

## 2016 Academic Framework Indicators

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The Academic Framework evaluates student academic performance on the State of Texas Assessments of Academic Readiness (STAAR) and longitudinal graduation rates. This framework answers the evaluative question: Is the academic program a success? 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 allow evaluation of charter school academic performance.

- 1a. Student Achievement – All Students
- 1b. Student Achievement – African American
- 1c. Student Achievement – Hispanic
- 1d. Student Achievement – White
- 1e. Student Achievement – American Indian
- 1f. Student Achievement – Asian
- 1g. Student Achievement – Pacific Islander
- 1h. Student Achievement – Two or More Races
- 1i. Student Achievement – Special Education
- 1j. Student Achievement – Economically Disadvantaged
- 1k. Student Achievement – English Language Learners (ELL)
- 1l. Student Achievement – At Risk
- 1m. Graduation Rate, 4-Year Longitudinal – All Students
- 1n. Graduation Rate, 5-Year Extended Longitudinal – All Students

In accordance with TEC §12.1181 and 19 TAC §100.1010, the Academic Framework includes indicators for charter schools evaluated under both standard accountability procedures and alternative education accountability (AEA) provisions of the State Accountability Rating System. The 2016 *Accountability Manual*, which is available online at <http://tea.texas.gov/2016Accountability.aspx>, contains additional details.

For each Academic Framework indicator, a charter school receives one of four ratings:

- *Exceeds Expectations,*
- *Meets Expectations,*
- *Does Not Meet Expectations, or*
- *Not Applicable.*

Academic Framework indicators are included in the Texas Academic Performance Reports (TAPR) which are available online at <https://rptsvr1.tea.texas.gov/perfreport//tapr/>.

Academic Framework data are evaluated in the State Accountability Rating System which is described online at <http://tea.texas.gov/2016accountability.aspx>. Student achievement data are used in Index 1 and graduation rate in Index 4. The graduation, continuation, or General Educational Development (GED) certification rate is used in Index 4 to evaluate AEA charters.

Further details on graduation rates are online at [http://tea.texas.gov/acctres/dropcomp\\_index.html](http://tea.texas.gov/acctres/dropcomp_index.html).

Academic Framework indicators and targets may change over time to remain in alignment with the State Accountability Rating System.

## Student Achievement – Standard Accountability Procedures

Measures charter school performance across all subjects at the Level II Satisfactory Standard.

- |                             |                                       |
|-----------------------------|---------------------------------------|
| <b>1a. All Students</b>     | <b>1g. Pacific Islander</b>           |
| <b>1b. African American</b> | <b>1h. Two or More Races</b>          |
| <b>1c. Hispanic</b>         | <b>1i. Special Education</b>          |
| <b>1d. White</b>            | <b>1j. Economically Disadvantaged</b> |
| <b>1e. American Indian</b>  | <b>1k. ELL</b>                        |
| <b>1f. Asian</b>            | <b>1l. At Risk</b>                    |

**Exceeds Expectations**

The percentage of tests taken that met the Level II Satisfactory Standard for all students/students in the group was greater than or equal to 90.

**Meets Expectations**

The percentage of tests taken that met the Level II Satisfactory Standard for all students/students in the group was greater than or equal to 60, but less than 90.

**Does Not Meet Expectations**

The percentage of tests taken that met the Level II Satisfactory Standard for all students/students in the group was less than 60.

**Not Applicable**

The charter school does not serve this population or serves them in such small numbers that a rating could not be determined.

### Data Source

2015-16 TAPR District Performance – STAAR Percent at Level II Satisfactory Standard or Above (All Grades), All Subjects

### Notes

For each charter school evaluated under standard accountability procedures, the passing rate is compared to the State Accountability Rating System Index 1 target of 60%.

An *Exceeds Expectations* rating is assigned when the charter school's all students/student group performance is at least 90%.

## Student Achievement – AEA Provisions

Measures charter school performance across all subjects at the Level II Satisfactory Standard.

- |                             |                                       |
|-----------------------------|---------------------------------------|
| <b>1a. All Students</b>     | <b>1g. Pacific Islander</b>           |
| <b>1b. African American</b> | <b>1h. Two or More Races</b>          |
| <b>1c. Hispanic</b>         | <b>1i. Special Education</b>          |
| <b>1d. White</b>            | <b>1j. Economically Disadvantaged</b> |
| <b>1e. American Indian</b>  | <b>1k. ELL</b>                        |
| <b>1f. Asian</b>            | <b>1l. At Risk</b>                    |

**Exceeds Expectations**

The percentage of tests taken that met the Level II Satisfactory Standard for all students/students in the group was greater than or equal to 80.

**Meets Expectations**

The percentage of tests taken that met the Level II Satisfactory Standard for all students/students in the group was greater than or equal to 35, but less than 80.

**Does Not Meet Expectations**

The percentage of tests taken that met the Level II Satisfactory Standard for all students/students in the group was less than 35.

**Not Applicable**

The charter school does not serve this population or serves them in such small numbers that a rating could not be determined.

### Data Source

2015-16 TAPR District Performance – STAAR Percent at Level II Satisfactory Standard or Above (All Grades), All Subjects

### Notes

For each charter school evaluated under AEA provisions, the passing rate is compared to the State Accountability Rating System Index 1 target of 35%.

An *Exceeds Expectations* rating is assigned when the charter school's all students/student group performance is at least 80%.

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## Graduation Rates – Standard Accountability Procedures

Emphasizes the importance of earning a high school diploma that provides students with the foundation necessary for success in college, the workforce, job training programs, or the military.

### 1m. Graduation Rate, 4-Year Longitudinal – All Students

#### 1n. Graduation Rate, 5-Year Extended Longitudinal – All Students

**Exceeds Expectations**

The charter school's graduation rate was greater than or equal to 90.0.

**Meets Expectations**

The charter school's graduation rate was greater than or equal to 60.0, but less than 90.0.

**Does Not Meet Expectations**

The charter school's graduation rate was less than 60.0.

**Not Applicable**

The charter school does not have a graduation rate, or due to small numbers a rating could not be determined.

#### Data Sources

2015-16 TAPR District Performance – 4-Year Longitudinal Rate (Grades 9-12),  
Class of 2015, Graduated

2015-16 TAPR District Performance – 5-Year Extended Longitudinal Rate (Grades 9-12),  
Class of 2014, Graduated

#### Notes

For each charter school evaluated under standard accountability procedures, the graduation rate is compared to the State Accountability Rating System Index 4 target of 60.0%.

An *Exceeds Expectations* rating is assigned when the charter school's graduation rate is at least 90.0%.

The class of 2015 4-year graduation rate is the percentage of students who began ninth grade in 2011-12 and graduated by August 31, 2015.

The class of 2014 5-year extended graduation rate is the percentage of students who began ninth grade in 2010-11 and graduated by August 31, 2015.

Graduation Rate formula:

$$\frac{\text{graduates}}{\text{graduates} + \text{continuers} + \text{GED recipients} + \text{dropouts}}$$

## Graduation Rates – AEA Provisions

Emphasizes the importance of earning a high school diploma that provides students with the foundation necessary for success in college, the workforce, job training programs, or the military.

### 1m. Graduation, Continuation, or GED Certification Rate, 4-Year Longitudinal – All Students

### 1n. Graduation, Continuation, or GED Certification Rate, 5-Year Extended Longitudinal – All Students

**Exceeds Expectations**

The charter school's graduation, continuation, or GED certification rate was greater than or equal to 80.0.

**Meets Expectations**

The charter school's graduation, continuation, or GED certification rate was greater than or equal to 45.0, but less than 80.0.

**Does Not Meet Expectations**

The charter school's graduation, continuation, or GED certification rate was less than 45.0.

**Not Applicable**

The charter school does not have a graduation, continuation, or GED certification rate, or due to small numbers a rating could not be determined.

### Data Sources

2015-16 TAPR District Performance – 4-Year Longitudinal Rate (Grades 9-12),  
Class of 2015, Grads, GED, & Cont

2015-16 TAPR District Performance – 5-Year Extended Longitudinal Rate (Grades 9-12),  
Class of 2014, Grads, GED, & Cont

### Notes

For each charter school evaluated under AEA provisions, the graduation, continuation, or GED certification rate is compared to the State Accountability Rating System Index 4 target of 45.0%.

An *Exceeds Expectations* rating is assigned when the charter school's graduation, continuation, or GED certification rate is at least 80.0%.

The class of 2015 4-year graduation, continuation, or GED certification rate is the percentage of students who began ninth grade in 2011-12 and graduated by August 31, 2015, continued in high school in the fall of 2015, or received a GED certificate by August 31, 2015.

The class of 2014 5-year extended graduation, continuation, or GED certification rate is the percentage of students who began ninth grade in 2010-11 and graduated by August 31, 2015, continued in high school in the fall of 2015, or received a GED certificate by August 31, 2015.

Graduation, Continuation, and GED Certification Rate formula:

$$\frac{\text{graduates} + \text{continuers} + \text{GED recipients}}{\text{graduates} + \text{continuers} + \text{GED recipients} + \text{dropouts}}$$

# 2016 Financial Framework Indicators

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

- 2a. Timely Submission of Annual Financial Report (AFR)
- 2b. Administrative Cost Ratio
- 2c. Unmodified Opinions
- 2d. Material Weaknesses in Internal Controls
- 2e. Default on Debt
- 2f. Total Variance
- 2g. Material Noncompliance

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

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

Charter FIRST information is available online at:

[http://tea.texas.gov/Finance\\_and\\_Grants/Financial\\_Accountability/Financial\\_Integrity\\_Rating\\_System\\_of\\_Texas\\_\(FIRST\)/School\\_FIRST\\_Rating\\_for\\_Charter\\_Schools/](http://tea.texas.gov/Finance_and_Grants/Financial_Accountability/Financial_Integrity_Rating_System_of_Texas_(FIRST)/School_FIRST_Rating_for_Charter_Schools/).

Rating labels for each Financial Framework indicator are outlined below.

Rating Label	Financial Framework Indicator						
	2a	2b	2c	2d	2e	2f	2g
<i>Exceeds Expectations</i>	X	X					
<i>Meets Expectations</i>	X	X	X	X	X	X	X
<i>Does Not Meet Expectations</i>	X	X	X	X	X	X	X
<i>Far Below Expectations</i>	X	X					
<i>Not Applicable</i>	X	X	X	X	X	X	X

Financial Framework indicators and targets may change over time to remain in alignment with Charter FIRST.

## 2a. Timely Submission of Annual Financial Report

Measures the timeliness in which a charter holder submits their AFR and financial data.

**Exceeds Expectations**

The charter holder submitted their complete AFR on or before the November 27 or January 28 deadline depending on the charter school's fiscal year end date (June 30 or August 31, respectively) for the 2014-15 fiscal year and therefore is in compliance with TEC §44.008(d).

**Meets Expectations**

The charter holder submitted their complete AFR and financial data within 30 days of the November 27 or January 28 deadline depending on the charter school's fiscal year end date (June 30 or August 31, respectively) for the 2014-15 fiscal year and therefore is in compliance with Charter FIRST.

**Does Not Meet Expectations**

The charter holder failed to submit their complete AFR and financial data within 30 days of the November 27 or January 28 deadline depending on the charter school's fiscal year end date (June 30 or August 31, respectively) for the 2014-15 fiscal year.

**Far Below Expectations**

The charter holder failed to submit their complete AFR and financial data for the 2014-15 fiscal year; or the charter holder failed to submit their complete AFR and financial data within 30 days of the November 27 or January 28 deadlines depending on the charter school's fiscal year end date (June 30 or August 31, respectively) for the 2013-14 and 2014-15 fiscal years.

**Not Applicable**

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

### Data Sources

TEA Financial Compliance Division  
2014-15 and 2015-16 Charter FIRST Indicator 1

### Notes

An *Exceeds Expectations* rating is assigned if the complete AFR was submitted "not later than the 150th day after the end of the fiscal year" pursuant to TEC §44.008(d).

A *Meets Expectations* rating is assigned if the complete AFR and financial data were submitted within 30 days of the November 27 or January 28 deadline depending on the charter school's fiscal year end date (June 30 or August 31, respectively).

A *Far Below Expectations* rating is assigned if the complete AFR and financial data were not submitted:

- for the 2014-15 fiscal year, or
- within 30 days of the November 27 or January 28 deadline depending on the charter school's fiscal year end date (June 30 or August 31, respectively) for the 2013-14 and 2014-15 fiscal years.

## 2b. Administrative Cost Ratio

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

<input type="checkbox"/> <b>Exceeds Expectations</b> The charter school scored 8 or 10 points on this indicator for Charter FIRST.
<input type="checkbox"/> <b>Meets Expectations</b> The charter school scored 6 points on this indicator for Charter FIRST.
<input type="checkbox"/> <b>Does Not Meet Expectations</b> The charter school scored 2 or 4 points on this indicator for Charter FIRST.
<input type="checkbox"/> <b>Far Below Expectations</b> The charter school scored 0 points on this indicator for Charter FIRST.
<input type="checkbox"/> <b>Not Applicable</b> The charter school is in its first year of operation and is not evaluated on this indicator.

### Data Source

2015-16 Charter FIRST Indicator 11

### Notes

The Charter FIRST administrative cost threshold ratio is based on average daily attendance (ADA).

ADA	≥ 1,000	500 to 999	< 500	Charter FIRST Points
Threshold Ratio	≤ 0.1401	≤ 0.1561	≤ 0.2645	10
	> 0.1401 & ≤ 0.1651	> 0.1561 & ≤ 0.1811	> 0.2645 & ≤ 0.2895	8
	> 0.1651 & ≤ 0.1901	> 0.1811 & ≤ 0.2061	> 0.2895 & ≤ 0.3145	6
	> 0.1901 & ≤ 0.2151	> 0.2061 & ≤ 0.2311	> 0.3145 & ≤ 0.3395	4
	> 0.2151 & ≤ 0.2401	> 0.2311 & ≤ 0.2561	> 0.3395 & ≤ 0.3645	2
	> 0.2401	> 0.2561	> 0.3645	0

## 2c. Unmodified Opinions

Measures opinions (unmodified and modified) in a charter holder's AFR.

<input type="checkbox"/> <b>Meets Expectations</b> There was an unmodified opinion in the charter holder's AFR on the financial statements as a whole.
<input type="checkbox"/> <b>Does Not Meet Expectations</b> There was a modified opinion in the charter holder's AFR.
<input type="checkbox"/> <b>Not Applicable</b> The charter school is in its first year of operation and is not evaluated on this indicator.

### Data Source

2015-16 Charter FIRST Indicator 2A

### Notes

A *Meets Expectations* rating is assigned if the charter holder received a "clean audit" (unmodified opinion).

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## 2d. Material Weaknesses in Internal Controls

Measures instances of material weaknesses in internal controls in a charter holder's AFR.

- |   |
|---|
| <input type="checkbox"/> <b>Meets Expectations</b><br>There were no disclosures in the charter holder's AFR of any instance(s) of material weaknesses in internal controls. |
| <input type="checkbox"/> <b>Does Not Meet Expectations</b><br>There were disclosures in the charter holder's AFR of material weaknesses in internal controls.               |
| <input type="checkbox"/> <b>Not Applicable</b><br>The charter school is in its first year of operation and is not evaluated on this indicator.                              |

### Data Source

2015-16 Charter FIRST Indicator 2B

### Notes

A *Meets Expectations* rating is assigned if the external auditor reported no material weaknesses in the audit report.

## 2e. Default on Debt

Measures whether the charter holder is meeting debt obligations.

- |  |
|--|
| <input type="checkbox"/> <b>Meets Expectations</b><br>The charter school was in compliance with the payment terms of all debt agreements at fiscal year end.             |
| <input type="checkbox"/> <b>Does Not Meet Expectations</b><br>The charter school was not in compliance with the payment terms of all debt agreements at fiscal year end. |
| <input type="checkbox"/> <b>Not Applicable</b><br>The charter school is in its first year of operation and is not evaluated on this indicator.                           |

### Data Source

2015-16 Charter FIRST Indicator 3

### Notes

A *Meets Expectations* rating is assigned if there were no disclosures in the AFR and/or other sources of information concerning non-payment on all debt.

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## 2f. Total Variance

Measures whether the comparison of Public Education Information Management System (PEIMS) data to like information in the charter holder's AFR resulted in a total variance of less than 3% of all expenses by function.

**Meets Expectations**

The total variance was less than 3% of all expenses.  
The charter school scored 10 points on this indicator for Charter FIRST.

**Does Not Meet Expectations**

The total variance was greater than or equal to 3% of all expenses.  
The charter school scored 0 points on this indicator for Charter FIRST.

**Not Applicable**

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

### Data Source

2015-16 Charter FIRST Indicator 13

### Notes

Total Variance formula:

$(\text{Data Variance} / \text{Total Expenses}) < \text{Threshold for Percentage of Data Variance (0.03)}$

## 2g. Material Noncompliance

The charter holder's AFR is expected to be free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds.

**Meets Expectations**

The charter holder's AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds.  
The charter school scored 10 points on this indicator for Charter FIRST.

**Does Not Meet Expectations**

The charter holder's AFR had instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds.  
The charter school scored 0 points on this indicator for Charter FIRST.

**Not Applicable**

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

### Data Source

2015-16 Charter FIRST Indicator 14

### Notes

This indicator was not evaluated in 2015.

## 2016 Operational Framework Indicators

The Operational Framework indicators allow evaluation of the compliance-related standards that each charter school must meet. Charter schools are already required to meet the standards in this section through state and federal law, rules, regulations, 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.

Operational Framework indicators evaluate the charter school's compliance with education program, governance, and reporting requirements.

- 3a. Teacher Qualifications
- 3b. Program Requirements – Special Populations
- 3c. Program Requirements – Bilingual Education/English as a Second Language (BE/ESL) Populations
- 3d. Program Requirements – Career and Technical Education (CTE) Populations
- 3e. Timely Filing of Governance Reporting Forms
- 3f. Training Requirements
- 3g. Criminal Record Employment Requirements
- 3h. Community and Student Engagement Reporting Requirements
- 3i. Timely Filing of PEIMS Data
- 3j. Texas Records Exchange (TREx) Usage Requirements
- 3k. Certificate of Occupancy Requirements
- 3l. Maintenance of 501(c)(3) Status

Rating labels for each Operational Framework indicator are outlined below.

Rating Label	Operational Framework Indicator											
	3a	3b	3c	3d	3e	3f	3g	3h	3i	3j	3k	3l
<i>Meets Expectations</i>	X	X	X	X	X	X	X	X	X	X	X	X
<i>Does Not Meet Expectations</i>	X	X	X	X	X	X	X	X	X	X	X	X
<i>Far Below Expectations</i>	X	X	X	X	X	X	X					
<i>Not Applicable</i>	X										X	X

Operational Framework indicators and targets may change over time to remain in alignment with current statute, rule, and policy.

### 3a. Teacher Qualifications

Charter school teachers must hold a baccalaureate degree.

TEC §12.129, 19 TAC §100.1015(b)(3)(F)

<input type="checkbox"/> <b>Meets Expectations</b>
All teachers at the charter school hold a baccalaureate degree.
<input type="checkbox"/> <b>Does Not Meet Expectations</b>
Less than 100.0% but at least 90.0% of all teachers at the charter school hold a baccalaureate degree.
<input type="checkbox"/> <b>Far Below Expectations</b>
Fewer than 90.0% of all teachers at the charter school hold a baccalaureate degree.
<input type="checkbox"/> <b>Not Applicable</b>
The charter school failed to report staff data or reported only contracted classroom teachers.

#### Data Source

2015-16 TAPR District Profile – Staff Information, Teachers by Highest Degree Held

#### Notes

The TAPR Glossary defines *Teachers by Highest Degree Held* as the distribution of degrees held by teachers in the district or charter school. The full-time equivalent (FTE) counts of teachers with no degree, a bachelor's degree, a master's degree, or a doctorate are expressed as a percentage of the total teacher FTEs. (Source: PEIMS, Oct. 2015) The TAPR Glossary is available online at <https://rptsvr1.tea.texas.gov/perfreport/tapr/index.html>.

### 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)

<input type="checkbox"/> <b>Meets Expectations</b>
The charter school received a <i>Meets Requirements</i> determination for Special Education.
<input type="checkbox"/> <b>Does Not Meet Expectations</b>
The charter school received a <i>Needs Assistance</i> determination for Special Education.
<input type="checkbox"/> <b>Far Below Expectations</b>
The charter school received a <i>Needs Intervention</i> or <i>Needs Substantial Intervention</i> determination for Special Education.

#### Data Sources

2016 PBMAS

2016-17 Intervention Stage and Activity Manager (ISAM)

#### Notes

The Special Education (SPED) indicators are described in the *PBMAS Manual* which is available online at <http://tea.texas.gov/pbm/PBMASManuals.aspx>.

Secure access to the ISAM is limited to district and charter school superintendents and personnel through the Texas Education Agency Secure Environment (TEASE) portal. Special Education determinations are reported on the TAPR (<https://rptsvr1.tea.texas.gov/perfreport/tapr/index.html>).

### 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)

<input type="checkbox"/> <b>Meets Expectations</b> The charter school is not staged for BE/ESL.
<input type="checkbox"/> <b>Does Not Meet Expectations</b> The charter school is in Stage 1 or Stage 2 for BE/ESL.
<input type="checkbox"/> <b>Far Below Expectations</b> The charter school is in Stage 3 or Stage 4 for BE/ESL.

#### Data Sources

2016 PBMAS  
2016-17 ISAM

#### Notes

The BE/ESL indicators are described in the *PBMAS Manual* which is available online at <http://tea.texas.gov/pbm/PBMASManuals.aspx>.

Secure access to ISAM is limited to district and charter school superintendents and personnel through TEASE.

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

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

<input type="checkbox"/> <b>Meets Expectations</b> The charter school is not staged for CTE.
<input type="checkbox"/> <b>Does Not Meet Expectations</b> The charter school is in Stage 1 or Stage 2 for CTE.
<input type="checkbox"/> <b>Far Below Expectations</b> The charter school is in Stage 3 or Stage 4 for CTE.

#### Data Sources

2016 PBMAS  
2016-17 ISAM

#### Notes

The CTE indicators are described in the *PBMAS Manual* which is available online at <http://tea.texas.gov/pbm/PBMASManuals.aspx>.

Secure access to ISAM is limited to district and charter school superintendents and personnel through TEASE.

### 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

- |  |
|--|
| <input type="checkbox"/> <b>Meets Expectations</b><br>The charter school filed 2016-2017 Governance Reporting Forms in a timely manner.                            |
| <input type="checkbox"/> <b>Does Not Meet Expectations</b><br>The charter school failed to file 2016-2017 Governance Reporting Forms in a timely manner.           |
| <input type="checkbox"/> <b>Far Below Expectations</b><br>The charter school failed to file 2015-2016 and 2016-2017 Governance Reporting Forms in a timely manner. |

#### Data Source

TEA Charter School Tracking System (CSTS) Governance Reporting Forms

#### Notes

Secure access to CSTS is limited to charter school superintendents and personnel through the Texas Education Agency Login (TEAL) portal.

The 2016-2017 Annual Governance Reporting Forms were submitted in CSTS from October 31 – December 1, 2016.

### 3f. Training Requirements

Charter board members and school officials must complete the annually required training.  
TEC §12.123, 19 TAC §§ 100.1102-100.1105

- |   |
|---|
| <input type="checkbox"/> <b>Meets Expectations</b><br>All charter board members and school officers hired or appointed prior to December 1, 2016 have completed the annually required charter board training.                 |
| <input type="checkbox"/> <b>Does Not Meet Expectations</b><br>Some charter board members and/or school officers hired or appointed prior to December 1, 2016 failed to complete the annually required charter board training. |
| <input type="checkbox"/> <b>Far Below Expectations</b><br>Some charter board members and/or school officers failed to complete annually required charter board training for the 2015-2016 and 2016-2017 reporting cycles.     |

#### Data Source

TEA CSTS Governance Reporting Forms

#### Notes

Secure access to CSTS is limited to charter school superintendents and personnel through TEAL.

The 2016-2017 Annual Governance Reporting Forms were submitted in CSTS from October 31 – December 1, 2016.

A *Does Not Meet Expectations* or *Far Below Expectations* rating is assigned if the charter school's Governance Reporting Forms are not submitted by the time data are pulled for this indicator.

### 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 returned the “Criminal History Compliance Certification” for the 2016-17 school year and therefore is in compliance with TEC §22.085.

**Does Not Meet Expectations**

The charter school failed to return the “Criminal History Compliance Certification” for the 2016-17 school year and therefore is not in compliance with TEC §22.085(f).

**Far Below Expectations**

The charter school failed to return the “Criminal History Compliance Certification” for the 2015-16 and 2016-17 school years and therefore is not in compliance with TEC §22.085(f) for multiple years.

#### Data Source

TEA Educator Certification

#### Notes

Certification of Compliance No-Response Lists are available online at

[http://tea.texas.gov/Texas\\_Educators/Certification/Fingerprinting/School\\_District\\_or\\_Charter\\_School\\_Certification\\_of\\_Compliance/](http://tea.texas.gov/Texas_Educators/Certification/Fingerprinting/School_District_or_Charter_School_Certification_of_Compliance/).

### 3h. Community and Student Engagement Reporting Requirements

Texas statute requires that school districts and charter schools evaluate their district- and campus-level performance in community and student engagement and assign a rating.

TEC §§ 39.0545, 39.363, 19 TAC §61.1023

**Meets Expectations**

The charter school is in statutory compliance with Community and Student Engagement reporting and policy requirements.

**Does Not Meet Expectations**

The charter school is not in statutory compliance with Community and Student Engagement reporting and policy requirements.

#### Data Sources

PEIMS Submission 3, 010 Organization Data – District record

2016 Texas Consolidated School Rating (TCSR) Reports

#### Notes

Locally-assigned Community and Student Engagement ratings and statutory compliance statuses are in the TCSR reports which are available online at <http://tea.texas.gov/tcsr.aspx>.

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### 3i. 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 is in compliance with 2015-16 PEIMS data reporting timelines.

**Does Not Meet Expectations**

The charter school is not in compliance with 2015-16 PEIMS data reporting timelines.

#### Data Source

TEA Student Education Data System/PEIMS Division

#### Notes

Information regarding PEIMS reporting and data standards are available online at [http://tea.texas.gov/Reports\\_and\\_Data/Data\\_Submission/PEIMS/PEIMS\\_Data\\_Standards/PEIMS\\_Data\\_Standards/](http://tea.texas.gov/Reports_and_Data/Data_Submission/PEIMS/PEIMS_Data_Standards/PEIMS_Data_Standards/).

The *PEIMS 2015-16 Data Collection Schedule* is available online at [http://tea.texas.gov/Reports\\_and\\_Data/Data\\_Submission/PEIMS/PEIMS\\_Data\\_Standards/PEIMS\\_2015-2016\\_Data\\_Collection\\_Schedule/](http://tea.texas.gov/Reports_and_Data/Data_Submission/PEIMS/PEIMS_Data_Standards/PEIMS_2015-2016_Data_Collection_Schedule/).

### 3j. TREx Usage Requirements

Charter schools must participate in the TREx.

TEC §7.010

**Meets Expectations**

The charter's campuses use TREx to transfer and receive student records and do so in a timely manner.

**Does Not Meet Expectations**

The charter's campuses failed to use TREx to transfer and receive student records and/or failed to do so in a timely manner.

#### Data Source

TEA Student Education Data System/PEIMS Division

#### Notes

Information regarding the TREx system is available online at [http://tea.texas.gov/Reports\\_and\\_Data/Data\\_Submission/Texas\\_Records\\_Exchange\\_\(TREx\)/Texas\\_Records\\_Exchange\\_\(TREx\)/](http://tea.texas.gov/Reports_and_Data/Data_Submission/Texas_Records_Exchange_(TREx)/Texas_Records_Exchange_(TREx)/).

### 3k. Certificate of Occupancy Requirements

All charter holder 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)

<input type="checkbox"/> <b>Meets Expectations</b> The charter holder is in compliance with certificate of occupancy requirements.
<input type="checkbox"/> <b>Does Not Meet Expectations</b> The charter holder is not in compliance with certificate of occupancy requirements.
<input type="checkbox"/> <b>Not Applicable</b> The charter holder is a university that has not provided a certificate of occupancy for educational use.

#### Data Source

TEA CSTS

#### Notes

Secure access to CSTS is limited to charter school superintendents and personnel through TEAL.

### 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

<input type="checkbox"/> <b>Meets Expectations</b> The charter holder maintains its 501(c)(3) status.
<input type="checkbox"/> <b>Does Not Meet Expectations</b> The charter holder fails to maintain its 501(c)(3) status.
<input type="checkbox"/> <b>Not Applicable</b> The charter holder is a governmental entity, college, or university.

#### Data Sources

Texas Secretary of State

Internal Revenue Service (IRS)

#### Notes

The Texas Secretary of State website is: <http://www.sos.state.tx.us/>.

The IRS website is: <http://www.irs.gov/Charities-&-Non-Profits/Exempt-Organizations-Select-Check>.