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| **District Charter Authorizing Policy Rubric**  **(for districts not using the TEA model board policy)** | | | | | | | |
| ***This is the rubric that TEA will use to evaluate board policies for benefits eligibility. Districts should use this document to self-assess their policies to ensure they will meet requirements.***  **Instructions for TEA Evaluators:**   1. In the [Evaluation Information](#EvaluationInformation) section, fill in your name and the name of the district. 2. During your initial individual analysis:    1. Highlight the elements of the success criteria that are met in the policy submitted by the district and select a score under “Initial TEA Review” for the success criteria (Meets, Partially Meets, or Does not Meet). *Note: a bulleted list of all success criteria can be found in the* [*appendix*](#Appendix)*.*    2. Identify any evidence/criteria that are missing in the “Needs Follow-up” column under “Initial TEA Review.” You may identify potential follow up questions here. Be sure to include page or section references where applicable.    3. Select a subsection rating (Meets, Partially Meets, Does Not Meet):       1. The subsection ratings are included in the rows in gray above the success criteria for that subsection.       2. The subsection rating should align to your success criteria ratings. For example, if there are four success criteria in a subsection, and the document only met two of those success criteria, you might select “Partially Meets” for your subsection rating.   3. If the district needs to resubmit documents, use the “Resubmission” column to provide your final evaluation of that success criteria based on the additional information received.  Please note that your comments and evidence are as significant as your rating, and there should be clear alignment between the comments you provide and the rating you selected. | | | | | | | |
| **Evaluation Information** | | | | | | | |
| * Evaluators will use the following criteria to rate materials. * Ratings should be given based on tangible evidence provided in the documents submitted. * 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:   **Meets the Standard**: The response meets all of the criteria described in that section of the rubric. It reflects a thorough understanding of key issues. It addresses the topic with specific and accurate information that shows thorough evidence; and inspires confidence in the applicant’s capacity to authorize in-district charters effectively.  **Partially Meets the Standard**: The response meets some of the criteria or lacks detail and/or requires additional information in one or more areas.  **Does Not Meet the Standard**: The response meets little to none of the criteria described in that section of the rubric, or it is wholly undeveloped or significantly incomplete; demonstrates lack of evidence; is unsuited to the mission of the authorizer or otherwise raises substantial concerns about the viability of the authorizing process. | | | | | | | |
| **Evaluator Name:** | | | | **District Name:** | | | |
| **Partnership Criteria** | | | | | | | |
| **The board policy establishes partnership criteria.** | | | **Meets** | | **Partially Meets** | | **Does Not Meet** |
| **Success Criteria** | **Initial TEA Review** | | | | **Resubmission** | | |
| **Score** | **Needs Follow-up** | | | **Score** | **Evidence** | |
| The policy describes the role of the board and district administration in the partnership | Meets  Partially Meets  Does Not Meet |  | | | Meets  Partially Meets  Does Not Meet |  | |
| The policy outlines areas of autonomy and flexibility provided to charter schools | Meets  Partially Meets  Does Not Meet |  | | | Meets  Partially Meets  Does Not Meet |  | |
| **Process to Evaluate Proposals** | | | | | | | |
| **The board policy establishes a process to evaluate proposals submitted under TEC Chapter 12, Subchapter C.** | | | **Meets** | | **Partially Meets** | | **Does Not Meet** |
| **Success Criteria** | **Initial TEA Review** | | | | **Resubmission** | | |
| **Score** | **Needs Follow-up** | | | **Score** | **Evidence** | |
| The policy establishes eligibility requirements for existing operators and other eligible entities that are communicated publicly prior to the application due date | Meets  Partially Meets  Does Not Meet |  | | | Meets  Partially Meets  Does Not Meet |  | |
| The policy requires a written application that includes academic, operational, financial and governance plans | Meets  Partially Meets  Does Not Meet |  | | | Meets  Partially Meets  Does Not Meet |  | |
| The policy outlines a review process that will promote a rigorous evaluation of submitted proposals, including:   * standards for reviews * the use of expert review teams with at least three members who have passed a conflict of interest check * a capacity interview with finalists * a formal approval process by the board | Meets  Partially Meets  Does Not Meet |  | | | Meets  Partially Meets  Does Not Meet |  | |
| The policy establishes procedures for communicating application evaluation criteria and approval/denial decisions, (including basis for decisions), to charter applicants in writing and for the public record | Meets  Partially Meets  Does Not Meet |  | | | Meets  Partially Meets  Does Not Meet |  | |
| The policy establishes a process for the public to learn about potential charter applications prior to approval decisions by the local board | Meets  Partially Meets  Does Not Meet |  | | | Meets  Partially Meets  Does Not Meet |  | |
| **Charter Contract** | | | | | | | |
| **The board policy establishes the foundation of the charter contract.** | | | **Meets** | | **Partially Meets** | | **Does Not Meet** |
| **Success Criteria** | **Initial TEA Review** | | | | **Resubmission** | | |
| **Score** | **Needs Follow-up** | | | **Score** | **Evidence** | |
| The policy requires that the contract establish the authorities of the operating partner | Meets  Partially Meets  Does Not Meet |  | | | Meets  Partially Meets  Does Not Meet |  | |
| The policy requires that the contract includes the description of the operating partner's academic model | Meets  Partially Meets  Does Not Meet |  | | | Meets  Partially Meets  Does Not Meet |  | |
| The policy requires that the contract includes the funding structure for the partnership | Meets  Partially Meets  Does Not Meet |  | | | Meets  Partially Meets  Does Not Meet |  | |
| The policy requires that the contract includes academic and financial goals for the partnership | Meets  Partially Meets  Does Not Meet |  | | | Meets  Partially Meets  Does Not Meet |  | |
| The policy requires that the contract includes the term of the charter and the procedure and timeline for renewal and non-renewal of the agreement that aligns with the board policy | Meets  Partially Meets  Does Not Meet |  | | | Meets  Partially Meets  Does Not Meet |  | |
| **Process for Oversight and Evaluation** | | | | | | | |
| **The board policy establishes a process for oversight and evaluation of partnerships.** | | | **Meets** | | **Partially Meets** | | **Does Not Meet** |
| **Success Criteria** | **Initial TEA Review** | | | | **Resubmission** | | |
| **Score** | **Needs Follow-up** | | | **Score** | **Evidence** | |
| The policy establishes a process for monitoring accountability and compliance, to be defined in the academic and financial performance goals in the charter contract | Meets  Partially Meets  Does Not Meet |  | | | Meets  Partially Meets  Does Not Meet |  | |
| The policy establishes data collection requirements, including a reporting schedule, site-visits, mandated assessments, and any required student-management system | Meets  Partially Meets  Does Not Meet |  | | | Meets  Partially Meets  Does Not Meet |  | |
| The policy includes 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 | Meets  Partially Meets  Does Not Meet |  | | | Meets  Partially Meets  Does Not Meet |  | |
| The policy establishes a process for the board to annually evaluate the performance of the partnership campus(es) and report findings to the charter board and to the public | Meets  Partially Meets  Does Not Meet |  | | | Meets  Partially Meets  Does Not Meet |  | |
| The policy establishes a process for district intervention in the event of performance deficiencies that balances accountability with charter autonomy | Meets  Partially Meets  Does Not Meet |  | | | Meets  Partially Meets  Does Not Meet |  | |
| **Renewal, Revocation, Probation, and Closure Process** | | | | | | | |
| **The board policy establishes the renewal, revocation, probation, and closure process.** | | | **Meets** | | **Partially Meets** | | **Does Not Meet** |
| **Success Criteria** | **Initial TEA Review** | | | | **Resubmission** | | |
| **Score** | **Needs Follow-up** | | | **Score** | **Evidence** | |
| The policy establishes criteria, procedure, and timelines for:   * renewal * non-renewal * probation * revocation | Meets  Partially Meets  Does Not Meet |  | | | Meets  Partially Meets  Does Not Meet |  | |
| The procedures include the method the board will use to notify the operator of these processes and decisions | Meets  Partially Meets  Does Not Meet |  | | | Meets  Partially Meets  Does Not Meet |  | |
| The procedures include an opportunity for the operating partner to present their renewal rationale to the board | Meets  Partially Meets  Does Not Meet |  | | | Meets  Partially Meets  Does Not Meet |  | |
| The policy establishes a closure protocol that will:   * ensure timely notification to parents including assistance in finding new placements * orderly transition of student records to the district, and disposition of campus funds, property and assets in accordance with law * ensure that the district will oversee and work with the campus charter's governing board leadership to carry out the closure protocol | Meets  Partially Meets  Does Not Meet |  | | | Meets  Partially Meets  Does Not Meet |  | |

Appendix: Bulleted List of Success Criteria

Board Policy Rubric Criteria:

The board policy **establishes partnership criteria**, including:

* The role of the Board and district administration in the partnership
* The areas of autonomy and flexibility provided to charter schools

The board policy establishes **a process to evaluate proposals** submitted under TEC Chapter 12, Subchapter C. The policy includes, at a minimum:

* Eligibility requirements for existing operators and other eligible entities that are communicated publicly prior to the application due date
* The requirement of a written application that includes academic, operational, financial and governance plans
* The review process that will promote a rigorous evaluation of submitted proposals, including:
  + Standards for review
  + The use of expert review teams with at least three members who have passed a conflict of interest check
  + A capacity interview with finalists
  + A formal approval process by the local Board
* Procedures for communicating application evaluation criteria and approval/denial decisions, (including basis for decisions), to charter applicants in writing and for the public record
* A process for the public to learn about potential charter applications prior to approval decisions by the local board.

The board policy establishes the **foundation of the charter contract** including, at a minimum, requirements that the charter contract:

* Establishes the authorities of the operating partner
* Includes the description of the operating partner’s academic model
* Includes the funding structure for the partnership
* Includes academic and financial goals for the partnership
* Includes the term of the charter and the procedure and timeline for renewal and non-renewal of the agreement that aligns with the board policy

The board policy establishes a **process for oversight an evaluation** of partnerships, including:

* A process for monitoring accountability and compliance, to be defined in the academic and financial performance goals in the charter contract
* Data collection requirements, including a reporting schedule, site-visits, mandated assessments, and any required student-management system
* 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
* A process for the Board to annually evaluate the performance of the partnership campus(es) and report findings to the charter board and to the public
* A process for district intervention in the event of performance deficiencies that balances accountability with charter autonomy

The board policy establishes the **renewal, revocation, probation, and closure process**, including:

* Criteria, procedure, and timeline for:
  + Renewal
  + Non-renewal
  + Probation
  + Revocation
* Procedures include the method the Board will use to notify the operator of these processes and decisions
* Procedures include an opportunity for the operating partner to present their renewal rationale to the board
* The establishment of a closure protocol that will:
  + Ensure timely notification to parents including assistance in finding new placements;
  + Orderly transition of student records to the District; and disposition of campus funds, property, and assets in accordance with law
  + Ensure that the District will oversee and work with the campus charter’s governing board and leadership to carry out the closure protocol