

2019 [2018] Charter School Performance Frameworks [Framework]: Overview

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

One tool that will help achieve that goal is the [The] Charter School Performance Frameworks [Framework] (CSPF).¹ The CSPF, which is required by Texas Education Code (TEC §12.1181), is designed to provide parents, the public, charter operators, and the authorizer with information about each charter school's performance. The CSPF is aligned with the Texas A-F accountability framework, the Charter FIRST financial accountability rating system, and best practices that have been identified by the National Association of Charter School Authorizers. Tier designations, which are described later in this manual, and CSPF performance will be used to inform TEA's authorizing decisions, including assigning appropriate levels of oversight, determining eligibility for growth (19 TAC §100.1033), making decisions related to renewal or non-renewal for schools in the discretionary category (as defined by TEC §12.1141(c)), and revoking charters that have failed to meet CSPF standards (as described in TEC §12.115(a)(5)). [Consistent with TEC §§12.1141, 12.115, and 12.1181, these performance results inform the authorizer's monitoring efforts as well as decisions related to renewal and revocation.]

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.

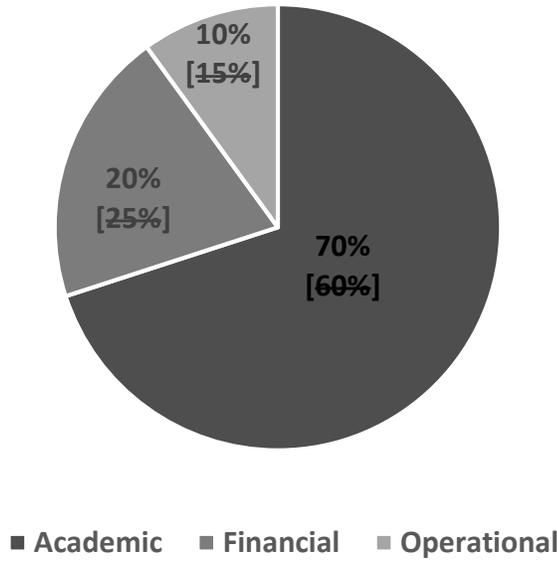
[The Texas Education Agency (TEA) is committed to expanding the number of high-quality educational options in our portfolio. To help us meet this goal, the 2018 CSPF has been redesigned to increase transparency about TEA's performance expectations for charter schools. In addition, the 2018 CSPF is now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

The CSPF includes three distinct frameworks that measure academic, financial, and operational performance. 2019 [2018] CSPF reports will include an overall CSPF score and a subscore for each framework. Indicators that will be assessed within each framework are outlined in this manual, [document] together with the data sources that are utilized.

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

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

Figure: 19 TAC §100.1010(c)



Overall performance Measures the charter school's overall combined performance on the academic, financial, and operational frameworks.
<input type="checkbox"/> Meets Expectations The charter school attained an overall score that was at or above 60%.
<input type="checkbox"/> Does Not Meet Expectations The charter school attained an overall score that was less than 60%.

2019 [2018] Academic Framework Indicators

The Academic Framework evaluates each charter school's academic performance. This framework answers the evaluative question: Is the academic program a success for all students? Meeting the expectations in this framework is indicative of an effective academic program where student learning—the central purpose of every school—is taking place.

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

Number	Indicator	Data Source and Calculation	Points possible
1a	Overall A-F score	<u>2019 [2018] accountability rating: overall scale score (district)</u>	100
1b	Achievement status for <u>student groups [subgroups]</u>	<ul style="list-style-type: none"> • <u>2019 [2018] Closing the Gaps district data: academic achievement status</u> • Percent of evaluated indicators met 	100
<u>[1e]</u>	<u>English language proficiency for English learners</u>	<ul style="list-style-type: none"> • <u>2018 Closing the Gaps data: English language proficiency</u> • <u>Earn 10 points if target was met.</u> • <u>Earn 0 points if target was missed.</u> 	<u>[10]</u>
1c <u>[1d]</u>	Campus status	<ul style="list-style-type: none"> • <u>2019 accountability ratings: overall scale scores (campus)</u> • Earn 10 points if all the charter school's <u>[charter's] campuses received [A or B] ratings that were at or above 80.</u> • Earn 4 points if all the charter school's <u>[charter's] campuses received [A, B, or C] ratings that were at or above 70.</u> • Earn 2 points if all the charter school's <u>[charter's] campuses received [A, B, C, or D] ratings that were at or above 60.</u> 	10

Figure: 19 TAC §100.1010(c)

		<ul style="list-style-type: none"> Earn 0 points if any campus failed. <p><i>Campuses that were not rated will not be counted in this calculation.</i></p>	
Calculation			
<p><i>Academic framework calculation² = .8 [6] (1a) + .1 [2] (1b) + .1(10*1c) + [1(10*1d)]</i></p>			100

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

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

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

2019 [2018] Academic Framework Indicators: AEA Provisions

In accordance with TEC §12.1181, the Academic Framework includes indicators for charter schools evaluated under alternative education accountability (AEA) provisions of the Texas Accountability Rating System. The 2019 [2018] Accountability Manual describes in more detail how scores are calculated or scaled differently for AEA schools.³ The scores listed below will not include Local Accountability System data.

Number	Indicator	Data Source and Calculation	Points possible
1a	Overall academic performance	<u>2019 [2018]</u> accountability rating: overall scale score (AEA scaling, <u>district</u>)	100
1b	Academic status and growth for <u>student groups</u> [subgroups]	<u>2019 [2018]</u> Closing the Gaps data: Closing the Gaps scaled score (AEA scaling, <u>district</u>)	100
1c	Campus status	<ul style="list-style-type: none"> • <u>2019 accountability ratings: overall scale scores (campus)</u> • Earn 10 points if all the <u>charter school's [charter's] campuses</u> received <u>[A or B] ratings that were at or above 80.</u> • Earn 4 points if all the <u>charter school's [charter's] campuses</u> received <u>[A, B, or C] ratings that were at or above 70.</u> • Earn 2 points if all the <u>charter school's [charter's] campuses</u> received <u>[A, B, C, or D] ratings that were at or above 60.</u> • Earn 0 points if any campus failed. 	10

³ For additional detail about calculating AEA scores read: [p. 17 (graduation and dropout rate calculations); p. 48-54 [45 (student achievement domain scaling tables); p. 46 (scaling tables for graduation rate and the Closing the Gaps domain)]; chapter 7 (AEA provisions); and Appendix I Scaling Resources. The full 2019 [2018] Accountability Manual is available online at the following link: <https://tea.texas.gov/2019accountabilitymanual.aspx> [<https://tea.texas.gov/2018accountabilitymanual.aspx>].

Figure: 19 TAC §100.1010(c)

		<i>Campuses that were not rated will not be counted in this calculation.</i>	
Calculation			
$\text{Academic framework calculation}^4 = \frac{.8(1a) + .1(1b) + .1(10*1c) [\frac{.6(1a) + .3(1b) + .1(10*1e)}{.6(1a) + .3(1b) + .1(10*1e)}]}{.6(1a) + .3(1b) + .1(10*1e)}$			100

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

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

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

2019 [2018] Financial Framework Indicators

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

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

Read more about Charter FIRST on the TEA website.

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

Number	Indicator	Data Source and Calculation	Points possible
2a	Overall financial performance <u>on Charter FIRST</u>	Overall score on Charter FIRST (2018-2019 [2017-2018])	100
2b	<u>Solvency [Short-term solvency]</u> : cash on hand	Charter FIRST indicator #6 (2018-2019 [2017-2018])	10
2c	<u>Solvency [Short-term solvency]</u> : ratio of current assets to current liabilities	Charter FIRST indicator #7 (2018-2019 [2017-2018])	10
2d	<u>Solvency [Long-term solvency]</u> : revenues equal or exceed expenses	Charter FIRST indicator #9 (2018-2019 [2017-2018])	10
2e	<u>Solvency [Long-term solvency]</u> : debt service coverage ratio	Charter FIRST indicator #10 (2018-2019 [2017-2018])	10
Calculation			
$\text{Financial framework calculation} = .7 [6](2a) + .075(2b*10) + .075(2c*10) + .075(2d*10) + .075(2e*10) \left[.2(10 * \frac{\#2b + \#2c}{2}) + .2(10 * \frac{\#2d + \#2e}{2}) \right]$			100

<p>Overall score on the financial framework Measures the charter school’s overall performance on indicators included in the financial framework.</p>
<p><input type="checkbox"/> Meets Expectations The charter school attained an overall score on the financial framework that was at or above 60%.</p>

⁵ Charter schools that are operated by institutions of higher education will receive only a pass/fail on the financial framework, reflective of their FIRST score. These schools receive neither an overall numeric FIRST score nor scores on solvency indicators. To calculate the overall CSPF score: pass = 100 and fail = 0.

Figure: 19 TAC §100.1010(c)

Does Not Meet Expectations

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

2019 [2018] Operational Framework Indicators

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

~~[The ratings assigned to indicators in the Operational Framework neither negate any ratings (including, but not limited to state accountability, Charter FIRST, Accreditation, or PBMAS) that a charter school or charter campus receives, nor removes the requirements associated with any sanctions or interventions required as a result of their ratings.]~~

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

Number	Indicator	Points
3a	Teacher qualifications	<ul style="list-style-type: none"> • Meets: 1 point • Does not meet: 0 points
3b	Program requirements: Special populations	<ul style="list-style-type: none"> • Meets: 1 point • Does not meet: 0 points • [Far below: -1 point]
3c	Program requirements: Bilingual education/English as a second language populations	<ul style="list-style-type: none"> • Meets: 1 point • Does not meet: 0 points • [Far below: -1 point]
[3d]	[Program requirements: Career and technical education populations]	<ul style="list-style-type: none"> • [Meets: 1 point] • [Does not meet: 0 points] • [Far below: -1 point]
3d [3e]	Timely filing of governance reporting forms	<ul style="list-style-type: none"> • Meets: 1 point • Does not meet: 0 points
3e [3f]	Training requirements for board members and charter school officials	<ul style="list-style-type: none"> • Meets: 1 point • Does not meet: 0 points
3f [3g]	Criminal record employment requirements	<ul style="list-style-type: none"> • Meets: 1 point • Does not meet: 0 points
3g [3h]	Timely filing of PEIMS data	<ul style="list-style-type: none"> • Meets: 1 point • Does not meet: 0 points
3h [3i]	TREx usage requirements	<ul style="list-style-type: none"> • Meets: 1 point • Does not meet: 0 points
3i [3j]	Certificate of occupancy requirements	<ul style="list-style-type: none"> • Meets: 1 point • Does not meet: 0 points
3j [3k]	Administrative cost ratio	<ul style="list-style-type: none"> • Meets: 1 point • Does not meet: 0 points
3k [3l]	Maintenance of 501(c)(3) status ⁶	<ul style="list-style-type: none"> • Meets: 1 point • Does not meet: 0 points
3l [3m]	50% of students in tested grades	<ul style="list-style-type: none"> • Meets: 1 point • Does not meet: 0 points
3m [3n]	Eligibility to participate in child nutrition program	<ul style="list-style-type: none"> • Meets: 1 point • Does not meet: 0 points

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

Figure: 19 TAC §100.1010(c)

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

Operational Framework Indicators

<p>3a. Teacher Qualifications Charter school teachers must hold a baccalaureate degree. TEC §12.129, 19 TAC §100.1015(b)(3)(F)</p>
<input type="checkbox"/> Meets Expectations All teachers at the charter school hold a baccalaureate degree or meet the statutory exception. ⁷
<input type="checkbox"/> 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.
<input type="checkbox"/> Not Applicable <u>Data was masked due to small numbers [The charter school failed to report staff data or reported only contracted classroom teachers.]</u>
<p><i>Data source: 2018-2019 [2017-2018] TAPR District Staff Information, Teachers by Highest Degree Held</i></p>
<p>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)</p>
<input type="checkbox"/> Meets Expectations The charter school received a <i>Meets Requirements</i> determination for special education.
<input type="checkbox"/> Does Not Meet Expectations The charter school received a <i>Needs Assistance, Needs Intervention, or Needs Substantial Intervention</i> determination for special education.
<input type="checkbox"/> Far Below Expectations <u>The charter school received a <i>Needs Intervention or Needs Substantial Intervention</i> determination for special education.</u>

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

Data source: 2019 [2018] 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, ~~ef~~ Stage 2, Stage 3, or Stage 4 for BE/ESL.

Far Below Expectations

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

Data source: 2019 [2018] PBMAS, ISAM

[3d. Program Requirements – Career and Technical Education Populations

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

Meets Expectations

The charter school is not staged for CTE.

Does Not Meet Expectations

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

Far Below Expectations

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

Data source: 2018 PBMAS and 2018-19 ISAM]

3d [3e]. Timely Filing of Governance Reporting Forms

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

Meets Expectations

The charter school filed 2019-2020 [2018-2019] governance reporting forms in a timely manner.

Does Not Meet Expectations

The charter school failed to file 2019-2020 [2018-2019] governance reporting forms in a timely manner.

Data source: TEA Charter School Tracking System governance reporting forms

3e [3f]. Training Requirements

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

TEC §12.123, 19 TAC §§ 100.1102-100.1105

Meets Expectations

All charter board members and school officers appointed or hired prior to December 2, 2020 [~~December 3, 2018~~] reported that they completed the provided evidence 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, 2020 [~~December 3, 2018~~] failed to provide evidence that annually-required training was completed [~~report that they completed the annually required training~~], 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 [3g]. Criminal Record Employment Requirements

Charter schools must certify compliance with TEC §22.085.

TEC §§ 12.120, 12.1059, 22.0832, 22.085, 19 TAC §100.1151

Meets Expectations

The charter school certified its compliance with TEC §22.085 by submitting the “Criminal History Compliance Certification” for the 2019-2020 [~~2018-19~~] school year in a timely manner.

Does Not Meet Expectations

The charter school failed to certify its compliance with TEC §22.085 because it did not submit the “Criminal History Compliance Certification” for the 2019-2020 [~~2018-19~~] school year in a timely manner or if a finding from a Special Accreditation Investigation indicates the charter school is not in compliance.

Data source: TEA Educator Certification

3g [3h]. Timely Filing of PEIMS Data

This indicator measures the charter school’s compliance with PEIMS reporting requirements.

TEC §12.104

Meets Expectations

The charter school was in compliance with 2018-2019 [~~2017-18~~] PEIMS data reporting timelines.

Does Not Meet Expectations

Figure: 19 TAC §100.1010(c)

The charter school was not in compliance with 2018-2019 ~~[2017-18]~~ PEIMS data reporting timelines.

Data source: TEA Student Education Data System/PEIMS Division

3h [3i]. TREx Usage Requirements

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

TEC §7.010, TEC §25.002(a-1), 19 TAC §129.1025

Meets Expectations

All the charter's campuses responded to requests for information in TREx within 10 working days and followed the TREx data standards.

Does Not Meet Expectations

Some of the charter's campuses failed to respond to requests for information in TREx within 10 working days and/or did not follow the TREx data standards.

Data source: TEA Student Education Data System/PEIMS Division

3i [3j]. Certificate of Occupancy Requirements

All charter school buildings used for educational purposes must have a valid certificate of occupancy for educating children.

19 TAC §§ 100.1215(b) and 100.1001(3)(E)

Meets Expectations

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

Does Not Meet Expectations

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

Not Applicable

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

Data source: TEA Charter Schools Tracking System

3j [3k]. Administrative Cost Ratio

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

Meets Expectations

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

Does Not Meet Expectations

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

Figure: 19 TAC §100.1010(c)

Not Applicable

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

Data source: 2018-2019 [~~2017-18~~] Charter FIRST Indicator 11

3k [3l]. Maintenance of 501(c)(3) Status

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

TEC §12.101, 19 TAC §100.1217

Meets Expectations

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

Does Not Meet Expectations

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

Not Applicable

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

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

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

3l [3m]. 50% of students in tested grades

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

19 TAC §100.1015(b)(3)(G)

Meets Expectations

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

Data source: 2018-2019 TAPR

3m [3n]. Eligibility to Participate in Child Nutrition Program

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

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

Meets Expectations

Figure: 19 TAC §100.1010(c)

The charter school maintained its eligibility to participate in child nutrition programs.
<input type="checkbox"/> Does Not Meet Expectations The charter school failed to maintain its eligibility to participate in child nutrition programs and did not regain its eligibility within 30 days.

Data source: Texas Department of Agriculture

3n [3e]. 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
<input type="checkbox"/> 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 <u>spring</u> [most recent] assessment period.
<input type="checkbox"/> 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 <u>spring</u> [most recent] assessment period.

Data source: TEA Student Assessment

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

2019 [2018] Adult High School Diploma and Industry Certification Public Charter School Performance Frameworks [Framework] Indicators

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

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

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

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

1. Student achievement on academic assessments

Measures graduating students' performance on the Texas Success Initiative Assessment (TSIA), adopted by the agency as appropriate for assessing adult education program participants [~~applicable end-of-course (EOC) assessments~~].
TEC §§29.259(c) and (o)(1), 19 TAC §101.4002(b)

Meets Expectations

The percentage of all students performing at or above the TSIA's set passing score in reading and mathematics [~~"Meets Grade Level" standard on EOC assessments~~] was greater than or equal to 50 [~~20~~].

Does Not Meet Expectations

The percentage of all students performing at or above the TSIA's set passing score in reading and mathematics [~~"Meets Grade Level" standard on EOC assessments~~] was less than 50 [~~20~~].

Data source: 2018-2019 [~~2017-2018~~] TAPR [~~District Performance – STAAR Percent at Met Standard or Above (All Grades), All Subjects~~]

2. Completion of high school diploma program

Measures number of program participants who successfully completed a high school diploma program.
TEC §29.259(o)(2)

Meets Expectations

The number of graduates was equal to or greater than the number of students classified as 12th graders on the date of the school's Public Education Information Management System (PEIMS) snapshot in the same academic year.

Does Not Meet Expectations

The number of graduates was less than the number of students classified as 12th graders on the date of the school's PEIMS snapshot in the same academic year.

Data source: 2017-2018, 2018-2019 TAPR

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

3. Completion of industry-based certification program

Measures percentage of program graduates [~~participants~~] who successfully completed an approved industry-based certification.⁸
TEC §29.259(o)(3)

Meets Expectations

⁸ A list of approved industry-based certifications is available at: <https://tea.texas.gov/cte/>.

Figure: 19 TAC §100.1010(c)

At least 25% of program <u>graduates</u> [<u>participants</u>] successfully completed an approved industry-based certification.
<input type="checkbox"/> Does Not Meet Expectations Fewer than 25% of program <u>graduates</u> [<u>participants</u>] successfully completed an approved industry-based certification.

Data source: Adult High School Diploma and Industry Certification Public Charter School-submitted data [2017-2018 TAPR]

Tiering Framework

Tiering the TEA charter school portfolio will increase transparency, clearly communicate performance ratings, and identify low-performing schools that should be subject to increased oversight. Tier designations and CSPF scores will be used to inform TEA's authorizing decisions, including assigning appropriate levels of oversight, determining eligibility for expansion amendments (19 TAC §100.1033), making decisions related to renewal or non-renewal for schools in the discretionary category (as defined by TEC §12.1141(c)), and revoking charters that have failed to meet CSPF standards (as described in TEC §12.115(a)(5)).

TEA Tiering Framework

	<u>Tier 1</u> <u>High-performing</u>	<u>Tier 2</u> <u>Average performance</u>	<u>Tier 3</u> <u>Watch list status</u>
<u>Draft definition</u>	<u>Charter schools that attain scores at or above 80% on the CSPF overall and on both the CSPF academic and financial frameworks.</u>	<u>Charter schools that do not qualify for Tier 1, but attain scores at or above 60% on the CSPF overall and on both the CSPF academic and financial frameworks.</u>	<u>Charter schools that attain scores below 60% on the CSPF overall or on either the CSPF academic or financial framework.</u>
<u>Oversight</u>	<u>Only when necessary to address issues that arise related to operations, governance, and/or health/safety/welfare concerns.</u>	<u>Authorizer actions will be informed by the charter school's CSPF performance. In some cases, the authorizer may increase oversight and/or request additional information.</u>	<u>Authorizer actions will be informed by the charter school's CSPF performance. The authorizer may require action plans or may decide to revoke the charter in cases of multi-year Tier 3-level performance.</u>
<u>Amendments</u>	<u>Charter schools may apply for expansion and non-expansion amendments.</u>	<u>Charter schools may apply for expansion and non-expansion amendments, with</u>	<u>Charters may apply only for non-expansion amendments.</u>

Figure: 19 TAC §100.1010(c)

	Tier 1 <u>High-performing</u>	Tier 2 <u>Average performance</u>	Tier 3 <u>Watch list status</u>
		<u>approval subject to the commissioner's discretionary consideration.</u>	

Note: When renewal decisions are made at the end of a charter term, charter schools are categorized as expedited, discretionary, or expiration based on the statutory definitions outlined in TEC §12.1141.⁹ Assigned categories may, or may not, align with the tiering framework. As required by statute, the authorizer **must** consider a charter school's CSPF performance when making decisions about renewal, or non-renewal, for schools in the discretionary category.

Renewal Categories

Texas Education Code (TEC) §12.1141 authorizes the commissioner to adopt a procedure to be used for charter renewals. The procedure must include consideration of the charter holder's performance under Chapters 39 and 39A and each campus operating under the charter and must include three distinct processes, which must be expedited renewal, discretionary consideration of renewal or denial of renewal, and expiration.

Expedited: TEC §12.1141(b) lists the basis for **expedited renewal** of a charter as follows: If the charter holder submits to the commissioner a petition for renewal of the charter and (1) the charter holder has been assigned the highest or second highest performance rating under Subchapter C, Chapter 39, for the three preceding school years; (2) the charter holder has been assigned a financial accountability rating under Subchapter D, Chapter 39, indicating financial performance that is satisfactory or better for the three preceding schools years; and (3) no campus operating under the charter has been assigned the lowest performance rating under Subchapter C, Chapter 39, for the three preceding school years or such a campus has been closed.

Expiration: TEC §12.1141(d) lists the basis for **expiration** of a charter as follows: If the charter holder submits to the commissioner a petition for renewal of the charter and (1) the charter holder has been assigned the lowest performance rating under Subchapter C, Chapter 39, for any three of the five preceding school years; (2) the charter holder has been assigned a financial accountability performance rating under Subchapter D, Chapter 39, indicating financial performance that is lower than satisfactory for any three of the five preceding school years; (3) the charter holder has been assigned any combination of the ratings describe by (1) or (2) above for any three of the five preceding school years; or (4) any campus operating under the charter has been assigned the lowest performance rating under Subchapter C, Chapter 39, for the three preceding school years and such a campus has not been closed.

Discretionary: TEC §12.1141(c): At the end of the term of a charter for an open-enrollment charter school, if a charter holder submits to the commissioner a petition for renewal of the charter and the charter does not meet the criteria for expedited renewal or for expiration, the commissioner shall use the **discretionary consideration** process. The commissioner's decision

⁹ View the last page for a summary of the renewal categories defined in statute.

Figure: 19 TAC §100.1010(c)

under the discretionary consideration process must take into consideration the results of annual evaluations under the performance frameworks established under TEC §12.1181.