



CHARTER SCHOOL PERFORMANCE FRAMEWORK

Academic Framework
Financial Framework
Operational Framework

2016 Manual

For Public Charter Schools in Texas

March 2017

Texas Education Agency
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Acronyms

ADA	Average Daily Attendance
AEA	Alternative Education Accountability
AFR	Annual Financial Report
BE/ESL	Bilingual Education/English as a Second Language
CSPF	Charter School Performance Framework
CSTS	Charter School Tracking System
CTE	Career and Technical Education
ELL	English Language Learner
ESC	Education Service Center
ESSA	Every Student Succeeds Act
FIRST	Financial Integrity Rating System of Texas
FTE	Full-Time Equivalent
GED	General Educational Development
IRS	Internal Revenue Service
ISAM	Intervention Stage and Activity Manager
LEA	Local Education Agency
PBMAS	Performance-Based Monitoring Analysis System
PEIMS	Public Education Information Management System
SPED	Special Education
STAAR	State of Texas Assessments of Academic Readiness
TAC	Texas Administrative Code
TAPR	Texas Academic Performance Report
TCSR	Texas Consolidated School Rating
TEA	Texas Education Agency
TEAL	Texas Education Agency Login
TEASE	Texas Education Agency Secure Environment
TEC	Texas Education Code
TREx	Texas Records Exchange

TEA Division of Charter School Administration Mission

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

High-Quality Charter School

According to the *Every Student Succeeds Act* (ESSA), Title IV, Part C Section 4310(8), the term “high-quality charter school” means a charter school that—

- (A) shows evidence of strong academic results, which may include strong student academic growth, as determined by a State;
- (B) has no significant issues in the areas of student safety, financial and operational management, or statutory or regulatory compliance;
- (C) has demonstrated success in significantly increasing student academic achievement, including graduation rates where applicable, for all students served by the charter school; and
- (D) has demonstrated success in increasing student academic achievement, including graduation rates where applicable, for each of the subgroups of students, as defined in section 1111(c)(2), except that such demonstration is not required in a case in which the number of students in a group is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.

Acknowledgments

The Charter School Performance Framework (CSPF) was developed in 2013 through a collaboration of statewide partners. This effort was made possible by the invaluable contributions of the Performance Framework Working Group. Special thanks to the representatives from the house and senate chambers, the State Board of Education, the Texas Charter School Association, the education service centers, and charter personnel from across the state.

Contributions from the following agency staff were integral to the implementation of the 2016 Charter School Performance Framework.

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Overview

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

TEA accredits public schools in Texas at the charter school or 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-Warning**, **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 all Texas public 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 charter schools and districts as well as evaluate campuses. The [state accountability webpage](#) provides information about our academic accountability rating system, the Texas Academic Performance Reports (TAPR), school report cards, and the Texas Consolidated School Rating (TCSR) reports.

In addition to these accountability systems, 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 allow stakeholders to determine whether a charter school is meeting expectations or falling below them, as well as identify 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.

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.

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).

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, expansion, intervention, renewal, 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.

Charter School Performance Framework Report

The Charter School Performance Framework report is a district-level report.

The 2016 Charter School Performance Framework reports are available on the [TEA Charter Schools website](#).

Charter School Performance Framework Manual

The CSPF manual is a resource that describes the 2016 indicators, ratings, targets/standards, data sources, and other helpful information. The Academic, Financial, and Operational Framework sections of the manual are adopted as Commissioner of Education rule, 19 TAC §100.1010 *Performance Frameworks*, giving legal standing to the CSPF. See *Statutory Citations* later in this manual.

The 2016 *Charter School Performance Framework Manual* is available on the [TEA Charter Schools website](#).

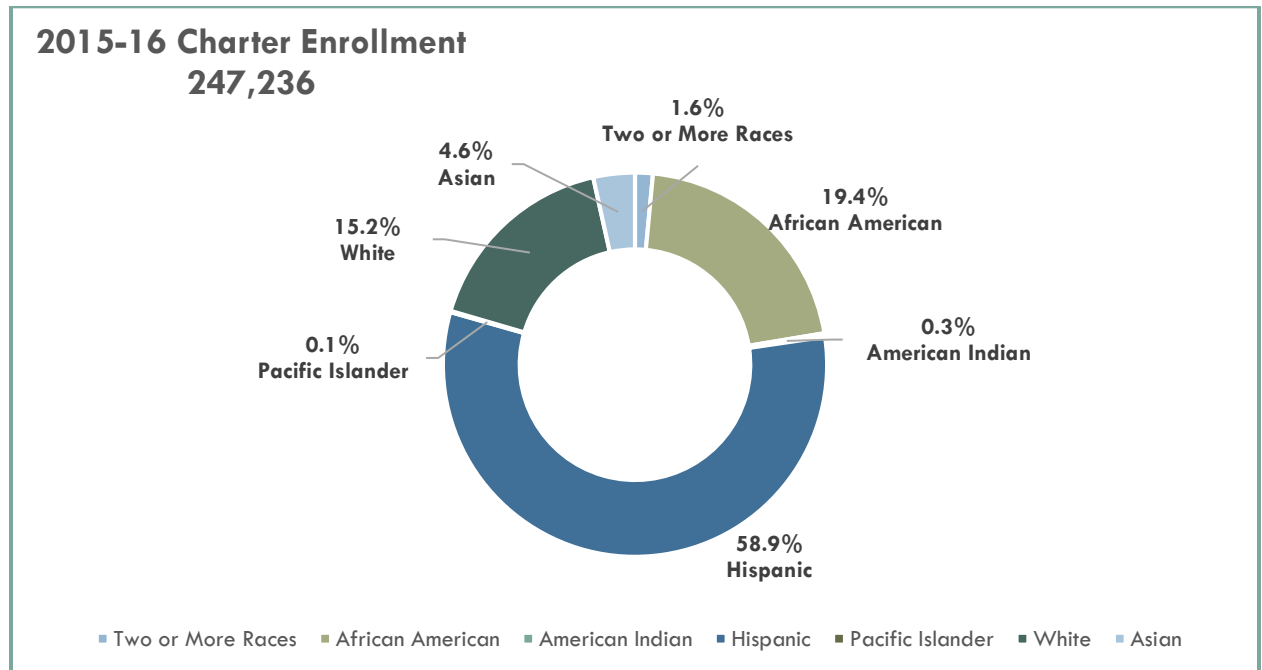
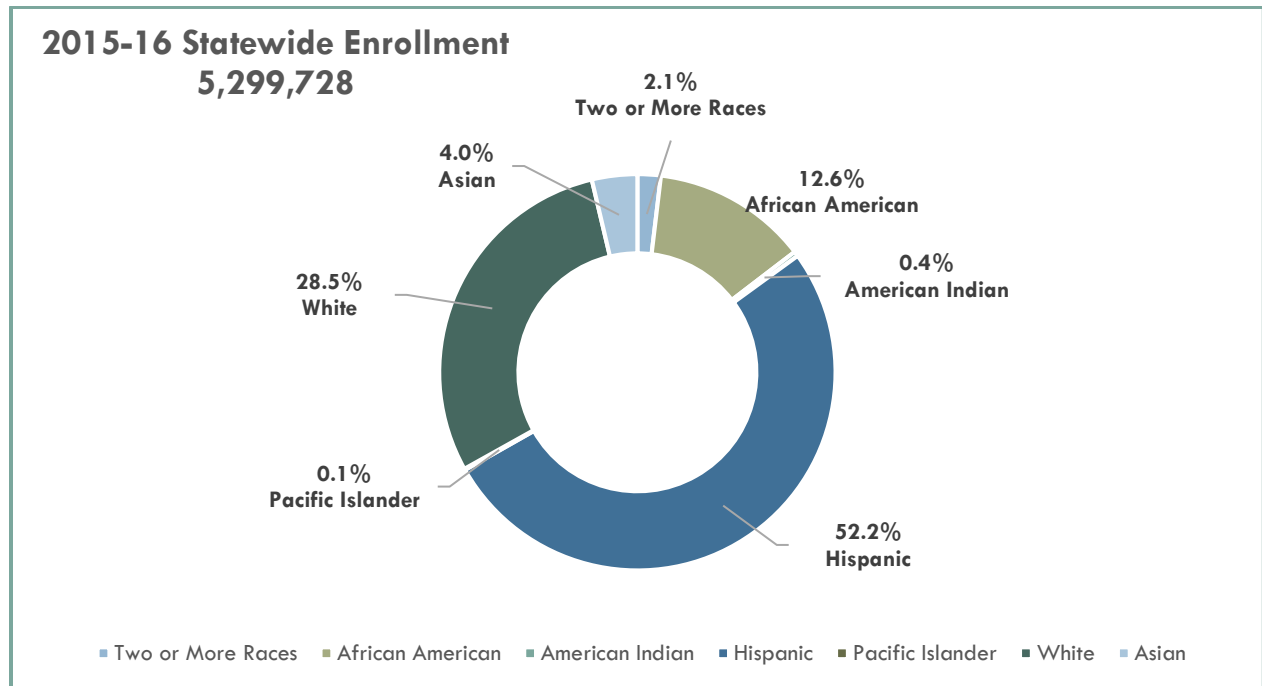
Significant Changes

The 2016 Charter School Performance Framework differs significantly from 2015 due to these changes.

- **Academic Framework:** Graduation Rate target for charter schools evaluated under standard accountability procedures increases to 60% to align with the State Accountability Rating System.
- **Financial Framework:** Timely Submission of AFR (Indicator 2a.) is restructured; Administrative Cost Ratio moves from Operational to Financial Framework (Indicator 3m. to 2b.); Aggregate Variance changes to Total Variance (Indicator 2f.); and Material Noncompliance (Indicator 2g.) is evaluated in 2016.
- **Operational Framework:** Compliance with Certificate of Occupancy Requirements (Indicator 3k.) includes a *Not Applicable* rating label for certain university charter schools.
- **Preview of 2017:** This new section provides an early notification for future CSPF indicators.

2015-16 Enrollment Data

The following charts illustrate the 2015-16 enrollment for all students in Texas and for all students in charter schools in Texas.



2015-16 PEIMS Fall Submission 1 is the data source.

2016 Academic Framework Indicators

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 19 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. The 2016 *Accountability Manual*, which is available online at <http://tea.texas.gov/2016Accountability.aspx>, contains additional details.

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

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

Academic Framework indicators are included in the Texas Academic Performance Reports (TAPR) which are available online at <https://rptsvr1.tea.texas.gov/perfreport//tapr/>.

Academic Framework data are evaluated in the State Accountability Rating System which is described online at <http://tea.texas.gov/2016accountability.aspx>. 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.

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

Student Achievement – Standard Accountability Procedures

Measures charter school performance across all subjects at the Level II Satisfactory Standard.

1a. All Students

1b. African American

1c. Hispanic

1d. White

1e. American Indian

1f. Asian

1g. Pacific Islander

1h. Two or More Races

1i. Special Education

1j. Economically Disadvantaged

1k. ELL

1l. At Risk

Exceeds Expectations

The percentage of tests taken that met the Level II Satisfactory Standard for all students/students in the group was greater than or equal to 90.

Meets Expectations

The percentage of tests taken that met the Level II Satisfactory Standard for all students/students in the group was greater than or equal to 60, but less than 90.

Does Not Meet Expectations

The percentage of tests taken that met the Level II Satisfactory Standard for all students/students in the group was less than 60.

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

2015-16 TAPR District Performance – STAAR Percent at Level II 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 State Accountability Rating System Index 1 target of 60%.

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

Student Achievement – AEA Provisions

Measures charter school performance across all subjects at the Level II Satisfactory Standard.

- | | |
|-----------------------------|---------------------------------------|
| 1a. All Students | 1g. Pacific Islander |
| 1b. African American | 1h. Two or More Races |
| 1c. Hispanic | 1i. Special Education |
| 1d. White | 1j. Economically Disadvantaged |
| 1e. American Indian | 1k. ELL |
| 1f. Asian | 1l. At Risk |

Exceeds Expectations

The percentage of tests taken that met the Level II Satisfactory Standard for all students/students in the group was greater than or equal to 80.

Meets Expectations

The percentage of tests taken that met the Level II Satisfactory Standard for all students/students in the group was greater than or equal to 35, but less than 80.

Does Not Meet Expectations

The percentage of tests taken that met the Level II Satisfactory Standard for all students/students in the group was less than 35.

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

2015-16 TAPR District Performance – STAAR Percent at Level II Satisfactory Standard or Above (All Grades), All Subjects

Notes

For each charter school evaluated under AEA provisions, the passing rate is compared to the State Accountability Rating System Index 1 target of 35%.

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

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.

1m. Graduation Rate, 4-Year Longitudinal – All Students

1n. Graduation Rate, 5-Year Extended Longitudinal – All Students

Exceeds Expectations

The charter school's graduation rate was greater than or equal to 90.0.

Meets Expectations

The charter school's graduation rate was greater than or equal to 60.0, but less than 90.0.

Does Not Meet Expectations

The charter school's graduation rate was less than 60.0.

Not Applicable

The charter school does not have a graduation rate, or due to small numbers a rating could not be determined.

Data Sources

2015-16 TAPR District Performance – 4-Year Longitudinal Rate (Grades 9-12),
Class of 2015, Graduated

2015-16 TAPR District Performance – 5-Year Extended Longitudinal Rate (Grades 9-12),
Class of 2014, Graduated

Notes

For each charter school evaluated under standard accountability procedures, the graduation rate is compared to the State Accountability Rating System Index 4 target of 60.0%.

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

The class of 2015 4-year graduation rate is the percentage of students who began ninth grade in 2011-12 and graduated by August 31, 2015.

The class of 2014 5-year extended graduation rate is the percentage of students who began ninth grade in 2010-11 and graduated by August 31, 2015.

Graduation Rate formula:

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

Graduation Rates – AEA Provisions

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.

1m. Graduation, Continuation, or GED Certification Rate, 4-Year Longitudinal – All Students

1n. Graduation, Continuation, or GED Certification Rate, 5-Year Extended Longitudinal – All Students

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 45.0, but less than 80.0.

Does Not Meet Expectations

The charter school's graduation, continuation, or GED certification rate was less than 45.0.

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

2015-16 TAPR District Performance – 4-Year Longitudinal Rate (Grades 9-12),
Class of 2015, Grads, GED, & Cont

2015-16 TAPR District Performance – 5-Year Extended Longitudinal Rate (Grades 9-12),
Class of 2014, Grads, GED, & Cont

Notes

For each charter school evaluated under AEA provisions, the graduation, continuation, or GED certification rate is compared to the State Accountability Rating System Index 4 target of 45.0%.

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 2015 4-year graduation, continuation, or GED certification rate is the percentage of students who began ninth grade in 2011-12 and graduated by August 31, 2015, continued in high school in the fall of 2015, or received a GED certificate by August 31, 2015.

The class of 2014 5-year extended graduation, continuation, or GED certification rate is the percentage of students who began ninth grade in 2010-11 and graduated by August 31, 2015, continued in high school in the fall of 2015, or received a GED certificate by August 31, 2015.

Graduation, Continuation, and GED Certification Rate formula:

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

2016 Financial Framework Indicators

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

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

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

Financial Framework indicators are evaluated in the School Financial Integrity Rating System of Texas (FIRST). As described in 19 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.

Charter FIRST information 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/).

Rating labels for each Financial Framework indicator are outlined below.

Rating Label	Financial Framework Indicator						
	2a	2b	2c	2d	2e	2f	2g
<i>Exceeds Expectations</i>	X	X					
<i>Meets Expectations</i>	X	X	X	X	X	X	X
<i>Does Not Meet Expectations</i>	X	X	X	X	X	X	X
<i>Far Below Expectations</i>	X	X					
<i>Not Applicable</i>	X	X	X	X	X	X	X

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

2a. Timely Submission of Annual Financial Report

Measures the timeliness in which a charter holder submits their AFR and financial data.

Exceeds Expectations

The charter holder submitted their complete AFR on or before the November 27 or January 28 deadline depending on the charter school's fiscal year end date (June 30 or August 31, respectively) for the 2014-15 fiscal year and therefore is in compliance with TEC §44.008(d).

Meets Expectations

The charter holder submitted their complete AFR and financial data within 30 days of the November 27 or January 28 deadline depending on the charter school's fiscal year end date (June 30 or August 31, respectively) for the 2014-15 fiscal year and therefore is in compliance with Charter FIRST.

Does Not Meet Expectations

The charter holder failed to submit their complete AFR and financial data within 30 days of the November 27 or January 28 deadline depending on the charter school's fiscal year end date (June 30 or August 31, respectively) for the 2014-15 fiscal year.

Far Below Expectations

The charter holder failed to submit their complete AFR and financial data for the 2014-15 fiscal year; or the charter holder failed to submit their complete AFR and financial data within 30 days of the November 27 or January 28 deadlines depending on the charter school's fiscal year end date (June 30 or August 31, respectively) for the 2013-14 and 2014-15 fiscal years.

Not Applicable

The charter school is in its first year of operation and is not evaluated on this indicator.

Data Sources

TEA Financial Compliance Division
2014-15 and 2015-16 Charter FIRST Indicator 1

Notes

An *Exceeds Expectations* rating is assigned if the complete AFR was submitted "not later than the 150th day after the end of the fiscal year" pursuant to TEC §44.008(d).

A *Meets Expectations* rating is assigned if the complete AFR and financial data were submitted within 30 days of the November 27 or January 28 deadline depending on the charter school's fiscal year end date (June 30 or August 31, respectively).

A *Far Below Expectations* rating is assigned if the complete AFR and financial data were not submitted:

- for the 2014-15 fiscal year, or
- within 30 days of the November 27 or January 28 deadline depending on the charter school's fiscal year end date (June 30 or August 31, respectively) for the 2013-14 and 2014-15 fiscal years.

2b. Administrative Cost Ratio

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

- Exceeds Expectations**
The charter school scored 8 or 10 points on this indicator for Charter FIRST.
- Meets Expectations**
The charter school scored 6 points on this indicator for Charter FIRST.
- Does Not Meet Expectations**
The charter school scored 2 or 4 points on this indicator for Charter FIRST.
- Far Below Expectations**
The charter school scored 0 points on this indicator for Charter FIRST.
- Not Applicable**
The charter school is in its first year of operation and is not evaluated on this indicator.

Data Source

2015-16 Charter FIRST Indicator 11

Notes

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

ADA	≥ 1,000	500 to 999	< 500	Charter FIRST Points
Threshold Ratio	≤ 0.1401	≤ 0.1561	≤ 0.2645	10
	> 0.1401 & ≤ 0.1651	> 0.1561 & ≤ 0.1811	> 0.2645 & ≤ 0.2895	8
	> 0.1651 & ≤ 0.1901	> 0.1811 & ≤ 0.2061	> 0.2895 & ≤ 0.3145	6
	> 0.1901 & ≤ 0.2151	> 0.2061 & ≤ 0.2311	> 0.3145 & ≤ 0.3395	4
	> 0.2151 & ≤ 0.2401	> 0.2311 & ≤ 0.2561	> 0.3395 & ≤ 0.3645	2
	> 0.2401	> 0.2561	> 0.3645	0

2c. 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 on the financial statements as a whole.
- Does Not Meet Expectations**
There was a modified opinion in the charter holder's AFR.
- Not Applicable**
The charter school is in its first year of operation and is not evaluated on this indicator.

Data Source

2015-16 Charter FIRST Indicator 2A

Notes

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

2d. Material Weaknesses in Internal Controls

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

- | |
|---|
| <input type="checkbox"/> Meets Expectations
There were no disclosures in the charter holder's AFR of any instance(s) of material weaknesses in internal controls. |
| <input type="checkbox"/> Does Not Meet Expectations
There were disclosures in the charter holder's AFR of material weaknesses in internal controls. |
| <input type="checkbox"/> Not Applicable
The charter school is in its first year of operation and is not evaluated on this indicator. |

Data Source

2015-16 Charter FIRST Indicator 2B

Notes

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

2e. Default on Debt

Measures whether the charter holder is meeting debt obligations.

- | |
|--|
| <input type="checkbox"/> Meets Expectations
The charter school was in compliance with the payment terms of all debt agreements at fiscal year end. |
| <input type="checkbox"/> Does Not Meet Expectations
The charter school was not in compliance with the payment terms of all debt agreements at fiscal year end. |
| <input type="checkbox"/> Not Applicable
The charter school is in its first year of operation and is not evaluated on this indicator. |

Data Source

2015-16 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 non-payment on all debt.

2f. Total Variance

Measures whether the comparison of Public Education Information Management System (PEIMS) data to like information in the charter holder's AFR resulted in a total variance of less than 3% of all expenses by function.

Meets Expectations

The total variance was less than 3% of all expenses.
The charter school scored 10 points on this indicator for Charter FIRST.

Does Not Meet Expectations

The total variance was greater than or equal to 3% of all expenses.
The charter school scored 0 points on this indicator for Charter FIRST.

Not Applicable

The charter school is in its first year of operation and is not evaluated on this indicator.

Data Source

2015-16 Charter FIRST Indicator 13

Notes

Total Variance formula:

$(\text{Data Variance} / \text{Total Expenses}) < \text{Threshold for Percentage of Data Variance (0.03)}$

2g. Material Noncompliance

The charter holder's AFR is expected to be free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds.

Meets Expectations

The charter holder's AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds.
The charter school scored 10 points on this indicator for Charter FIRST.

Does Not Meet Expectations

The charter holder's AFR had instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds.
The charter school scored 0 points on this indicator for Charter FIRST.

Not Applicable

The charter school is in its first year of operation and is not evaluated on this indicator.

Data Source

2015-16 Charter FIRST Indicator 14

Notes

This indicator was not evaluated in 2015.

2016 Operational Framework Indicators

The Operational Framework indicators allow evaluation of the compliance-related standards that each charter school must meet. Charter schools are 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 – Special Populations
- 3c. Program Requirements – Bilingual Education/English as a Second Language (BE/ESL) Populations
- 3d. Program Requirements – Career and Technical Education (CTE) Populations
- 3e. Timely Filing of Governance Reporting Forms
- 3f. Training Requirements
- 3g. Criminal Record Employment Requirements
- 3h. Community and Student Engagement Reporting Requirements
- 3i. Timely Filing of PEIMS Data
- 3j. Texas Records Exchange (TREx) Usage Requirements
- 3k. Certificate of Occupancy Requirements
- 3l. Maintenance of 501(c)(3) Status

Rating labels for each Operational Framework indicator are outlined below.

Rating Label	Operational Framework Indicator											
	3a	3b	3c	3d	3e	3f	3g	3h	3i	3j	3k	3l
<i>Meets Expectations</i>	X	X	X	X	X	X	X	X	X	X	X	X
<i>Does Not Meet Expectations</i>	X	X	X	X	X	X	X	X	X	X	X	X
<i>Far Below Expectations</i>	X	X	X	X	X	X	X					
<i>Not Applicable</i>	X										X	X

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)

<input type="checkbox"/> Meets Expectations
All teachers at the charter school hold a baccalaureate degree.
<input type="checkbox"/> Does Not Meet Expectations
Less than 100.0% but at least 90.0% of all teachers at the charter school hold a baccalaureate degree.
<input type="checkbox"/> Far Below Expectations
Fewer than 90.0% of all teachers at the charter school hold a baccalaureate degree.
<input type="checkbox"/> Not Applicable
The charter school failed to report staff data or reported only contracted classroom teachers.

Data Source

2015-16 TAPR District Profile – Staff Information, Teachers by Highest Degree Held

Notes

The TAPR Glossary defines *Teachers by Highest Degree Held* as the distribution of degrees held 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 percentage of the total teacher FTEs. (Source: PEIMS, Oct. 2015) The TAPR Glossary is available online at <https://rptsvr1.tea.texas.gov/perfreport/tapr/index.html>.

3b. Program Requirements – 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)

<input type="checkbox"/> Meets Expectations
The charter school received a <i>Meets Requirements</i> determination for Special Education.
<input type="checkbox"/> Does Not Meet Expectations
The charter school received a <i>Needs Assistance</i> determination for Special Education.
<input type="checkbox"/> Far Below Expectations
The charter school received a <i>Needs Intervention</i> or <i>Needs Substantial Intervention</i> determination for Special Education.

Data Sources

2016 PBMAS

2016-17 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. Special Education determinations are reported on the TAPR (<https://rptsvr1.tea.texas.gov/perfreport/tapr/index.html>).

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

Data Sources

2016 PBMAS

2016-17 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 ISAM is limited to district and charter school superintendents and personnel through TEASE.

3d. Program Requirements – Career and Technical Education Populations

Charter schools must meet program requirements for CTE populations.

19 TAC §100.1032(1)(D)

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

Data Sources

2016 PBMAS

2016-17 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 ISAM is limited to district and charter school superintendents and personnel through TEASE.

3e. Timely Filing of Governance Reporting Forms

Charter schools must file Governance Reporting Forms in a timely manner.
TEC §12.119(b), 19 TAC §100.1007

- | |
|--|
| <input type="checkbox"/> Meets Expectations
The charter school filed 2016-2017 Governance Reporting Forms in a timely manner. |
| <input type="checkbox"/> Does Not Meet Expectations
The charter school failed to file 2016-2017 Governance Reporting Forms in a timely manner. |
| <input type="checkbox"/> Far Below Expectations
The charter school failed to file 2015-2016 and 2016-2017 Governance Reporting Forms in a timely manner. |

Data Source

TEA Charter School Tracking System (CSTS) Governance Reporting Forms

Notes

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

The 2016-2017 Annual Governance Reporting Forms were submitted in CSTS from October 31 – December 1, 2016.

3f. Training Requirements

Charter board members and school officials must complete the annually required training.
TEC §12.123, 19 TAC §§ 100.1102-100.1105

- | |
|---|
| <input type="checkbox"/> Meets Expectations
All charter board members and school officers appointed or hired prior to December 1, 2016 have completed the annually required charter board training. |
| <input type="checkbox"/> Does Not Meet Expectations
Some charter board members and/or school officers appointed or hired prior to December 1, 2016 failed to complete the annually required charter board training. |
| <input type="checkbox"/> Far Below Expectations
Some charter board members and/or school officers failed to complete annually required charter board training for the 2015-2016 and 2016-2017 reporting cycles. |

Data Source

TEA CSTS Governance Reporting Forms

Notes

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

The 2016-2017 Annual Governance Reporting Forms were submitted in CSTS from October 31 – December 1, 2016.

A *Does Not Meet Expectations* or *Far Below Expectations* rating is assigned if the charter school's Governance Reporting Forms are not submitted by the time data are pulled for this indicator.

3g. 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

Meets Expectations

The charter school returned the “Criminal History Compliance Certification” for the 2016-17 school year and therefore is in compliance with TEC §22.085.

Does Not Meet Expectations

The charter school failed to return the “Criminal History Compliance Certification” for the 2016-17 school year and therefore is not in compliance with TEC §22.085(f).

Far Below Expectations

The charter school failed to return the “Criminal History Compliance Certification” for the 2015-16 and 2016-17 school years and therefore is not in 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/.

3h. 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 statutory compliance with Community and Student Engagement reporting and policy requirements.

Does Not Meet Expectations

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

Data Sources

PEIMS Submission 3, 010 Organization Data – District record

2016 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://tea.texas.gov/tcsr.aspx>.

3i. 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 is in compliance with 2015-16 PEIMS data reporting timelines.

Does Not Meet Expectations

The charter school is not in compliance with 2015-16 PEIMS data reporting timelines.

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/Reports_and_Data/Data_Submission/PEIMS/PEIMS_Data_Standards/PEIMS_Data_Standards/.

The *PEIMS 2015-16 Data Collection Schedule* is available online at http://tea.texas.gov/Reports_and_Data/Data_Submission/PEIMS/PEIMS_Data_Standards/PEIMS_2015-2016_Data_Collection_Schedule/.

3j. 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 failed to use TREx to transfer and receive student records and/or failed 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)/).

3k. 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) and 100.1001(3)(E)

<input type="checkbox"/> Meets Expectations The charter holder is in compliance with certificate of occupancy requirements.
<input type="checkbox"/> Does Not Meet Expectations The charter holder is not in compliance with certificate of occupancy requirements.
<input type="checkbox"/> Not Applicable The charter holder is a university that has not provided a certificate of occupancy for educational use.

Data Source

TEA CSTS

Notes

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

3l. Maintenance of 501(c)(3) Status

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

TEC §12.101, 19 TAC §100.1217

<input type="checkbox"/> Meets Expectations The charter holder maintains its 501(c)(3) status.
<input type="checkbox"/> Does Not Meet Expectations The charter holder fails to maintain its 501(c)(3) status.
<input type="checkbox"/> Not Applicable 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>.

Sample CSPF Report

TEXAS EDUCATION AGENCY 2016 Charter School Performance Framework (CSPF) SAMPLE CHARTER SCHOOL 123456

2016 Accountability Rating: **Met Standard**
2016 Charter FIRST Rating: **A-Superior**
2016-17 Accreditation Status: **Accredited**

Enrollment: **294**
Grades Served: **EE-5**
Accountability Procedures: **Standard**

CSPF Indicator Summary

Total Indicators Exceeding Expectations: 3
Total Indicators Meeting Expectations: 22
Total Indicators Not Meeting Expectations: 3
Total Indicators Far Below Expectations: 0
Total Indicators Not Applicable: 5
Total Indicators: 33

Financial Framework

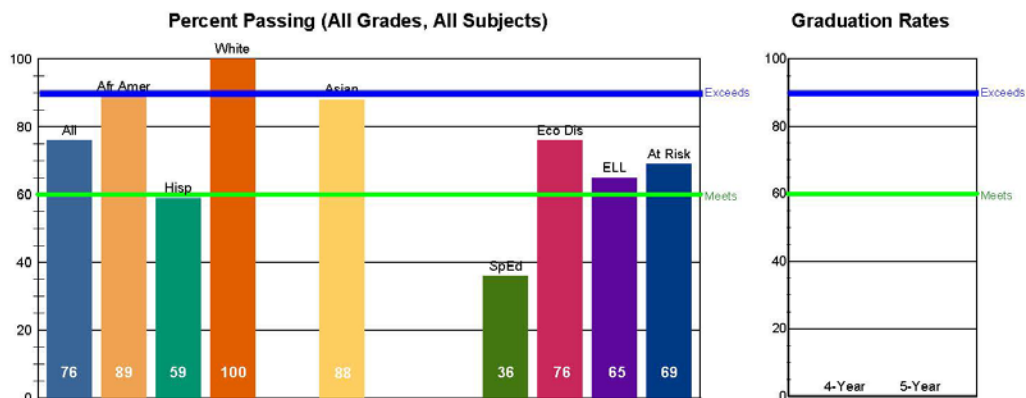
Timely Submission of Annual Financial Report +
Administrative Cost Ratio +
Unmodified Opinions ✓
Material Weaknesses in Internal Controls ✗
Default on Debt ✓
Total Variance ✓
Material Noncompliance ✓

Operational Framework

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

+ Exceeds ✓ Meets ✗ Does Not Meet - Far Below ○ NA

Academic Framework - Standard Accountability Procedures



Notification Timeline

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

2017:

March *2016 CSPF Manual* and reports available in the Charter School Tracking System

April *2016 CSPF Manual* and reports available on the [TEA Charter Schools website](#)

2018:

March *2017 CSPF Manual* and reports available in the Charter School Tracking System

2017 CSPF Manual and reports available on the [TEA Charter Schools website](#)

Preview of 2017

New indicators under consideration for evaluation in 2017 and beyond are described below.

- At least 50% of students in tested grades
- Comparison of approved districts on geographic boundary list to students' campus of residence

Statutory Citations

Texas Administrative Code (TAC)

Portions of this manual are adopted on an annual basis as Commissioner of Education rule. With the publication of this manual, the Texas Education Agency (TEA) files a Commissioner's Rule amendment to 19 TAC §100.1010 *Performance Frameworks*, with the Office of the Secretary of State. This rule adopts pages 6 – 22 of the 2016 *Charter School Performance Framework Manual* giving legal standing to said framework. Final adoption is scheduled to take place spring 2017. The rule is online at <http://ritter.tea.state.tx.us/rules/tac/chapter100/index.html>.

19 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

Accreditation – Each year, TEA assigns school districts and charter schools one of the following statuses: Accredited, Accredited-Warning, 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.

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) – The audited annual report required by TEC §44.008 that is due to TEA no later than 150 days after the close of a school district’s or charter school’s fiscal year. 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) – 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.

Charter School Tracking System (CSTS) – A secure TEA application that allows charter schools to submit governance information and to securely view their performance framework report before it is published on the TEA website.

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.

High-Quality Charter School – In accordance with ESSA, Title IV, Part C Section 4310(8), a high-quality charter school:

- (A) shows evidence of strong academic results, which may include strong student academic growth, as determined by a State;

- (B) has no significant issues in the areas of student safety, financial and operational management, or statutory or regulatory compliance;
- (C) has demonstrated success in significantly increasing student academic achievement, including graduation rates where applicable, for all students served by the charter school; and
- (D) has demonstrated success in increasing student academic achievement, including graduation rates where applicable, for each of the subgroups of students, as defined in section 1111(c)(2), except that such demonstration is not required in a case in which the number of students in a group is insufficient to yield statistically reliable information or the results would reveal personally identifiable information about an individual student.

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 statement irregularities, is considered to be ineffective.

Performance-Based Monitoring Analysis System (PBMA) – 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 federal law).

Public Education Information Management System (PEIMS) – All data submitted by school districts, charter schools, campuses, and other educational organizations and entities to TEA 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 student 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.

Total Variance – The comparison of PEIMS data to like information in the charter school’s AFR. The acceptable threshold for percentage of total variance is 3% of all expenses by function.

Unmodified/Unqualified Opinion – The opinion expressed when the external independent 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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