

TEXAS EDUCATION AGENCY

QUALITY AUTHORIZER SELF-ASSESSMENT



A Checklist of Critical Authorizing Responsibilities



The Texas Education Agency is the state agency that oversees primary and secondary public education. It is headed by the commissioner of education. The Texas Education Agency improves outcomes for all public school students in the state by providing leadership, guidance, and support to school systems.

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National Association of Charter School Authorizers is an independent voice for effective charter school policy and thoughtful charter authorizing practices that lead to great public schools.

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ABOUT NACSA

The National Association of Charter School Authorizers (NACSA) is an independent voice for effective charter school policy and thoughtful charter authorizing practices that lead to more great public schools. NACSA's research, policy, and consultation work advances excellence and accountability in the sector. With authorizers and other partners, NACSA has built the gold standard for authorizing. Through smart charter school growth, these authorizers give hundreds of thousands of children an opportunity for a better education each year.

NACSA first established [*Principles & Standards for Quality Charter School Authorizing*](#)¹ in 2004. The *Principles & Standards* reflects lessons learned by experienced authorizers and NACSA regularly updates the document to reflect current best practices. This foundational resource guides authorizing principles and practices across the country, including in Texas, and informs the contents of this handbook.



The Authorizer Handbook, Quality Authorizing Self-Assessment, Campus Evaluation Framework, and Campus Evaluation Report are all available on the [Texas Partnerships website](#).

ABOUT THIS SUITE OF RESOURCES

TEA has worked with NACSA to produce this suite of charter school authorizing resources. These resources, which include reference materials, templates, and exemplars, are intended to serve as guidance for Texas independent school district boards seeking to authorize and oversee charter schools under Texas Education Code, Chapter 12, Subchapter C. The suite of resources includes:

- **Authorizer Handbook:** a reference document that provides an overview of best practices throughout the authorizing life cycle and includes several templates and exemplars throughout
- **Quality Authorizing Self-Assessment:** a reference document that offers a checklist of critical authorizing responsibilities outlined in the Authorizer Handbook
- **Campus Evaluation Framework:** a reference document and template that outlines a set of rigorous contractual expectations charter schools must meet in the areas of academic, financial, and organizational performance
- **Campus Evaluation Report:** an adaptable template and dataset aligned to the Campus Evaluation Framework that generates school-level reports authorizers can use to inform schools and school communities of campus performance
- **Texas Authorizer Online Training:** a series of online learning modules designed in partnership with TEA that allow districts to deepen their level of knowledge and understanding of authorizing best practices, hear and learn from local and national models, and access core resources and tools. District authorizers can access these resources any time through AuthoRISE² at members.qualitycharters.org.

These resources are general guidelines that attempt to meet all applicable state and federal statutory requirements, as well as those for Texas Partnership (SB 1882) benefits.

¹ NACSA's *Principles & Standards for Quality Charter School Authorizing* provide essential guidance for the unique professional practice of authorizers and their daily balancing act of honoring the autonomy of charter schools while holding them accountable for high achievement, effective management, and serving all students well.

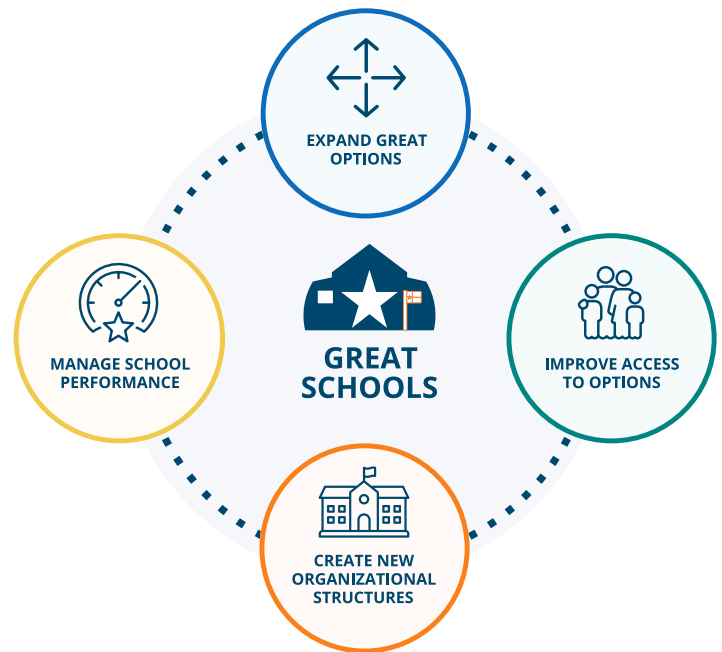
PURPOSE OF THIS RESOURCE

The purpose of this document is to provide Texas district authorizers with a broad overview of the essential phases of authorizing and a checklist of key responsibilities associated with each phase. Texas district authorizers can use this Quality Authorizing Self-Assessment (the “Self-Assessment”) as a roadmap to guide planning and the development of strong practices, including the identification of areas in which deeper guidance or additional assistance is needed, as well as a reflective assessment of their current systems and practices. This Self-Assessment includes links to various other resources, templates and exemplars throughout, though it is NOT a comprehensive list of authorizer responsibilities and should be used in conjunction with the Authorizer Handbook, the Campus Evaluation Framework, and the Campus Evaluation Report.

This Self-Assessment is also intended to support districts pursuing the System of Great Schools (SGS) strategy to design and implement a continuous improvement process that includes an annual portfolio planning process, manages and evaluates school performance, takes strategic action to expand great options for families, empowers families by increasing their access to those great options, and creates new organizational structures to ensure school actions are sustainable, strategic, and successful.

TEA launched the SGS Network to support districts interested in pursuing this strategy to develop a locally designed system-level innovation and problem-solving approach, including launching offices of innovation and charter school authorizing, to achieve contextualized “North Star” goals such as:

Increasing the # and % of students in top-rated schools and reducing the # and % of students in low-rated schools.



For more information on the
System of Great Schools, visit:
<https://sgs.tea.texas.gov>



INTRODUCTION

WHAT ARE AUTHORIZERS AND WHY DO THEY MATTER?

Charter school authorizers are the entities that decide who can start a new charter school, set academic and operational expectations, and oversee school performance. They also decide whether a charter school should remain open or close at the end of its contract. As such, authorizers are pivotal in ensuring students receive a high-quality education.

Good authorizers make it their mission to give more students access to a quality education. They expand choices for parents by opening and growing more great schools. They focus on what a charter school achieves, not how it does the work. They set clear expectations on the front end and use strong accountability on the back end, through use of a Campus Evaluation Framework. If a school is not serving students and taxpayers, a good authorizer closes that school and works to ensure students can smoothly transition into better options.

By implementing national best practices in charter school authorizing, Texas district authorizers can:

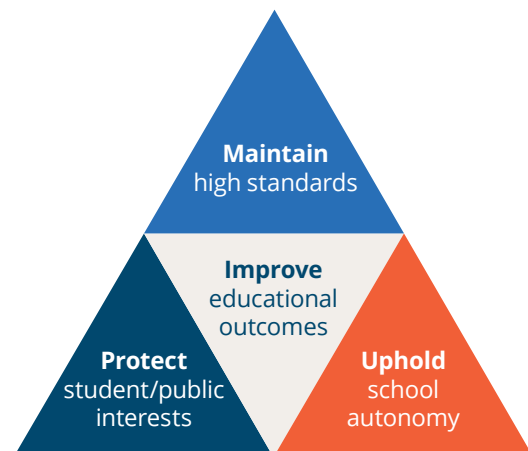
- Improve the quality of schools in the district;
- Expand options for students;
- Provide a path to innovation for teachers and leaders; and
- Meet the unique needs of the district.

The Authorizer Handbook provides further discussion of the broad role of authorizers and why they matter.

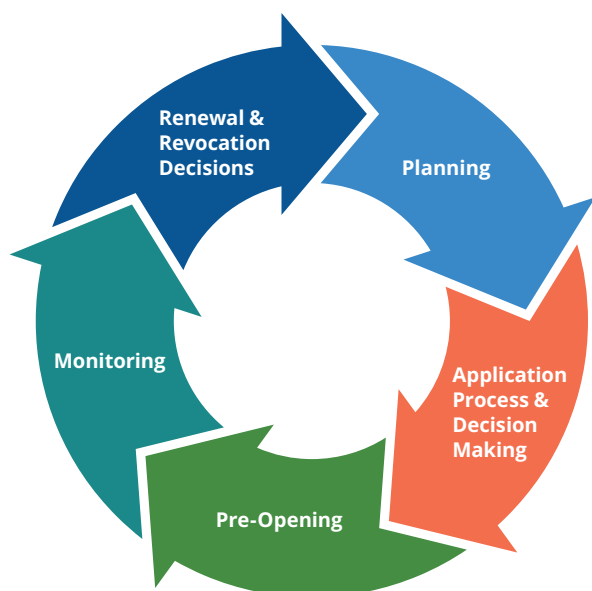
CORE AUTHORIZING PRINCIPLES

Three fundamental principles lie at the heart of authorizing. These Principles for Quality Charter School Authorizing constitute the foundation that guides authorizers' practices day-to-day, from establishing a chartering office through all major stages of chartering responsibility. High-performing authorizers habitually return to these principles to ensure they are implementing effective authorizing practices. NACSA's Core Authorizing Principles, highlighted below and more fully discussed in the Authorizer Handbook, have been adapted to applicable state and federal statutory requirements, and should guide the work of Texas district authorizers.

- Maintaining High Standards
- Upholding School Autonomy
- Protecting Student and Public Interests



PHASES OF QUALITY AUTHORIZING



Generally, the phases of authorizing are cyclical. That said, there are times when certain phases may overlap or years when certain phases may take less time or not be applicable. For example, since a Texas district authorizer may award up to 10-year charters, an authorizer would not need to begin the renewal process for at least eight years after its first charters are established.

One benefit of the cyclical nature of authorizing is the opportunity for authorizers to reflect on their processes and protocols, determining what has worked well and what has not. District authorizers should proactively build time into their cycles for this reflection and use this reflection to continuously strengthen their practices.

The following table lays out and describes the phases of quality authorizing and key authorizing responsibilities during each phase.



PLANNING

A quality authorizer establishes an authorizing vision, mission, policies, and needed organizational structures; conducts a Quality Seats Analysis; engages the community; and identifies the kind of school models the district will prioritize in the next authorizing cycle.



APPLICATION PROCESS & DECISION-MAKING

A quality authorizer publishes identified priorities and needs in a Call for Quality Schools (RFP process) and implements a rigorous review process that ensures only charter schools that are likely to succeed—academically, financially, and organizationally—are authorized to operate and permitted to serve children.



PRE-OPENING

A quality authorizer monitors progress toward pre-opening requirements and uses this period to build relationships, set expectations, and ensure the school is ready to open for all students.



MONITORING

A quality authorizer monitors charter school performance and compliance, as defined by the charter school contract; uses this information to guide its intervention, renewal, and revocation decisions; and publicly reports on the annual performance of the charter schools it oversees.



RENEWAL & REVOCATION DECISIONS

A quality authorizer makes merit-based renewal decisions based on a transparent and rigorous process that uses comprehensive academic, financial, and operational performance data, and revokes charters when necessary to protect student and public interests.

KEY AUTHORIZING RESPONSIBILITIES BY PHASE



Each phase of quality authorizing is further described below and includes a checklist of key authorizing responsibilities by phase. These checklists serve as tools to help district authorizers assess their progress and ensure they are fulfilling the critical responsibilities unique to each phase. The checklists also include sample timelines for completing the corresponding tasks. These sample timelines are intended to serve as a general guide that district authorizers can adjust and refine as they build and strengthen their authorizing practices.

Lastly, as a reminder, this Self-Assessment is NOT a comprehensive list of authorizer responsibilities and should be used in conjunction with the Authorizer Handbook, a more detailed playbook that offers in-depth authorizing guidance to districts.



PHASE 1 PLANNING

Charter school authorizing is complex and requires the juggling of many responsibilities. Thus, it is imperative that Texas district authorizers spend time exploring, planning, and preparing long before their first school is authorized. The following checklist and timeline capture the essential responsibilities that must be completed during the planning phase.

☐ Establish a Vision and Mission for Quality Authorizing

Approximately 10 - 12 months before release of the Call for Quality Schools

- ☐ Board establishes explicit authorizing mission and vision statements to provide clear guidance and purpose to all district stakeholders
 - ☐ Authorizing mission and vision are distinct from but aligned to both the district's overarching mission and vision, and its strategic plan
 - ☐ Mission and vision should align with purposes of Texas' charter school law as set forth in TEC §12.001

- As appropriate, the district ensures adoption of and commitment to System of Great Schools (SGS) strategy
 - District stakeholders (i.e. board members, district staff, and any other relevant stakeholders) understand the SGS levers
 - District adopts strategic plan that identifies SGS goals, measures of success, and SGS-aligned strategies, including school actions
 - Board adopts SGS theory of action resolution

□ Create of an Office of Innovation

As early as possible, but no later than eight months before release of the Call for Quality Schools

- District creates an Office of Innovation as part of the central office structure, headed by a Chief Innovation Officer (CIO), to directly facilitate authorizing implementation. Staff in the Office of Innovation carry out day-to-day authorizing responsibilities

□ Adopt Authorizing Policies

As early as possible, but no later than six months before release of Call for Quality Schools

- District reviews the Texas District Model Charter School Authorizing Policies, customizes them (as needed), and adopts said policies

□ Conduct Quality Seats Analysis

Start approximately six months before and complete at least two months before release of the Call for Quality Schools in order to incorporate findings into community engagement and development of talent pipeline; subsequent analysis done annually or as needed to measure progress and identify future needs

- District establishes quantitative performance-based criteria to tier existing schools and tiers all district schools according to the criteria. Include information from the Campus Evaluation Framework ratings and Campus Evaluation Reports

- Based on each school's performance tier and the number of schools and students in each performance tier, the district identifies neighborhoods in most need of improved school options

□ Engage Community

Start at least six months before release of the Call for Quality Schools; ongoing

- District informs the community of the district's strategy, including any new plans and commitments, and solicits input and feedback from the community about school needs and desires
- District adopts and disseminates a coherent communications plan that outlines how, when, and what the district will communicate to the community about its strategy and approach to charter schools
- District gathers information from the community, including parents, regarding the types of schools that will be meet students' needs

□ Develop a Talent Pipeline

Start at least six months before release of the Call for Quality Schools; ongoing

- District actively informs current and potential charter school operators and other stakeholders of district needs (based on the Quality Seats Analysis and community input) and helps develop a pipeline of quality charter school operators
- District encourages a diverse group of charter school operators who can meet the district's published needs to respond to the Call for Quality Schools



PHASE 2

APPLICATION PROCESS & DECISION-MAKING

Texas district authorizers are responsible for deciding whether a proposed charter school should open, enroll students, and receive millions of dollars in public funding. A high-quality charter application review process is an essential step in ensuring that only charter schools that meet district and community needs and are likely to succeed—academically, financially, and organizationally—are authorized to operate and permitted to serve children. The following checklist and timeline captures the essential responsibilities that must be completed during the application phase.

Remember, more detailed explanations of the following activities can be found in the Authorizer Handbook.

□ Call for Quality Schools

Released no later than 18 months before planned school opening

- District reviews the Texas Model Application, including the Model Evaluation Form; revises them to include a targeted call for schools that meet the priorities identified in the Quality Seats Analysis and from community engagement; makes other adjustments (as needed) to address local context; and adopts the revised application and evaluation form as its own
- District publishes the Call for Quality Schools on its website and disseminates through other means, and formally invites potential partners
- The Call for Quality Schools provides applicants with a clear and realistic timeline for application development and district review

□ Evaluation of the Application

Internal evaluation of the application should be complete no later than approximately 13 months before planned school opening

- District forms a Charter Application Review Committee (the “Review Committee”), composed of district staff and at least one external evaluator (ideally three to five people total), who collectively have expertise in curriculum and instruction, special populations, school governance, finance, and operations. Additional expertise is secured, as needed, to evaluate unique school models
- The Review Committee should be re-established each year in which there are applications to review

- District trains Review Committee members on team member responsibilities and how to conduct a comprehensive application evaluation
- Review Committee reviews the written application using the district’s evaluation form; assigns initial ratings to the application; and prepares questions and a plan for the capacity interview
- For any experienced operator applicants, the Review Committee or other district designees research the applicant’s academic, financial, and organizational track record (a “due diligence” review). Findings from the due diligence review are incorporated into the plan for the capacity interview
- Review Committee conducts a capacity interview with qualified applicants to assess the school leadership’s ability to run a successful school
- Review Committee completes the model evaluation form and submits its recommendation to the CIO
- Review Committee’s recommendation is based on its review of the written application, the in-depth capacity interview, and any additional due diligence

□ Recommendation and Board Decision

Board decision should be final no later than 12 months before planned school opening

- CIO submits her/his recommendation, informed by the Review Committee’s recommendation, to the district Superintendent
- Board conducts a public hearing to allow applicants to present their application and school plans to the board and for community input on the proposed partnership prior to formal consideration by the board
- Superintendent reviews the recommendation from the CIO, considers information from the public hearing, and then submits a formal recommendation for approval or denial of each application to the board
- Board takes formal vote in a public meeting to approve or deny each application
- District provides any applicants that were denied for approval a memorandum outlining the reasons for the district’s denial



PHASE 3 PRE-OPENING

While approving a charter school application is a momentous occasion, a charter school cannot open until the board approves the required charter contract and a school fulfills the pre-opening requirements established by the district. The charter contract articulates the rights and responsibilities of each party and sets forth the performance standards and expectations the charter school will be accountable for achieving. The pre-opening requirements are a set of actions that a school must complete prior to opening its doors and starting instruction.

If the charter school does not complete the necessary pre-opening requirements, the district determines the enrollment is too low for the school to be financially viable, or the adults in the building and/or the physical structure are not ready to receive students for instruction, the district must not provide the school with final authorization to open. The following checklist and timeline capture the critical tasks needed to ensure that a charter school is ready to open and is as well positioned as possible for success.

More detailed explanations of the following activities can be found in the TEA Authorizer Handbook.

☐ Texas Partnership (SB 1882) Benefits

- ☐ District applies for Texas Partnership (SB 1882) benefits, as applicable, for schools that were approved. For information on deadlines, see the [Texas Partnerships website](#)

☐ Charter Contract

Fully executed no later than eight months before planned school opening

- ☐ Board reviews the Model Partnership Performance Contract, customizes it (as needed) to address local policies, and adopts the revised partnership performance contract as its own
- ☐ Board reviews the model Campus Evaluation Framework, customizes it (as needed) to address local policies and district priorities, and adopts the revised framework as its own, incorporating it into the contract as an exhibit or by reference

- ☐ Board negotiates contract with the charter school, adhering closely to its model contract and ensuring that all terms material to renewal are preserved
- ☐ Charter school and district board execute the final charter contract

☐ Pre-Opening Requirements and Completion

Provide pre-opening requirements to approved applicants as soon as possible after board approval but no later than 10 months before planned school opening

- ☐ Board reviews Pre-Opening Checklist resource, customizes it as needed, and adopts the revised resource as its own pre-opening checklist
- ☐ District, in collaboration with its board, determines the priority status of each pre-opening requirement, and which may be reason to delay a school's opening
- ☐ District shares the pre-opening checklist, populated with due dates, with any newly approved schools and meets with them to review the pre-opening checklist and answer any questions
- ☐ District appoints an internal point of contact for pre-opening related questions
- ☐ District regularly monitors each charter school's progress toward completion of the pre-opening requirements and provides each charter school with periodic written updates on outstanding items
- ☐ As early as possible, district confirms that the school has satisfied all necessary pre-opening requirements and all necessary documents are on file
- ☐ If a school has not or is unlikely to meet the necessary pre-opening requirements, the district notifies the school in writing and provides notice to any families affected by the delayed opening



PHASE 4 MONITORING

Once a charter school is open, an authorizer is then responsible for monitoring the school's academic, financial, and organizational performance to ensure that the school is living up to the expectations set forth in the charter contract. Texas district authorizers should implement a comprehensive performance accountability and compliance monitoring system that is defined by the charter contract and provides the board with the information necessary to make rigorous, evidence-based decisions regarding charter renewal, revocation, and probation or other interventions. District authorizers also have a responsibility to provide charter schools and the public with annual reports on the performance of the schools it oversees. The following checklist and timeline capture the critical tasks for effective charter school monitoring.

More detailed explanations of the following activities can be found in the Authorizer Handbook.

☐ Setting Requirements for Data Collection and Analysis

No later than three months prior to school opening

- ☐ District defines and communicates to schools the process, methods, and timing of gathering and reporting school performance and compliance data. The required school performance and compliance data should align with the information needed to populate the district's Campus Evaluation Framework
- ☐ District develops, publicizes, and follows a fixed, streamlined, and well-thought-out reporting timeline
- ☐ District requires each charter campus to submit data documentation individually, even if a single governing board operates multiple schools
- ☐ District reviews and monitors data gathered and takes any appropriate actions based on what is learned through review of data (see annual reporting, school site visits, and intervention and probation below)

☐ Annual Reporting

Provide district's annual report card template to schools as soon as possible after contract approval but no later than three months prior to school opening; publish annual report cards for each charter school as soon as possible after completion of the school year but not later than October of the following school year

- ☐ District reviews the Model Report Card and makes any adjustments needed to align with the district's charter school contract and quality school framework. The report card's four content areas (school overview, academic performance, financial performance, and organizational performance) will form the basis of the district's renewal and intervention decisions
- ☐ District collects the needed information and data, in accordance with its reporting timeline, and then uses this data to populate the district's annual report card
- ☐ District provides charter schools with a clear explanation of the rating system and the school's performance in each area, along with highlighting areas of strong performance and areas for improvement
- ☐ District provides each school the opportunity to review and respond to its draft report card within a one-month window
- ☐ District publishes each school's annual report card on its website

☐ School Site Visits

Communicate the standard site visit cycle or frequency to new charter schools in the charter contract. The charter contract should be finalized as soon as possible after application approval but no later than eight months before planned school opening. Districts should provide schools with advance notice for all planned site visits

- ☐ District conducts formal evaluative site visits for each charter school at least once every five years, with the need for additional visits determined by context and district capacity
- ☐ District develops and communicates to schools a cycle or frequency for both compliance and monitoring aligned with school performance and any identified issues or complaints
- ☐ District provides training for all district staff who are responsible for conducting site visits
- ☐ Type of site visits include:
 - ☐ Pre-Opening Visits (ALL SCHOOLS; requirement for opening)
Staff conducts a pre-opening site visit to determine a new charter's readiness to receive students and commence instruction.

Such visits typically occur just once, prior to the school's initial launch, but also at every new campus, or in any instance of significant expansion of grade span or enrollment

- Compliance Visits

Compliance visits have a specific purpose: to determine whether a charter school is fulfilling its obligations under the law and under the terms of its contract, and often include the review of compliance documents. If problems are discovered during a compliance visit, a second visit may be needed to check that given an adequate period, the identified issues have been corrected

- Monitoring Visits

Staff establishes a cycle of monitoring visit activity based on the relative strengths and weaknesses of the schools in their portfolio (based on data). Monitoring visits have a broader purpose than compliance visits: to gauge the overall progress a school is making toward the goals outlined in its charter

- Renewal Visits

Staff reviews available data covering the entire charter period

Staff conducts high-stakes visit during each school's specific renewal cycle

- After each site visit, the district provides the school with written and objective feedback aligned with the stated goals of the site visit.

□ Intervention and Probation

In addition to the charter school contract, which should include the board's policies on intervention and probation, districts should create and provide to schools an explicit intervention protocol as soon as possible after application approval but no later than three months before planned school opening

- Board adopts a clear, explicit intervention protocol (see sample protocol in the Authorizing Handbook), aligned with the district's charter school contract
- District provides schools with a copy of this intervention protocol

- Board requires corrections when schools commit material violations, following these general principles:

- Staff provides schools with clear, evidence-based, and timely written notice of contract violations/performance deficiencies; such notices include the timeframe in which the corrections must be made and the consequences of failure to remedy the violations
- Any intervention notices are provided in writing to the school principal, board president, and operator's chief officer
- Schools are given reasonable time and opportunity for remediation in non-emergency situations and reasonable time to submit a corrective action plan
- When intervention is needed, the board engages in intervention strategies that clearly preserve school autonomy and responsibility (identifying what the school must remedy without prescribing solutions)
- Consequences for failing to meet performance expectations/compliance requirements are clearly articulated and consistently enforced
- Staff monitors schools on intervention, as needed, until the identified issues are resolved. When schools have resolved the identified issues, staff provides written notice confirming the school's removal from intervention status

- Board places schools on probation if it is determined the school has:

- Persistently committed a material violation of the charter contract;
- Persistently failed to meet academic standards set forth in the charter contract;
- Persistently failed to satisfy generally accepted accounting standards of fiscal management; or
- Persistently failed to comply with any applicable laws or state agency rules

- Board and district follow the specific procedures for probation outlined in the charter contract and TEC §§ 12.063 and 12.064, which include steps such as, but not limited to, notice, meeting with the school, a public hearing, board consideration, and a corrective action plan



PHASE 5

RENEWAL & REVOCATION DECISIONS

One of the most critical decisions an authorizer will make is whether to renew, non-renew, or if needed, revoke a school's charter. Texas district authorizers should adopt and implement a transparent and rigorous process that uses comprehensive academic, financial, and operational performance data to make merit-based renewal decisions and revoke charters when necessary to protect student and public interests. The following checklist and timeline capture the critical tasks for renewal and revocation processes and decision-making.

More detailed explanations of the following activities can be found in the Authorizer Handbook.

☐ Renewal

Release renewal application and timeline at least six months before renewal application deadline; provide charter schools up for renewal with a preliminary renewal performance report at least two months prior to the renewal application deadline; and make renewal decisions approximately five months before end of current charter term. Suggested dates below are based on a contract expiration of June 30

- ☐ District reviews the [Renewal Application and Guidance document](#), customizes the renewal application and corresponding process to align with its charter school contract and Campus Evaluation Framework, and adopts the revised renewal application and process as its own
- ☐ District releases its renewal application and corresponding process to schools and publishes it on the district's website (March 1; 16 months before end of contract term)
- ☐ District hosts an orientation for all schools up for renewal to ensure that the schools understand the process, timeline, and performance needed to earn renewal (May 1; 14 months before end of contract term)
- ☐ District provides each school up for renewal with a preliminary renewal performance report. This performance report summarizes the school's cumulative performance in relation to the performance expectations set forth in the school's charter contract and the district's [Campus Evaluation Framework](#) (July 1; 12 months before end of contract term)

- ☐ Each charter school up for renewal submits a renewal application (October 1; nine months before end of contract term)
- ☐ CIO makes a recommendation regarding renewal of the charter school to the district Superintendent
- ☐ Authorizing staff reviews renewal application, conducts renewal site visit, and completes final renewal performance report
- ☐ Based on the recommendation of the CIO and the public hearing, the Superintendent makes a recommendation to the board regarding renewal of the charter school
- ☐ Board makes renewal decisions in a public meeting and promptly notifies each charter school of its renewal (or non-renewal) decision, including setting forth in writing the reasons for the decision. (January 31; five months before end of contract term and before the end of the district enrollment window)
- ☐ District negotiates the charter school contract renewal with schools and if seeking continuation of Texas Partnership Benefits, ensuring the performance contract meets all eligibility criteria in the [partnership performance contract rubric](#) (19 STAC 97.1075 and 19 TAC §97.1079)
- ☐ In the case of a renewed contract with an in-district operator and the continued desire to pursue Texas Partnerships benefits under SB 1882, districts notify the Texas Education Agency using the [Continuation of Texas Partnership Benefits after Contract Renewal Request Form](#)

☐ Non-Renewal

All final non-renewal decisions are made approximately five months before date of school closure and before the end of the district enrollment window

- ☐ Except as outlined below, district follows the same process as outlined above for renewal
- ☐ Board does not renew a school if any of the following reasons apply:

- Persistent or significant failure to meet student performance standards and expectations stated in the contract;
- Persistent or significant failure to meet generally accepted accounting standards for fiscal management;
- Persistent or significant violation of any provision of the contract or applicable state or federal law; or
- Other good cause
- In the event of a decision not to renew a charter contract, the board notifies the school of the proposed action in writing no later than the end of January in the year in which the board intends to non-renew the contract. The notice includes the reasons for the proposed action in detail and the effective date of the non-renewal
- District ensures that children attending a charter school whose contract has been revoked, not renewed, or that closes for any reason are admitted to district schools if the children are entitled to attend under state law and admission deadlines are waived for such students
- District ensures that any charter school whose contract is not renewed closes permanently at the end of the current school year or on a date specified in the notification of non-renewal

□ Revocation

Given that revocation can happen at any time during a school's charter term and the expediency of such process will vary based on the type and severity of the violation, a timeline is not applicable

- The Board may consider revoking a charter if it determines that the charter school has committed a violation or underperformed to a degree that may warrant charter revocation.
- Superintendent notifies the school leadership in writing of the condition(s) or allegation(s) that may warrant revocation of the school's charter and meets with the school principal (or equivalent) and the president of the charter school's governing board to discuss the matter

- If the Superintendent determines that this violation that may warrant revocation of the school's charter has likely occurred, the school principal (or equivalent) will have the opportunity to address the issue at the next regularly scheduled board meeting
- If the board determines, after hearing from the charter school's principal or equivalent, that it wishes to consider revocation, the board will schedule a public hearing to be held at the campus where the school program is located
- After the public hearing, the board decides whether to revoke the school's charter
- If the board decides to revoke the school's charter, the board notifies the school of the action immediately in writing and includes the reasons for the revocation, as well as the effective date of the revocation
- District ensures that children attending a charter school whose contract has been revoked, not renewed, or that closes for any reason are admitted to district schools if the children are entitled to attend under state law and admission deadlines are waived for such students
- A charter school whose contract is revoked closes permanently at the end of the current school year or on a date specified in the notification of revocation

□ School Closure

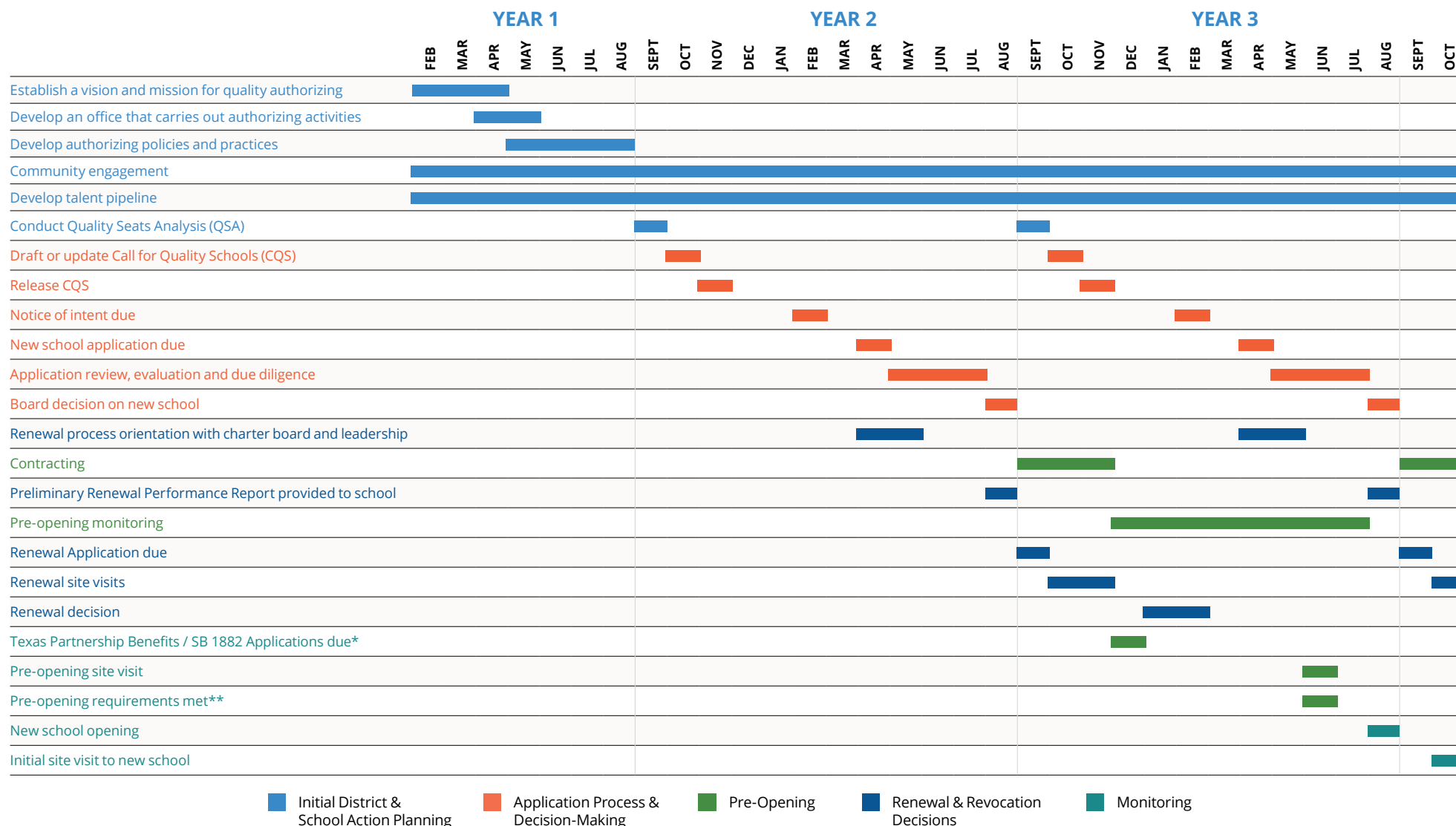
A school closure protocol should be developed and adopted as soon as possible after school approval but no later than school opening

- District reviews the [Sample Action Plan for Charter School Closure](#), customizes the plan (as needed), and adopts said protocols as its own
- District oversees and works with the charter school's governing board and leadership to implement the detailed closure protocol to ensure timely notification to parents; orderly transition of students and student records to new schools; and the disposition of school funds, property, and assets in accordance with law

AUTHORIZING CYCLE

RECOMMENDED

Authorizing is cyclical. Like a school year, an authorizer year follows a cadence or rhythm. While some of the work is foundational and happens once, for example the “Initial District Planning Phase,” ongoing work happens on annual cycles or cycles consistent with contract terms. **Multiple cycles may happen simultaneously**, particularly for authorizers that release a Call for Quality Schools and with schools entering the final year of a contract, and **some activities are ongoing**, such as Community Engagement and Development of a Talent Pipeline. Below is a **recommended** authorizing calendar that can be adjusted to meet district needs and requirements for Texas Partnership (SB 1882) benefits but, as a rule, **plan for more time rather than less**.



*SB 1882 Application deadline subject to change. See [Texas Partnerships](#) website for up-to-date information on deadlines and adjust accordingly.

**Authorizer must be sure to monitor progress on pre-opening requirements throughout the start-up year. If opening of the school is in question at any point, the authorizer must take appropriate action to protect student and public interest.



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