RFA 701-25-103

Generation 30
Charter School Open-Enrollment

SUB CHAPTER E OPERATOR

INSTRUCTION AND GUIDANCE

Texas Education Agency
1701 North Congress Ave.
Austin TX 78701

TEA
Texas Education Agency

TABLE OF CONTENTS

INTRODUCTION

Note: The commissioner rules in effect during the time of the charter school application process will apply.

The Texas Education Agency (TEA) welcomes applications for high-quality charter schools seeking to open for the 2026–2027 school year. Applicants are strongly encouraged to read this entire document and the corresponding Charter Request for Application RFA 701-25-103 before developing any application content.

The Commissioner of Education (the commissioner) is actively committed to attracting charter applicants who are capable of operating high-quality charter schools. The information requested through the application will inform the commissioner's decision to propose Generation 30 charter awards.

On May 30, 1995, the Texas Legislature created the Public Charter School Program to maintain a portfolio of secular, tuition-free, public charter schools that:

- Improve student learning;
- Increase the choice of learning opportunities within the public-school system;
- Create professional opportunities that attract new teachers to the public-school system;
- Establish a new form of accountability for public schools; and
- Encourage different and innovative learning methods.

The commissioner has vested authority to award Subchapter D Open-Enrollment charters and Subchapter E College/University charters (Texas Education Code §§12.101 and 12.152, respectively). Pursuant to statute, the commissioner must adopt an open-enrollment charter application form, procedures, and evaluation criteria to be used in determining whether to award a charter. Collectively, the (1) Instructions and Guidance; (2) Application; and (3) Evaluation Criteria fulfill this requirement.

SPONSORING ENTITY AND CHARTER HOLDER

During the application process, the eligible entity applying for a charter shall be referred to as the "sponsoring entity" or "applicant" or "charter applicant." The term "charter holder" is exclusively reserved for applicants who are awarded a charter after the application process. The charter holder is the entity to which public education funds are paid if the application is approved by the commissioner and a contract is signed.

Prior to the submission of an application, TEA staff members are limited to fielding general inquiries that are associated with timelines and the overall application process. TEA staff members may not speak to application content.

The commissioner will assign priority points to applications that propose to operate an open-enrollment charter school within the boundaries of the attendance zone of a campus assigned an

unacceptable performance rating for the past two years, pursuant to TEC §39.054. The application scoring process will also allow for the award of additional priority points for applicants committed to operating within a Qualified Opportunity Zone.

ELIGIBILITY

Operators of open-enrollment charter schools within the state of Texas must qualify as an eligible entity as defined in TEC §12.101. The state may grant open-enrollment charters to the following entities:

- A public junior college; or
- A public senior college or university

Pursuant to TEC §12.101(b), the commissioner may not award a charter to an entity that has within the preceding 10 years had a charter issued under TEC, Chapter 12 or a similar charter issued under the laws of another state surrendered under a settlement agreement, revoked, denied renewal, or returned. The commissioner will not consider an application submitted by an entity that is a corporate affiliate of or substantially related to an entity that has within the preceding 10 years had a charter issued under TEC, Chapter 12 or a similar charter issued under the laws of another state surrendered under a settlement agreement, revoked, denied renewal, or returned.

The TEA will make determinations on eligibility during the completion check process. Applications that are deemed to be ineligible will be removed from any further consideration during the Generation 30 application cycle.

Additionally, for eligibility purposes, the proposed school model must comply with allowable provisions under state law. If the model is not executable under current law, then the application can be removed from consideration.

GENERATION 30 TIMELINE

Key dates from the Generation 30 application timeline are listed in the table below. More detail about the application process is provided in the sections that follow the table.

Activity	Dates
Request for Application Published	September 10, 2024
Information Sessions	September 19 & 26, 2024
Application Submission Deadline	**December 20, 2024**
Completion Check	January 6-17, 2025
Remedy Period	January 21-24, 2025
Determination Notifications sent to Applicants: Removal or Advancement to External Review	January 27, 2025*

Activity	Dates
External Review of Complete Applications	January 31–April 7, 2025
Additional Read Window (automatic)	April 7–April 11, 2025
Determination Notifications sent to Applicants: Determination of Advancement to Capacity Interview	April 14, 2025*
Capacity Interviews with representatives from the Texas Education Agency and the State Board of Education	**May 7–16, 2025**
Commissioner Proposes Awards	May 28, 2025
State Board of Education Meeting	**June 2025**
*On or around date listed	

KEY DATES FOR APPLICANTS

REQUEST FOR APPLICATION (RFA) PUBLISHED… September 10, 2024

Notification of the RFA publication is posted in the Texas Register, on the TEA Division of Charter School Authorizing website, and subscribers are notified via the TEA GovDelivery System.

APPLICANT INFORMATION SESSION… September 19 & 26, 2024

Two information sessions will be held via Zoom, an online platform for video conferences and webinars. These sessions are held to provide additional information to applicants about procedures and general considerations for the application process. The attendance of at least one member of the applicant team is required. In addition, the board president must also attend if the applicant has already formed the sponsoring entity at the time of the session.

Applicants must register online for at least one of the information sessions which will be posted on TEA's website at https://tea.texas.gov/texas-schools/texas-schools-charter-schools/charter-school-applicants.

APPLICATION SUBMISSION DEADLINE… December 20, 2024

Applications must be submitted electronically. Electronic copies must be submitted to https://tea.sharefile.com/r-rbc30ac51f7c343bfb918457d8106742e by 5:00 p.m. Central Standard Time.

Please note, any application documents submitted after 5:00 p.m. Central Standard Time **may render the entire application incomplete**. Applicants must ensure sufficient time to upload all documents prior to the submission deadline.

> **Important:** Applicants may contact TEA staff for clarifications regarding required fields in the application and for assembly procedures; however, an applicant must not initiate contact with any TEA staff or SBOE member regarding the content of the application from the time the application is submitted and ending on the date applicants conclude the external review process.
>
> Applications that are removed from consideration (for lack of eligibility, lack of completion, failure to make the required cut score, plagiarism, etc.) are still subject to the no-contact provision.

COMPLETION CHECK… January 6-17, 2025

TEA staff members conduct the initial application review, checking for statutory eligibility, completeness, and plagiarism violations. Applications that pass the completion check will proceed to the external review stage.

For an application to be deemed complete, applicants must:

- ✓ Submit a completed Application Package electronically by the application deadline;
- ✓ Respond to all applicable narratives and special assurances;
- ✓ Include all applicable attachments and their coversheets;
- ✓ Ensure that prohibited materials are not included pursuant to the Public Disclosure Policy;
- ✓ Prepare the Application Package in compliance with all instructions provided; and
- ✓ Ensure completeness in both form and assembly.

Submitted application narrative documents that are significantly disordered or omitting required narratives are subject to immediate removal from consideration. **Please do not submit narrative documents that are only partially complete.**

EXTERNAL REVIEW PERIOD… January 31–April 7, 2025

All eligible applications that have successfully passed the completion check are assigned to five independent parties for external review and scoring. Each application will be reviewed on its own merits and scored in accordance with the evaluation criteria published by the TEA.

Evaluation criteria for each narrative section are included in the "Terminology, Resources, and Evaluation Criteria" section of this guide. External reviewers will score each applicable criterion. The average of all five reviews must be equal to or greater than 85% for the applicant to advance to the capacity interview.

ADDITIONAL REVIEW PERIOD… April 7–April 11, 2025

Applications that fall within five percentage points of the 85% threshold to advance (i.e., between 80 and 84.9%) will receive one additional external review during the additional review period. If the final adjusted score (incorporating the score from the sixth review) exceeds 85%, the application will advance to the capacity interview stage.

CAPACITY INTERVIEWS… May 7, 2023–May 16, 2025

Qualifying applicants (i.e., those meeting the 85% threshold to advance) will be invited to participate

in a formal interview with TEA staff and State Board of Education (SBOE) members. During the interview, applicants will have the opportunity to field questions and demonstrate their capacity to open and operate a high-quality charter school.

> **Important:** Interview days and times are provided by TEA staff and are not subject to negotiation.

Applicants must have: (1) at least one member who currently holds a position on the governing board of the institution of higher education/governmental entity; and (2) the superintendent (if identified) of the proposed charter school in attendance at the capacity interview.

PROPOSED CHARTER AWARDS … May 28, 2025

The commissioner reviews all relevant application information and proposes awards. In order to be proposed for award, an applicant must attain a score of 85% or better on the application and demonstrate sufficient capability during the capacity interview.

CONTINGENCY PERIOD… Within two months of receipt

Following SBOE's action (or inaction) on the commissioner's proposed charter awards, the proposed charter applicants must work with TEA staff to resolve any issues that were identified during the application review or capacity interview process. All contingencies must be satisfactorily addressed within two months of receipt of agency required contingencies. A charter will not be awarded—and a contract will not be drafted—unless all issues are resolved by this date. After all contingencies are addressed, contracts will be issued with county-district numbers.

OPEN-ENROLLMENT CHARTER SCHOOL CONTRACT

A contract for an open-enrollment charter school between the charter holder and the commissioner of education must incorporate the following:

- ✓ All applicable state and federal laws, rules, and regulations;
- ✓ The charter holder's completed application response to RFA 701-25-103;
- ✓ Any condition, amendment, modification, revision, or other change to the charter adopted or ratified by the commissioner; and
- ✓ All statements, assurances, commitments, and representations (written or oral) made by the charter holder during the generation application cycle

The initial term of the charter is five years.

The execution of a charter contract constitutes an assurance by the charter applicant that no false information was submitted to the TEA or the commissioner by the charter applicant, its agents, or employees in support of the proposed open-enrollment charter. Any actions that are inconsistent with the terms and requirements of the charter shall constitute a material violation of the charter contract.

The commissioner will periodically evaluate each open-enrollment charter school. The commissioner may revise, revoke, modify the governance of, or deny renewal of the charter if the commissioner determines that the charter holder has failed to satisfy any of the student, financial, compliance, and/or health and safety performance standards set out in 19 Texas Administrative Code (TAC) §§100.1035–100.1055 and §100.1163. The procedures for commissioner action and intervention are outlined in TEC §12.116 and TAC §§100.1035–100.1055 and §100.1163. In addition to the adverse actions described above, a charter school is also subject to the sanctions and interventions authorized by TEC Chapters 39 and 39A.

APPROVAL AND AWARD PROCESS

EFFECTIVE SCHOOLS FRAMEWORK AND EFFECTIVE DISTRICT FRAMEWORK

Note: The Effective District Framework update has not been released yet. Upon release it can be used as a resource. For the most up-to-date information please monitor the website.

The Effective Schools Framework (ESF) and Effective District Framework (EDF) provide a clear vision of best practices that were developed in conjunction with school and district leaders about what makes high-performing schools and districts excellent. Applicants are strongly encouraged to review and consider the ESF and EDF as primary resources for effective strategies to support powerful teaching and learning.

CRITERIA

At the conclusion of all applicant interviews, the commissioner will formally propose awards for open-enrollment charters to applicants who have demonstrated the capacity to open and operate high-quality charter schools. In addition to the overall quality, completeness of the Application Package, and presentation during the interview, the commissioner will consider demonstrations of the following:

- ✓ Strength of the proposed board and leadership teams;
- ✓ Strength of the national portfolio, if applicable;
- ✓ Demonstrated improvement in student performance, if applicable;
- ✓ Displays of innovative thought and practice;
- ✓ Recruitment strategies that will likely achieve the projected enrollment for the first years of operation;
- ✓ Impact statements from any school district whose enrollment is likely to be affected by the proposed charter school, including information relating to any financial difficulty that a loss in enrollment may have on a district;
- ✓ Evidence of parental and community support for the proposed charter school;
- ✓ Qualifications and backgrounds of all individuals who will be involved in the management and educational leadership of the proposed charter school;
- ✓ History of the charter applicant, if applicable;
- ✓ Evidence that the proposed governance structure will establish and maintain sound fiscal management and administrative practices;

- ✓ Strength of the proposed financial plan;
- ✓ Plans to ensure services will begin on the date proposed in the application; and
- ✓ Indications that the proposed charter school will expand the variety of charter schools in the following ways:
  - Instructional settings,
  - Diverse student populations and programs,
  - Diverse geographic regions, and
  - Representation in urban, suburban, and rural communities.

APPLICATION PACKAGE

APPLICATION PACKAGE COMPONENTS

Applicants must complete and submit the following, collectively referred to as the Application Package:

- Application narrative document
- Letter of Special Assurances
- Application attachments

APPLICATION PACKAGE REQUIREMENTS

Application page count
- Limit the narrative document to 100 pages (this **does not include** the Table of Contents, Application Checklist, Applicant Profile Page, and the Letter of Special Assurances). The narrative document will automatically paginate.

Attachments section
- All attachment directions and coversheets are hyperlinked on the narrative checklist page and each relevant section of the narrative document.
- All attachments must be combined and submitted as one **Attachments Submission Document**. This does not include the Financial Plan Workbook or Portfolio Overview Workbook. These documents are submitted as separate Excel documents.
- Submit all attachment coversheets for each attachment. If an attachment is not applicable, please indicate "no responsive documents" on the coversheet.
- There is **no page limit** on the Attachments Submission Document, but individual attachments may have page limits.

Disclosure

Where requested in this application, and to the extent permitted by law, all applicants must provide full and complete disclosure. Applications found to omit any required disclosure, in full or in part, will be removed from the application cycle with no further review. This decision cannot be appealed.

Plagiarism

If, at any time during the evaluation process, TEA staff find that an application contains plagiarized content, it will be removed from the application process and excluded from further review during the Generation 30 application cycle. This decision cannot be appealed.

The TEA defines plagiarism as the representation of the words or ideas of another as one's own in an application. The TEA is cognizant that to discuss an existing curriculum, instructional framework, or educational model, key concepts must be mentioned. However, it is not acceptable to copy and paste a description from another source, unless that source was originally produced by the same affiliated entity in any other published materials. The majority of each narrative response should be original writing and thinking with citations to support specific assertions or descriptions.

Style Guidance

Narrative responses should be brief and specific whenever possible. It is most helpful if descriptions of vision, processes, and design are clear and concise rather than abstract or general. Do not repeat content discussed in other sections of the application. If needed, applicants may refer to or cite other responses in the narrative or attachment sections.

SUBMISSION

Applicants are requested to submit the charter application via ShareFile. This service is a web-based interface that allows for the sharing of large files in a secure environment.

- Click https://tea.sharefile.com/r-rbc3a3ba5ee044e3db526a2885a1adcdd.
- The first screen will require the following:
    - Email: use the email that was provided for the applicant's main contact;
    - First/Last Name: use the main contact that was listed in the applicant's proposal;
    - Company: use the name of the sponsoring entity
- The submission should include **three** (up to four) files. The first file will be the completed Narrative Document. The second file will be the Attachments Submission Document. The third file will be the completed Excel version of the Financial Plan Workbook. If an applicant is an experienced operator; the fourth file will be the Excel version of the Portfolio Overview Workbook.
- Click the **upload button** in the lower left corner.
- Once the submission has been made, the application is considered electronically delivered and final. Applicants will not be able to make additional submissions or revisions to the original.

All submissions have timestamps and will constitute the official date and time of submission. File size and transmission issues could cause severe delays between submission and receipt of the application package. For this reason, the time stamp included in the submission email (received by the Division of Authorizing) will be considered the official date and time of submission.

Agency staff will be standing by to provide technical assistance for submission deadlines. Any technical issues should be communicated to staff prior to the deadline for either the initial submission or the submission of cure documents. **Technical issues communicated after the fact will not be considered in determining the completeness or timeliness of any submission**.

TERMINOLOGY, RESOURCES, AND EVALUATION CRITERIA

LANDSCAPE:
Geographic Area to Be Served

What is a Geographic Area?

Applicants must identify one or more geographic areas from which they plan to enroll students. A geographic area can be a community, city, region, etc.

LANDSCAPE:
Demographic Projections

Demographic Projections

Applicants must use demographic data from the most recent Texas Academic Performance Reports (TAPR) to complete the Demographic Projections table. Data is available on the TEA Texas Academic Performance Reports website and TXschools.gov.

All data should be reported as a percentage (%).

Projections for Campus [Year 1]

Realistic and/or justified demographic projections for all Year 1 campuses should reflect a careful analysis of the (1) target community, (2) district of location, and (3) contiguous districts. Funds may be affected (in Year 1) if the applicant overestimates the projected student population.

District of Location

This term refers to the traditional ISD in which the first campus will be located.

Evaluation Criteria
Demographic Projections

Strong Responses:

- Provide a compelling rationale for selecting the proposed geographic area that clearly supports the need for the proposed school.
- Project student demographics that clearly align to those within the district of location and, where projections deviate significantly from the surrounding districts, convincingly explain the reasoning for the targeted student population.

PLANNING AND PERFORMANCE MANAGEMENT:
Mission, Vision, Design Elements

Effective Schools Framework and Effective District Framework

Note: The Effective District Framework update has not been released yet. Upon release it can be used as a resource. For the most up-to-date information please monitor the website.

The Effective Schools Framework (ESF) and Effective District Framework (EDF) provide a clear vision of best practices that were developed in conjunction with school and district leaders about what makes high-performing schools and districts excellent. Applicants are strongly encouraged to review and consider the ESF as a primary resource for effective strategies to support powerful teaching and learning.

Applicants are strongly encouraged to review TEA's Effective Schools Framework (ESF) Lever 1, Essential Actions 1.2 and 1.3.

Mission

A statement that explains the fundamental purpose of the school.

Vision

A statement that describes what the school will achieve over the long term.

Guiding Principles

Guiding principles are values and standards that inform and lead the school's operations, and should foster continuous improvement mindsets.

Design Elements

The Texas Education Agency does not require any specific design element. The following list is representative of elements used by prior applicants. Any selected model should clearly support the proposed school's mission and vision and be integrated into the overall proposal.

- Project-Based Learning
- Community-Based Learning
- Inclusive Learning
- Creative Learning
- Competency-Based Learning

An applicant should be able to answer: How or in what way is the educational design...

- Encouraging different and innovative learning methods in the proposed area,
- Tailored to the needs of all student groups served,
- Beneficial to all of the impacted student populations upon completion of the program?

Evaluation Criteria
Mission, Vision, Design Elements

Strong Responses:

- Present compelling mission and vision statements that communicate high expectations, are informed by community needs, demonstrate an understanding of what students need to succeed, and clearly align to the overall proposal.
- Present a convincing description of the school design that explains how the school will encourage different and innovative learning methods.
- Presents a convincing description of the school design and guiding principles that explains how the school will encourage continuous improvement.
- Presents clear evidence demonstrating that the proposed school design and guiding principles are well-suited for the projected student population.
- In general, presents an overall clear and robust educational program for the proposed charter school.

PLANNING AND PERFORMANCE MANAGEMENT:
Goal Setting

Student Outcome Smart Goals

Student outcomes describe what students will know, be able to do, or be able to demonstrate when they have completed or participated in the educational program. Student Outcome SMART Goals must include progress measures.

Accountability Domain

Applicants are encouraged to review the TEA's 2024 [Accountability Manual](), which describes the state accountability system and identifies specific accountability domains.

House Bill 3: Additional Board and District Goal Setting
House Bill 3, passed during the 86th Texas Legislature, requires school boards to adopt detailed plans developed by their management teams that achieve goals in two areas: (1) early childhood literacy and mathematics proficiency, and (2) college, career, and military readiness. Applicants are encouraged to review a summary of these requirements available through this [video]().

Additional Resources

Applicants are encouraged to review the TEA's Effective Schools Framework (ESF), [Lever 1](), Essential Action 1.3.

Evaluation Criteria
Goal Setting

Strong Responses:

- Identify student outcome goals that are specific, measurable, attainable, relevant, and time-bound.
- Describe a thoroughly developed plan to measure progress towards student outcome goals, CSP grant program goals, and specific corrective actions that will take place if progress is off schedule.
- Describe a comprehensive system that will be used to track and monitor the superintendent's progress towards meeting the proposed goals.

PLANNING AND PERFORMANCE MANAGEMENT: Performance Management and Data-Driven Instruction

Mandatory Grade Offerings

Charter schools must enroll and serve students in at least one state-tested grade by the beginning of the third year of operation so that the charter school receives an accountability rating at the end of its third year. Additionally, the charter school must serve at least fifty (50) percent of its students in a state-tested grade level by the beginning of the fifth year of operation. See Texas Administrative Code §100.1015(b)(3)(G).

Early Childhood Education Monitoring

Learn more about the Commissioner's List of Approved Prekindergarten Progress Monitoring Instruments.

State Assessments

Texas' student assessment program is designed to measure the extent to which a student has learned and is able to apply the knowledge and skills at each tested grade or course identified in the Texas Essential Knowledge and Skills (TEKS), the statewide curriculum. In spring 2012, Texas students began taking the state of Texas Assessments of Academic Readiness (STAAR®). The assessments are administered to students in grades 3–8 and high school. The state also offers STAAR Alternate 2 for students who have significant cognitive disabilities and are receiving special education services. Eligibility criteria can be found on the STAAR Alternate 2 Resources webpage.

The Texas English Language Proficiency Assessment System (TELPAS) and the TELPAS Alternate are provided to assess the progress that emergent bilingual students make in learning the English language. More information about these testing programs can be found on the TELPAS and TELPAS Alternate Resources webpages.

Additional Resources

Applicants are encouraged to review the TEA's Effective Schools Framework (ESF) Level 4, Essential Action 4.1.2, and Lever 5, Essential Actions 5.3 and 5.4.

Evaluation Criteria
Performance Management and Data-Driven Instruction

Strong Responses:
- Present a fully developed plan for the local assessment program to be administered including all formative and summative assessments.

Planning and Performance Management: Performance Management and Data-Driven Instruction

- Provide a detailed process for how school leaders and teachers will be trained in data analysis. Explain how they will analyze student performance data and how the data will be used by school leaders and teachers for addressing learning gaps.

PLANNING AND PERFORMANCE MANAGEMENT:
Start-Up Plan

Federal Start-Up Grant

The Charter School Program (CSP) Start-Up Grant is meant to provide new charter schools with financial assistance for charter school planning, program design, and initial implementation. Maximum grant awards for Generation 30 applicants, as authorized by the commissioner of education, will be $900,000. The CSP grant application components have been included in the Generation 30 Application for charter.

Start-Up Grant Program Goals

The federal CSP grant program requires that applicants submit goals to measure milestones throughout the start-up process. These goals should reflect progress towards a successful launch of a high-quality academic program.

Note: The TEA provides mandatory start-up activities, and Generation 30 CSP grant awards are subject to availability and eligibility. The completion, submission, and/ or ultimate award of a Generation 30 Open-Enrollment charter school does not entitle an applicant to CSP funds from the state of Texas.

Evaluation Criteria
Start-Up Year

Strong Responses:

- In the Detailed Start-Up Plan, present a detailed and comprehensive start-up plan for leading the development of the school from post-approval to opening—specifying tasks, timelines, and individuals responsible for each task.
- In the Detailed Start-Up Plan, identify sufficient staff that will develop the school during the start-up year and outline adequate compensation for those individuals.
- Reflect start-up grant costs in the budget that are appropriate for the results expected.
- Identify personnel, materials, and other expenses that support the outlined grant activities.
- Identify reasonable funds that are necessary for achieving the objectives.
- Present a sound plan indicating how the board will monitor the implementation of the start-up plan, start-up grant, and associated budget.
- Include a clear plan for maintaining financial sustainability after the end of the grant.
- Identify at least three CSP grant program goals that are specific, measurable, attainable, relevant, and time-bound.

PLANNING AND PERFORMANCE MANAGEMENT:
Formation, Structure, and Community

Important Skill Sets for Founding Boards

The following skill sets are representative of strong founding boards:

Finance

Accounting, Banking, Insurance, Risk Management, etc.

Facilities

Real Estate, Facility Finance, Construction/Facility Management

Educational Leadership

Charter School, Traditional ISD, Private School, and/or Higher Education

Fundraising

In-Person and Networking

Governance

Charter, Traditional ISD, Private School, and/or Higher Education

Human Resources

Employee Benefits, Grievances, Compensation, Annual Reviews

Public Relations

Marketing and Recruitment

Alignment with the Charter Contract

The responsibility of the governing board is to provide oversight and uphold the terms of the charter contract. Discussed below are areas most helpful for consideration in the organization of a charter school board. This information is based on The Texas Charter School Board Member Handbook by The National Charter Schools Institute.

Students

Board members should be aware of the school's enrollment including the student application and admissions process.

Educational Program

The quality of the educational program is a focus of the board, especially as it is tied to academic accountability. Applicants should review the state's A–F accountability system.

Financial Management

The board oversees the operating budget for the school and the stewardship of funds.

The School's Mission

Part of the board's responsibility is to revisit the school's mission in serving children, to determine progress or lack thereof.

Governance

Members of the board must be aware of the bylaws that guide their actions and the legal requirements of the Texas Open Meetings Act and Public Information Act.

Operations

The board must be aware of issues relating to facility acquisition and management, as well as the maintenance of school records, and functions of the school.

Additional Resources

Applicants are encouraged to review the TEA's Effective Schools Framework (ESF) and the Texas Framework for School Board Development.

Evaluation Criteria
Formation, Structure, and Community

Strong Responses:

- Present skill sets that demonstrate a strong capacity to meet the needs of running a successful charter school and launch an A- or B- rated campus.
- Describe specific roles and responsibilities of the sponsoring entity, any partner organizations, and charter management organizations, as applicable, including the administrative and contractual roles and responsibilities of such partners.

GOVERNANCE, LEADERSHIP, AND TALENT:
Superintendent Position Profile

Superintendent Salary

Open-enrollment charter schools may not compensate an individual in excess of the fair market value of the services rendered. The fair market value of the services rendered is based on the individual's education, experience, prior salary history, job duties performed, and what a typical person with similar skills, experience, and job duties would earn. See Texas Administrative Code 19 §100.1022 (c)(1)(A)(i).

Superintendent Evaluation and Metrics

A charter school board must adopt an annual appraisal tool for the evaluation of the superintendent. State law provides two options: (1) boards may use the commissioner's recommended appraisal process and performance criteria; or (2) boards may develop their own appraisal process and performance criteria in consultation with the district and campus-level committees, and then adopted by the board. See Texas Education Code §21.354.

Evaluation Criteria
Superintendent Position Profile

Strong Responses:

- Propose a reasonable salary range for the superintendent position.
- Demonstrate a clear process for how the superintendent will be evaluated, including frequency, evaluation tool to be used, evaluators, and desired or expected outcomes.
- If a candidate has been identified, provide compelling evidence to demonstrate that the proposed superintendent has the skills and capacity to design, launch, and lead a high-quality school that effectively serves the targeted population.
- If a candidate has not been identified, provide compelling evidence to demonstrate that candidates for superintendent will be required to have the skills and capacity to design, launch, and lead a high-quality school that effectively serves the targeted population.

GOVERNANCE, LEADERSHIP, AND TALENT:
Staffing, Leadership, and Professional Development

Talent Management

Talent management refers to a comprehensive system for recruiting, hiring, placing, training, and retaining high-quality staff.

Certification Requirements

Teachers employed by a charter school in Texas are not required to be certified except as indicated below. However, all principals and teachers must hold a baccalaureate degree. See Texas Education Code §12.129.

Requirement Exceptions

Special education teachers, bilingual teachers, teachers of English as a second language, and prekindergarten teachers must be certified in the fields they are assigned to teach, as required by state law. See Code of Federal Regulations §300.156 and Texas Education Code §12.104(b)(3)(F-H); §21.003, §29.061; and §29.167.

PEIMS: Public Education Information Management System

The 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.

Charter schools are funded by student attendance which is routinely (1) prepared by the PEIMS coordinator or another assigned employee; (2) approved by the superintendent; and then (3) reported by the school. Inaccurate PEIMS submissions can decrease funding or cause financial recapture of funds.

Technical support is provided by the twenty educational service centers (ESCs) or by private vendors.

Instructional Leadership Teams

Instructional leadership teams (ILTs) are formed to improve instruction schoolwide to maximize student achievement. Roles and positions typically include, but are not limited to:

- Principal, if applicable
- Lead teachers representing various grade levels/subjects
- Special education teacher/coordinator
- Emergent Bilingual teacher/coordinator
- Instructional coaches

Additional Resources

Applicants are strongly encouraged to review the TEA's Effective Schools Framework (ESF), particularly: Lever 1, Lever 2, and Lever 5.

Evaluation Criteria
Staffing, Leadership, and Professional Development

Strong Responses:

- Include, in the Organizational Charts, viable and adequate staffing plans that are aligned with the proposed budget.
- Clearly identify the position(s) that will facilitate PEIMS activities, propose a competitive salary, and include adequate qualifications and training prior to Year 1.
- Identify clear roles, responsibilities, and qualifications of the school's instructional leadership team that will establish a strong foundation to implement the proposed model successfully.
- Outline clear plans to ensure that the school remains fully staffed throughout the school year and sound strategies for addressing potential staff turnover and/or staffing shortages.
- Provide high-quality induction opportunities for onboarding staff during Year 0, including specific plans to train teachers to implement the educational program.
- Ensure costs and compensation, where applicable, are identified within the proposed budget as indicated in the Detailed Start-Up Plan and Financial Plan Workbook.
- Provide detailed discussion of how the annual academic calendar provides enough time for school-based professional development activities that align with the assessment calendar and support the educational program.
- Identify specific protected time built into the master schedule that will allow for teachers to meet frequently and regularly for in-depth conversations about student data in order to meet the needs of both struggling learners and learners needing acceleration.

GOVERNANCE, LEADERSHIP, AND TALENT:
Teacher Growth and Capacity Building

Teacher Support

Applicants may want to review TEA's Effective Schools Framework (ESF), particularly Lever 2, Essential Action 2.1.

New Teacher Mentoring

TEA currently offers the Mentor Program Allotment funding for campuses to implement in the mentoring of novice teachers. Discussion of program requirements can be found in TEC §48.114, §21.458, and TAC §153.1011.

Teacher Incentive Allotment

The passing of House Bill 3 by the 86th legislature established the Teacher Incentive Allotment (TIA) program which allows for compensation rewards for highly effective teachers. More information about the program and application can be found at the TIA website.

Evaluation Criteria
Teacher Growth and Capacity Building

Strong Responses:

- Present a clear and ambitious plan to support and develop all teachers each school year, including personnel responsible for overseeing teachers' development and growth.
- Demonstrate a clear process for how teachers will be held to high performance expectations through evaluations, including frequency, evaluation tool to be used, evaluators, and desired or expected outcomes.
- Present a sound plan to support teachers in need of performance growth.

ACADEMIC EXPERIENCE AND STUDENT SUPPORTS:
High-Quality Instructional Materials

State-Required Standards

The state of Texas requires all schools (including charters) to offer (1) foundational curriculum and (2) enrichment curriculum. See Texas Education Code §12.111(a)(1). While charter schools enjoy curricular and instructional flexibility, an applicant must outline certain curriculum and standards in their proposal. See Texas Administrative Code §74. Required curriculum can be found on the Texas Education Agency Curriculum Division website. Applicants should ensure that all instructional materials are compliant with all state law. Applicants should familiarize themselves with the state standards, also known as the Texas Essential Knowledge and Skills (TEKS), and the English Language Proficiency Standards (ELPS).

High-Quality Instructional Materials are materials that: (1) are aligned with the Texas Essential Knowledge and Skills (TEKS), (2) have a comprehensive and cohesive scope and sequence, (3) include lesson-level materials with engaging texts (books, multimedia, etc.), problems, and assessments, and (4) are externally validated or research based.

Lastly, applicants are strongly encouraged to review the TEA's Effective Schools Framework (ESF), particularly: Lever 4, Essential Action 4.1.

Evaluation Criteria
High-Quality Instructional Materials

Strong Responses:

- Identify high-quality instructional materials or curricular resources for developing instructional materials (or plans to adopt materials) that are grade-level appropriate, aligned to the TEKS, and compliant with state law.
- Provide a clear rationale for the selection of instructional materials and how they meet the definition of high-quality.
- Provide evidence that all instructional materials to be used in content areas of a grade level are fully aligned to all applicable TEKS.
- Provide a thorough process for systematic review, adoption, continuous improvement of High-Quality Instructional Material (HQIM) that will follow local board policy, including personnel responsible. If developing instructional materials locally, describe a realistic and actionable plan for ensuring the materials meet the definition of high quality, including personnel responsible.
- Identify realistic plans to routinely audit all instructional materials and/or curricular resources for compliance with state law.

ACADEMIC EXPERIENCE AND STUDENT SUPPORTS:
Special Populations

Special Populations

The purpose of the Special Populations section is to outline district-level structures and processes related to identifying students for special programs, developing a range of programs that will meet students' needs, monitoring students' progress over time, and evaluating the success of those programs. The TEA expects applicants to demonstrate that they have knowledge and capacity to serve all students well. This includes having specialized expertise in effectively serving students with disabilities, emergent bilingual students, and other student groups.

Key State Law

Applicants should review Texas Education Code Chapter 29 for an exhaustive description of special population program requirements: Special Education (Subchapter A), Bilingual and Special Language Programs (Subchapter B), and Gifted and Talented Students (Subchapter D).

Key Federal Law

Key federal statutes include:

- Title VI of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972,
- Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990,
- Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974 (EEOA),
- The Individuals with Disabilities Education Act (IDEA).

Special Education Resources

View TEA's Special Education website and the Rules and Regulations Related to Special Education.

Dyslexia Resources

State-required procedures for screening and supporting students with dyslexia can be found on TEA's Dyslexia Handbook website.

Emergent Bilingual Resources

View TEA's Supporting Emergent Bilingual Students in Texas website and Resources Related to Program Implementation.

Multi-Tiered Systems of Support

Explore TEA's TIER (Tiered Interventions Using Evidence-Based Research) module for the MTSS framework and additional resources to implement an effective intervention program.

Additional Resources

Applicants that propose to serve early education and elementary grades should review the Prekindergarten Guidelines and requirements with House Bill 3, including: implementation of a K–3 phonics curriculum, attendance at literacy achievement academies, and required full-day pre-k for all eligible 4-year-olds (if pre-k is offered).

Applicants may find valuable information on accelerated student learning on the TEA Accelerated Learning Resources webpage.

Applicants are strongly encouraged to review the TEA's Effective Schools Framework (ESF), particularly: Lever 3, Essential Action 3.2 and Lever 5, Essential Action 5.4.

Evaluation Criteria

Special Populations [Special Education, Emergent Bilingual Students, Early Childhood, and At-Risk Students]

Strong Responses:

Special Education Students

- Identify adequate numbers of special education teachers, paraprofessionals, and/or specialty teachers.
- Discuss specific plans and capacity to address the needs of students with disabilities through identification of students, meeting Child Find requirements, and the evaluation process, without restating compliance language and tailored to the model of the proposed school.
- Discuss specific plans and capacity to address the needs of students with disabilities through continuum of services, plans to ensure access to FAPE in all contexts of the school in accordance with the student's Individual Education Plans and 504 plans, and transition plans for high school students (if applicable). Response is tailored to the model of the proposed school.
- Include a plan for board members and school leaders to continually evaluate the effectiveness of programs designed for special populations and the process for making changes for improvement.

Emergent Bilingual Students

- Identify adequate numbers of bilingual/ESL teachers, paraprofessionals, and/or specialty teachers.
- Identify the specific bilingual education program/model to be implemented and discuss specific plans and capacity to address the needs of emergent bilingual students, including descriptions of a system for identifying students, staff responsible for serving identified students and respective qualifications without restating compliance language and tailored to the model of the proposed school.

- Discuss specific plans to ensure emergent bilingual students have access to grade-level academic content, plans for monitoring student progress and language proficiency, plans for exiting from services, and plans to ensure equitable access in all contexts of the school model.

Early Childhood and At-Risk Students

- Discuss specific plans and capacity to address the educational and emotional needs of underperforming and at-risk students, including descriptions of specific support services and staff who will be responsible for overseeing and facilitating those services.
- If offering early elementary grades, selects a research-based literacy curriculum that meets the requirements of the science of teaching reading and provides a reasonable explanation for how effectiveness will be evaluated.
- Detail the accelerated instruction program to be implemented to support student mastery of grade-level TEKS, including specific details about scheduling arrangements and identified high-quality tutoring materials.
- Identify personnel responsible for implementing an MTSS program, including collecting student data, a process for scheduling tutoring, and a process for monitoring student progress from the interventions.

ACADEMIC EXPERIENCE AND STUDENT SUPPORTS: Promotion, Retention, and Graduation

Promotion Requirements

Texas law requires a student demonstrate academic achievement of required subject matter in order to be promoted to the next grade. To determine whether a student has reached academic achievement, the school will examine a student's grades, teacher recommendations, STAAR scores, and other academic information.

State Graduation Requirements

Students follow the high school graduation plan that was in place when they began ninth grade. The four graduation plans currently in use require students to earn 22 to 26 course credits. The state's newest graduation plan, created by House Bill 5 and passed during the 2013 Texas legislative session, is called the Foundation High School Program. Students entering ninth grade beginning with the 2014–2015 school year are automatically enrolled in this graduation program.

Students must pass five end-of-course assessments to meet the testing requirements for graduation. Those tests cover Algebra I, English I, English II, Biology, and U.S. History.

Additional Resources

Applicants are encouraged to review all data sources and academic accountability indicators used to assess College, Career, and Military Readiness (CCMR).

Evaluation Criteria
Promotion, Retention, and Graduation

Strong Responses:

- If offering a high school program, describe planned endorsement pathways, unique course offerings, or requirements that the proposed will implement as a part of the selected model/design while also supporting accountability measures for College, Career, and Military Readiness.

ACADEMIC EXPERIENCE AND STUDENT SUPPORTS:
School Culture, Safety, and Discipline

Establishing Positive School Culture

Applicants may learn about creating a positive culture in TEA's Effective Schools Framework, particularly Lever 3.

School Uniforms

A charter school may adopt rules that require students at the school to wear school uniforms if the board determines that the requirement would improve the learning environment at the school. If adopted, the school must designate a source of funding that will be used in providing uniforms for students who are educationally disadvantaged. See Texas Education Code §11.162.

Campus Security Officers

The charter board must ensure that at least one-armed security officer is present during regular school hours at each district campus. Applicants are encouraged to review Texas Education Code §37.0814 for complete information about armed security officer requirements.

Charter School Safety Requirements

Charter schools must comply with school safety requirements including those covered in TEC §37.0814, §37.108, §37.1081, §37.1082, §37.1083, §37.1084, §37.1085, §37.1086, §37.109, §37.113, §37.114, §37.1141, §37.115, §37.207, §37.2071, and Subchapter J, Chapter 37. A list of current rules can also be located in TAC 19 §103 Subchapter CC.

Discipline Requirements

State law requires charter schools to adopt a code of conduct that outlines prohibited behaviors and possible consequences. The code of conduct must also outline the school's due process procedures with respect to expulsion. See TEC §12.131.

State discipline requirements are outlined in Texas Education Code, Chapter 37. Charter schools are not subject to the majority of Chapter 37 which allows for flexibility and innovation when adopting student discipline policies. See TEC §37.004 regarding disciplinary placements for students with disabilities. Data from the district of location and districts within the proposed geographic boundary of the school should be considered when planning a discipline approach.

Additional Resources

Applicants are encouraged to review the TEA's Effective Schools Framework (ESF), Lever 3.2.

Please note that a charter school cannot waive the following discipline requirements as stated in TEC Chapter 37:

- TEC §12.131 Confinement, restraint, seclusion, and time-out
- TEC §12.131 Removal of students to disciplinary alternative education programs; expulsion of students
- TEC §37.0832 Bullying prevention, policies and procedures
- TEC §37.0052 Placement or expulsion of students who have engaged in certain bullying behavior
- TEC §37.007 Expulsion for serious offenses
- TEC §37.008 Disciplinary alternative education programs
- TEC §37.015 Reports to local law enforcement
- TEC §37.022 Notice of disciplinary action
- TEC §37.011(a-4)(a-5) Juvenile justice alternative education program

Evaluation Criteria

School Culture, Safety, and Discipline

Strong Responses:

- Provide a compelling description of the school's culture (including any artifacts of specific practices) that promotes a safe, positive, and productive learning environment with clear expectations, and clearly aligns with the school's mission and model.
- Present a disciplinary approach that aligns with the school's mission and vision and is appropriate for the target population.
- In the Proposed Discipline Policy, present a detailed discipline policy that outlines a thorough appeals process, equitable rights for students with disabilities, specific process(es) for providing services to students who are out of school for more than 10 days, and aligns with the proposed school model and previously discussed vision for school culture.
- Outline a reasonable plan to conduct analyses that will evaluate student discipline data and overidentification of any specific student group (if applicable).

OPERATIONS AND FINANCE:
Community Engagement and Student Recruitment

Admission and Enrollment Period

Texas charter schools must operate as open-enrollment educational entities whereby students are enrolled in the order that they applied. Charter schools have an annual application window with a specific time frame to apply for admission. State law requires a charter school to (1) establish a "reasonable" deadline and (2) publish a notice of the opportunity to apply to the school. See Texas Education Code §12.117.

Admissions Lottery

If there are still available seats, students will be enrolled on a first-come basis. If the school has more applications than available enrollment slots, the campus is considered "oversubscribed."

If a campus is oversubscribed, a charter school must either fill the positions (1) by lottery, or (2) fill the available positions in the order in which applications were received by the application deadline. Recipients of the Charter School Start-Up Grant must agree to conduct a lottery. See Texas Education Code §12.117(2)(A)(B).

Exemptions to Admissions Lotteries

State law allows a charter school to exempt (1) siblings of enrolled students and (2) children of employees from admissions lotteries. See Texas Education Code §12.117(d).

A charter school must also immediately enroll a homeless child or youth if there are available seats, even if the child or youth has missed application or enrollment deadlines during any period of homelessness per the McKinney-Vento Act. See 42 U.S.C. § 11432(g)(3)(C)(i).

Student Common Application Form

Open-enrollment charter schools must use the Common Charter Student Admission Application form. See Texas Education Code § 12.1173.

Equitable Recruitment

Open-enrollment charter schools must prohibit discrimination in their admission policies. See Texas Education Code §12.111(a)(5). There are two exceptions to this requirement:

- Charter schools that specialize in one or more performing arts may require an applicant to audition for admission to the school in addition to completing and submitting the common admission application form. See Texas Education Code §12.1171.
- Charter schools may exclude students who have a documented history of a criminal offense, a juvenile court adjudication, or serious discipline problems as long as this exception was approved as part of the charter award. See Texas Education Code Chapter 37, Subchapter A.

Enrollment Minimum

Pursuant to Texas Administrative Code 19 §100.1015(b)(1)(D), open-enrollment charter schools must commit to serving a minimum of 100 students at all times.

Enrollment Goals and Progress Indicators

An effective student recruitment strategy will designate progress indicators to measure progress towards meeting application and/or enrollment goals.

Evaluation Criteria
Community Engagement and Student Recruitment

Strong Responses:

- Present specific and convincing evidence of strategies that were used to assess parent and community interest and demand for the proposed school.
- Present clear and robust plans to support the ongoing use of effective parent, family, and community engagement strategies to operate the proposed charter school.
- Outline specific plans that allow for input from stakeholders on the implementation and operation of the proposed charter school.
- Outline a viable marketing and recruitment plan, including realistic strategies, timelines, responsible parties, costs, and any outreach to low-income families, emergent bilingual students, students with disabilities, or other groups at risk of academic under-achievement or attainment.
- Present recruitment and marketing costs that are congruent with the Financial Plan Workbook.
- Provide, in the Admission and Enrollment Policy, a draft of the school's admission and enrollment policy that includes: (1) tentative start and end dates for the application window and the enrollment period; (2) enrollment deadlines and procedures; (3) policies and procedures for student waiting lists and lotteries; (4) policies and procedures for withdrawals, re-enrollment, and transfers; and (5) an explanation of the purpose of any pre-admission activities for students or parents.
- Present, in the Admission and Enrollment Policy, (1) an application period and application process that clearly supports fair and equitable opportunity for all students; (2) a fair and equitable selection process in the event of oversubscription; (3) alignment with admission and enrollment requirements described in Texas statutes and rules; and (4) a non-discrimination statement that meets the requirements of Texas Education Code §12.111(a)(5).
- Outline a clear plan to keep on track towards admission and enrollment goals and realistic steps to realign progress or revise goals, while still maintaining viable enrollment targets for Year 1.

OPERATIONS AND FINANCE:
School Schedule and Transportation Services

Instructional Minutes Requirements

For funding purposes, charter schools must now offer 75,600 minutes of instruction (including intermissions and recess) excepting any minutes waived by the TEA in writing.

Daily and Weekly Schedules

For curriculum purposes, there are no state requirements for instructional time. This is locally established. However, schools must ensure that "sufficient time is provided for teachers to teach and students to learn" all of the TEKS for a subject or course. See Texas Administrative Code §§ 74.1-74.3. A variety of flexible instructional arrangements and settings are permitted.

Student Attendance

State law requires every Texas school district to adopt an attendance accounting system that includes procedures to ensure the accurate recording and reporting of student attendance data. The Student Attendance Accounting Handbook (SAAH) contains the official attendance accounting requirements that all public school districts and open enrollment charter schools in Texas must meet.

Among other things, the SAAH describes the Foundation School Program (FSP) funding eligibility requirements for all students and the responsibilities of all district personnel involved in student attendance accounting.

Additional Days School Year

The Additional Days School Year adds half-day formula funding for traditional school districts and open-enrollment charter schools that want to add up to 30 instructional days to any of their elementary schools (grades PK–5). Districts and charter schools are eligible after they reach 180 instructional days and meet the minimum 75,600 minutes requirement.

Transportation

Required Transportation

The only students that a charter school is required to provide transportation for are (1) certain students receiving special education who would be unable to attend classes without transportation services outlined in their IEP and (2) certain students eligible under Section 504 of the Federal Rehabilitation Act who would be unable to attend classes without special transportation services. See Texas Education Code §12.109 and Individuals with Disabilities Education Act Chapter 34.

Transportation Funding

School transportation funding, known as the transportation allotment, is part of the overall [Foundation School Program](#) (FSP) funding. Applicants should review the [Transportation Allotment Handbook](#) for important information about transportation services and funding.

Evaluation Criteria

School Calendar and Transportation Services

Strong Responses:

- In the Annual Calendar and School Schedule, present an annual school calendar that meets or exceeds state requirements (at least 75,600 minutes of instruction) and aligns with the overall proposal, including the instructional model and time for professional development.
- In the Annual Calendar and School Schedule, present clear examples of daily and weekly schedules that provide sufficient time for teachers to teach and students to learn all of the TEKS for a subject or course.
- Present an appropriate and viable plan to meet the transportation needs of the anticipated students. If not providing transportation, present an appropriate plan for ensuring the school is accessible to all interested families.
- Present a detailed plan for providing transportation to students whose IEP or 504 plan requires it.
- Present budget costs and financing arrangements that align with the Financial Plan Workbook and that are fiscally viable.

OPERATIONS AND FINANCE:
Financial Plan

Financial Accounting Software

Applicants must select financial accounting software that complies with the requirements discussed in the Special Supplement—Charter Schools (view the Financial Accounting System and Resource Guide module 2).

Funding Resources

School funding is crucial to the viability of a charter school. Applicants should thoroughly review the following resources:

- The Foundation School Program (FSP) and Charter School Finance.
- Financial Accountability System Resource Guide (FASRG), which describes the rules of financial accounting for charter schools (particularly module 10, the special supplement for charter schools).
- Annual Financial and Compliance Reports.
- Charter Financial Integrity Rating System of Texas (Charter FIRST).

Additional Resources

Applicants should disclose any vendors they plan to hire in the financial plan workbook.

Statutory Requirements

Charter schools must ensure that they follow all statutory requirements. Applicants are encouraged to review the following requirements before submitting an application.

Texas Education Code
- §12.111(a)(10-11): Requirements to adopt an annual budget and conduct an annual audit
- §39.083: Reporting (related to Annual Financial Compliance Reports)
- §44.008: Fiscal Management (related to Annual Financial Compliance Reports)

Texas Administrative Code
- 19 §109.23: Independent Audits and Agreed-Upon Procedures (related to Annual Financial Compliance Reports

Evaluation Criteria
Financial Plan

Strong Responses:

- In the Budget Narrative, present a detailed, realistic, and viable budget narrative that clearly explains reasonable, well-supported revenue and cost assumptions, including (1) grant/fundraising assumptions that identify goals, timelines, amounts, and sources of all anticipated funds, property, or other resources (noting which are secured vs. anticipated, and including evidence of firm commitments where applicable); and (2) repayment terms for any borrowed funds.
- In the Budget Narrative, present a sound and actionable contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.
- The Financial Plan Workbook is supported by the Budget Narrative.
- In the Financial Plan Workbook, present a viable budget that will support the proposed programs, including services for students with disabilities, emergent bilingual students, and gifted and talented students.
- Outline sound systems, policies and processes for financial planning, accounting, purchasing, and payroll, including a description of how the financial team will establish and maintain strong internal controls, ensure compliance with all financial reporting requirements, and conduct independent annual financial and administrative audits.
- Differentiate the roles and responsibilities of the school's administration and governing board for school finances.
- Provide a plan that will likely align the school's financial management practices with the Charter Financial Integrity Rating System (FIRST).
- In the Audit Report, demonstrate the entity applying for the charter has liabilities that are less than 80% of its assets. (if applicable)
- Demonstrate the entity applying for the charter has liabilities that are less than 80% of its assets.