



CHARTER SCHOOL PERFORMANCE FRAMEWORK

Academic Framework
Financial Framework
Operational Framework

2019 Manual

For Public Charter Schools in Texas

August 2020

Texas Education Agency
Charter School Administration
1701 North Congress Avenue
Austin, Texas 78701
512-463-9575
charterschools@tea.texas.gov

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Office of Copyrights, Trademarks, License Agreements, and Royalties
Texas Education Agency
1701 N. Congress Ave.
Austin, TX 78701-1494
Phone: (512) 463-9270
Email: copyrights@tea.texas.gov

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Acronyms

AEA	Alternative Education Accountability
BE/ESL	Bilingual Education/English as a Second Language
CSPF	Charter School Performance Framework
CTE	Career and Technical Education
FIRST	Financial Integrity Rating System of Texas
IRS	Internal Revenue Service
ISAM	Intervention Stage and Activity Manager
LEA	Local Education Agency
PBMAS	Performance-Based Monitoring and Assessment System
PEIMS	Public Education Information Management System
STAAR	State of Texas Assessments of Academic Readiness
TAC	Texas Administrative Code
TAPR	Texas Academic Performance Report
TARS	Texas Accountability Rating System
TEA	Texas Education Agency
TEC	Texas Education Code
TREx	Texas Records Exchange

2019 Charter School Performance Frameworks: Overview

The mission of the Texas Education Agency’s Division of Charter School Authorizing and Administration is to cultivate innovative, high-quality learning opportunities and to empower the charter community through leadership, guidance, and support.

The Texas Education Agency (TEA) is committed to expanding the number of high-quality educational options in its charter school portfolio.

One tool that will help achieve that goal is the Charter School Performance Frameworks (CSPF). The CSPF, which is required by Texas Education Code (TEC §12.1181), is designed to provide parents, the public, charter operators, and the authorizer with information about each charter school’s performance. The CSPF is 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. Tier designations, which are described later in this manual, and CSPF performance will be used to inform TEA’s authorizing decisions, including assigning appropriate levels of oversight, determining eligibility for expansion (19 TAC §100.1033), making decisions related to renewal or non-renewal for schools in the discretionary category (as defined by TEC §12.1141(c)), and revoking charters that have failed to meet CSPF standards (as described in TEC §12.115(a)(5)).

“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.”

TEC §12.1181(a)

The CSPF neither negates any ratings (including, but not limited to, state accountability, Charter FIRST, Accreditation, or the 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 those ratings.

The CSPF includes three distinct frameworks that measure academic, financial, and operational performance. 2019 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 manual, together with the data sources that are utilized.

Charter School Performance Frameworks Report

The Charter School Performance Frameworks report is a district-level report that is designed to provide parents, the public, charter operators, and the authorizer with information about each charter school's performance. The 2019 Charter School Performance Frameworks reports are available on the [TEA Charter Schools website](#).

Charter School Performance Frameworks Manual

The CSPF manual is a resource that describes the 2019 indicators, ratings, performance expectations, data sources, and other helpful information. The *2019 Charter School Performance Frameworks Manual* is available on the [TEA Charter Schools website](#). The CSPF includes three distinct frameworks that measure academic, financial, and operational performance. The scores on each of the three frameworks contribute to the overall frameworks score. Each framework is made up of indicators that measure each charter school's performance during the 2018-2019 school year. Those indicators are outlined in this manual.

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 to self-assess the overall health and viability of their school. The frameworks will also be used to inform TEA's oversight efforts as well as decisions related to intervention, renewal, or revocation.

The Charter School Performance Frameworks neither negates any ratings (including, but not limited to, state accountability, Charter FIRST, Accreditation, or the Performance-Based Monitoring and Assessment 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 those ratings.

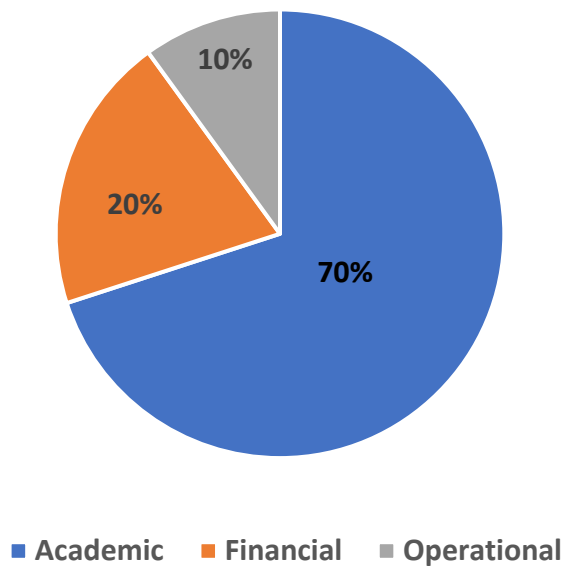
Significant Manual Changes

There are several new changes in the 2019 Charter School Performance Frameworks, including:

- **Academic Framework:** The academic framework indicators have been reduced to three significant indicators from four and are aligned to the Texas A-F accountability system. The overall weight of the academic framework has increased from 60% to 70%.
- **Financial Framework:** The overall weight of the financial framework has been reduced from 25% to 20%.
- **Operational Framework:** The 2019 operational framework is reduced from 15 indicators to 12 indicators and removes the indicators associated with career and technical education (CTE), TREx, and 501c3 status. There is no change in the calculation of the operational framework score. The overall weight of the operational framework has been reduced from 15% to 10%.

- **Adult High School Diploma and Industry Certification Public Charter Schools:** This manual updates the indicators for the adult high school diploma and industry certification charter school to fully utilize school data that is now available.
- **Overall score:** The 2019 CSPF overall weights (70% / 20% / 10%) have changed from the 2018 CSPF overall weights (60% / 25% / 15%).

Charter schools are rated at the district (LEA) level. The calculation for the overall CSPF score is as follows:¹



Overall performance	
Measures the charter school's overall combined performance on the academic, financial, and operational frameworks.	
<input type="checkbox"/>	Meets Expectations The charter school attained an overall score that was at or above 60%.
<input type="checkbox"/>	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 CSPF score. If the charter school does not receive an operational or financial rating, its academic framework score will equal its overall CSPF score.

2019 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. The scores listed below will not include Local Accountability System data.

Number	Indicator	Data Source and Calculation	Points possible
1a	Overall A-F score	2019 accountability rating: overall scale score (district level)	100
1b	Achievement status for student groups	<ul style="list-style-type: none"> • 2019 Closing the Gaps district data: academic achievement status • Percent of evaluated indicators met 	100
1c	Campus status	<ul style="list-style-type: none"> • 2019 accountability ratings: overall scale scores (campus level) • Earn 10 points if each of the charter school's campuses received ratings that were at or above 80. • Earn 4 points if each of the charter school's campuses received ratings that were at or above 70. • Earn 2 points if each of the charter school's campuses received ratings that were at or above 60. • Earn 0 points if any campus failed. <p><i>Campuses that were not rated will not be counted in this calculation.</i></p>	10

Calculation	
<i>Academic framework calculation² = . 8 (1a) + .1 (1b) + .1 (10*1c)</i>	100

Overall score on the academic framework	
Measures the charter school's overall performance on indicators included in the academic framework.	
<input type="checkbox"/> Meets Expectations	The charter school attained an overall score on the academic framework that was at or above 60%.
<input type="checkbox"/> Does Not Meet Expectations	The charter school attained an overall score on the academic framework that was less than 60%.

² If data is not available, 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) + .1(10*1c).
- If the charter school does not receive an A-F rating, it will not receive an academic framework rating.

2019 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 *2019 Accountability Manual* describes in more detail how scores are calculated or scaled differently for AEA schools.³ The scores listed below will not include Local Accountability System data.

Number	Indicator	Data Source and Calculation	Points possible
1a	Overall academic performance	2019 accountability rating: overall scale score (AEA scaling, district level)	100
1b	Academic status and growth for student groups	2019 Closing the Gaps data: Closing the Gaps scaled score (AEA scaling, district)	100
1c	Campus status	<ul style="list-style-type: none"> • 2019 accountability ratings: overall scale scores (campus level) • Earn 10 points if each of the charter school's campuses received ratings that were at or above 80. • Earn 4 points if each of the charter school's campuses received ratings that were at or above 70. • Earn 2 points if each of the charter school's campuses received ratings that were at or above 60. • Earn 0 points if any campus failed. <p><i>Campuses that were not rated will not be counted in this calculation.</i></p>	10
Calculation			
<i>Academic framework calculation⁴ = .8(1a) + .1(1b) + .1(10*1c)</i>			100

³ For additional detail about calculating AEA scores read: pp. 48-54; chapter 7 (AEA provisions); and Appendix I Scaling Resources. The full *2019 Accountability Manual* is available online at the following link: <https://tea.texas.gov/2019accountabilitymanual.aspx>

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

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%.

-
- If there is no Closing Gaps data for the school, the overall calculation will be adjusted to $.9 (1a) + .1(10*1c)$.
 - If the charter school does not receive an A-F rating, it will not receive an academic framework rating.

2019 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

Number	Indicator	Data Source and Calculation	Points possible
2a	Overall financial performance on Charter FIRST	Overall score on Charter FIRST (2018-2019)	100
2b	Solvency: cash on hand	Charter FIRST indicator #6 (2018-2019)	10
2c	Solvency: ratio of current assets to current liabilities	Charter FIRST indicator #7 (2018-2019)	10
2d	Solvency: revenues equal or exceed expenses	Charter FIRST indicator #9 (2018-2019)	10
2e	Solvency: debt service coverage ratio	Charter FIRST indicator #10 (2018-2019)	10
Calculation			
$\text{Financial framework calculation} = .7(2a) + .075(2b*10) + .075(2c*10) + .075(2d*10) + .075(2e*10)$			100

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 and fail = 0.

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%.

2019 Operational Framework Indicators

The Operational Framework indicators facilitate evaluation of each charter school's compliance with federal law, state law, state rules or regulations, and/or the charter contract.

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

Number	Indicator	Points
3a	Teacher qualifications	<ul style="list-style-type: none"> • Meets: 1 point • Does not meet: 0 points
3b	Program requirements: Special populations	<ul style="list-style-type: none"> • Meets: 1 point • Does not meet: 0 points
3c	Program requirements: Bilingual education/English as a second language populations	<ul style="list-style-type: none"> • Meets: 1 point • Does not meet: 0 points
3d	Timely filing of governance reporting forms	<ul style="list-style-type: none"> • Meets: 1 point • Does not meet: 0 points
3e	Training requirements for board members and charter school officials	<ul style="list-style-type: none"> • Meets: 1 point • Does not meet: 0 points
3f	Criminal record employment requirements	<ul style="list-style-type: none"> • Meets: 1 point • Does not meet: 0 points
3g	Timely filing of PEIMS data	<ul style="list-style-type: none"> • Meets: 1 point • Does not meet: 0 points
3h	Certificate of occupancy requirements	<ul style="list-style-type: none"> • Meets: 1 point • Does not meet: 0 points
3i	Administrative cost ratio	<ul style="list-style-type: none"> • Meets: 1 point • Does not meet: 0 points
3j	50% of students in tested grades	<ul style="list-style-type: none"> • Meets: 1 point • Does not meet: 0 points
3k	Eligibility to participate in child nutrition program	<ul style="list-style-type: none"> • Meets: 1 point • Does not meet: 0 points
3l	Appropriate handling of secure assessment materials	<ul style="list-style-type: none"> • Meets: 1 point • Does not meet: 0 points
Calculation		
$\text{Operational framework calculation} = \frac{(\# \text{points earned})}{(\# \text{ of indicators evaluated})} * 100$		100

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.⁶

Does Not Meet Expectations

Fewer than 100.0% of teachers at the charter school hold a baccalaureate degree or do not meet the statutory exception.

Not Applicable

Data was masked due to small numbers

Data source: 2018-2019 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*, *Needs Intervention*, or *Needs Substantial Intervention* determination for special education.

Data source: 2019 PBMAS, Intervention Stage and Activity Manager (ISAM)

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, Stage 2, Stage 3, or Stage 4 for BE/ESL.

Data source: 2019 PBMAS, ISAM

⁶ Per TEC §12.129(b), in some cases, teachers of noncore vocational courses may qualify for an exception if they meet alternative requirements.

3d. 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 2019-2020 governance reporting forms in a timely manner.

Does Not Meet Expectations

The charter school failed to file 2019-2020 governance reporting forms in a timely manner.

Data source: TEA Charter School Tracking System governance reporting forms

3e. 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 2, 2019 attested that annually-required training was completed or met the 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 2, 2019 failed to attest that annually-required training was completed, failed to meet criteria for exceptions provided for in the TEA Governance Form, or the charter school failed to submit a governance reporting form by the required reporting deadline.

Data source: TEA Charter School Tracking System governance reporting forms

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

Meets Expectations

The charter school certified its compliance with TEC §22.085 by submitting the “Criminal History Compliance Certification” for the 2019-2020 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 2019-2020 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

3g. 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 2018-2019 PEIMS data reporting timelines.

Does Not Meet Expectations

The charter school was not in compliance with 2018-2019 PEIMS data reporting timelines.

Data source: TEA Student Education Data System/PEIMS Division

3h. 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

3i. 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: 2018-2019 Charter FIRST Indicator 11

3j. 50% of students in tested grades

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

19 TAC §100.1015(b)(3)(G)

Meets Expectations

Each charter school has at least 50% of its student population in tested grades, the charter school has not reached its fifth year of operation, or the charter holder has obtained a waiver from the commissioner of education.

Does Not Meet Expectations

The charter school has less 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

3k. 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, did not obtain any waiver permitting it to do so, and did not regain its eligibility within 30 days.

Not Applicable

The charter school has opted out of child nutrition programs and has obtained any waivers required to do so.

Data source: Texas Department of Agriculture

3I. 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 spring 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 spring 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%.

2019 Adult High School Diploma and Industry Certification Public Charter School Performance Frameworks Academic Indicators

The Adult High School Diploma Charter School Academic 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 outlined in TEC, §29.259 facilitate review of the adult high school diploma charter school’s performance.

- 1a. Student achievement on exit-level assessment
- 1b. Completion of high school diploma program
- 1c. Completion of industry certification program
- 1d. Enrollment in institutions of higher education
- 1e. Significant income increase

Number	Indicator	Source and Calculation	Points Possible
1a	Student achievement on exit-level assessment	<p># of tests at Approaches or above + # of tests at Meets or above + # of tests at Masters (Sum / total tests) / 3 = component score</p> <p>Basis for tests - all EOC exams taken in Algebra 1, Biology, US History, English I, and English II</p> <p>Convert to scaled score The scale score minimum threshold to pass Indicator 1a is 51 using the STAAR component score for high schools in the 2019 Accountability Manual</p>	100
1b	Completion of high school diploma program	$\left[\frac{\text{# of graduates}}{\text{# of students classified as 12}^{\text{th}} \text{ graders on the PEIMS snapshot date in the same academic year}} \right] \times$	100

		<p>100 = Component score</p> <p>Convert the component score to a scaled score. The scale score minimum threshold to pass Indicator 1b is 70 using the non-AEA portion of Table 5.3 of the 2019 Accountability Manual</p>	
1c, 1d, 1e	<p>Completion of industry certification program</p> <p>Enrollment in institutions of higher education</p> <p>Significant income increase</p>	<p>(# of graduates who accomplished at least one of the CCMR indicators / total graduates for the school year) x 100 = CCMR component score</p> <p>Convert to scaled score using CCMR Conversion Table</p> <p>The scale score minimum threshold to pass indicators 1c,1d,1e is 90.</p>	100
Calculation			
<p><i>Academic framework calculation = .2(1a scaled score) + .5(1b scaled score) + .3(1c, 1d, 1e scaled score – CCMR component)</i></p>			100

Overall score on the Adult High School Diploma and Industry Certification Public Charter School Performance Frameworks Academic Indicators

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%.

2019 Adult High School Diploma and Industry Certification Public Charter School Performance Frameworks Financial and Operational Indicators

Adult High School Diploma and Industry Certification Public Charter Schools will be evaluated using the 2019 Financial and Operational Frameworks as described on pages 12-19 of this figure to 19 TAC §100.1010.

Tiering Framework

Tiering the TEA charter school portfolio will increase transparency, clearly communicate performance ratings, and identify low-performing schools that should be subject to increased oversight. The CSPF tiers will be used to inform TEA’s authorizing decisions consistent with Texas Education Code (TEC) §§12.1141(c), 12.115(a)(5), and 12.1181, including decisions related to renewal or non-renewal for schools in the discretionary category, revoking charters that have failed to meet CSPF standards, providing a basis for assigning appropriate levels of oversight, and as an additional data point for consideration when making determinations related to expansion amendments (19 TAC §100.1033).

TEA Tiering Framework

	Tier 1 High-quality performance	Tier 2 Average performance	Tier 3 Deficient Performance Watch list status
Definition	Charter schools that attain scores at or above 80% on the CSPF overall and on both the CSPF academic and financial frameworks.	Charter schools that do not qualify for Tier 1, but attain scores at or above 60% on the CSPF overall and on both the CSPF academic and financial frameworks.	Charter schools that attain scores below 60% on the CSPF overall or on either the CSPF academic or financial framework, or that receive an overall academic accountability rating of D or F at the district level.
Oversight	Only when necessary to address issues that arise related to operations, governance, and/or health/safety/welfare concerns.	Authorizer actions will be informed by the charter school's CSPF performance. In some cases, the authorizer may increase oversight and/or request additional information.	Authorizer actions will be informed by the charter school's CSPF performance. The authorizer may require action plans or may decide to revoke the charter in cases of multi-year Tier 3-level performance.