**District Charter Authorizing Policies and Practices Evaluation Form**

# **Review Overview**

TEA will evaluate relevant sections from each district’s charter authorizing policies and practices. Policies and supplemental documents will be evaluated by a review team that includes a minimum of three members.

Review team members will individually review policies and supplemental documents using the criteria in this rubric. The review team will discuss individual findings and will establish a consensus rating for each section of the rubric. In order to meet the TEA threshold for approval, a proposal must “Meet the Standard” in each of the sections below and may not receive a rating of “Does Not Meet the Standard” in any section.

# **Evaluation Criteria:**

Evaluators will use the following criteria to rate applicant responses to the Texas Partnership Benefits Application. Within each section, specific criteria define the expectations for a strong response that “Meets the Standard.” Evaluators will rate responses by applying the following guidance:

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| **Rating** | **Characteristics** |
| **Meets the Standard** | The response meets all or most of the criteria. It reflects a thorough understanding of key issues. It addresses the topic with specific and accurate information that shows thorough preparation; presents a clear, realistic picture of how the school expects to operate; and inspires confidence in the applicant’s capacity to carry out the plan effectively. |
| **Partially Meets the Standard** | The response meets the criteria in some respects but lacks detail and/or requires additional information in one or more areas. |
| **Does Not Meet the Standard** | The response is wholly undeveloped or significantly incomplete; demonstrates lack of preparation; is unsuited to the mission of the authorizer or otherwise raises substantial concerns about the viability of the plan or the applicant’s ability to carry it out. |

Recommendations from the Review Committee will be based on evaluation of the written application (narrative and attachments), independent due diligence, and the applicant interview (if applicable).

# **Authorizing Mission and Core Vision**

* The mission is focused on improving student learning, increasing choice, creating professional opportunities to attract teachers, establishing new forms of accountability, and encouraging innovative learning methods.
* Authorizing principles emphasize high standards, operator autonomy, and the well-being of students.
* The district provides a clear explanation of how authorizing charter schools will align to a broader, defined district strategy.

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| --- | --- | --- |
| Review | | |
| ☐ Meets the Standard | ☐ Partially Meets the Standard | ☐ Does Not Meet the Standard |
| Comments/Feedback | | |
| Click or tap here to enter text. | | |

# **Commitment & Capacity:**

* The district has dedicated capacity and resources to charter authorizing processes and ongoing monitoring of district charter campuses, including a dedicated FTE (or equivalent) that began in the position prior to the evaluation of the partnership.
* Members of the district’s leadership team are qualified to oversee authorizing activities: have engaged in authorizing training or have prior experience in authorizing in this or another district.

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| Review | | |
| ☐ Meets the Standard | ☐ Partially Meets the Standard | ☐ Does Not Meet the Standard |
| Comments/Feedback | | |
| Click or tap here to enter text. | | |

# **Application and Review Process:**

* The policy and process supplemental document in conjunction with the local application establishes a process to evaluate proposals submitted under TEC Chapter 12, Subchapter C. This process includes, at a minimum:
  + Eligibility requirements for existing operators and other eligible entities;
  + A written application that includes academic, operational, financial and governance plans;
  + A description of the review process that will promote a rigorous evaluation of submitted proposals, including standards for review, the use of expert review teams, and a formal approval process by the local Board;
  + Clear procedures for communicating application evaluation criteria and approval/denial decisions, (including basis for decisions), to charter applicants in writing and for the public record;
  + Clear process for the public to learn about potential charter applications prior to approval decisions by the local board.
* The application describes the review process used by the district, which includes:
  + a partner application review process in alignment with board policy and processes;
  + a review panel that evaluated applications and identified areas of strength and deficiencies in partner applications; and
  + The district’s review panel conducted a capacity interview with the selected partner. In the capacity interview:
    - The district review panel asked questions related to the application deficiencies already identified by the panel in the application review process
    - The selected partner was able to provide sufficient information and/or guarantees to the district to address the deficiencies

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| Review | | |
| ☐ Meets the Standard | ☐ Partially Meets the Standard | ☐ Does Not Meet the Standard |
| Comments/Feedback | | |
| Click or tap here to enter text. | | |

# **Oversight and Evaluation:**

* The policy and process supplemental document clearly explains the role of the Board and district administration and how these roles will promote and protect operator autonomy.
* The policy and process supplemental document clearly outlines areas of autonomy and flexibility provided to charter schools.
* The policy and process supplemental document describes a comprehensive process for monitoring accountability and compliance, as defined in the charter contract.
* The policy and process supplemental document outlines data collection requirements, including a reporting schedule, site-visits, mandated assessments, and any required student-management system.
* The policy and process supplemental document provides assurances that all oversight will be conducted in a minimally invasive manner possible to reduce administrative burdens and balance the protection of student and public interests with charter autonomy.

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| Review | | |
| ☐ Meets the Standard | ☐ Partially Meets the Standard | ☐ Does Not Meet the Standard |
| Comments/Feedback | | |
| Click or tap here to enter text. | | |

# **Revocation & Renewal:**

* The policy and process supplemental document clearly defines criteria for revocation of a charter agreement.
* The policy and process supplemental document outlines a timeline and procedure for revocation of a charter agreement.
* The policy and process supplemental document defines the charter term and evidence required for renewal of a charter agreement.
* The policy and process supplemental document clearly defines criteria and a timeline for non-renewal of a charter agreement.
* The policy and process supplemental document describes a process for establishment of a closure protocol in the event of non-renewal of a charter agreement.

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| Review | | |
| ☐ Meets the Standard | ☐ Partially Meets the Standard | ☐ Does Not Meet the Standard |
| Comments/Feedback | | |
| Click or tap here to enter text. | | |