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**Legal Counsel**
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**Research and Analysis**
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Jennifer Broussard
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
RDA ........................................................................ Results Driven Accountability
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]
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. 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- Warned, Accredited-Probation, and Not Accredited- Revoked. The TAC rules also establish accreditation standards and sanctions, including definitions, purpose and oversight appointments.

The state’s school financial accountability rating system, known as the School Financial Integrity Rating System of Texas (FIRST), ensures that 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 has information available about our academic accountability rating system, the Texas Academic Performance Reports (TAPR), school report cards, and the Texas Consolidated School Rating (TCSR) reports.

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 Charter School Performance Framework reports are available on the TEA Charter Schools website. The CSPF is aligned to academic, financial, operational, and governance standards set forth in the TEC. These standards for charter school performance are clear, rigorous, quantifiable, and provide a comprehensive body of data reflective of the charter school's performance. The CSPF is aligned with the Texas A-F
accountability rating system, 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 of charter schools in the discretionary category (as defined by TEC §12.1141(c)) and registered under the agency's alternative education accountability procedures, revoking charters that have failed to meet CSPF standards (as described in TEC §12.115(a)(5)), and determining eligibility for expansion (19 TAC §100.1033).

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.

**Data Sources for the Frameworks (Standard and Alternative Education Accountability)**

The Academic Standard utilizes the [State Accountability Rating System](#) and other publicly available information from the [Texas Accountability Performance Report (TAPR)](#). The Financial Standard pulls information primarily from annual financial reports and the [School FIRST](#). The Operational Standard includes self-reported data, third-party monitoring, and
authorizer monitoring (e.g., school visits). The performance frameworks for adult high school diploma and industry certification charter schools draw from the TAPR, the Texas Higher Education Coordinating Board (THECB), the Texas Workforce Commission (TWC), and Public Education Information Management System (PEIMS).

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

The CSPF [Charter School Performance Frameworks] neither negates any ratings (including, but not limited to, state accountability, Charter FIRST, Accreditation, or Results Driven Accountability [RDA] [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.

The Texas Education Agency (TEA) received approval from U.S. Department of Education (USDE) on March 30, 2020, to waive statewide assessment and accountability requirements under the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), for the 2019-2020 school year. Consequently, for 2020 state academic accountability all Texas districts and campuses will receive a label of Not Rated: Declared State of Disaster.

The CSPF manual is a resource that describes standards, indicators, ratings, performance expectations, data sources, and other helpful information.

The 2020 Charter School Performance Framework Manual is informational only and is not available on the agency website.

Due to the lack of academic accountability, the manual will reflect fiscal and operational indicators that measure each charter school's performance during the 2019-2020 school year. Normally, the CSPF includes three distinct framework standards that measure academic, financial, and operational performance. The standards and associated indicators are outlined in this manual, together with the data sources that are utilized. For the 2020 CSPF reports only, the scores on the financial and operational standards contribute to the overall framework rating.
The Charter School Performance Framework report is a district-level report.

For the 2019-2020 school year, the Charter School Performance Framework reports are informational only and are not available on the agency website.

Significant Manual Changes
The 2020 Charter School Performance Framework differs significantly from the 2019 CSPF due to the following changes:

- The Texas Education Agency (TEA) received approval from U.S. Department of Education (USDE) on March 30, 2020, to waive statewide assessment and accountability requirements under the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), for the 2019–2020 school year. Consequently, for 2020 state academic accountability, all Texas districts and campuses received a label of Not Rated: Declared State of Disaster. For the 2020 Academic Standard, therefore, the CSPF will not utilize state academic accountability data;
- Academic Framework Indicators 1a, 1b, and 1c are marked “not rated: declared state of disaster” for the 2020 CSPF due to the unavailability of data;
- Performance Based Monitoring and Assessment System has been removed and replaced with Results Driven Accountability;
- Operational Framework Indicators 3b, 3c, and 3l are marked “not applicable” for the 2020 Charter School Performance Framework due to unavailability of data;
- Operational Indicator 3k allows for a 30-day compliance window with the Department of Agriculture’s Child Nutrition Program.

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%).]

**Comprehensive Report**

The CSPF is divided into three guiding areas or standards: Academic, Financial, and Operational. The purpose of the standards are to determine whether charter schools are academically successful and effective, financially healthy and viable, and operationally effective, well-run, and compliant. The three standards when used together form the comprehensive Charter School Performance Framework of Texas. Charter schools are rated at the district (LEA) level. The calculation for the overall CSPF score is as follows:¹

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Academic Performance section of this year's report is not included.

[Charter schools are rated at the district (LEA) level. The calculation for the overall CSPF score is as follows:²]

---

¹ If the charter school did not receive an A-F rating in 2019-2020, it will not receive an overall CSPF score.

² 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.]
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%.

The Academic Standard [Framework] evaluates each charter school's academic performance based on the State of Texas Assessments of Academic readiness (STAAR). This standard [framework] answers the evaluative question: Is the academic program a success for all students? Meeting the expectations in this standard is indicative of an effective academic program where student learning—the central purpose of every school—is taking place.

The data associated with the following Academic indicators are unavailable for the 2019-2020 school year and associated evaluation of charter school academic performance. For the 2020 CSPF manual and report the academic standard is not included due to a lack of academic performance data.

[The following Academic Framework indicators facilitate the evaluation of charter school academic performance. The scores listed below will not include Local Accountability System data.]

<table>
<thead>
<tr>
<th>Number</th>
<th>Indicator</th>
<th>Date Source and Calculation</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a</td>
<td>Overall A-F score</td>
<td>2020 [2019] accountability rating: overall scale score (district level) Not rated: declared state of disaster</td>
<td>N/A for 2020 [100]</td>
</tr>
<tr>
<td>1b</td>
<td>Achievement status for student groups</td>
<td>• 2019 Closing the Gaps district data: academic achievement status • Percent of evaluated indicators met</td>
<td>N/A for 2020 [100]</td>
</tr>
<tr>
<td>Number</td>
<td>Indicator</td>
<td>Date Source and Calculation</td>
<td>Points Possible</td>
</tr>
<tr>
<td>--------</td>
<td>----------------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>1c</td>
<td>Campus status</td>
<td>• <strong>2020 [2019]</strong> accountability ratings: overall scale scores (campus level)</td>
<td>N/A for 2020 [10]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Earn 10 points if each of the charter school's campuses received ratings that were at or above 80.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Earn 4 points if each of the charter school's campuses received ratings that were at or above 70.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Earn 2 points if each of the charter school's campuses received ratings that were at or above 60.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Earn 0 points if any campus failed.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Not rated: declared state of disaster</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>[Campuses that were not rated will not be counted in this calculation.]</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Calculation</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic <strong>Standard [framework]</strong> calculation[3] = 0.8 (1a) + 0.1 (1b) + 0.1 (10*1c)</td>
<td>N/A for 2020 [100]</td>
</tr>
</tbody>
</table>

[3] 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 0.8 (1a) + 0.1 (10*1c).
- If the charter school did not receive an A-F rating in 2019-2020, it will not receive an Academic **Standard [framework]** rating.
Overall score on the Academic Standard [framework]
Measures the charter school’s overall performance on indicators included in the Academic Standard [framework].

☐ Meets Expectations – N/A for 2020
The charter school attained an overall score on the Academic Standard [framework] that was at or above 60%.

☐ Does Not Meet Expectations – N/A for 2020
The charter school attained an overall score on the Academic Standard [framework] that was less than 60%.
Alternative Education Accountability (AEA) Academic Standard

In accordance with TEC §12.1181, the AEA Academic Standard [Framework] includes indicators for charter schools evaluated under AEA [alternative education accountability (AEA)] provisions of the Texas Accountability Rating System. [The 2019 Accountability Manual describes more in detail how scores are calculated or scaled differently for AEA schools. The scores listed below will not include Local Accountability System data.]

The data associated with the following Academic indicators are unavailable for the 2019-2020 school year and associated evaluation of charter school academic performance. For the 2020 CSPF manual and report the academic standard is not included due to a lack of academic performance data.

<table>
<thead>
<tr>
<th>Number</th>
<th>Indicator</th>
<th>Data Source and Calculation</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a</td>
<td>Overall academic performance</td>
<td><strong>2020</strong> [2019] accountability rating: overall scale score (AEA scaling, district level)</td>
<td>N/A for 2020 [100]</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Not rated: declared state of disaster</strong></td>
<td></td>
</tr>
<tr>
<td>1b</td>
<td>Academic status and growth for student groups</td>
<td>2019 Closing the Gaps data: Closing the Gaps scaled score (AEA scaling, district)</td>
<td>N/A for 2020 [100]</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Not rated: declared state of disaster</strong></td>
<td></td>
</tr>
</tbody>
</table>
Number | Indicator | Data Source and Calculation | Points Possible
--- | --- | --- | ---
1c | Campus status | • 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.  
  **Not rated: declared state of disaster**  
  [Campuses that were not rated will not be counted in this calculation.] | N/A for 2020 [10]

| Calculation | Points Possible
--- | ---
AEA Academic Standard [framework] calculation$^4$ = .8(1a) + .1(1b) + .1(10*1c) | N/A for 2020 [100]

**Overall score on the AEA Academic Standard [framework]**
Measures the AEA charter school's overall performance on indicators included in the AEA Academic Standard [framework].

☐ **Meets Expectations – N/A for 2020**
The AEA charter school attained an overall score on the AEA Academic Standard [framework] that was at or above 60%.

☐ **Does Not Meet Expectations – N/A for 2020**
The AEA charter school attained an overall score on the AEA Academic Standard [framework] that was less than 60%.

---

$^4$ [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 did not receive an A-F rating in 2019-2020, it will not receive an AEA Academic Standard rating.
**Financial Standard [2019 Financial Framework Indicators]**

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

Read more about Charter FIRST on the TEA website.

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

<table>
<thead>
<tr>
<th>Number</th>
<th>Indicator</th>
<th>Data Source and Calculation</th>
<th>Points possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>2c</td>
<td>Solvency: ratio of current assets to current liabilities</td>
<td>Charter FIRST Indicator #7 (2019-2020) [(2018-2019)]</td>
<td>10</td>
</tr>
<tr>
<td>2d</td>
<td>Solvency: revenues equal or exceed expenses</td>
<td>Charter FIRST Indicator #9 (2019-2020) [(2018-2019)]</td>
<td>10</td>
</tr>
</tbody>
</table>

**Calculation**

\[
\text{Financial Standard framework calculation} = 0.7(2a) + 0.075(2b*10) + 0.075(2c*10) + 0.075(2d*10) + 0.075(2e*10)
\]

<table>
<thead>
<tr>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
</tr>
</tbody>
</table>

---

⁵ Charter schools that are operated by institutions of higher education will receive only a pass/fail on the Financial Standard, 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 Standard [Framework]
Measures the charter school's overall performance on indicators included in the Financial Standard [framework].

☐ Meets Expectations
The charter school attained an overall score on the Financial Standard [Framework] that was at or above 60%.

☐ Does Not Meet Expectations
The charter school attained an overall score on the Financial Standard [Framework] that was less than 60%.
Operational Standard [2019 Operational Framework Indicators]

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

<table>
<thead>
<tr>
<th>Number</th>
<th>Indicator</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>3a</td>
<td>Teacher qualifications</td>
<td>Meets: 1 point Does not meet: 0 points</td>
</tr>
<tr>
<td>3b</td>
<td>Program requirements: Special populations</td>
<td>N/A for 2020 [Meets: 1 point Does not meet: 0 points]</td>
</tr>
<tr>
<td>3c</td>
<td>Program requirements: Bilingual education/English as a second language populations</td>
<td>N/A for 2020 [Meets: 1 point Does not meet: 0 points]</td>
</tr>
<tr>
<td>3d</td>
<td>Timely filing of governance reporting forms</td>
<td>Meets: 1 point Does not meet: 0 points</td>
</tr>
<tr>
<td>3e</td>
<td>Training requirements for board members and charter school officials</td>
<td>Meets: 1 point Does not meet: 0 points</td>
</tr>
<tr>
<td>3f</td>
<td>Criminal record employment requirements</td>
<td>Meets: 1 point Does not meet: 0 points</td>
</tr>
<tr>
<td>3g</td>
<td>Timely filing of PEIMS data</td>
<td>Meets: 1 point Does not meet: 0 points</td>
</tr>
<tr>
<td>3h</td>
<td>Certificate of occupancy requirements</td>
<td>Meets: 1 point Does not meet: 0 points</td>
</tr>
<tr>
<td>3i</td>
<td>Administrative cost ratio</td>
<td>Meets: 1 point Does not meet: 0 points</td>
</tr>
<tr>
<td>3j</td>
<td>50% of students in tested grades</td>
<td>Meets: 1 point Does not meet: 0 points</td>
</tr>
<tr>
<td>3k</td>
<td>Eligibility to participate in child nutrition program</td>
<td>Meets: 1 point Does not meet: 0 points</td>
</tr>
<tr>
<td>3l</td>
<td>Appropriate handling of secure assessment materials</td>
<td>N/A for 2020 [Meets: 1 point Does not meet: 0 points]</td>
</tr>
</tbody>
</table>

**Calculation**

Operational Standard [framework] calculation = 
(\#points earned)/(\# of indicators evaluated) *100

<table>
<thead>
<tr>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
</tr>
</tbody>
</table>
Operational Standard [Framework] Indicators (continued)

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.
Operational Standard Indicators (continued)

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 2020-2021 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 2020-2021 school year in a timely manner or a finding from a Special Accreditation Investigation has indicated the charter school is not in compliance.

Data source: TEA Educator Certification
Operational Standard Indicators (continued)

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 2019-2020 PEIMS data reporting timelines.

☐ Does Not Meet Expectations
  The charter school was not in compliance with 2019-2020 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 more on Charter FIRST Indicator #11, or the charter school is operated by a public institution of higher education (IHE) and scored PASS on its Charter FIRST Indicator #3.

☐ Does Not Meet Expectations
  The charter school scored fewer than 6 points on Charter FIRST Indicator #11, or the charter school is operated by a public institution of higher education (IHE) and scored FAIL on its Charter FIRST Indicator #3.

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

*Data source: 2019-2020 Charter FIRST Indicator 11 and Indicator 3 for charter schools operated by public institutions of higher education (IHE).*
**Operational Standard Indicators (continued)**

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. Child Nutrition Program

Indicates whether the charter school has complied with child nutrition program requirements.

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

☐ **Meets Expectations**

The charter school complied with child nutrition program requirements.

☐ **Does Not Meet Expectations**

The charter school failed to comply with child nutrition program requirements, did not obtain any waiver permitting it to do so, and did not return to compliance 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*

3l. 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 Standard [Framework]
Measures the charter school’s overall compliance with indicators on the operational standard [framework].

☐ Meets Expectations
The charter school attained an overall score on the Operational Standard [Framework] that was at or above 60%.

☐ Does Not Meet Expectations
The charter school attained an overall score on the Operational Standard [Framework] that was less than 60%.


Public Charter School Performance Framework Academic Indicators


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

<table>
<thead>
<tr>
<th>Number</th>
<th>Indicator</th>
<th>Source and Calculation</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a</td>
<td>Student achievement on - exit-level assessment</td>
<td># of tests at Approaches or above + # of tests at Meets or above + # of tests at Masters (Sum / total tests) / 3 = component score</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Basis for tests - all EOC exams taken in Algebra 1, Biology, US History, English I, and English II</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>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</td>
<td></td>
</tr>
<tr>
<td>1b</td>
<td>Completion of high school diploma program</td>
<td>[(# of graduates) / (# of students classified as 12th graders on the PEIMS snapshot date in the same academic year)] x 100 = Component score</td>
<td>100</td>
</tr>
<tr>
<td>Number</td>
<td>Indicator</td>
<td>Source and Calculation</td>
<td>Points Possible</td>
</tr>
<tr>
<td>--------</td>
<td>-----------</td>
<td>------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>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</td>
<td></td>
</tr>
<tr>
<td>1c, 1d, 1e</td>
<td>Completion of industry certification program</td>
<td>(# of graduates who accomplished at least one of the CCMR indicators / total graduates for the school year) x 100 = CCMR component score</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Enrollment in institutions of higher education</td>
<td>Convert to scaled score using CCMR Conversion Table</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Significant income increase</td>
<td>The scale score minimum threshold to pass indicators 1c, 1d, 1e is 90.</td>
<td></td>
</tr>
</tbody>
</table>

### Calculation

**Academic Standard (Framework) calculation** = \(0.2\times(1a \text{ scaled score}) + 0.5(1b \text{ scaled score}) + 0.3(1c, 1d, 1e \text{ scaled score} - \text{CCMR component})\)

<table>
<thead>
<tr>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
</tr>
</tbody>
</table>

**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%.


Adult High School Diploma and Industry Certification Public Charter Schools will be evaluated using the 2020 Financial and Operational Standards as described on pages 12-19 of this figure to 19 TAC §100.1010.
Tiering Ratings

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 an additional data point for consideration when making determinations related to expansion amendments (19 TAC §100.1033).

For the 2020 CSPF tiering ratings will not be assigned due to Academic Standard indicators not being available. The 2020 CSPF is “informational only.”

Tiering Ratings

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>High-quality Performance</strong></td>
<td><strong>Average Performance</strong></td>
<td><strong>Deficient Performance</strong></td>
</tr>
<tr>
<td>Charter schools that attain scores at or above 80% on the CSPF overall and on both the CSPF academic and financial standards.</td>
<td>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 standards.</td>
<td>Charter schools that attain scores below 60% on the CSPF overall or on either the CSPF academic or financial standards, or that receive an overall academic accountability rating of D or F at the district level.</td>
</tr>
</tbody>
</table>

_N/A for 2020_
Sample CSPF Report

TEXAS EDUCATION AGENCY
2020 Charter School Performance Framework (CSPF)

*** INFORMATIONAL ONLY ***

SAMPLE CHARTER SCHOOL
(CDN 567890)

TIER N/A FOR 2020

<table>
<thead>
<tr>
<th>2019 Accountability Procedures:</th>
<th>Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019 Accountability Rating:</td>
<td>C</td>
</tr>
<tr>
<td>2020 Charter FIRST Rating:</td>
<td>A - Superior</td>
</tr>
<tr>
<td>2019 Accreditation Status:</td>
<td>ACCREDITED</td>
</tr>
<tr>
<td>Enrollment:</td>
<td>1,985</td>
</tr>
<tr>
<td>Grades Served:</td>
<td>K-12</td>
</tr>
<tr>
<td>Number of Campuses:</td>
<td>2</td>
</tr>
<tr>
<td>Start Date:</td>
<td>August 01, 2010</td>
</tr>
<tr>
<td>Superintendent:</td>
<td>Ms. Super Superintendent</td>
</tr>
</tbody>
</table>

Overall Score: N/A

The Texas Education Agency (TEA) received approval from U.S. Department of Education (USDE) on March 30, 2020, to waive statewide assessment and accountability requirements under the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), for the 2019-2020 school year. Consequently, for 2020 state academic accountability, all Texas districts and campuses received a label of Not Rated: Declared State of Disaster. This is reflected in the academic standard, as well as in the overall score and tiering.

Academic Standard: N/A
Financial Standard: 99
Operational Standard: 75

The Charter School Performance Framework report is an overall 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 CSPF includes three standards that measure the academic, financial, and operational performance of a charter school. The 2020 Charter School Performance Framework Manual describes the 2020 indicators, ratings, performance expectations, data sources, and other helpful information.
### Academic Framework

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Points</th>
<th>Score</th>
<th>Weight</th>
<th>Weighted Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1a Overall A-F Score</td>
<td>N/A</td>
<td>N/A</td>
<td>80%</td>
<td>N/A</td>
</tr>
<tr>
<td>1b Academic Achievement (Domain 3 – Closing the Gaps)</td>
<td>N/A</td>
<td>N/A</td>
<td>10%</td>
<td>N/A</td>
</tr>
<tr>
<td>1c Campus Status</td>
<td>N/A</td>
<td>N/A</td>
<td>10%</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>N/A</td>
<td>N/A</td>
<td></td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Financial Framework

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Points</th>
<th>Score</th>
<th>Weight</th>
<th>Weighted Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>2a Overall Charter FIRST Score</td>
<td>98 out of 100</td>
<td>98</td>
<td>70%</td>
<td>68.6</td>
</tr>
<tr>
<td>2b Cash on Hand</td>
<td>10 out of 10</td>
<td>100</td>
<td>7.5%</td>
<td>7.5</td>
</tr>
<tr>
<td>2c Assets to Liabilities</td>
<td>10 out of 10</td>
<td>100</td>
<td>7.5%</td>
<td>7.5</td>
</tr>
<tr>
<td>2d Revenues Equal or Exceed Expenses</td>
<td>10 out of 10</td>
<td>100</td>
<td>7.5%</td>
<td>7.5</td>
</tr>
<tr>
<td>2e Debt Service Coverage Ratio</td>
<td>10 out of 10</td>
<td>100</td>
<td>7.5%</td>
<td>7.5</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td></td>
<td></td>
<td>98.6</td>
</tr>
</tbody>
</table>

Meets Expectations (Total is at or above 80)

### Operational Framework

<table>
<thead>
<tr>
<th>Rating</th>
<th>Indicator</th>
<th>Rating</th>
<th>Indicator (Cont.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>✗</td>
<td>3a Teacher Qualifications</td>
<td>✗</td>
<td>3j 50% of Students in Tested Grades</td>
</tr>
<tr>
<td>✗</td>
<td>3b Special Pop Program Requirements</td>
<td>✗</td>
<td>3k Child Nutrition Program Eligibility</td>
</tr>
<tr>
<td></td>
<td>3c BE/ESL Program Requirements</td>
<td>✗</td>
<td>3l Assessment Material Handling</td>
</tr>
<tr>
<td>✅</td>
<td>3d Governance Reporting</td>
<td>✅</td>
<td></td>
</tr>
<tr>
<td>✅</td>
<td>3e Training Requirements</td>
<td>✅</td>
<td></td>
</tr>
<tr>
<td>✅</td>
<td>3f Criminal Record Reporting Requirements</td>
<td>✅</td>
<td></td>
</tr>
<tr>
<td>✅</td>
<td>3g PEIMS Reporting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✅</td>
<td>3h Certificate of Occupancy Requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>✅</td>
<td>3i Administrative Cost Ratio</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Meets Expectations (Total is at or above 80)**

\[
\frac{6}{9} = \frac{67}{100}
\]
Relevant Terms

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

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

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

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

**Annual Financial Report (AFR)** – 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.
**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.

**Indicator** – An indicator is a general category of performance such as student achievement, long-term financial sustainability, or governance and reporting.

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

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

**Ratings** – A label given to categorize a particular level of performance such as “Exceeds Standard,” “Meets Standard,” “Does Not Meet Standard,” or “Falls Far Below Standard.”

**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.

Standards – The combination of indicators for each particular area of the framework (educational financial, and operational) comprise a standard.

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 Department of Agriculture (TDA) – The TDA oversees the Food and Nutrition Division that implements the School Breakfast Program and National School Lunch Program. Texas state law requires that a school must participate in the School Breakfast Program if at least 10 percent of their students are eligible to receive free or reduced-price meals, and if 80 percent or more of students qualify for free or reduced-price meals a school shall provide breakfast at no charge for all students.

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

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.