



TENNESSEE
STATE BOARD OF EDUCATION

CHARTER SCHOOLS

SUBCOMMITTEE MEETING
MARCH 6, 2020

AGENDA

- Teacher of the Year Recognition
- FY19 LEA Authorizer Fee Reporting
- Authorizer Evaluation Development
- Transition of Work to Tennessee Public Charter School Commission

TEACHER OF THE YEAR RECOGNITION

TEACHER OF THE YEAR



- Shawna Bissonette, Geometry Teacher
- Bluff City High School

FY 19 LEA AUTHORIZER FEE REPORTING

BACKGROUND

- T.C.A. § 49-13-128 allows local boards of education to collect an annual authorizer fee of the lesser of 3% of the annual per student state and local allocations or \$35,000 per school.
- State Board rule 0520-14-01-.05 lays out the allowable uses of the authorizer fee for local boards of education.
 - Funds shall be used exclusively for fulfilling authorizing obligations (e.g. approval process, monitoring and oversight, renewal process, etc).
 - May fund personnel costs for supporting charter school above and beyond the scope and capacity of the LEA duties.
- Local boards of education must submit annually a report to the Tennessee Department of Education by December 1st of every year detailing the use of the authorizer fee.

BACKGROUND

- In school year 2018-19 (Fiscal Year 2019), the following local boards of education collected authorizer fee funds:
 - Metropolitan Nashville Public Schools
 - Shelby County Schools
 - Hamilton County Schools
 - Knox County Schools

DISCUSSION QUESTIONS

- Several districts allocated funds across various district offices supporting the work of charter schools. What additional information would you like collected from districts in the future about this work?
- Several districts allocated funds to personnel supporting authorizing functions. What additional information would you like collected from districts in the future about this work?
- What report review process should occur after the reports are submitted?
- What else would you like to see changed or added to the template for next year's reporting?
- How can we use the authorizer evaluation process to provide further feedback, if necessary?

AUTHORIZER EVALUATION DEVELOPMENT UPDATE

STATUTORY CHARGE

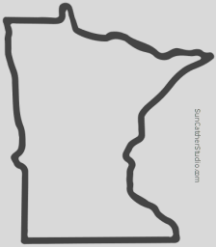
- Pursuant to T.C.A. § 49-13-145:
 - The State Board shall ensure the effective operation of authorizers in the state and shall evaluate authorizer quality.
 - The State Board is charged with conducting periodic evaluations of authorizers to determine authorizer compliance.
 - An authorizer's failure to remedy non-compliance may result in the reduction of the authorizer fee.
- The following authorizers in the state will be evaluated:
 - Metro Nashville Public Schools, Shelby County Schools, Knox County Schools, Hamilton County Schools
 - Achievement School District and the Tennessee Public Charter School Commission

THE HISTORY OF AUTHORIZER EVALUATIONS

AUTHORIZER ACCOUNTABILITY: NACSA'S POSITION

- **Authorizers should be held accountable.** Both front-end accountability, ensuring authorizers are aware of and prepared for the requirements of the job, as well as back-end accountability, ensuring authorizers are doing their job well.
- **There should be strong consequences for bad authorizing.** State oversight should include consequences for low-performing authorizers, such as freezing their ability to authorize new schools, removing schools from their authority, or terminating their authorizing authority altogether.
- **Removing low-performing authorizers is only an option when there is a quality alternative.** When a jurisdiction's applicants and schools have access to only one authorizer, removing that authorizer is not an acceptable option.

MINNESOTA - HISTORY



The Year:

- 2009

Conditions:

- Charter performance questioned
- “Wild West”

The Change:

- “Sponsors” applied to the MDE – *reviewed for quality*
- “Authorizers” now evaluated by MDE on quality every five years.

		'09	'14	'19
# of authorizers		51	26	15
# of charter schools		152	n/a	169
Difference between charters and state average	Math	18%	12%	13%
	Reading	17%	11%	9%

Source: Great MN Schools

OHIO - HISTORY



The Year:

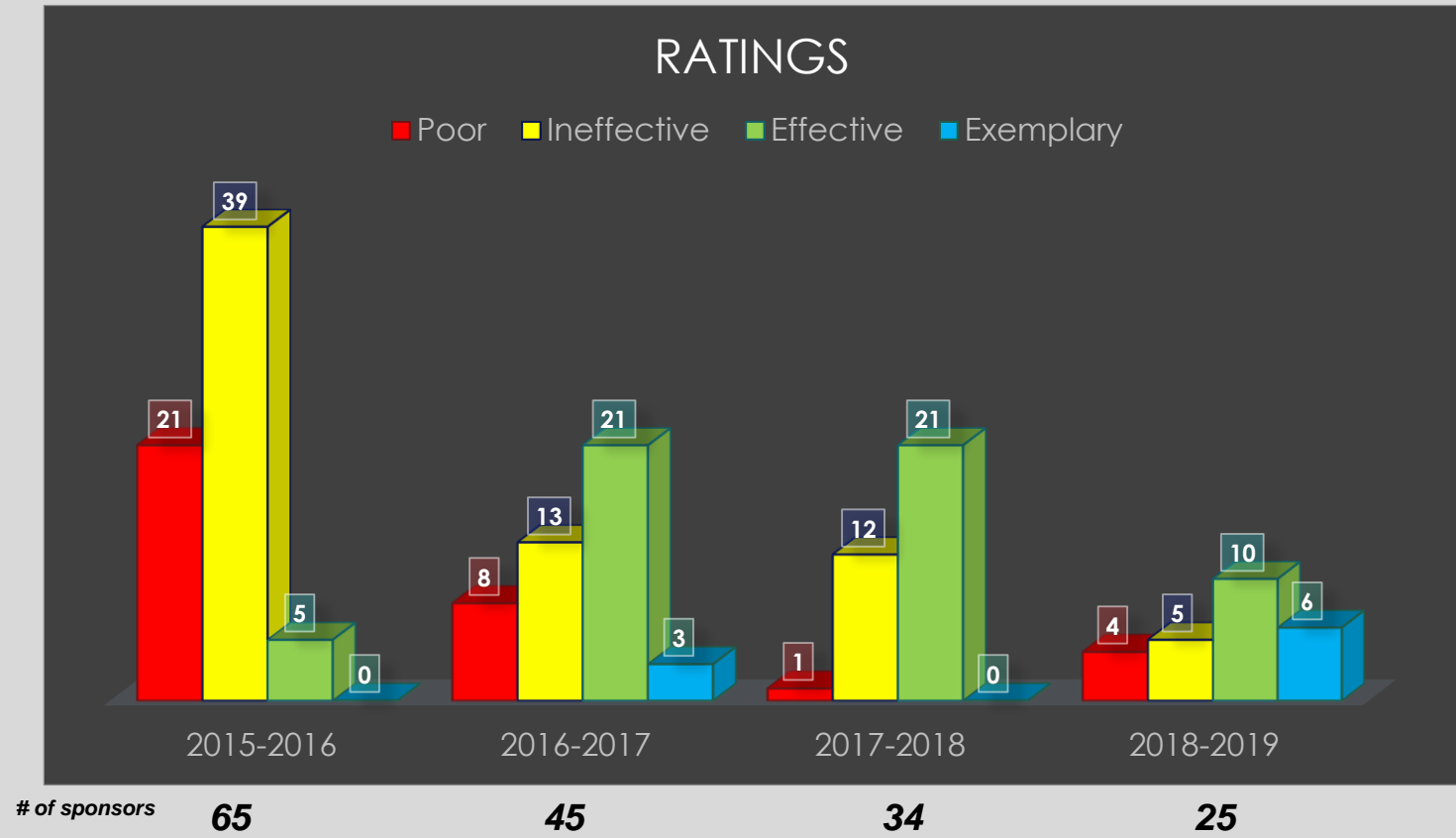
- 2012

Conditions:

- Inconsistent charter school performance
- High-profile poor authorizer decisions

The Change:

- Initial pilot evaluation
- Sponsors are now evaluated annually, the evaluation considers academic performance, compliance, and authorizing quality.





OHIO SPONSOR EVALUATION — SCHOOL PERFORMANCE

	'15	'16	'17	'18	'19
# of sponsors	69	65	45	34	25
# of community schools		279	277	260	250
Avg. letter grade	D+ 1.99	D 1.52	D 1.67	D+ 1.72	C- 2.23
+/- academic performance	n/a	-0.47	+0.15	+0.05	+0.51

<http://education.ohio.gov/Topics/Community-Schools/Annual-Reports-on-Ohio-Community-Schools>

EXISTING STATE EVALUATION SYSTEMS CHARACTERISTICS

	Minnesota	Ohio	Missouri	Tennessee
First Cohort	2009	2014	2013/2019	2020
Timing	5 years	Annually; less frequently highly-rated	3 years	Bi-annual
Primary Purpose	Continuous improvement	Accountability	Continuous improvement + accountability	Continuous improvement + Accountability for authorizer fee
Focus	Capacity, quality practices, compliance	Academic, compliance, and quality practices	Capacity, quality practices, compliance	Quality practices
Initial Engagement	Extensive	Minimal; unilateral	Extensive	Extensive
Pilot Year	No	Yes	No	Yes
Evaluators	External (SchoolWorks)	External (SchoolWorks and ICF)	No	Internal and external
Sanctions	Corrective action; termination	Immediate action; right to appeal	Remediation; Hearing; Corrective Action	TBD (Possibly fee reduction)

OHIO'S EVALUATION PROCESS

Ohio – Standard Categories

Summary by Standard		Possible Points	Received Points
A.01	Mission and Strategic Plan	4	0
A.02	Goals and Self-Evaluation	4	0
A.03	Roles and Responsibilities	4	0
A.04	Conflicts of Interest	4	0
A.05	Staff Expertise	4	0
A.06	Staff Development	4	0
A.07	Allocation of Resources	4	0
B.01	Application Process, Timeline and Directions	4	0
B.02	Rigorous Criteria for New Schools	4	0
B.03	Rigorous Criteria for Replicators and Schools Seeking a Change in Sponsor	4	0
B.04	Reviewer Expertise	4	0
B.05	Reviewer Protocols	4	0
B.06	Rigorous Decision-Making	4	0
C.01	Contract Performance Measures	4	0
C.02	Contract Terms for Renewal and Non-Renewal	4	0
C.03	Contract Amendment and Updates	4	0
D.01	Oversight Transparency	4	0
D.02	Enrollment and Financial Reviews	4	0
D.03	On-Site Visits	4	0
D.04	Site Visit Reports	4	0
D.05	Performance Monitoring	4	0
D.06	Intervention	4	0
D.07	Annual Performance Reports	4	0
E.01	Renewal Application	4	0
E.02	Renewal and Non-Renewal Decisions	4	0
E.03	Non-Renewal Notification	4	0
E.04	Contract Termination	4	0
E.05	Closure Process	4	0
E.06	Renewal Application Reviewer Protocols	4	0
F.01	Ongoing Technical Assistance	4	0
F.02	Legal and Policy Updates	4	0
F.03	Professional Development for Schools	4	0
F.04	Relationships with Schools' Governing Authorities	4	0
Total		132	0
Percent of Available Points Received			0.0%

Ohio – Documents and Criteria

	B.06	Rigorous Decision-Making For new community schools, replicators and schools seeking a change in sponsor, the sponsor approves only those applicants that meet an approval threshold of at least 75 percent of possible points.					
		<u>Key Indicators:</u> - Reviewers document evidence to support whether the applicant meets the selection criteria. - The sponsor approves only those applicants that earn at least 75% of possible points. - The sponsor's staff provides evidence-based recommendations to the sponsor's board regarding application decisions					
			0 Points The sponsor failed to submit evidence of reviewing the applications of schools that were given preliminary agreements during the review year.	1 Point The documentation submitted by the sponsor demonstrates reviewers do not cite evidence to support whether the applicant meets the selection criteria -or- Sponsor submitted evidence that at least one school applicant receiving a preliminary agreement earned fewer than 50 percent of possible points.	2 Points The documentation submitted by the sponsor demonstrates reviewers cite some evidence to support whether the applicant meets the selection criteria -or- Sponsor submitted evidence that all school applicants receiving a preliminary agreement earned at least 50 percent of possible points.	3 Points The documentation submitted by the sponsor demonstrates reviewers cite evidence to support whether the applicant meets <i>each</i> selection criterion -and- Sponsor submitted evidence that all school applicants receiving a preliminary agreement earned at least 66 percent of possible points or the equivalent.	4 Points The documentation submitted by the sponsor demonstrates reviewers cite evidence to support whether the applicant meets <i>each</i> selection criterion -and- Sponsor submitted evidence that all school applicants receiving a preliminary agreement earned at least 75 percent of possible points -and- The sponsor submitted evidence that its staff provides evidence-based recommendations to the sponsor's board regarding application decisions.
	B.06						

Criteria

Criteria broken up by rating

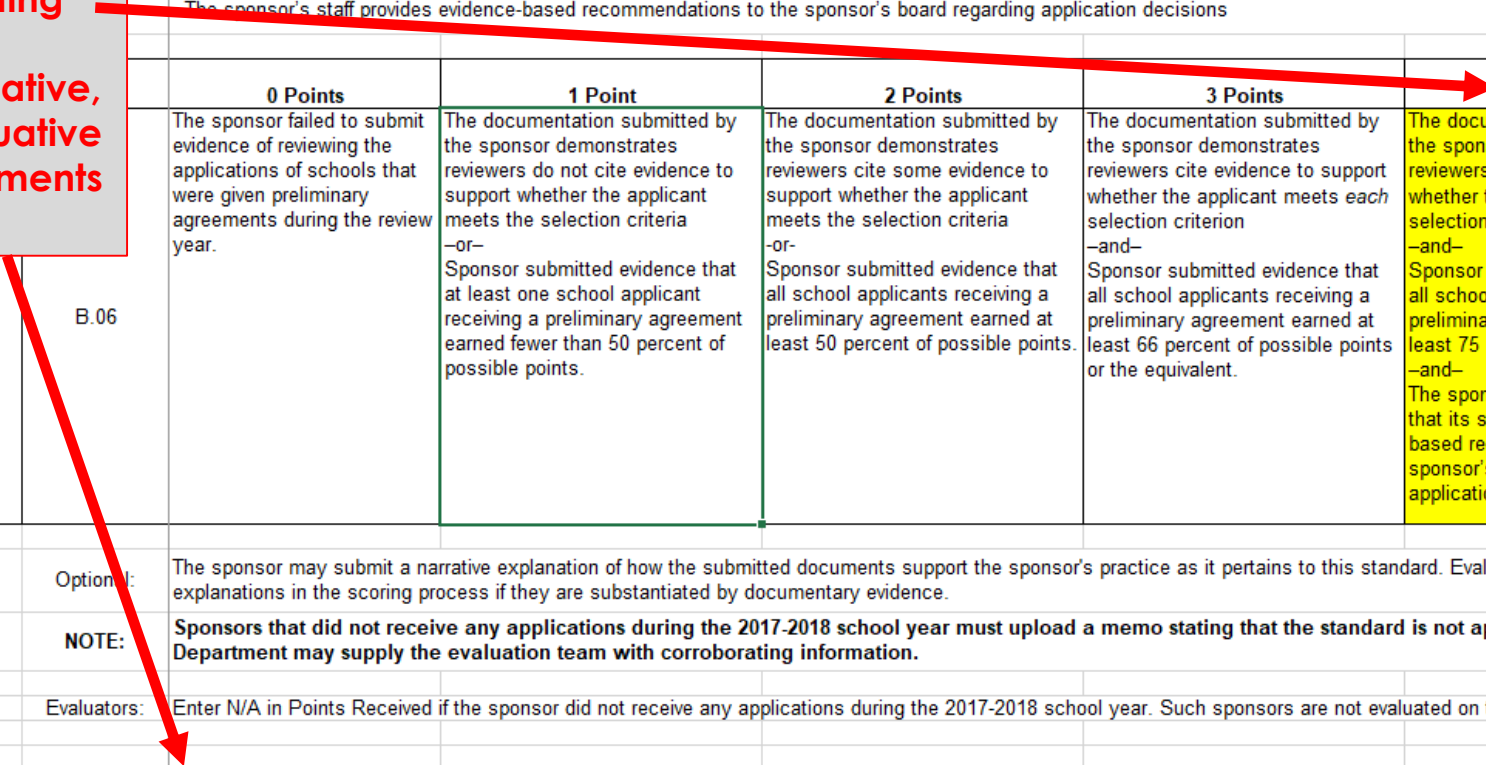
Documents submitted and reviewed:

- Applications received from new school applicants, replicator applicants, and/or schools seeking a change in sponsor during the 2018-19 school year;
- Scoring documents, comments, and/or completed checklists or rubrics for each application received during the 2018-19 school year;
- Evidence of final decisions made for each application

Ohio – Evaluation Form & Report

	B.06	Rigorous Decision-Making For new community schools, replicators and schools seeking a change in sponsor, the sponsor approves only those applicants that meet an approval threshold of at least 75 percent of possible points.				
		<u>Key Indicators:</u>				
		<ul style="list-style-type: none"> - Reviewers document evidence to support whether the applicant meets the selection criteria. - The sponsor approves only those applicants that earn at least 75% of possible points. - The sponsor's staff provides evidence-based recommendations to the sponsor's board regarding application decisions 				
		0 Points	1 Point	2 Points	3 Points	4 Points
		The sponsor failed to submit evidence of reviewing the applications of schools that were given preliminary agreements during the review year.	The documentation submitted by the sponsor demonstrates reviewers do not cite evidence to support whether the applicant meets the selection criteria -or- Sponsor submitted evidence that at least one school applicant receiving a preliminary agreement earned fewer than 50 percent of possible points.	The documentation submitted by the sponsor demonstrates reviewers cite some evidence to support whether the applicant meets the selection criteria -or- Sponsor submitted evidence that all school applicants receiving a preliminary agreement earned at least 50 percent of possible points.	The documentation submitted by the sponsor demonstrates reviewers cite evidence to support whether the applicant meets <i>each</i> selection criterion -and- Sponsor submitted evidence that all school applicants receiving a preliminary agreement earned at least 66 percent of possible points or the equivalent.	The documentation submitted by the sponsor demonstrates reviewers cite evidence to support whether the applicant meets <i>each</i> selection criterion -and- Sponsor submitted evidence that all school applicants receiving a preliminary agreement earned at least 75 percent of possible points -and- The sponsor submitted evidence that its staff provides evidence-based recommendations to the sponsor's board regarding application decisions.
4	B.06					
	Option 1:	The sponsor may submit a narrative explanation of how the submitted documents support the sponsor's practice as it pertains to this standard. Evaluators may use narrative explanations in the scoring process if they are substantiated by documentary evidence.				
	NOTE:	Sponsors that did not receive any applications during the 2017-2018 school year must upload a memo stating that the standard is not applicable and why. The Department may supply the evaluation team with corroborating information.				
	Evaluators:	Enter N/A in Points Received if the sponsor did not receive any applications during the 2017-2018 school year. Such sponsors are not evaluated on this standard.				
	Reviewer Comments:	<ul style="list-style-type: none"> • Reviewers cite evidence to support whether applicants meet each selection criterion on the new school application scoring rubric (needs assessment, mission/vision, education plan, etc). • New school application scoring rubrics submitted by each reviewer demonstrate that all three applicants receiving a preliminary agreement earned at least 75% of possible points. • The March 2018 board minutes reflect an in-depth conversation about "charter contract approval", which reviews the process for applicant approval, findings, voting, and final approval decisions, based on data collected and analyzed within the scoring rubrics and summaries referenced above. 				

Rating
Formative, evaluative comments



Ohio – Final rating

Summary by Standard		Possible Points	Received Points
A.01	Mission and Strategic Plan	4	0
A.02	Goals and Self-Evaluation	4	0
A.03	Roles and Responsibilities	4	0
A.04	Conflicts of Interest	4	0
A.05	Staff Expertise	4	0
A.06	Staff Development	4	0
A.07	Allocation of Resources	4	0
B.01	Application Process, Timeline and Directions	4	0
B.02	Rigorous Criteria for New Schools	4	0
B.03	Rigorous Criteria for Replicators and Schools Seeking a Change in Sponsor	4	0
B.04	Reviewer Expertise	4	0
B.05	Reviewer Protocols	4	0
B.06	Rigorous Decision-Making	4	0
C.01	Contract Performance Measures	4	0
C.02	Contract Terms for Renewal and Non-Renewal	4	0
C.03	Contract Amendment and Updates	4	0
D.01	Oversight Transparency	4	0
D.02	Enrollment and Financial Reviews	4	0
D.03	On-Site Visits	4	0
D.04	Site Visit Reports	4	0
D.05	Performance Monitoring	4	0
D.06	Intervention	4	0
D.07	Annual Performance Reports	4	0
E.01	Renewal Application	4	0
E.02	Renewal and Non-Renewal Decisions	4	0
E.03	Non-Renewal Notification	4	0
E.04	Contract Termination	4	0
E.05	Closure Process	4	0
E.06	Renewal Application Reviewer Protocols	4	0
F.01	Ongoing Technical Assistance	4	0
F.02	Legal and Policy Updates	4	0
F.03	Professional Development for Schools	4	0
F.04	Relationships with Schools' Governing Authorities	4	0
Total		132	0
Percent of Available Points Received			0.0%

OHIO RATINGS

QUALITY PRACTICES		
Points	Percentage of Substantiated Sponsor Items	Rating
4	90 – 100%	Exceeds Standards
3	75 – 89.9%	Meets Standards
2	55 – 74.9%	Progressing Toward Standards
1	35 – 54.9%	Below Standards
0	0 – 34.9%	Significantly Below Standards

MINNESOTA'S EVALUATION PROCESS

Minnesota – Standard Categories

Minnesota Authorizer Performance Evaluation System (MAPES) Rubric

Summary of Authorizer Performance Measures

Performance Measures A: Authorizer Capacity and Infrastructure – 25 Percent Weight of Overall Rating

- A.1: Authorizing Mission (2.5 percent overall weight)
- A.2: Authorizer Organizational Goals (1.25 percent overall weight)*
- A.3: Authorizer Structure of Operations (2.5 percent overall weight)
- A.4: Authorizing Staff Expertise (2.5 percent overall weight)
- A.5: Authorizer Knowledge and Skill Development of Authorizing Leadership and Staff (2.5 percent overall weight)*
- A.6: Authorizer Operational Budget for Authorizing the Portfolio of Charter Schools (2.5 percent overall weight)
- A.7: Authorizer Operational Conflicts of Interest (2.5 percent overall weight)
- A.8: Ensuring Autonomy of the Charter Schools in the Portfolio (2.5 percent overall weight)
- A.9: Authorizer Self-Evaluation of Capacity, Infrastructure and Practices (1.25 percent overall weight)*
- A.10: Authorizer High-Quality Authorizing Dissemination (1.25 percent overall weight)*
- A.11: Authorizer Compliance to Responsibilities Stated in Statute (3.75 percent overall weight)

Performance Measures B: Authorizer Processes and Decision-Making – 75 Percent Weight of Overall Rating

- B.1: New Charter School Decisions (11.25 percent overall weight)
- B.2: Interim Accountability Decisions (11.25 percent overall weight: 3.75 percent for expansion requests; 3.75 percent for ready to open standards; 3.75 percent for change in authorizers)
- B.3: Contract Term, Negotiation and Execution (7.5 percent overall weight)
- B.4: Performance Outcomes and Standards (11.25 percent overall weight)
- B.5: Authorizer's Processes for Ongoing Oversight of the Portfolio of Charter Schools (7.5 percent overall weight)
- B.6: Authorizer's Standards and Processes for Interventions, Corrective Action and Response to Complaints (3.75 percent overall weight)*
- B.7: Charter School Support, Development and Technical Assistance (3.75 percent overall weight)*
- B.8: High-Quality Charter School Replication and Dissemination of Best School Practices (3.75 percent overall weight)*
- B.9: Charter School Renewal and Termination Decisions (15 percent overall weight)

*Continuous Improvement Measures

Minnesota – Criteria and Ratings

Criteria
Criteria
broken up
by rating

B.2 Measure: Interim Accountability Decisions (i.e., site/grade level/early learning expansions, ready to open, and change in authorizer)

Guiding Questions

- To what degree does the authorizer have clear and comprehensive approval criteria and process standards to rigorously evaluate proposals of existing charter school expansion requests and other interim changes?
- To what degree did the authorizer's decisions and resulting actions regarding charter school expansion and other interim changes align to its stated approval and process standards and promote the growth of high-quality charter schools?

Level Ratings

- **Level 0: Unsatisfactory or Incomplete**
 - The authorizer's application processes are not comprehensive; do not include clear application questions and guidance; or do not include fair, transparent procedures and rigorous criteria **and**
 - Authorizer's decisions and resulting actions are inconsistent across the portfolio of charter schools **and**
 - Authorizer's decisions and resulting actions misalign with its AAA/AAP
- **Level 1: Approaching Satisfactory**
 - The authorizer's application processes are not comprehensive; do not include clear application questions and guidance; or do not include fair, transparent procedures, timelines and rigorous criteria **or**
 - Authorizer's decisions and resulting actions are inconsistent across the portfolio of charter schools **or**
 - Authorizer's decisions and resulting actions misalign with its AAA/AAP **or**
 - Level 2 indicators were not met for at least three years
- **Level 2: Satisfactory**
 - Level 2 indicators were met for at least three years:
 - Authorizer's application processes are comprehensive; include clear application questions and guidance; and include fair, transparent procedures, timelines and rigorous criteria **and**
 - Authorizer's decisions and resulting actions are consistent across the portfolio of charter schools **and**
 - Authorizer's decisions and resulting actions align with its AAA/AAP
- **Level 3: Commendable**
 - Level 2 indicators were met for at least four years **and**
 - Authorizer's interim accountability processes align with nationally recognized quality authorizing standards **and**
 - Interim accountability processes reflect a clear strategy to promote high-quality charter schools
- **Level 4: Exemplary**
 - Level 3 **and**
 - Level 2 indicators were met for the authorizer term to date **and**
 - School representatives consistently verify authorizer's response to guiding question **and**
 - Authorizer decisions have resulted in high-quality charter schools

Minnesota - Evaluation Form & Report

B.2 - To what degree does the authorizer have clear and comprehensive approval criteria and process standards to rigorously evaluate proposals of existing charter school expansion requests and other interim changes? To what degree do the authorizer's decisions and resulting actions regarding charter school expansion and other interim changes align to its stated approval and process standards and promote the growth of high-quality charter schools?

Rating

**Formative,
evaluative
comments**

Performance Level Rating: Level 1: Approaching Satisfactory

Finding: The authorizer does not have clear and comprehensive approval criteria and process standards to rigorously evaluate proposals of existing charter school expansion requests and other interim changes. Additionally, the authorizer does not have a clear decision-making process that promotes the growth of high quality charter schools. The authorizer's application process is comprehensive, and includes clear application questions and guidance. Within the application for existing schools, the authorizer outlines the process that schools must follow to transfer authorizer. This includes the completion of an Intent to Apply and, if initially approved by the authorizer, a full application. The full application requires applicants to complete sections regarding the purpose fulfilled by the charter school, its vision and mission, its goals and student performance expectations, the education program model, the evaluation plan and applicant capacity, its governance plan, the financial management plan, and plans for both administration and operations. The authorizer's application process does not, however, include transparent procedures. Although the existing school application includes a scoring guide at the bottom of each section with ratings of inadequate, satisfactory and excellent, the authorizer does not include a rubric or other guidance document to define the scoring criteria. While the authorizer submitted an example of an advisor review for the Augsburg Fairview Academy and the Lincoln International High School, in none of the documents (including the scored rubric, the Operating Guide or New School Application) are decision-making criteria outlined. The bases for the advisor ratings within the review are unclear.

Minnesota – Final rating

Final Rating
Rating
calculatio
n

Overall Performance Rating	
The MAPES Overall Performance Rating for the [REDACTED] is 1.15: Approaching Satisfactory	
Ratings Summary	
PERFORMANCE MEASURES A: AUTHORIZER CAPACITY AND INFRASTRUCTURE – 25% Weight of Overall Rating	
<i>Authorizer Mission and Vision</i>	
A.1: Authorizer Mission (5%)	1
A.2: Authorizer Vision and Organizational Goals (10%)	1
<i>Authorizer Capacity and Infrastructure</i>	
A.3: Authorizer Structure of Operations (15%)	1
A.4: Authorizer Staff Expertise (10%)*	1
A.5: Authorizer Capacity and Skill Development of Leadership and Authorizing Staff (5%)*	3
A.6: Authorizer Operational Budget for Authorizing the Portfolio of Charter Schools (10%)	1
A.7: Authorizer Operational Conflicts of Interest (10%)	3
A.8: Ensuring Autonomy of the Schools in the Portfolio (15%)	4
A.9: Authorizer Self-Evaluation of Capacity, Infrastructure and Practices (5%)*	1
A.10: Authorizer High Quality Authorizing Dissemination (5%)*	0
A.11: Authorizer Compliance to Responsibilities Stated in Statute (10%)	3
Total Performance Measures A Rating:	1.9
PERFORMANCE MEASURES B: AUTHORIZER PROCESSES AND DECISION MAKING – 75% Weight of Overall Rating	
<i>Authorizer Process and Decision-making</i>	
B.1: New Charter School Decisions (20% / 5%)**	1
B.2: Interim Accountability Decisions (10% / 5%)**	1
<i>Authorizer Performance Contracting</i>	
B.3: Contract Term, Negotiation, and Execution (10%)	3
B.4: Performance Standards (10%)	1
<i>Authorizer Ongoing Oversight and Evaluation</i>	
B.5: Authorizer's Processes for Ongoing Oversight of the Portfolio of Charter Schools (10%)	1
B.6: Authorizer's Standards and Processes for Interventions, Corrective Action and Response to Complaints (10%)*	0
B.7: Charter School Support, Development and Technical Assistance (5%)*	1
B.8: High Quality Charter School Replication and/or Dissemination of Best School Practices (5%)*	1
<i>Authorizer Renewal and Decision-making</i>	
B.9: Charter School Renewal or Termination Decision (20%)	0

IMPLEMENTATION TIMELINE

- July 2020 – Authorizer evaluation rule on first reading for the State Board
- Fall 2020 – Pilot of authorizer evaluations with two to three authorizers
- Fall 2020 – Rulemaking hearing on authorizer evaluation rule
- February 2021 – Authorizer evaluation rule on final reading for the State Board
- August 2021 – Authorizer evaluation rule effective
- 2021-2022 – First evaluation cycle begins

TOPICS FOR DISCUSSION

OVERALL RATINGS

Minnesota	
Score	Rating
90 – 100%	Exemplary
70 – 89.9%	Commendable
50 – 69.9%	Satisfactory
25 - 49.9%	Approaching Satisfactory
0 – 24.9%	Unsatisfactory/Incomplete

Ohio	
Score	Rating
83 – 100%	Exemplary
58 – 82.9%	Effective
25 – 57.9%	Ineffective
0 – 24.9%	Poor

The score is determined by the percentage of standards met.

EVALUATION RATINGS

- The Fall pilot of the Tennessee Authorizer Evaluation will inform the Board's construction of overall ratings and consequences associated with those ratings.
- *Task Force recommendation*

Tennessee	
Score	Rating
	Exemplary
	Commendable
	Satisfactory
	Approaching Satisfactory
	Unsatisfactory/Incomplete

OVERALL RATINGS - EXEMPLARY

MINNESOTA

OHIO

Exemplary (overall rating of 3.60-4.00 out of 4)

- “Exemplary” authorizer performance recognition (certificate and publicity)
- Expedited review of authorizing plan updates for the next five years
- Expedited review of affidavits and other requests
- Eligible to be identified for best practices in authorizing
- Invited by commissioner to share authorizer practices at the Minnesota Department of Education (MDE)
- Other recognitions as determined by MDE

Exemplary two or more consecutive years

- Two-year exemption from the sponsor evaluation process
- Renewal of sponsorship agreement with the Department
- Ability to extend contract term with school beyond the term included in agreement with the Department
- Exemption from the preliminary agreement, contract adoption, and execution deadline requirements
- No limit on the number of community schools sponsored
- No territorial restrictions on sponsorship*

OVERALL RATINGS — COMMENDABLE OR EFFECTIVE

MINNESOTA

OHIO

Commendable

- “Commendable” authorizer performance recognition (certificate)
- Expedited review of authorizing plan updates for the next five years
- Expedited review of affidavits and other requests
- Eligible to be identified for best practices in authorizing
- Other recognitions as determined by MDE

Exemplary or Effective

- May sponsor new or additional community schools
- Sponsored community schools may apply for a Charter School Program (CSP) Grant*

OVERALL RATINGS - SATISFACTORY OR INEFFECTIVE

MINNESOTA

OHIO

Satisfactory

- Eligible to submit authorizing plans for the next five years
- Other recognitions as determined by MDE

Ineffective

- Cannot sponsor any new or additional community schools.
- Must develop and implement a quality improvement plan with the Department.

Ineffective three consecutive years

- Sponsorship revocation
- Sponsor may appeal the revocation within 30 days of receiving the rating
- If a sponsor's authority is revoked, the official revocation will not occur until the appeal process is finished

OVERALL RATINGS – UNSATISFACTORY OR POOR

MINNESOTA

OHIO

Approaching Satisfactory or Unsatisfactory/Incomplete

- **Ineligible to submit authorizing plans for the next five years**
- **May be subject to corrective action status (see MAPES Review Process document)**
- **Does not have authority to charter new schools, accept transfers, or initiate expansion requests while in corrective action**

Poor

- **Authority revoked**
- **Sponsor may appeal the revocation within 30 days of receiving the rating**
- **If a sponsor's authority is revoked, the official revocation will not occur until the appeal process is finished**
- **Schools are assumed by the Office of School Sponsorship (OSS) at the Department for the remainder of the school year.**
- **OSS may continue to sponsor a school for up to two additional years or until the school finds a new sponsor, whichever comes first.**

TOPICS FOR DISCUSSION

1. Intervention Options

Exemplary

- Public recognition
- Sharing best practices
- Exemption from next evaluation cycle
- No set amount for number of schools required for documentation
- Elimination of select standards for next evaluation
- Submit off-year narrative without additional documentation

Commendable

- Public recognition
- Sharing best practices
- Submit off-year narrative without additional documentation

TOPICS FOR DISCUSSION

Intervention Options

Satisfactory

- Submit documentation for 0 and 1 evaluation ratings in off-year narrative

Approaching Satisfactory

- Submit corrective action plan
- Submit progress toward corrective action plan; if no progress is made, may be subject to reduction in authorizer fee

TOPICS FOR DISCUSSION

Intervention Options

Unsatisfactory/Incomplete

- Monitored again the next year
- Submit corrective action plan
- Repeat rating leads to reduction in authorizer fee

TOPICS FOR DISCUSSION

1. Intervention Options

- Question: Which interventions do we keep, change, add or remove?
- Additional consideration: Earning a 0 or 1 rating in any standard disqualifies an authorizer from “Exemplary”. What are your thoughts?

TOPICS FOR DISCUSSION

2. Annual Reports

- We plan to align the authorizer annual reports with the Tennessee Authorizer Evaluation process.
 - For authorizers evaluated within a given school year, the Tennessee Authorizer Evaluation Report would serve as an authorizer's annual report to TDOE/State Board.
 - For off-year authorizers, the narrative form from the evaluation process would be filled out as an authorizer's self-assessment (next slide), then be used for their annual report to the State Board. If rated low in previous year evaluation, the authorizer must identify updated documentation to address deficiencies.
- Question: Should authorizers identify updated documentation for standards rated zero or zero and one?

NARRATIVE

The narrative is a tool used in the evaluation. Authorizers rate their own practices and cite documentation they can produce to support the ratings.

Narratives:

- 24 narrative answers
- Up to 1½ pages of text each
- Can be used to address low ratings from previous evaluations.

Tennessee Authorizer Evaluation 2020

Authorizer _____

*This form affords you an opportunity to rate your evidence/documentation and describe how it supports the rating you enter below. Narratives should explain ratings and **BOLD** the names of documents referenced in narrative. This narrative is limited to this form and it should be saved as a pdf and uploaded with your evidence.*

Standard 2a - Application proposal information, questions, and guidance

A quality authorizer:

- i. Issues a charter application information packet or request for proposals (RFP) that:
 - a. States any chartering priorities the authorizer may have established;
 - b. Articulates comprehensive application questions to elicit the information needed for rigorous evaluation of applicants' plans and capacities; and
 - c. Provides clear guidance and requirements regarding application content and format, while explaining evaluation criteria.
- ii. Welcomes proposals from first-time charter applicants as well as existing school operators/replicators, while appropriately distinguishing between the two kinds of applicants in proposal requirements and evaluation criteria.
- iii. Encourages expansion and replication of charter schools that demonstrate academic success, financial viability, organizational health, and capacity for growth.
- iv. Considers diverse educational philosophies and approaches.
- v. Requires applicants to demonstrate capacity to serve students with diverse needs, such as students with disabilities or learning exceptionalities and English learners.

Rating				
0	1	2	3	4

Narrative

TOPICS FOR DISCUSSION

3. Technical Assistance

- As the Board moves into its role as an evaluator of authorizers, it would be helpful for us to determine our position regarding technical assistance to authorizers.
- The Tennessee Authorizer Evaluation is our priority and we will now be viewed by authorizers as a body that evaluates them (rather than evaluates their decisions).
- Board staff often engage in conversations to support the continuous improvement of authorizers and, in doing so, often makes informal recommendations.
- If an authorizer employs a recommendation from the State Board and it leads to poor practice, the authorizer could (at best) be confused or (at worst) accuse the Board of overstepping their authority.
- Question: Should the State Board provide support to authorizers that includes informal recommendations or avoid these in the future?

TRANSITION TO CHARTER SCHOOL COMMISSION

PROGRESS TO DATE

- January 30, 2020 Webinar – Overview of the State Board work
- February 18 and 19, 2020 – Organizing Session
 - Election of chair and vice chair; adoption of key policies
 - Presentations on: open meetings, open records, rulemaking, charter school portfolio data and school turnaround plans
- Next Steps:
 - Continue to provide support to Commission members in partnership with TDOE until hiring of executive director (timeline is mid to late summer 2020).
 - Provide opportunities for Commission members and staff to shadow State Board functions.
 - Next meeting of the Commission: April 22, 2020

WRAP UP

THANK YOU!



TENNESSEE
STATE BOARD OF EDUCATION