"/> <b>Exceeds Expectations</b>	The charter school's graduation rate was greater than or equal to 90.0.
<input type="checkbox"/> <b>Meets Expectations</b>	The charter school's graduation rate was greater than or equal to 70.0, but less than 90.0.
<input type="checkbox"/> <b>Does Not Meet Expectations</b>	The charter school's graduation rate was less than 70.0.
<input type="checkbox"/> <b>Not Applicable</b>	The charter school does not have a graduation rate, or due to small numbers a rating could not be determined.

#### Data Sources

2013-14 TAPR District Performance – 4-Year Longitudinal Rate (Grades 9-12), Class of 2013, Graduated

2013-14 TAPR District Performance – 5-Year Extended Longitudinal Rate (Grades 9-12), Class of 2012, Graduated

#### Notes

For each charter school evaluated under standard accountability procedures, the graduation rate is compared to the target of 70.0%.

An *Exceeds Expectations* rating is assigned when the charter school's graduation rate is at least 90.0%.

The class of 2013 4-year graduation rate is the percentage of students who began ninth grade in 2009-10 and graduated by August 31, 2013.

The class of 2012 5-year extended graduation rate is the percentage of students who began ninth grade in 2008-09 and graduated by August 31, 2013.

$$\frac{\text{graduates}}{\text{graduates} + \text{continuers} + \text{GED recipients} + \text{dropouts}}$$

## Graduation Rates – AEA Provisions

### 1 m. – 1 n. Graduation, Continuation, or GED Certification Rate – 4-Year Longitudinal and 5-Year Extended Longitudinal

Emphasizes the importance of earning a high school diploma that provides students with the foundation necessary for success in college, the workforce, job training programs, or the military.

- Exceeds Expectations**  
The charter school’s graduation, continuation, or GED certification rate was greater than or equal to 80.0.
- Meets Expectations**  
The charter school’s graduation, continuation, or GED certification rate was greater than or equal to 60.0, but less than 80.0.
- Does Not Meet Expectations**  
The charter school’s graduation, continuation, or GED certification rate was less than 60.0.
- Not Applicable**  
The charter school does not have a graduation, continuation, or GED certification rate, or due to small numbers a rating could not be determined.

#### Data Sources

2013-14 TAPR District Performance – 4-Year Longitudinal Rate (Grades 9-12), Class of 2013, Grads, GED, & Cont

2013-14 TAPR District Performance – 5-Year Extended Longitudinal Rate (Grades 9-12), Class of 2012, Grads, GED, & Cont

#### Notes

For each charter school evaluated under AEA provisions, the graduation, continuation, or GED certification rate is compared to the target of 60.0%.

An *Exceeds Expectations* rating is assigned when the charter school’s graduation, continuation, or GED certification rate is at least 80.0%.

The class of 2013 4-year graduation, continuation, or GED certification rate is the percentage of students who began ninth grade in 2009-10 and graduated, continued in high school in the fall of 2013, or received a GED certificate by August 31, 2013.

The class of 2012 5-year extended graduation, continuation, or GED certification rate is the percentage of students who began ninth grade in 2008-09 and graduated, continued in high school in the fall of 2013, or received a GED certificate by August 31, 2013.

$$\frac{\text{graduates} + \text{continuers} + \text{GED recipients}}{\text{graduates} + \text{continuers} + \text{GED recipients} + \text{dropouts}}$$

## 2014 Financial Framework Indicators

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The Financial Framework indicators below provide key data to assess the financial health and viability of charter schools.

- 2a. Timely Filing of Annual Financial Report (AFR)
- 2b. Unmodified Opinions
- 2c. Material Weaknesses in Internal Controls
- 2d. Default on Debt
- 2e. Aggregate Variance
- 2f. Administrative Cost Ratio

For each Financial Framework indicator, a charter school receives a rating of:

- *Meets Expectations* or
- *Does Not Meet Expectations*.

Charter schools in their first year of operation do not have a CSPF report.

Financial Framework indicators are not evaluated for charter schools in their second year of operation.

Financial Framework indicators are evaluated in the School Financial Integrity Rating System of Texas (FIRST). As described in TAC §109.1001, the purpose of FIRST is to ensure that districts and charter schools are accountable for the quality of their financial management practices.

Information on School FIRST for Charter Schools is available online at [http://tea.texas.gov/Finance\\_and\\_Grants/Financial\\_Accountability/Financial\\_Integrity\\_Rating\\_System\\_of\\_Texas \(FIRST\)/School FIRST Rating for Charter Schools/](http://tea.texas.gov/Finance_and_Grants/Financial_Accountability/Financial_Integrity_Rating_System_of_Texas_(FIRST)/School_FIRST_Rating_for_Charter_Schools/).

Financial Framework indicators and targets may change over time to remain in alignment with School FIRST for Charter Schools.

## 2a. Timely Filing of Annual Financial Report

Measures the timeliness in which a charter holder files their AFR.

**Meets Expectations**

The charter holder's AFR was filed within one month after the November 27 or January 28 deadline depending on the charter school's fiscal year end date (June 30 or August 31).

**Does Not Meet Expectations**

The charter holder's AFR was not filed within one month after the November 27 or January 28 deadline depending on the charter school's fiscal year end date (June 30 or August 31).

### Data Source

2013-14 Charter FIRST Indicator 4

### Notes

A *Meets Expectations* rating is assigned if the AFR was filed on time or within 30 days of the deadline pursuant to TEC §44.008(d).

## 2b. Unmodified Opinions

Measures opinions (unmodified and modified) in a charter holder's AFR.

**Meets Expectations**

There was an unmodified opinion in the charter holder's AFR.

**Does Not Meet Expectations**

There was a modified opinion in the charter holder's AFR.

### Data Source

2013-14 Charter FIRST Indicator 5

### Notes

A *Meets Expectations* rating is assigned if the charter holder received a "clean audit" (unqualified opinion).

## 2c. Material Weaknesses in Internal Controls

Measures instances of material weaknesses in internal controls in a charter holder's AFR.

- |  |   |
|--|---|
| <input type="checkbox"/> <b>Meets Expectations</b>         | There were no disclosures in the charter holder's AFR of any instance(s) of material weaknesses in internal controls. |
| <input type="checkbox"/> <b>Does Not Meet Expectations</b> | There were disclosures in the charter holder's AFR of material weaknesses in internal controls.                       |

### Data Source

2013-14 Charter FIRST Indicator 6

### Notes

A *Meets Expectations* rating is assigned if the external auditor reported no material weaknesses in the audit report.

## 2d. Default on Debt

Measures whether the charter holder is meeting debt obligations.

- |  |   |
|--|---|
| <input type="checkbox"/> <b>Meets Expectations</b>         | There were no disclosures in the charter holder's AFR and/or other sources of information concerning default on debt. |
| <input type="checkbox"/> <b>Does Not Meet Expectations</b> | There were disclosures in the charter holder's AFR and/or other sources of information concerning default on debt.    |

### Data Source

2013-14 Charter FIRST Indicator 3

### Notes

A *Meets Expectations* rating is assigned if there were no disclosures in the AFR and/or other sources of information concerning default on debt.

## 2e. Aggregate Variance

Measures whether the comparison of Public Education Information Management System (PEIMS) data to like information in the charter holder’s AFR resulted in an aggregate variance of less than 3% of all expenses.

- Meets Expectations**  
The aggregate variance was less than 3% of all expenses.
- Does Not Meet Expectations**  
The aggregate variance was greater than or equal to 3% of all expenses.

**Data Source**

2013-14 Charter FIRST Indicator 8

**Notes**

This indicator is a data quality measure.

## 2f. Administrative Cost Ratio

Measures whether the charter school’s administrative costs and size are proportionate.

- Meets Expectations**  
The charter school’s administrative cost ratio was less than the threshold ratio.
- Does Not Meet Expectations**  
The charter school’s administrative cost ratio was greater than or equal to the threshold ratio.

**Data Source**

2013-14 Charter FIRST Indicator 14

**Notes**

The Charter FIRST administrative cost threshold ratio is based on average daily attendance (ADA).

ADA	Threshold
10,000 and above	0.1105
5,000 to 9,999	0.1250
1,000 to 4,999	0.1401
500 to 999	0.1561
Less than 500	0.2654

## 2014 Operational Framework Indicators

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The Operational Framework indicators allow evaluation of the compliance-related standards that the charter school must meet. The charter school is already required to meet the standards in this section through state and federal law, rules, regulations, or the charter contract.

The ratings assigned to indicators in the Operational Framework neither negate any ratings (including but not limited to state accountability, Charter FIRST, Accreditation, or PBMAS) that a charter school or charter campus receives, nor removes the requirements associated with any sanctions or interventions required as a result of their ratings.

Operational Framework indicators evaluate the charter school's compliance with education program, governance, and reporting requirements.

- 3a. Teacher Qualifications
- 3b. Program Requirements for Special Populations
- 3c. Program Requirements for Bilingual Education/English as a Second Language (BE/ESL) Populations
- 3d. Program Requirements for Career and Technical Education (CTE) Populations
- 3e. Timely Filing of Governance Reporting Forms
- 3f. Criminal Record Employment Requirements
- 3g. Maintenance of 501(c)(3) Status
- 3h. Compliance with Certificate of Occupancy Requirements
- 3i. Reporting Requirements for Community and Student Engagement
- 3j. Timely Filing of PEIMS Data
- 3k. Usage Requirements for Texas Records Exchange (TREx) System
- 3l. Material Noncompliance

For Operational Framework indicators 3a – 3f, a charter school receives one of three ratings:

- *Meets Expectations,*
- *Does Not Meet Expectations, or*
- *Far Below Expectations.*

For indicator 3g, a charter school receives one of three ratings:

- *Meets Expectations,*
- *Does Not Meet Expectations, or*
- *Not Applicable.*

For indicators 3h – 3l, a charter school receives a rating of:

- *Meets Expectations or*
- *Does Not Meet Expectations.*

Charter schools in their first year of operation do not have a CSPF report.

Indicator 3l. Material Noncompliance is not evaluated for charter schools in their second year of operation.

Operational Framework indicators and targets may change over time to remain in alignment with current statute, rule, and policy.



### 3a. Teacher Qualifications

Charter school teachers must hold a baccalaureate degree.

TEC §12.129, 19 TAC §100.1015(b)(3)(F)

**Meets Expectations**

All teachers at the charter school hold a baccalaureate degree.

**Does Not Meet Expectations**

Less than 100.0% but at least 90.0% of all teachers at the charter school hold a baccalaureate degree.

**Far Below Expectations**

Fewer than 90.0% of all teachers at the charter school hold a baccalaureate degree.

#### Data Source

2013-14 TAPR District Profile – Staff Information, Teachers by Highest Degree Held

#### Notes

The 2014 TAPR Glossary defines *Teachers by Highest Degree Held* as the distribution of degrees attained by teachers in the district or charter school. The full-time equivalent (FTE) counts of teachers with no degree, a bachelor's degree, a master's degree, or a doctorate are expressed as a percent of the total teacher FTEs. (Source: PEIMS, Oct. 2013) The 2014 TAPR Glossary is available online at <http://ritter.tea.state.tx.us/perfreport/tapr/2014/glossary.pdf>.

### 3b. Program Requirements for Special Populations

Charter schools must meet program requirements for special populations, including, but not limited to, special education.

TEC §12.104(b)(2)(F), 19 TAC §100.1032(1)(D)

**Meets Expectations**

The charter school is not staged for Special Education.

**Does Not Meet Expectations**

The charter school is in Stage 1 or Stage 2 for Special Education.

**Far Below Expectations**

The charter school is in Stage 3 or Stage 4 for Special Education.

#### Data Sources

PBMAS

2014-15 Intervention Stage and Activity Manager (ISAM)

#### Notes

The Special Education (SPED) indicators are described in the *PBMAS Manual* which is available online at <http://tea.texas.gov/pbm/PBMASManuals.aspx>.

Secure access to the ISAM is limited to district and charter school superintendents and personnel through the Texas Education Agency Secure Environment (TEASE) portal.

### 3c. Program Requirements for Bilingual Education/English as a Second Language Populations

Charter schools must meet program requirements for BE/ESL populations.  
 TEC §12.104(b)(2)(G), 19 TAC §100.1032(1)(D)

<input type="checkbox"/> <b>Meets Expectations</b> The charter school is not staged for BE/ESL.
<input type="checkbox"/> <b>Does Not Meet Expectations</b> The charter school is in Stage 1 or Stage 2 for BE/ESL.
<input type="checkbox"/> <b>Far Below Expectations</b> The charter school is in Stage 3 or Stage 4 for BE/ESL.

**Data Sources**

PBMAS  
 2014-15 ISAM

**Notes**

The BE/ESL indicators are described in the *PBMAS Manual* which is available online at <http://tea.texas.gov/pbm/PBMASManuals.aspx>.  
 Secure access to the ISAM is limited to district and charter school superintendents and personnel through the TEASE portal.

### 3d. Program Requirements for Career and Technical Education Populations

Charter schools must meet program requirements for CTE populations.  
 19 TAC §100.1032(1)(D)

<input type="checkbox"/> <b>Meets Expectations</b> The charter school is not staged for CTE.
<input type="checkbox"/> <b>Does Not Meet Expectations</b> The charter school is in Stage 1 or Stage 2 for CTE.
<input type="checkbox"/> <b>Far Below Expectations</b> The charter school is in Stage 3 or Stage 4 for CTE.

**Data Sources**

PBMAS  
 2014-15 ISAM

**Notes**

The CTE indicators are described in the *PBMAS Manual* which is available online at <http://tea.texas.gov/pbm/PBMASManuals.aspx>.  
 Secure access to the ISAM is limited to district and charter school superintendents and personnel through the TEASE portal.

### 3e. Timely Filing of Governance Reporting Forms

Charter schools must file Governance Reporting Forms in a timely manner.

TEC §§ 12.101(b), 12.119(b), 19 TAC §100.1007

- |  |   |
|--|---|
| <input type="checkbox"/> <b>Meets Expectations</b>         | The charter school filed governance reporting forms in a timely manner in the current reporting cycle.                                |
| <input type="checkbox"/> <b>Does Not Meet Expectations</b> | The charter school failed to file governance reporting forms in a timely manner in the current reporting cycle.                       |
| <input type="checkbox"/> <b>Far Below Expectations</b>     | The charter school has repeatedly failed to file governance reporting forms in a timely manner for the two previous reporting cycles. |

#### Data Source

TEA Charter School Tracking System (CSTS) Governance Reporting Forms

#### Notes

Secure access to the CSTS is limited to charter school superintendents and personnel through the Texas Education Agency Login (TEAL) portal.

The 2014-15 Annual Governance Reporting Forms were submitted in the CSTS from October 20 – December 15, 2014.

### 3f. Criminal Record Employment Requirements

Charter schools must certify compliance with TEC §22.085.

TEC §§ 12.120, 12.1059, 22.0832, 22.085, 19 TAC §100.1151

- |  |   |
|--|---|
| <input type="checkbox"/> <b>Meets Expectations</b>         | The charter school has certified compliance with TEC §22.085.   |
| <input type="checkbox"/> <b>Does Not Meet Expectations</b> | The charter school failed to return the “Criminal History Compliance Certification” for the current school year, and therefore failed to certify their compliance with TEC §22.085(f).                          |
| <input type="checkbox"/> <b>Far Below Expectations</b>     | The charter school has failed to return the “Criminal History Compliance Certification” for more than one school year, and therefore failed to certify their compliance with TEC §22.085(f) for multiple years. |

#### Data Source

TEA Educator Certification

#### Notes

Certification of Compliance No-Response Lists are available online at

[http://tea.texas.gov/Texas\\_Educators/Certification/Fingerprinting/School\\_District\\_or\\_Charter\\_School\\_Certification\\_of\\_Compliance/](http://tea.texas.gov/Texas_Educators/Certification/Fingerprinting/School_District_or_Charter_School_Certification_of_Compliance/).

### 3g. Maintenance of 501(c)(3) Status

Charter holders are required to maintain their 501(c)(3) status at all times.

TEC §§ 12.101(a), 12.101(b), 19 TAC §100.1217

- |  |
|--|
| <input type="checkbox"/> <b>Meets Expectations</b><br>The charter holder maintains its 501(c)(3) status.                 |
| <input type="checkbox"/> <b>Does Not Meet Expectations</b><br>The charter holder fails to maintain its 501(c)(3) status. |
| <input type="checkbox"/> <b>Not Applicable</b><br>The charter holder is a governmental entity, college, or university.   |

#### Data Sources

Texas Secretary of State

Internal Revenue Service (IRS)

#### Notes

The Texas Secretary of State website is: <http://www.sos.state.tx.us/>.

The IRS website is: <http://www.irs.gov/Charities-&-Non-Profits/Exempt-Organizations-Select-Check>.

### 3h. Compliance with Certificate of Occupancy Requirements

All charter holder buildings used for educational purposes must have a valid certificate of occupancy for educating children.

19 TAC §§ 100.1215(b), 100.1001(3)(E)

- |   |
|---|
| <input type="checkbox"/> <b>Meets Expectations</b><br>The charter holder is in compliance with certificate of occupancy requirements.             |
| <input type="checkbox"/> <b>Does Not Meet Expectations</b><br>The charter holder is not in compliance with certificate of occupancy requirements. |

#### Data Source

TEA CSTS

#### Notes

Secure access to the CSTS is limited to charter school superintendents and personnel through the TEAL portal.

### 3i. Compliance with Community and Student Engagement Reporting Requirements

Texas statute requires that school districts and charter schools evaluate their district- and campus-level performance in community and student engagement and assign a rating.

TEC §§ 39.0545, 39.363, 19 TAC §61.1023

**Meets Expectations**

The charter school is in compliance with Community and Student Engagement statutory reporting and policy requirements.

**Does Not Meet Expectations**

The charter school is not in compliance with Community and Student Engagement statutory reporting and policy requirements.

**Data Sources**

PEIMS Submission 3, 010 Organization Data – District record

2014 Texas Consolidated School Rating (TCSR) Reports

**Notes**

Locally-assigned Community and Student Engagement ratings and statutory compliance statuses are in the TCSR reports which are available online at <http://ritter.tea.state.tx.us/perfreport/tcsr/index.html>.

### 3j. Timely Filing of PEIMS Data

This indicator measures the charter school's compliance with PEIMS reporting requirements.

TEC §12.104

**Meets Expectations**

The charter school filed PEIMS reports in a timely manner.

**Does Not Meet Expectations**

The charter school failed to file PEIMS reports in a timely manner.

**Data Source**

TEA Student Education Data System/PEIMS Division

**Notes**

Information regarding PEIMS reporting and data standards are available online at <http://tea.texas.gov/index4.aspx?id=25769817518>.

### 3k. Compliance with TReX Usage Requirements

Charter schools must participate in the TReX.

TEC §7.010

**Meets Expectations**

The charter's campuses use TReX to transfer and receive student records and do so in a timely manner.

**Does Not Meet Expectations**

The charter's campuses are failing to use TReX to transfer and receive student records and/or are failing to do so in a timely manner.

#### Data Source

TEA Student Education Data System/PEIMS Division

#### Notes

Information regarding the TReX system is available online at

[http://tea.texas.gov/Reports\\_and\\_Data/Data\\_Submission/Texas\\_Records\\_Exchange\\_\(TReX\)/Texas\\_Records\\_Exchange\\_\(TReX\)/](http://tea.texas.gov/Reports_and_Data/Data_Submission/Texas_Records_Exchange_(TReX)/Texas_Records_Exchange_(TReX)/).

### 3l. Material Noncompliance

The charter holder's AFR should reflect no disclosures of material noncompliance.

**Meets Expectations**

There were no disclosures of material noncompliance in the charter holder's AFR.

**Does Not Meet Expectations**

There were disclosures of material noncompliance in the charter holder's AFR.

#### Data Source

2013-14 Charter FIRST Indicator 10

#### Notes

This indicator will not be evaluated in 2015.

# Sample CSPF Report

## TEXAS EDUCATION AGENCY 2014 Charter School Performance Framework (CSPF) - REPORT ONLY SAMPLE CHARTER SCHOOL 123456

2014 Accountability Rating: <b>Met Standard</b>	Enrollment: <b>1,630</b>
2014 Charter FIRST Rating: <b>Above Standard Achievement</b>	Grades Served: <b>PK-12</b>
2014-15 Accreditation Status: <b>Accredited</b>	Accountability Procedures: <b>Standard</b>

### CSPF Indicator Summary

Total Indicators Exceeding Expectations:	3
Total Indicators Meeting Expectations:	16
Total Indicators Not Meeting Expectations:	13
Total Indicators Far Below Expectations:	0
Total Indicators Not Applicable:	0
<b>Total Indicators:</b>	<b>32</b>

### Financial Framework

Timely Filing of Annual Financial Report	✔
Unmodified Opinions	✔
Material Weaknesses in Internal Controls	✔
Default on Debt	✔
Aggregate Variance	✔
Administrative Cost Ratio	✘

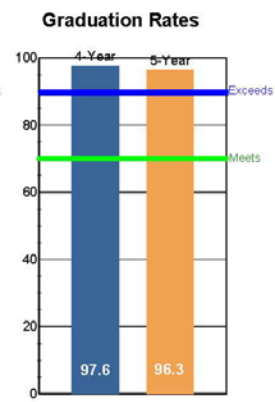
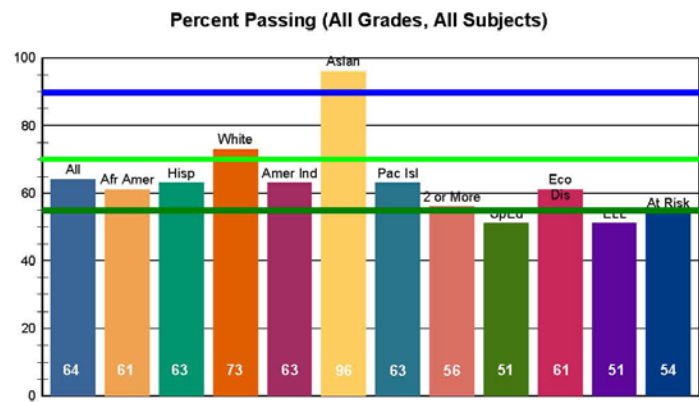
✔ Meets ✘ Does Not Meet ○ NA

### Operational Framework

Teacher Qualifications	✔
Special Population Program Requirements	✘
BE/ESL Program Requirements	✘
CTE Program Requirements	✔
Governance Reporting	✔
Criminal Record Requirements	✔
501(c)(3) Status	✔
Certificate of Occupancy Requirements	✔
Community & Student Engagement	✔
PEIMS Reporting	✔
TREx Usage	✔
Material Noncompliance	✔

✔ Meets ✘ Does Not Meet ○ Far Below ○ NA

### Academic Framework - Standard Accountability Procedures



## Notification Timeline

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Significant dates are listed below. Due to unforeseen circumstances, dates may be modified.

### 2015:

November      *2014 CSPF Manual* and report sent to each charter school

### 2016:

March            2015 CSPF report sent to each charter school

*2015 CSPF Manual* and reports published on the agency website



## Statutory Citations

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### Texas Administrative Code (TAC)

*TAC §100.1010 Performance Frameworks.*

The performance of an open-enrollment charter school will be measured annually against a set of criteria set forth in the Charter School Performance Framework (CSPF) Manual established under Texas Education Code, §12.1181. The CSPF Manual will include measures for charters registered under the standard system and measures for charters registered under the alternative education accountability system as adopted under §97.1001 of this title (relating to Accountability Rating System).

### Texas Education Code (TEC)

Performance frameworks are based on statutory mandates of the Texas Legislature in *TEC Chapter 12. Charters*. The full text of Chapter 12 is online at <http://www.statutes.legis.state.tx.us/Docs/ED/pdf/ED.12.pdf>.

*TEC §12.111 Content.*

- (a) Each charter granted under this subchapter must:
- (3) specify the academic, operational, and financial performance expectations by which a school operating under the charter will be evaluated, which must include applicable elements of the performance frameworks adopted under Section 12.1181.

*TEC §12.1141 Renewal of Charter; Denial of Renewal; Expiration.*

- (c) At the end of the term of a charter for an open-enrollment charter school, if a charter holder submits to the commissioner a petition for renewal of the charter and the charter does not meet the criteria for expedited renewal under Subsection (b) or for expiration under Subsection (d), the commissioner shall use the discretionary consideration process. The commissioner's decision under the discretionary consideration process must take into consideration the results of annual evaluations under the performance frameworks established under Section 12.1181. The renewal of the charter of an open-enrollment charter school that is registered under the agency's alternative education accountability procedures for evaluation under Chapter 39 shall be considered under the discretionary consideration process regardless of the performance ratings under Subchapter C, Chapter 39, of the open-enrollment charter school or of any campus operating under the charter, except that if the charter holder has been assigned a financial accountability performance rating under Subchapter D, Chapter 39, indicating financial performance that is lower than satisfactory for any three of the five preceding school years, the commissioner shall allow the charter to expire under Subsection (d).

*TEC §12.115 Basis for Charter Revocation or Modification of Governance.*

- (a) Except as provided by Subsection (c), the commissioner shall revoke the charter of an open-enrollment charter school or reconstitute the governing body of the charter holder if the commissioner determines that the charter holder:
- (1) committed a material violation of the charter, including failure to satisfy accountability provisions prescribed by the charter;
  - (2) failed to satisfy generally accepted accounting standards of fiscal management;
  - (3) failed to protect the health, safety, or welfare of the students enrolled at the school;
  - (4) failed to comply with this subchapter or another applicable law or rule;
  - (5) failed to satisfy the performance framework standards adopted under Section 12.1181; or
  - (6) is imminently insolvent as determined by the commissioner in accordance with commissioner rule.

*TEC §12.1181 Performance Frameworks; Annual Evaluations.*

- (a) The commissioner shall develop and by rule adopt performance frameworks that establish standards by which to measure the performance of an open-enrollment charter school. The commissioner shall develop and by rule adopt separate, specific performance frameworks by which to measure the performance of an open-enrollment charter school that is registered under the agency's alternative education accountability procedures for evaluation under Chapter 39. The performance frameworks shall be based on national best practices that charter school authorizers use in developing and applying standards for charter school performance. In developing the performance frameworks, the commissioner shall solicit advice from charter holders, the members of the governing bodies of open-enrollment charter schools, and other interested persons.
- (b) The performance frameworks may include a variety of standards. In evaluating an open-enrollment charter school, the commissioner shall measure school performance against an established set of quality standards developed and adopted by the commissioner.
- (c) Each year, the commissioner shall evaluate the performance of each open-enrollment charter school based on the applicable performance frameworks adopted under Subsection (a). The performance of a school on a performance framework may not be considered for purposes of renewal of a charter under Section 12.1141(d) or revocation of a charter under Section 12.115(c).

## Definition of Terms

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**Accreditation** – Each year, TEA assigns school districts and charter schools one of the following statuses: Accredited, Accredited-Warned, Accredited-Probation, or Not Accredited-Revoked. The accreditation status is based on the academic accountability rating and financial ratings from the FIRST. A district or charter school must be accredited by the state to operate as a public school.

**Administrative Cost Ratio** – An additional accountability measure used by the state legislature and TEA in assessing district and charter school performance. Administrative costs are defined as operating expenses made from funds other than federal funds associated with managing, planning, directing, coordinating, and evaluating a school district or charter school. TEA sets annual rules for the calculation of administrative costs and the “acceptable” administrative cost ratio for school districts and charter schools based upon their size, sparsity, and student population characteristics.

**Aggregate Variance** – The comparison of PEIMS data to like information in the charter school’s AFR. The acceptable threshold for percentage of data variance is 3%.

**Alternative Education Accountability (AEA) Provisions** – The provisions under which accountability ratings are assigned to eligible charter districts. AEA provisions include modified targets and specific components in Index 4 of the State Accountability Rating System.

**Annual Financial Report (AFR)** – Each school district and charter school is required to report information and financial accountability ratings to parents and taxpayers by holding a public hearing on the AFR within two months after receipt of a final financial accountability rating. The AFR must include a description of the district’s or charter school’s performance compared to state-established standards and the district’s or charter school’s previous year’s financial accountability rating. It must also include a description of the data submitted using the electronic-based program for the financial solvency review. The AFR must be disseminated to the parents and taxpayers in attendance at the public hearing.

**Average Daily Attendance (ADA)** – The number of students who are in attendance each day of the school year for the entire school year divided by the number of instructional days in the school year.

**Bilingual Education/English as a Second Language (BE/ESL)** – The Bilingual education and special language programs are designed to help students whose primary language is other than English to master basic English and participate effectively in the state’s educational program.

**Career and Technical Education (CTE)** – Courses and programs designed to enable students to gain entry-level employment in high-skill, high-wage jobs or to continue their education or both.

**Default on Debt** – The failure to promptly pay interest or principal when due. Default occurs when a charter school is unable to meet the legal obligation of debt repayment.

**English Language Learner (ELL)** – A person who is in the process of acquiring English and has another language as the first native language. The terms English language learner and limited English proficient student are used interchangeably.

**General Educational Development (GED)** – A proprietary, four-subject test designed to determine whether the education level of someone without a high school diploma is equivalent to successful completion of high school.

**Intervention Stage and Activity Manager (ISAM)** – A secure TEA application that allows districts, charter schools, and campuses identified for interventions through various monitoring systems to add program contacts, download resources, and submit activity documentation.

**Material Weakness** – When one or more internal controls, put in place to prevent significant financial statements irregularities, is considered to be ineffective.

**Performance-Based Monitoring Analysis System (PBMAS)** – An automated data system that reports annually on the performance of school districts and charter schools in selected program areas (BE/ESL, CTE, special education, and certain Title programs under the No Child Left Behind Act).

**Public Education Information Management System (PEIMS)** – Encompasses all data requested and received by TEA about public education, including student demographic and academic performance, personnel, financial, and organizational information.

**School Financial Integrity Rating System of Texas (FIRST) for Charter Schools** – The purpose of the financial accountability rating system, School FIRST for Charter Schools, is to ensure that open-enrollment charter schools are held accountable for the quality of their financial management practices and that they improve those practices. The system is designed to encourage Texas public schools to better manage their financial resources in order to provide the maximum allocation possible for direct instructional purposes.

**Standard Accountability Procedures** – The procedures under which most districts and campuses are evaluated. If a charter school (district) does not qualify for evaluation under AEA provisions, then the charter school (district) is evaluated under standard accountability procedures.

**Texas Academic Performance Report (TAPR)** – An annual report that includes a wide range of information on the performance of students in each district, charter school, and campus in Texas. Performance is shown disaggregated by students groups, including ethnicity and low income status. The reports also provide extensive information on school and district staff, programs, and student demographics.

**Texas Consolidated School Rating (TCSR) Report** – These reports provide the following information for each Texas public school district, charter school, and campus:

- Academic accountability ratings and distinction designations,
- Financial accountability ratings reported in School FIRST, and
- Locally-assigned Community and Student Engagement ratings and statutory compliance statuses.

**Texas Education Agency Login (TEAL)** – This portal allows school district and charter school superintendents and personnel secure access to TEA applications.

**Texas Education Agency Secure Environment (TEASE)** – Access to school district and charter school data in TEA secure web applications is protected by one of TEA’s security gateways, TEASE or TEAL.

**Texas Records Exchange (TREx)** – A web-based system designed for the exchange of electronic student records between Texas public school districts and for the submission of electronic transcripts to Texas public colleges and universities.

**Unmodified/Unqualified Opinion** – The opinion expressed when the auditor concludes that the financial statements are presented fairly, in all material respects, in accordance with the applicable financial reporting requirements.

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