

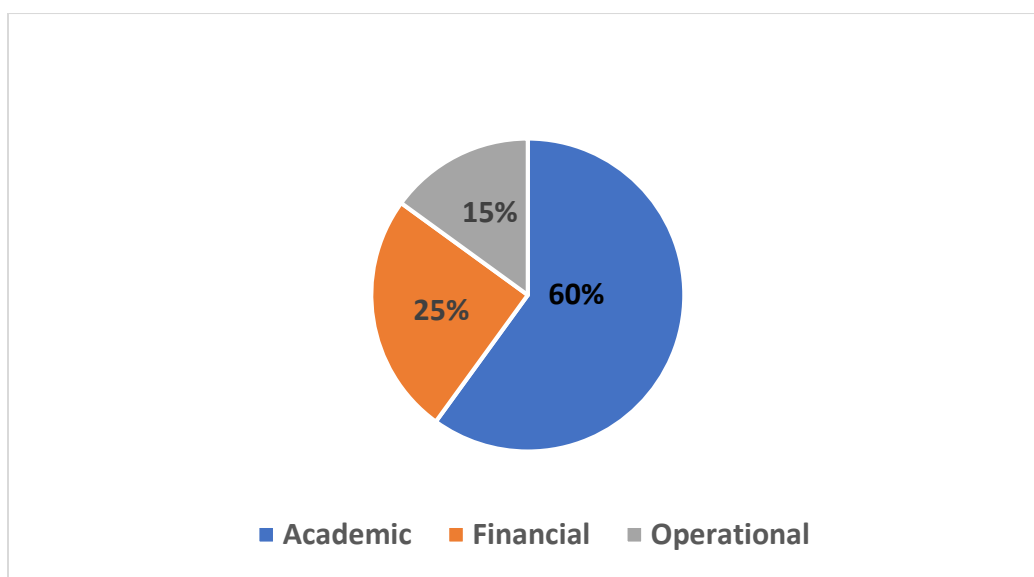
2018 Charter School Performance Framework: Overview

The Charter School Performance Framework (CSPF), required by Texas Education Code (TEC §12.1181), is designed to provide parents, the public, charter operators, and the authorizer with an annual snapshot of each charter school's performance.

The Texas Education Agency (TEA) is committed to expanding the number of high-quality educational options in our portfolio. To help us meet this goal, the 2018 CSPF has been redesigned to increase transparency about TEA's performance expectations for charter schools. In addition, the 2018 CSPF is now better aligned with the Texas A-F accountability framework, the Charter FIRST financial accountability rating system, and best practices that have been identified by the National Association of Charter School Authorizers.

The CSPF includes three frameworks that measure academic, financial, and operational performance. 2018 CSPF reports will include an overall CSPF score and a subscore for each framework. Indicators that will be assessed within each framework are outlined in this document.

Charters are rated at the district (LEA) level. The calculation for the overall CSPF score is as follows¹:



Overall performance

Measures the charter school's overall combined performance on the academic, financial, and operational frameworks.

☐ **Meets Expectations**

The charter school attained an overall score that was at or above 60%.

☐ **Does Not Meet Expectations**

The charter school attained an overall score that was less than 60%.

¹ If the charter school does not receive an A-F rating, it will not receive an overall rating. If the charter school does not receive an operational or financial rating, its A-F rating will equal its overall CSPF score.

2018 Academic Framework Indicators

The Academic Framework evaluates each charter school's academic performance. This framework answers the evaluative question: Is the academic program a success for all students? 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 facilitate the evaluation of charter school academic performance.

<u>Number</u>	<u>Indicator</u>	<u>Source and Calculation</u>	<u>Points possible</u>
<u>1a</u>	<u>Overall A-F score</u>	<u>2018 accountability rating: overall scale score</u>	<u>100</u>
<u>1b</u>	<u>Achievement status for subgroups</u>	<ul style="list-style-type: none">• <u>2018 Closing the Gaps data: academic achievement status</u>• <u>Percent of evaluated indicators met</u>	<u>100</u>
<u>1c</u>	<u>English language proficiency for English learners</u>	<ul style="list-style-type: none">• <u>2018 Closing the Gaps data: English language proficiency</u>• <u>Earn 10 points if target was met.</u>• <u>Earn 0 points if target was missed.</u>	<u>10</u>
<u>1d</u>	<u>Campus status</u>	<ul style="list-style-type: none">• <u>Earn 10 points if all the charter's campuses met state standards or were not rated.</u>• <u>Earn 0 points if any campus failed.</u>	<u>10</u>
<u>Academic framework calculation² = .6(1a) + .2(1b) + .1(10*1c) + .1(10*1d)</u>			<u>100</u>

² If data is not available, academic framework scores may be based on the following calculations:

- If the school did not test enough English learners (i.e., small *n* size) to generate a Closing Gaps English language proficiency score, the overall calculation will be adjusted to .3(1b).
- If there is no Closing Gaps data for the school, the overall calculation will be adjusted to .9(1a).
- If the charter school does not receive an A-F rating, it will not receive an academic framework rating.

Overall score on the academic framework

Measures the charter school's overall performance on indicators included in the academic framework.

☐ **Meets Expectations**

The charter school attained an overall score on the academic framework that was at or above 60%.

☐ **Does Not Meet Expectations**

The charter school attained an overall score on the academic framework that was less than 60%.

2018 Academic Framework Indicators: AEA Provisions

In accordance with TEC §12.1181, the Academic Framework includes indicators for charter schools evaluated under alternative education accountability (AEA) provisions of the Texas Accountability Rating System. The *2018 Accountability Manual* describes in more detail how scores are calculated or scaled differently for AEA schools.³

<u>Number</u>	<u>Indicator</u>	<u>Source and Calculation</u>	<u>Points possible</u>
<u>1a</u>	<u>Overall academic performance</u>	<u>2018 accountability rating: overall scale score (AEA scaling)</u>	<u>100</u>
<u>1b</u>	<u>Academic status and growth for subgroups</u>	<u>2018 Closing the Gaps data: Closing the Gaps scaled score (AEA scaling)</u>	<u>100</u>
<u>1c</u>	<u>Campus status</u>	<ul style="list-style-type: none"> • <u>Earn 10 points if all the charter's campuses met state standards or were not rated.</u> • <u>Earn 0 points if any campus failed.</u> 	<u>10</u>
<u>Academic framework calculation⁴ = .6(1a) + .3(1b) + .1(10*1c)</u>			<u>100</u>

Overall score on the academic framework

Measures the AEA charter school's overall performance on indicators included in the academic framework.

☐ **Meets Expectations**

The AEA charter school attained an overall score on the academic framework that was at or above 60%.

☐ **Does Not Meet Expectations**

The AEA charter school attained an overall score on the academic framework that was less than 60%.

³ For additional detail read: p. 17 (graduation and dropout rate calculations); p. 45 (student achievement domain scaling tables); p. 46 (scaling tables for graduation rate and the Closing the Gaps domain); chapter 7 (AEA provisions); and Appendix I Scaling Resources. The full *2018 Accountability Manual* is available online at the following link: <https://tea.texas.gov/2018accountabilitymanual.aspx>.

⁴ If data is not available, AEA academic framework scores may be based on the following calculations:

- If there is no Closing Gaps data for the school, the overall calculation will be adjusted to .9(1a).
- If the charter school does not receive an A-F rating, it will not receive an academic framework rating.

2018 Financial Framework Indicators

Financial Framework indicators are evaluated in the Charter School Financial Integrity Rating System of Texas (Charter FIRST). As described in 19 TAC §109.1001, the purpose of Charter FIRST is to ensure that charter schools are held accountable for the quality of their financial management practices.

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

Read more about [Charter FIRST](#) on the TEA website.

The Financial Framework indicators below provide key data to assess the financial health and viability of charter schools.⁵

<u>Number</u>	<u>Indicator</u>	<u>Source and Calculation</u>	<u>Points possible</u>
<u>2a</u>	<u>Overall financial performance</u>	<u>Overall score on Charter FIRST (2017-2018)</u>	<u>100</u>
<u>2b</u>	<u>Short-term solvency: cash on hand</u>	<u>Charter FIRST indicator #6 (2017-2018)</u>	<u>10</u>
<u>2c</u>	<u>Short-term solvency: ratio of current assets to current liabilities</u>	<u>Charter FIRST indicator #7 (2017-2018)</u>	<u>10</u>
<u>2d</u>	<u>Long-term solvency: revenues equal or exceed expenses</u>	<u>Charter FIRST indicator #9 (2017-2018)</u>	<u>10</u>
<u>2e</u>	<u>Long-term solvency: debt service coverage ratio</u>	<u>Charter FIRST indicator #10 (2017-2018)</u>	<u>10</u>
<u>Financial framework calculation = $.6(2a) + .2(10 * \frac{\#2b + \#2c}{2}) + .2(10 * \frac{\#2d + \#2e}{2})$</u>			<u>100</u>

Overall score on the financial framework

Measures the charter school's overall performance on indicators included in the financial framework.

☐ **Meets Expectations**

The charter school attained an overall score on the financial framework that was at or above 60%.

☐ **Does Not Meet Expectations**

The charter school attained an overall score on the financial framework that was less than 60%.

⁵ Charter schools that are operated by institutions of higher education will receive only a pass/fail on the financial framework, reflective of their FIRST score. These schools receive neither an overall numeric FIRST score nor scores on solvency indicators. To calculate the overall CSPF score: pass = 100.

2018 Operational Framework Indicators

The Operational Framework indicators facilitate evaluation of charter schools' compliance with federal law, state law, state rules or regulations, and/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.

The following Operational Framework indicators evaluate the charter school's compliance with educational, operational, governance, and reporting requirements.

<u>Number</u>	<u>Indicator</u>	<u>Points</u>
<u>3a</u>	<u>Teacher qualifications</u>	<ul style="list-style-type: none">• <u>Meets: 1 point</u>• <u>Does not meet: 0 points</u>
<u>3b</u>	<u>Program requirements: Special populations</u>	<ul style="list-style-type: none">• <u>Meets: 1 point</u>• <u>Does not meet: 0 points</u>• <u>Far below: -1 point</u>
<u>3c</u>	<u>Program requirements: Bilingual education/English as a second language populations</u>	<ul style="list-style-type: none">• <u>Meets: 1 point</u>• <u>Does not meet: 0 points</u>• <u>Far below: -1 point</u>
<u>3d</u>	<u>Program requirements: Career and technical education populations</u>	<ul style="list-style-type: none">• <u>Meets: 1 point</u>• <u>Does not meet: 0 points</u>• <u>Far below: -1 point</u>
<u>3e</u>	<u>Timely filing of governance reporting forms</u>	<ul style="list-style-type: none">• <u>Meets: 1 point</u>• <u>Does not meet: 0 points</u>
<u>3f</u>	<u>Training requirements for board members and charter school officials</u>	<ul style="list-style-type: none">• <u>Meets: 1 point</u>• <u>Does not meet: 0 points</u>
<u>3g</u>	<u>Criminal record employment requirements</u>	<ul style="list-style-type: none">• <u>Meets: 1 point</u>• <u>Does not meet: 0 points</u>
<u>3h</u>	<u>Timely filing of PEIMS data</u>	<ul style="list-style-type: none">• <u>Meets: 1 point</u>• <u>Does not meet: 0 points</u>
<u>3i</u>	<u>TREx usage requirements</u>	<ul style="list-style-type: none">• <u>Meets: 1 point</u>• <u>Does not meet: 0 points</u>
<u>3j</u>	<u>Certificate of occupancy requirements</u>	<ul style="list-style-type: none">• <u>Meets: 1 point</u>• <u>Does not meet: 0 points</u>
<u>3k</u>	<u>Administrative cost ratio</u>	<ul style="list-style-type: none">• <u>Meets: 1 point</u>• <u>Does not meet: 0 points</u>
<u>3l</u>	<u>Maintenance of 501(c)(3) status⁶</u>	<ul style="list-style-type: none">• <u>Meets: 1 point</u>• <u>Does not meet: 0 points</u>
<u>3m</u>	<u>50% of students in tested grades</u>	<ul style="list-style-type: none">• <u>Meets: 1 point</u>• <u>Does not meet: 0 points</u>
<u>3n</u>	<u>Eligibility to participate in child nutrition program</u>	<ul style="list-style-type: none">• <u>Meets: 1 point</u>• <u>Does not meet: 0 points</u>

⁶ If the charter holder fails to maintain 501(c)(3) status, it is no longer eligible to operate charter schools.

<u>Number</u>	<u>Indicator</u>	<u>Points</u>
3o	<u>Appropriate handling of secure assessment materials</u>	<ul style="list-style-type: none"> • <u>Meets: 1 point</u> • <u>Does not meet: 0 points</u>
<u>Operational framework calculation = $\frac{\text{\#points earned}}{\text{\# of indicators evaluated}} * 100$</u>		<u>100</u>

Operational Framework Indicators

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 or meet the statutory exception.⁷

☐ **Does Not Meet Expectations**

Fewer than 100.0% of teachers at the charter school hold a baccalaureate degree.

☐ **Not Applicable**

The charter school failed to report staff data or reported only contracted classroom teachers.

Data source: 2017-18 TAPR District Staff Information, Teachers by Highest Degree Held

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)

☐ **Meets Expectations**

The charter school received a *Meets Requirements* determination for special education.

☐ **Does Not Meet Expectations**

The charter school received a *Needs Assistance* determination for special education.

☐ **Far Below Expectations**

The charter school received a *Needs Intervention* or *Needs Substantial Intervention* determination for special education.

Data source: 2018 PBMAS, 2018-19 Intervention Stage and Activity Manager (ISAM)

⁷ Per TEC §12.129(b), in some cases, teachers of noncore vocational courses may qualify for an exception if they meet alternative requirements.

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)

☐ **Meets Expectations**

The charter school is not staged for BE/ESL.

☐ **Does Not Meet Expectations**

The charter school is in Stage 1 or Stage 2 for BE/ESL.

☐ **Far Below Expectations**

The charter school is in Stage 3 or Stage 4 for BE/ESL.

Data source: 2018 PBMAS and 2018-19 ISAM

3d. Program Requirements – Career and Technical Education Populations

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

☐ **Meets Expectations**

The charter school is not staged for CTE.

☐ **Does Not Meet Expectations**

The charter school is in Stage 1 or Stage 2 for CTE.

☐ **Far Below Expectations**

The charter school is in Stage 3 or Stage 4 for CTE.

Data source: 2018 PBMAS and 2018-19 ISAM

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

☐ **Meets Expectations**

The charter school filed 2018-2019 governance reporting forms in a timely manner.

☐ **Does Not Meet Expectations**

The charter school failed to file 2018-2019 governance reporting forms in a timely manner.

Data source: TEA Charter School Tracking System governance reporting forms

3f. Training Requirements

Charter board members and school officials must complete the annually required training.

TEC §12.123, 19 TAC §§ 100.1102-100.1105

☐ **Meets Expectations**

All charter board members and school officers appointed or hired prior to December 3, 2018 completed the annually-required training or they have met criteria for exceptions provided for in the TEA Governance Form.

☐ **Does Not Meet Expectations**

Some charter board members and/or school officers appointed or hired prior to December 3, 2018 failed to complete the annually required training and/or failed to meet criteria for exceptions provided for in the TEA Governance Form.

Data source: TEA Charter School Tracking System governance reporting forms

Note: A “Does Not Meet Expectations” will automatically be assigned for 3f if the charter school’s governance reporting forms are not submitted by the required date.

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 certified its compliance with TEC §22.085 by submitting the “Criminal History Compliance Certification” for the 2018-19 school year in a timely manner.

☐ **Does Not Meet Expectations**

The charter school failed to certify its compliance with TEC §22.085 because it did not submit the “Criminal History Compliance Certification” for the 2018-19 school year in a timely manner or if a finding from a Special Accreditation Investigation indicates the charter school is not in compliance.

Data source: TEA Educator Certification

3h. 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 was in compliance with 2017-18 PEIMS data reporting timelines.

☐ **Does Not Meet Expectations**

The charter school was not in compliance with 2017-18 PEIMS data reporting timelines.

Data source: TEA Student Education Data System/PEIMS Division

3i. TREx Usage Requirements

Charter schools must participate in the electronic Texas Records Exchange (TREx) system.

TEC §7.010

☐ **Meets Expectations**

All the charter's campuses consistently use TREx to transfer and receive student records in a timely manner.

☐ **Does Not Meet Expectations**

Some of the charter's campuses failed to consistently use TREx to transfer and receive student records in a timely manner.

Data source: TEA Student Education Data System/PEIMS Division

3j. Certificate of Occupancy Requirements

All charter school 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)

☐ **Meets Expectations**

The charter school is in compliance with certificate of occupancy requirements.

☐ **Does Not Meet Expectations**

The charter school is not in compliance with certificate of occupancy requirements.

☐ **Not Applicable**

The charter holder is a university that has not provided a certificate of occupancy for the educational use of charter school sites that are on the university campus.

Data source: TEA Charter Schools Tracking System

3k. Administrative Cost Ratio

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

☐ **Meets Expectations**

The charter school scored 6 points or higher on Charter FIRST indicator #11.

☐ **Does Not Meet Expectations**

The charter school scored fewer than 6 points on Charter FIRST indicator #11.

☐ **Not Applicable**

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

Data Source: 2017-18 Charter FIRST Indicator 11

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

☐ **Meets Expectations**

The charter holder maintained its 501(c)(3) status.

☐ **Does Not Meet Expectations**

The charter holder failed to maintain its 501(c)(3) status.

☐ **Not Applicable**

The charter holder is a governmental entity, college, or university.

Data Sources: Texas Secretary of State and Internal Revenue Service (IRS)

Note: Per TEC §12.101, failure to maintain 501(c)(3) status means that the charter holder is no longer eligible to operate an open-enrollment charter school.

3m. 50% of students in tested grades

Confirms that the constitution of each campus within the charter school's student body is sufficient for state accountability standards.

19 TAC §100.1032(3)(c)(2) and 1033(b)(10-13)

☐ **Meets Expectations**

Each campus operated by the charter school has at least 50% of its student population in tested grades or the charter holder has obtained a waiver from the commissioner of education.⁸

☐ **Does Not Meet Expectations**

One or more of the campuses operated by the charter school has fewer than 50% of its student population in tested grades and the charter holder has not obtained a waiver from the commissioner of education.

Data source: 2018-2019 TAPR

3n. Eligibility to Participate in Child Nutrition Program

Indicates whether the charter school has maintained its eligibility to participate in child nutrition programs

19 TAC §100.1022(c)(1)(A)(xi) and 100.1032(2)(N)

☐ **Meets Expectations**

The charter school maintained its eligibility to participate in child nutrition programs.

☐ **Does Not Meet Expectations**

The charter school failed to maintain its eligibility to participate in child nutrition programs and did not regain its eligibility within 30 days.

⁸ This includes schools in their first two years of operation.

Data source: Texas Department of Agriculture

3o. Appropriate Handling of Secure Assessment Materials

Measures the charter school's compliance with state rules concerning assessment materials.

TEC §39.0301-39.0304, 19 TAC §101.3031

☐ **Meets Expectations**

The charter school fully complied with state rules concerning delivery of assessment materials, storage and administration of assessments, and return of assessment materials for the most recent assessment period.

☐ **Does Not Meet Expectations**

The charter school failed to fully comply with state rules concerning delivery of assessment materials, storage and administration of assessments, and return of assessment materials for the most recent assessment period.

Data source: TEA Student Assessment

Overall score on the operational framework

Measures the charter school's overall compliance with indicators on the operational framework.

☐ **Meets Expectations**

The charter school attained an overall score on the operational framework that was at or above 60%.

☐ **Does Not Meet Expectations**

The charter school attained an overall score on the operational framework that was less than 60%.

2018 Adult High School Diploma and Industry Certification Public Charter School Performance Framework Indicators

The Adult High School Diploma Charter School Framework contains standards by which to measure the performance of an adult high school program operated under a charter granted under Texas Education Code (TEC) §29.259.

The following indicators facilitate review of the adult high school diploma charter school's performance.

1. Student achievement on exit-level assessment
2. Completion of high school diploma program
3. Completion of industry certification program
4. Enrollment in institutions of higher education
5. Significant income increase

Data will be reported for all five indicators; however, the school's performance will only be scored for the first three. For each of those three indicators, the charter school may either meet or not meet the expectations described below.

1. Student achievement on academic assessments

Measures graduating students' performance on applicable end-of-course (EOC) assessments.

☐ **Meets Expectations**

The percentage of all students performing at the "Meets Grade Level" standard on EOC assessments was greater than or equal to 20.

☐ **Does Not Meet Expectations**

The percentage of all students performing at the "Meets Grade Level" standard on EOC assessments was less than 20.

Data source: 2017-18 TAPR District Performance – STAAR Percent at Met Standard or Above (All Grades), All Subjects

2. Completion of high school diploma program

Measures number of program participants who successfully completed high school diploma program.

☐ **Meets Expectations**

The number of graduates was equal to or greater than the number of students classified as 12th graders.

☐ **Does Not Meet Expectations**

The number of graduates was less than the number of students classified as 12th graders.

Data source: 2017-2018 TAPR

Note: The number of graduates is used for this indicator, rather than percentage over time, because sufficient longitudinal data is not yet available.

3. Completion of industry-based certification program

Measures percentage of program participants who successfully completed an approved industry-based certification.⁹

☐ **Meets Expectations**

At least 25% of program participants successfully completed an approved industry-based certification.

☐ **Does Not Meet Expectations**

Fewer than 25% of program participants successfully completed an approved industry-based certification.

Data source: 2017-2018 TAPR

⁹ A list of approved industry-based certifications is available at: <https://tea.texas.gov/cte/>.