

REQUEST FOR PROPOSAL
FOR
QUALITY FRAMEWORK
TECHNOLOGY REQUIREMENTS GATHERING



Texas Charter Schools Association
Quality Framework Division
700 Lavaca Street, Suite 930
Austin, Texas 78701
(512) 584-8272

SUBMITTAL DEADLINE: FRIDAY AUGUST 13TH 2010

SECTION 1. INTRODUCTION

1.1 Description of the Texas Charter Schools Association

The Texas Charter Schools Association (TCSA) is the statewide membership organization representing effective charter schools of all types. TCSA membership currently includes *nearly 400 open enrollment charter school campuses* with approximately *80,000 students* enrolled in campuses across the state.

Through member services, advocacy, an annual conference, and the development of a quality framework, TCSA helps charter schools:

- Promote high quality options for parents and students;
- Improve academic and operational practices of member schools; and
- Speak with a collective voice in Austin and Washington D.C.

TCSA is active in shaping policies that impact charter schools. Working with lawmakers, stakeholders, and its members, TCSA has developed member services and an advocacy agenda that embrace every segment of the charter school community. More information about the TCSA can be found at its website, www.txcharterschools.org.

1.2 Governance and Mission of the Texas Charter Schools Association

TCSA is led by a ten-member board, including seven charter leaders, and a staff leadership team with significant national policy experience and charter school expertise. A nine-person Member Council Executive Committee is in place to elevate the concerns and needs of charter school operators. TCSA's mission is "to accelerate student achievement in Texas by empowering and improving a diverse set of effective charter schools. In five years, TCSA will have strengthened the charter movement by achieving unified legislative goals and raising statewide awareness to the benefits of public charter school education in Texas.

1.3 Objective of the Request for Proposal

TCSA is soliciting proposals in response to this Request for Proposal ("RFP") from qualified providers, hereafter referred to collectively as "**Proposers**," to define and document the technical requirements for the Quality Framework ("QF") online tool to be developed. The QF is a copyrighted TCSA continuous improvement process that seeks to assist members in identifying and prioritizing quality initiatives and then accelerate the deployment of high-impact tools and resources to address members' quality gaps. This quality improvement is central to TCSA's mission of improving student achievement and speaking with a unified voice on behalf of all highly effective charters in the state. The QF is currently piloting with over 30 members but will be an annual initiative for member schools once the automated assessment and online resources are available for every charter campus in Texas in a secure online portal. This RFP to define the technical requirements for such a portal and its content is the first step in that technology timeline; the output of this project will be

instrumental in issuing the RFP for the development and deployment of the online QF tools.

SECTION 2. NOTICE TO PROPOSERS

PROPOSERS ARE CAUTIONED TO READ THE INFORMATION CONTAINED IN THIS RFP CAREFULLY AND TO SUBMIT A COMPLETE RESPONSE TO ALL REQUIREMENTS AND QUESTIONS AS DIRECTED. FAILURE TO SUBMIT A COMPLETE RESPONSE MAY RESULT IN DISQUALIFICATION OF THE PROPOSER'S PROPOSAL.

2.1 Submittal Deadline and Mailing Address

TCSA will accept proposals submitted in response to this RFP until 5:00 p.m., Central Prevailing Time on **Friday, August 13th 2010** (the "Submittal Deadline."). Written proposals must be received by TCSA on or before the Submittal Deadline. Additionally, Proposer should submit an electronic version of the entire proposal in portable document format (.pdf). The electronic version shall be transmitted by the Submittal Deadline to qualityframework@txcharterschools.org. Additionally, six copies of the proposal shall be individually bound and delivered to:

Texas Charter Schools Association
Quality Framework Division
700 Lavaca Street, Suite 930
Austin, Texas 78701

2.2 RFP Contact Person

Any questions or concerns regarding this RFP shall be directed to:

Chris Busse
Vice President, Quality Initiatives
Texas Charter Schools Association
700 Lavaca, Suite 930
Austin, Texas 78701
Fax: (512) 584-8492
qualityframework@txcharterschools.org

2.2.1. Response to Questions. TCSA specifically instructs all interested parties to restrict questions regarding this RFP to fax or e-mailed written communications forwarded to Chris Busse at the fax number or e-mail address listed above. **It is TCSA's intent to respond to all appropriate questions and concerns that are received by 5:00pm on Thursday, July 29th, 2010;** however, TCSA reserves the right to decline to respond to any question.

2.2.2. Addendum. It is TCSA's intent to notify all interested requestors of each of the questions received from interested parties and of the answers provided by TCSA. This notice to all interested parties may be provided, in TCSA's sole discretion, as a formal Addendum to this RFP to all parties recorded by the TCSA as having received a copy of this RFP. Only TCSA's responses that are made by formal written Addenda shall be binding. Any verbal responses or written interpretations or clarifications other than formal Addenda to this RFP shall be without legal effect. All Addenda issued by TCSA prior to the Submittal Deadline shall be and are hereby incorporated as a part of this RFP for all purposes.

Any interested party that receives this RFP by means other than directly from TCSA is responsible for notifying TCSA that it is in receipt of an RFP package, and shall provide the party's name, address, telephone number and FAX number, in the event TCSA issues Addenda to this RFP or provides written answers to questions.

2.3 Selection Process

TCSA intends to select the winning bid in accordance with the following process and schedule, but reserves the right to change the process and/or schedule in any manner that will be in the best interest of TCSA member schools or in the best interest of the Association. All dates refer to the 2010 calendar year:

Thursday July 22nd	Release Date for Request for Proposals
Thursday July 29th	Deadline for Questions Concerning the RFP
Friday August 13th	Submittal Deadline
Wednesday August 25th	TCSA staff solicits feedback from member Quality Framework Committee and key funding partners on the various bids received and the recommended vendor choice
Friday August 27th	Selection of project vendor

TCSA may make the selection of the winning bid on the basis of the proposals initially submitted, without discussion, clarification or modification. In the alternative, TCSA may make the selection of the winning bid on the basis of negotiation with one or more of the Proposers. In conducting such negotiations, TCSA will attempt to avoid disclosing the contents of competing proposals.

At TCSA's sole option and discretion, TCSA may discuss and negotiate all elements of the proposals submitted by selected Proposers within a specified competitive range as determined solely by TCSA. For purposes of negotiation, TCSA may establish, after an initial review of the proposals, a competitive range of acceptable or potentially acceptable proposals composed of the highest rated proposal(s). In that event, TCSA

will defer further action on proposals not included within the competitive range pending the selection of the Contractor; provided, however, TCSA reserves the right to include additional proposals in the competitive range if deemed to be in the best interests of TCSA.

TCSA reserves the right to (a) enter into an agreement for all or any portion of the requirements and specifications set forth in this RFP with one or more Proposers, (b) reject any and all proposals and re-solicit proposals, or (c) reject any and all proposals and temporarily or permanently abandon this selection process, if deemed to be in the best interests of TCSA.

2.4 Criteria for Selection

2.4.1. Best Value. The selected Vendor, if any, will be the Proposer that submits a timely proposal that demonstrates the best value for Member Schools and the Association. Best value shall be determined by the evaluation of primary and secondary factors:

- (a) Primary factors include the quality of the project approach – how the Vendor plans to gain insight and input from Quality Framework Committee members, the structure for the documentation of the technical requirements, and the reputation of the Vendor.
- (b) Secondary factors include the total cost for the project and any uncertainty or variability in the price.

2.4.2. Relative Weights. The factors to be considered by TCSA in evaluating proposals and selecting the Vendor will be based on the following rating scale:

Primary Factors	60%
Secondary Factors	<u>40%</u>
	100%

2.5 Proposer's Acceptance of Evaluation Process Methodology

By submitting a proposal, Proposer acknowledges:

- (1) Proposer's acceptance of the vendor Selection Process set forth in Section 2.3 of this RFP and the Criteria for Selection set forth in Section 2.4 of this RFP; and
- (2) Proposer's recognition that some subjective judgments must be made by TCSA during this RFP process.

2.6 Solicitation for Proposal and Proposal Preparation Costs

Proposer understands and agrees that (1) TCSA has made no representation written or oral with any interested party that one or more agreements with TCSA will be

awarded under this RFP; and (2) Proposer shall bear, as its sole risk and responsibility, any cost that arises from Proposer's preparation of a response to this RFP.

2.7 Technology Development RFP

Proposer understands and agrees that while the output of this Technical Requirements RFP will be used as the input for the upcoming Technology Development RFP, being selected for this Technical Requirements RFP in no way affects the chances of being selected for the Technology Development RFP.

SECTION 3. PROJECT SPECIFICATIONS

3.1. General Overview

As indicated in Section 1.3 of the RFP, TCSA is soliciting proposals to define and document the technical requirements for the Quality Framework ("QF") online tool to be developed. This RFP to define the technical requirements for such a tool and its content is the first step in the technology timeline; the output of this project will be instrumental in issuing the RFP for the development and deployment of the online QF tools.

3.2 Quality Framework Description

The QF is a copyrighted TCSA continuous improvement process that seeks to assist members in identifying and prioritizing quality initiatives and then accelerate the deployment of high-impact tools and resources to address members' quality gaps. The technical specifications outlined below will all need to be accessed in the context of the existing TCSA website www.txcharterschools.org.

3.2.1 QF Assessment

The self-evaluation portion of the QF is currently in MS Excel and contains both qualitative statements and quantitative responses. The qualitative statements assess the operational aspects of a school and require a simple yes / no type of response. The quantitative measures tend to address outcomes or results and are typically numeric entries. All member responses on the assessment contribute in some way to the school's overall evaluation and therefore need to be stored at the most granular level in a central database for calculations and aggregations. Members also need the ability to allow multiple staff people to access various portions of their assessment, as well as the ability to start and stop the assessment as needed.

3.2.2 QF Site Reviews

The site review process and structure is still being developed, but the online tool will need to be able to support multiple reviewers to enter comments and observations, as well as attach files to a school's QF profile. These reviewers will be validating the school's self-evaluation and assisting the schools in prioritizing opportunities and action plans; they will need the ability to add to the assessment in a 'case management' fashion.

3.2.3 QF Resources

Once schools have identified their most pressing improvement needs, they will have access to the TCSA repository of best practices and solutions. This online repository will need to accommodate various software formats (Excel, Word, PDF, etc.) and will need to be searchable by keywords. These resources will range in complexity from relatively simple documents and templates to highly interactive online modules. This part of the tool will also need to link tightly to the online store of TCSA, since some of these resources will be available for a fee.

3.3 Project Approach

The Vendor will need to incorporate the input of two main groups of stakeholders: TCSA staff and the members who make up the Quality Framework Committee. While most of this feedback can be gathered in the form of interviews and perhaps some small focus groups, a site visit or two to a school that is in the process of completing their QF assessment would undoubtedly be instructive. The TCSA VP of Quality Initiatives will approve the work product from this project.

SECTION 4. GENERAL QUESTIONNAIRE

Proposers must submit a complete response to each of the questions listed below. In cases where a question does not apply or if unable to respond, Proposers should indicate N/A for Not Applicable or N/R for No Response, as appropriate. The Proposer must explain the reasons when responding N/A or N/R.

4.1 Client, Reference, and Staffing Information

- A. List the Names and Contact Information of at least three references from charter school officials with whom your firm has recently worked
- B. Provide summary resumes for Proposer's proposed key personnel who will be providing services to TCSA, including their specific experiences with similar service projects, and number of years of employment with Proposer.

4.2 Information Relating to the Financial Stability of the Proposer and Its Related Entities

- A. Legal Name of the Proposer's Company, including the address of the office that will be providing the products and support services to TCSA
- B. General Description of the Company's Purpose and Enterprise
- C. Number of Years in Business
- C. Number of Employees
- D. Name of Parent Corporation, if any.
- E. List the members/owners of any LLC and identify all subsidiaries and related entities.
- F. Identify State of Incorporation. If a Texas corporation, include a letter of good standing from the State Comptroller of Public Accounts for the Proposer entity and for subsidiaries or related entities. If not a Texas corporation, include a letter of good standing from the state government in which the entity was incorporated.
- G. Information concerning the nature and status or final disposition of any lawsuit filed against the Proposer, its subsidiaries, or its owners/members by any current or former client, by any current or former employee, or by any other person or entity in the last ten years.
- H. Provide a Financial rating of the Proposer entity and any related documentation, such as a Dunn and Bradstreet analysis (if such a rating and documentation are available), that indicates the financial stability of Proposer.
- I. Is Proposer currently for sale or involved in any transaction to expand or to become acquired by another business entity? If yes, Proposer shall explain the expected impact on its software product and services.
- J. Is Proposer currently in default on any loan agreement or financing agreement with any bank, financial institution, or other entity? If yes, Proposer shall specify the pertinent date(s), details, circumstances, and describe the current prospects for resolution.
- K. Provide any additional information to assist TCSA in assessing Proposer's demonstrated capability and financial resources to provide services described in this RFP.

SECTION 5. PROJECT PRICING

Each Proposer must explain the proposed project price and any possible variability in that pricing structure.

SECTION 6. ADDITIONAL INFORMATION

6.1 Additional Services or Benefits

Provide a list of any additional services or benefits *not otherwise identified in this RFP* that Proposer would propose to provide to TCSA.

6.2 Unique Advantages

Describe in detail any unique or special services or benefits offered or advantages to be gained by TCSA doing business with Proposer.

6.3. Anticipated Difficulties and Mitigation Strategies

Describe any difficulties Proposer anticipates in performing the services defined in this RFP and how Proposer plans to overcome those obstacles.

SECTION 7. PROPOSAL REQUIREMENTS

7.1 General Instructions

Proposer should carefully read the information contained herein and submit a complete response to all requirements and questions as directed. Failure to submit a complete response may result in disqualification of Proposer's proposal.

Proposals and any other information submitted by Proposer in response to this RFP shall become the property of TCSA.

Proposals should be prepared simply and economically, providing a straightforward, concise description of Proposer's ability to meet the requirements and specifications of this RFP. Emphasis should be on completeness, clarity of content, and responsiveness to the requirements and specifications of this RFP.

7.2 Binding Representations by Proposer

Representations made by Proposer within its proposal will be binding on Proposer. The Proposer will not be bound to act by any previous communication or response submitted by Proposer, other than this RFP.

7.3 Specific Instructions

7.3.1. Binder. Proposals should be typed on letter-size (8-1/2" x 11") paper, and should be submitted in a binder. Preprinted materials should be referenced in the proposal and included as labeled attachments. Sections within a proposal should be divided by tabs for ease of reference.

7.3.2. Table of Contents. Proposals shall include a Table of Contents with page number references. The Table of Contents should contain sufficient detail and be organized according to the same format as presented in this RFP, to facilitate easy reference to the sections of the proposal as well as to any separate attachments (which should be identified in the main Table of Contents). If a Proposer includes supplemental information or non-required attachments with its proposal, this material should be clearly identified in the Table of Contents and organized as a separate section of the proposal.

7.3.3. Pagination. All pages of the proposal should be numbered sequentially in Arabic numerals (1, 2, 3, etc.). Attachments should be numbered or referenced separately.

7.3.4. Number of Copies. Proposer should submit a total of 3 (three) complete and identical copies of its entire proposal. An original signature by an authorized officer of Proposer must appear on the Cover Letter at least one (1) copy of the submitted proposal. The Cover Letter must include the contents required in this RFP. The copy of the Proposer's proposal bearing an original signature should contain the mark "original" on the front cover of the proposal. Additionally, Proposer should submit an electronic version of the entire proposal in PDF format. The electronic version should be submitted by the Submittal Deadline to qualityframework@txcharterschools.org.

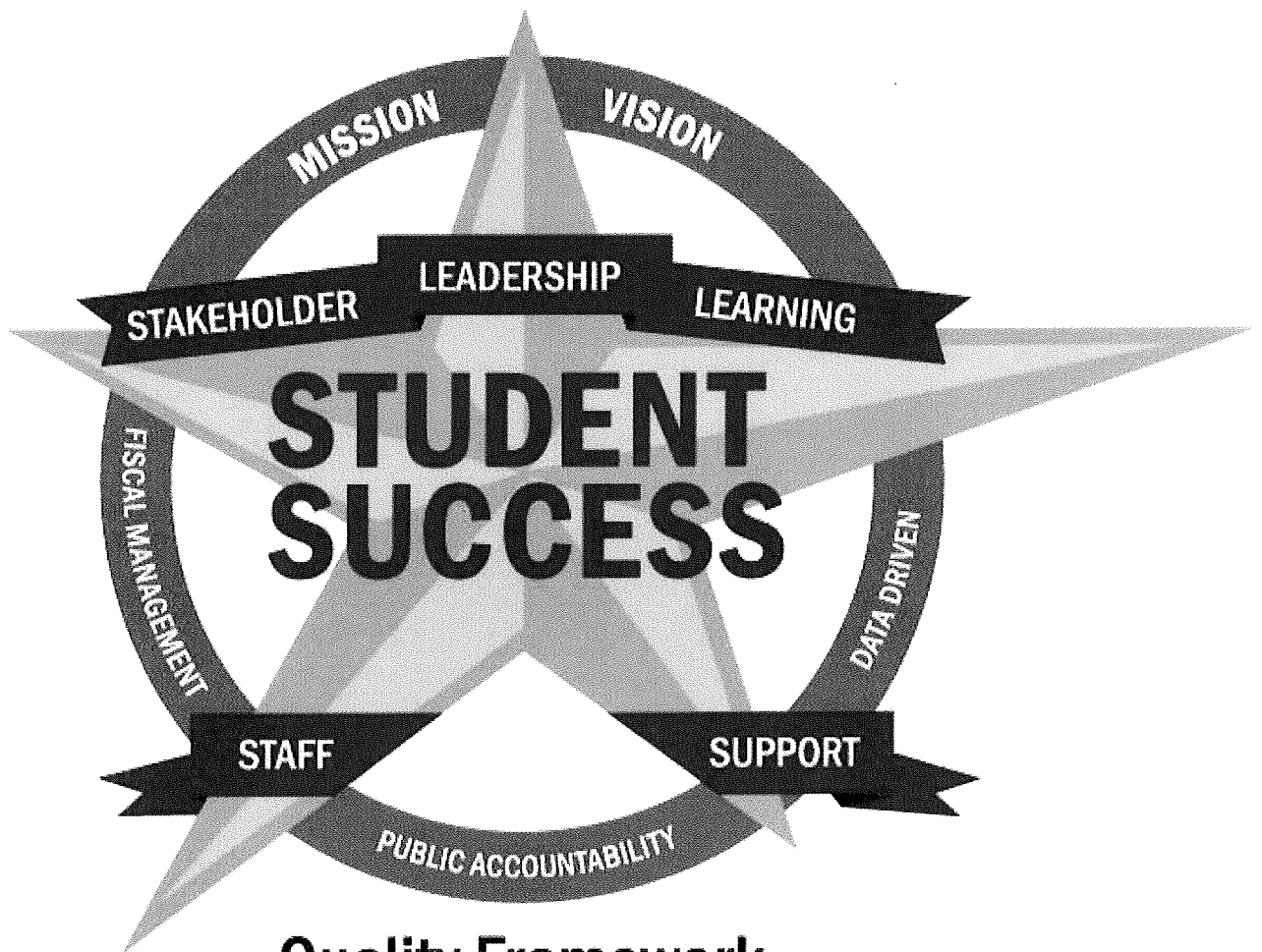
7.3.5. Modification or Withdrawal. No proposal may be changed, amended, or modified after it has been submitted in response to this RFP. However, a proposal may be withdrawn and resubmitted at any time prior to the Submittal Deadline.

7.3.6. Proposal Validity Period. Each proposal must state that it will remain valid for TCSA's acceptance for a minimum of sixty (60) days after the Submittal Deadline, to allow time for evaluation, selection, and any unforeseen delays. The successful proposal accepted by TCSA shall remain valid for the full term of the Agreement or other contractual arrangements resulting from this RFP.

APPENDIX 1

TCSA Quality Framework Overview

Attachment



Quality Framework

TEXAS CHARTER SCHOOLS ASSOCIATION

Purpose of the Quality Framework

The TCSA Quality Framework is a member-built continuous improvement process that will strengthen the academic and operational outcomes of member schools. It is the first review process built specifically for charters by charter leaders, and it is concrete evidence of TCSA's commitment to innovation and quality.

- *It is a member led process*
- *It will inform campus practices*
- *It builds public and policy maker confidence*

The Quality Framework is not a punitive system. The only way to fail is to refuse to participate. The self-assessment is a tool for charter leaders. The outcome of the self- assessment leads to opportunities for training, services, and products offered by TCSA.

- *It is an internal, multi-year process*
- *Data is protected, and not shared in ways that will harm members*

The Quality Framework is not duplicative of the TEA. TCSA member schools will be better prepared to meet TEA requirements because of the Quality Framework.

- *Results are not shared with the TEA*
- *Quality Framework helps improve TCSA schools so regulations are easier to follow*
- *Quality Framework is backed by support from TCSA so schools improve*

TCSA schools have many of the Quality Framework elements in place. The Quality Framework process will document this fact. Its purpose is to collect and share best practices, and to identify strategies for use by all members.

- *It is flexible*
- *It will not mandate one best way*
- *It will highlight, not hamper innovation*

Individual TCSA schools benefit by actual participation in Quality Framework, but broader goals are also met by having the system in place.

- *Legislative agenda benefits*
- *Public perception improves*
- *Demand increases*

The Quality Framework is comprised of 10 interdependent systems that work together to achieve operational excellence and academic quality. These systems are sets of integrated and aligned elements within a public charter school that function to provide services, processes, and tools needed for the success of the students and the sustainability of the organization.

Each system has corresponding elements that are key processes or practices that enable the quality standard to be achieved; consequently, these elements must be addressed in order for the school to perform at its highest degree of potential. Additionally, each system has a quality standard that articulates the strategic objective of that system's elements. The Quality Framework systems are depicted in the following graphic.

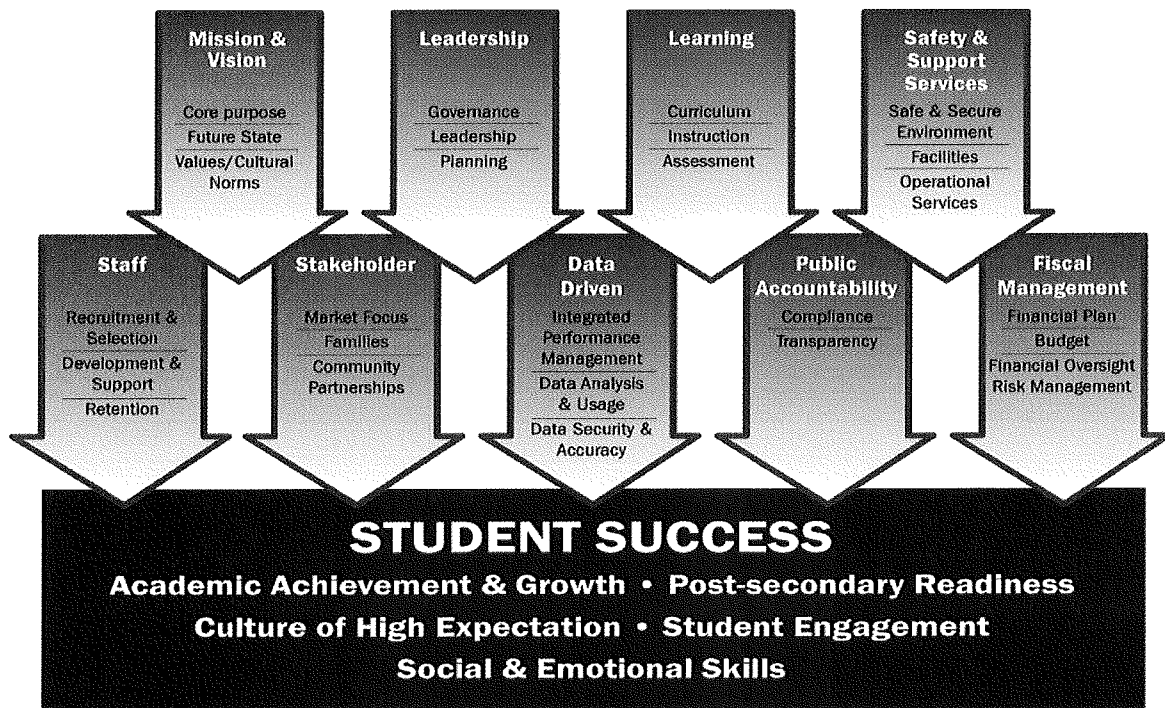


Quality Framework

TEXAS CHARTER SCHOOLS ASSOCIATION



An effective Texas public charter school creates and sustains a high quality, innovative educational system aligned with its mission that advances measurable, increased learning and development for each student served.





Quality Framework Standards

Student Success Quality Standard:

An effective Texas public charter school develops and implements a strategic plan for student success that is aligned and linked to the organization's mission and vision.

Mission and Vision Quality Standard:

An effective Texas public charter school creates a clear, documented, and shared mission and vision statements that guide the decisions and actions of the organization.

Leadership Quality Standard:

An effective Texas public charter school develops and implements an ethical system of governance and leadership that sustains a high performing organization aligned with its mission.

Learning Quality Standard:

An effective Texas public charter school develops and implements an integrated learning system of curriculum, instruction, and assessment to maximize each student's potential for postsecondary and lifelong success.

Safety and Support Services Quality Standard:

An effective Texas public charter school provides facilities and operational services in a safe and secure environment.

Staff Quality Standard:

An effective Texas public charter school develops and implements a comprehensive process for hiring, developing, and retaining high-performing employees.

Stakeholder Quality Standard:

An effective Texas public charter school assesses its market and stakeholder needs and creates and sustains strategic partnerships aligned with its mission.

Data Driven Quality Standard:

An effective Texas public charter school identifies, gathers, and analyzes data and information to guide decision making and continuous improvement.

Public Accountability Quality Standard:

An effective Texas public charter school accounts to the public for meeting legal, fiscal, and academic requirements.

Fiscal Management Quality Standard:

An effective Texas public charter school uses its resources in alignment with legal requirements and its mission to advance measurable, increased learning and development for each student served.

Student Success Quality Standard:

An effective Texas public charter school develops and implements a strategic plan for student success that is aligned and linked to the organization's mission and vision.

System Elements	Indicators
Academic Achievement and Growth	Achievement on state standards test^{1 a b d c e g} Achievement on norm referenced or criterion reference tests other than state test^{2 3 d g p} Longitudinal growth^{3 5 a b d j} Value-added measure^{2 a d p} Courses or course components passed^{4 a e p} Literacy level growth (reading and writing)^{2 e p}
Post-secondary Readiness	State defined College-Ready Indicator data⁵ Students on track to graduate according to their individual student learning plans^{2 a e g j} Graduation and completion rates^{5 a e} Participation and achievement on college readiness tests: ACT⁹, SAT⁸, 2300 TAKS^{5 9 a e j} Implementation of college and career access programs and services (e.g.- internships, scholarships pursued/received, FAFSA and application support, counseling, college awareness and visits, and career internship participation/availability)^{2 a p} Participation and achievement in AP, IB, dual credit courses/tests^{5 a e} Post secondary (two year or four year institutions) acceptance and enrollment^{2 p} Career readiness assessments: THEA¹, Accuplacer⁸, PLAN (ACT)^{9 a e j p} Certification program participation and completion^{2 8 p} Dropouts recovered^p Post secondary success (eligible students employed, enlisted, receiving certification, or graduated from program or institution)^{2 p}
Culture of High Expectation	Systematic approach for communicating high expectations for all students, according to mission ^{10 h j p}
Student Engagement	Student attendance^{6 a e} Student engagement at the classroom level^{2 g p} Student reenrollment rate^{5 a} Co-curricular, extracurricular, service, and or internship activity^{2 g j p} Students receiving mentoring or tutoring^{2 p}
Social and Emotional Skills	Student support services^{2 p} Students achieving standard/growth on Social and Emotional Learning metrics (SEL)^{2 g p} Teachers trained in and implementing Social and Emotional Learning programs^{2 g p} Discipline referrals over time (425's)^{6 b e p} Students in leadership positions (including mentoring and or tutoring of other students)^{2 p} Students achieving community service target hours^{2 g p}

Mission and Vision Quality Standard:

An effective Texas public charter school creates a clear, documented, and shared mission, vision, and values statements that shape the decisions and actions of the organization.

System Elements	Indicators
Core Purpose	Organization is mission-driven ^{10 h j}
Future State	Organization has a clearly articulated vision ^{10 a}
Values/Cultural Norms	Organization operates within shared values, beliefs and cultural norms ^{10 i}

Leadership Quality Standard:

An effective Texas public charter school develops and implements an ethical system of governance and leadership that sustains a high performing organization aligned with its mission.

System Elements	Indicators
Governance	Policies and procedures are in place ^{1 a b c j} Board members participate in training and development ^{1 b f} Board follows state laws regarding nepotism and conflict of interest ^{1 a b c j p} Board evaluates executive officer/organization leader ^{1 f} Board conducts self-evaluations ^{1 f} Board and organization leader review school performance ^{1 f}
Leadership	Organization leaders periodically review school progress ^{1 a c j k m} School leaders review and refine campus plans ^{2 c g i p} Leadership development processes and structures in place ^{1 2 p} Succession plan in place ^{1 2 p} Stakeholder satisfaction with leadership assessed ^{10 a b}
Planning	Strategic plan developed and implemented ^{1 a c j} Process improvement methodologies in place and implemented ^{2 1 p} Strategic communication plan implemented ^{1 2 a i p} All staff operate within legal and ethical bounds ^{1 2 a i p}

Learning Quality Standard:

An effective Texas public charter school develops and implements an integrated learning system of curriculum, instruction, and assessment to maximize each student's potential for postsecondary and lifelong success.

System Elements	Indicators
Curriculum	Scope and sequence in place ^{2 b d g j p} Classroom environments support curriculum ^{2 b g p} Evidence-based curriculum implemented ^{2 d g} College, career, and life skills integrated into curriculum ^{1 2 p} Technological literacy is integrated into curriculum ^{1 2 p}
Instruction	Lesson plans aligned to scope and sequence ^{2 g j} Classroom observation and coaching ensures effective instruction ^{2 d} Differentiated instructional strategies aligned to students' needs ^{2 b d g} Individual student learning plans completed for each student Schedule supports learning needs of all students ^{1 2 g j m n}
Assessment	Students receive diagnostic/baseline assessment(s) upon entry ^{2 b d g j k} Students receive formative assessment for progress monitoring ^{2 b d g j k} Students receive summative assessments to measure outcomes ^{2 b d g j k}

Safety and Support Services Quality Standard:

An effective Texas public charter school provides appropriate facilities and operational services in a safe and secure environment.

System Elements	Indicators
Safe and Secure Environment	Student safety is a priority ^{1 2 p} Campus safety and security is a priority ^{2 a b c j k l}
Facilities	Facilities are optimally utilized and maintained ^{10 b}
Operational Services	Systematic approach for support service processes (transportation, food services, custodial, grounds maintenance, purchasing, etc.) ^{1 2 10 a i j}

Staff Quality Standard:

An effective Texas public charter school develops and implements a comprehensive process for hiring, developing, and retaining high-performing employees.

System Elements	Indicators
Recruitment and Selection	Systematic approach for recruitment ^{2 b c j k} Systematic approach for selection and placement ^{2 b c j o}
Development and Support	Professional development provided ^{2 j p} Implemented teacher mentoring program ^{2 j p} Annual employee evaluation process in place ^{2 g h}
Retention	Staff satisfaction ^{10 a b j l} Teacher and staff attendance ^{2 6 e} Retention of high performing staff members ^{6 o}

Stakeholder Quality Standard:

An effective Texas public charter school assesses its market and stakeholder needs and creates and sustains strategic partnerships aligned with its mission.

System Elements	Indicators
Market Focus	Focused marketing plan aligned to school mission ^{1 2 a j k l p}
Families	School has a waiting list for entry ^{1 2 a} Families are engaged with the school ^{2 g} Families are satisfied with the school ^{10 a b j h l}
Community Partnerships	Strategic partnerships are developed and maintained ^{1 2 a b g h j}

Data Driven Quality Standard:

An effective Texas public charter school identifies, gathers, and analyzes data and information to guide decision making and continuous improvement.

System Elements	Indicators
Integrated Performance Management	School assesses performance regularly ^{1 2 a c g j k l} School ensures reliable data capture for performance management ^{2 j} Systems in place for knowledge capture and sharing ^{1 2 k l}
Data Analysis & Usage	Staff analyzes and uses data to drive instruction ^{1 2 10 b d g j}
Data Security & Accuracy	Policies and procedures in place for data security ^{1 2 b j} Policies and procedures in place for data accuracy ^{1 2 g}

Public Accountability Quality Standard:

An effective Texas public charter school accounts to the public for meeting legal, fiscal, and academic requirements according to its mission.

System Elements	Indicators
Compliance	Compliance with federal, state, and local laws ^{2 5 a} Compliance with open meetings and open records requirements ^{1 2 a j}
Transparency	School publicly distributes/posts academic and financial ratings as required ^{1 2 a b g h j}

Fiscal Management Quality Standard:

An effective Texas public charter school uses its resources in alignment with its mission to advance measurable, increased learning and development for each student served.

System Elements	Indicators
Financial Plan	Financial Plan ^{1 a b}
Budget	Annual budget in place ^{1 2 a b j} Unrestricted net assets/fund balance ^{7 b} Grant funds ^{12 a}
Financial Oversight and Risk Management	Financial expertise ^{1 2 p} Financial controls and oversight ^{1 2 p} Accuracy and reliability of financial information ^{1 2 a} Contracts and procurement ^{1 k l} Financial Reporting ^{7 a b} Risk Management Plan ^{1 2 7 k l} Completion of annual independent audit ^{1 2 7 a b}

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Potential data capture points:¹CMO level²Campus³External testing company(e.g., Pearson)⁴Texas Education Agency (TEA)⁵TEA – Academic Excellence Indicators System (AEIS)⁶TEA – Public Education Management System (PEIMS)⁷TEA – Financial Integrity Rating System of Texas (FIRST)⁸The College Board⁹ACT, Inc.¹⁰SurveyResearch Sources for quality indicators:^aNational Consensus Panel on Charter School Quality (BCSQ/CREDO)^bCalifornia Charter Schools Association^cColorado League of Charter Schools^dCharter Schools Institute, The State University of New York (SUNY)^eEdvance Research, Inc.^fTexas Association of School Boards (TASB)^gVanderbilt Assessment of Leadership in Education^hOhio's Leadership Development FrameworkⁱIowa Superintendents Finance and Leadership Consortium (ISFLC)^jAdvancEd, Southern Association of Colleges and Schools (SACS)^kTexas Award for Performance Excellence Education Criteria (TAPE)^lMalcolm Baldrige National Quality Award winner for education best practice (MBNQA)^mNational Alternative Education Association (NAEA), Indicators of Quality ProgrammingⁿEducational Quality Assurance Standards for Residential Juvenile Justice

Commitment Programs

^oNo Child Left Behind^pCommittee Best Practices