

TENNESSEE STATE BOARD OF EDUCATION	
CHARTER SCHOOL AUTHORIZER EVALUATIONS	6.113

Policy Sections:

- I. Purpose
- II. Authorizer Evaluation Cohorts and Timeline
- III. Authorizer Evaluation Evidence
- IV. Evaluation Ratings and Corresponding Follow-Up Actions

- I. Purpose.** T.C.A. § 49-13-145 requires the State Board of Education (“State Board”) to ensure the effective operation of authorizers and evaluate authorizer quality through periodic evaluations of authorizers.

State Board Rule 0520-14-01-.08 contains the evaluation process, authorizer ratings and follow-up actions, and when the State Board may determine a reduction of the authorizer’s authorizer fee under certain circumstances.

This policy provides further explanation and detail regarding authorizer evaluation cohorts and timeline, the evidence considered in an evaluation, and the evaluation ratings and corresponding follow-up actions to ensure authorizer compliance with the requirements of state law, the rules and regulations of the State Board, and the State Board Quality Charter Authorizing Standards Policy 6.111.

- II. Authorizer Evaluation Cohorts and Timeline.** State Board staff shall assign authorizers to an evaluation cohort. Authorizers in the same cohort are evaluated at least every other year. If an authorizer receives an Exemplary rating for two (2) consecutive evaluations, the authorizer is exempted from undergoing an evaluation during the next evaluation year. If an authorizer receives an Unsatisfactory/Incomplete rating during an evaluation, the authorizer shall participate in another authorizer evaluation in the school year immediately following the Unsatisfactory/Incomplete rating. An exemption or required additional evaluation does not change an authorizer’s assigned evaluation cohort.

(a) During an evaluation year, the timeline is as follows:

- 1. Authorizers attend an orientation in August;
- 2. Document submission window opens in September and closes in October;
- 3. Authorizer evaluations occur between October and December;

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4. Draft authorizer evaluation report shared with authorizer by January;
 5. Final authorizer evaluation report shared with the authorizer in January;
 6. Final evaluation ratings presented to the State Board for approval at its first quarterly or special called board meeting following release of the final evaluation report to the authorizer;
 7. Upon State Board approval, written notification of approval is sent to the authorizer and final authorizer evaluation reports are posted to the State Board's website;
 8. Authorizers receiving a rating of Approaching Satisfactory or Unsatisfactory/Incomplete shall acknowledge receipt of the written notification and any required follow-up actions no later than ten (10) business days after the written notification is sent to the authorizer; and
 9. Authorizers receiving a rating of Approaching Satisfactory or Unsatisfactory/Incomplete shall develop a corrective action plan, as outlined in section four (4) of this policy.
- (b) During a non-evaluation year, the authorizer shall submit to the State Board:
1. Completed self-assessment using the State Board's template; and
 2. Information and evidence demonstrating completion of a corrective action plan, if required by the State Board as a result of the authorizer's most recent evaluation report.
 - i. If an authorizer is required to participate in another authorizer evaluation in the school year immediately following an Unsatisfactory/Incomplete rating, the completed corrective action plan shall be submitted as part of the authorizer's documentation during the document submission window as outlined in section two (2), paragraph (a) of this policy.
 3. The self-assessment and corrective action plan shall be reviewed by the Executive Director of the State Board or designee to monitor an authorizer's resolution of any identified deficiencies.

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III. Authorizer Evaluation Evidence. An authorizer’s evaluation shall be based on the following evidence:

- (a) Documentation submitted by the authorizer during the submission window defined in section two (2) of this policy;
- (b) An interview with school leaders from the authorizer’s charter schools;
- (c) A meeting with the authorizer about the submitted documentation; and
- (d) The authorizer’s appeal history, if applicable, which shall include any findings and recommendation report(s) issued by the Executive Director of the appeals body and the final decision by the appeals body for any appeals that occurred within the two (2) years prior to the authorizer’s first evaluation or within the review term immediately following the authorizers’ most recent evaluation.

IV. Evaluation Ratings and Corresponding Follow-Up Actions.

- (a) As defined in State Board Rule 0520-14-01-.08, authorizers shall be assigned a score on a scale of zero (0) to four (4), or not applicable, indicating the degree to which an authorizer has met each standard of the rubric (Appendix A) and shall be assigned an overall rating category in compliance with thresholds defined in this policy. Overall rating categories shall be based on the average of the standard scores. State Board shall review and adjust, as needed, the evaluation score ranges at the conclusion of a two-year evaluation cycle.
- (b) The overall rating categories are defined in Table 1.

Table 1. Overall Ratings

Score	Rating
3.5 – 4.0	Exemplary
3.0 – 3.49	Commendable
2.0 – 2.99	Satisfactory
1.0 – 1.99	Approaching Satisfactory
0 – 0.99	Unsatisfactory/Incomplete

- (c) An authorizer that receives a rating of Approaching Satisfactory or Unsatisfactory/Incomplete shall be required to create and submit to State Board staff a corrective action plan including any specific follow-up actions identified in the evaluation report. The

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corrective action plan shall be approved by the Executive Director of the State Board or designee prior to implementation and shall be submitted on the State Board's template.

- (d) Upon approval of the corrective action plan, the authorizer shall complete the requirements outlined in the corrective action plan and submit evidence of completion by the deadlines set forth in the approved corrective action plan.
- (e) If an authorizer fails to complete the requirements outlined in the authorizer's corrective action plan, the State Board may reduce the authorizer fee as outlined in State Board Rule 0520-14-01-.08.

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APPENDIX A

Charter School Authorizer Evaluation Rubric

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Charter School Authorizer Evaluation [YEAR]

Authorizer: [NAME OF AUTHORIZER]

Overall Ratings Summary:

Standard		Rating (0-4)	Average
1a	Planning and Commitment to Excellence		
1b	Human Resources		
1c	Financial Resources		
2a	Proposal Information, Questions, and Guidance		
2b	Fair, Transparent, Quality-Focused Process		
2c	Rigorous Approval Criteria		
2d	Rigorous Decision Making		
3a	Charter Agreement Negotiation and Execution		
3b	Terms, Rights and Responsibilities		
3c	Performance Standards		
3d	Provisions for Educational Service Provider (ESP) (if applicable)		
4a	Performance Evaluation and Compliance Monitoring		
4b	Respecting School Autonomy		
4c	Protecting Student Rights		
4d	School Intervention		
4e	Public Reporting		
5a	Amendments to the Charter Agreement		
5b	Renewal Process		
5c	Renewal Decisions Based on Merit and Inclusive Evidence		
5d	Revocation		
5e	Closure		
Overall Rating			

0	1	2	3	4
No explanation or documentation	Narrative and/or documentation addresses and satisfies less than 50% of the standard	Documentation addresses most but satisfies 50% or less of the standard	Documentation addresses and satisfies more than 50% of the standard	Documentation addresses and satisfies 100% of the standard

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Charter School Authorizer Evaluation [YEAR]

Authorizer: [NAME OF AUTHORIZER]

Standard 1a - Planning and Commitment to Excellence		0	1	2	3	4
Sub-standards						
i.	Ensures that the authorizer's decision-makers, leadership, and staff understand and are committed to these quality charter authorizing principles and standards.					
ii.	Ensures external relationships, funding structures, and lines of authority to protect its authorizing functions from conflicts of interest and political influence that might compromise its judgement in charter approval and accountability decision-making.					
iii.	States a clear mission for quality authorizing and develops goals and timely plans for improvement in response to regular evaluation of its work against national and state authorizing standards.					
iv.	Implements policies, processes, and practices that streamline and systematize its work toward stated goals and executes its duties efficiently.					
v.	Makes authorizing decisions that are likely to result in positive student outcomes, based on an accumulation of evidence, data, and expertise, and in accordance with state law.					
Standard Rating						
Evaluative Comments:						

0	1	2	3	4
No explanation or documentation	Narrative and/or documentation addresses and satisfies less than 50% of the standard	Documentation addresses most but satisfies 50% or less of the standard	Documentation addresses and satisfies more than 50% of the standard	Documentation addresses and satisfies 100% of the standard

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Charter School Authorizer Evaluation [YEAR]

Authorizer: [NAME OF AUTHORIZER]

Standard 1b - Human Resources	0	1	2	3	4
Sub-standards					
i. Through intra- or inter-agency collaborations, contractual relationships and/or staff, enlists competent staff with relevant expertise for all areas essential to charter school oversight—including, but not limited to, education leadership; instruction and assessment; local community needs; special education, English learners, and other diverse learning needs; performance management and accountability; law; finance; facilities; and nonprofit governance and management.					
ii. Demonstrates an on-going commitment to developing and retaining authorizing staff members and provides regular professional development for the authorizer’s leadership and staff to achieve and maintain high standards of professional authorizing practice and to enable continual agency improvement.					
iii. Ensures authorizing is visible and the people responsible for day-to-day authorizing functions have clear opportunities to provide input with leadership and decision-makers and input is given significant weight in decision-making.					
Standard Rating					
Evaluative Comments:					

0	1	2	3	4
No explanation or documentation	Narrative and/or documentation addresses and satisfies less than 50% of the standard	Documentation addresses most but satisfies 50% or less of the standard	Documentation addresses and satisfies more than 50% of the standard	Documentation addresses and satisfies 100% of the standard

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Charter School Authorizer Evaluation [YEAR]

Authorizer: [NAME OF AUTHORIZER]

Standard 1c – Financial Resources	0	1	2	3	4
Sub-standards					
i. Determines the financial needs of the authorizing office and devotes financial resources to fulfill its authorizing responsibilities in accordance with national and state standards, commensurate with the scale of the charter school portfolio, and in accordance with Tennessee law, including all relevant requirements for use of the authorizer fee.					
ii. Deploys funds effectively, transparently, and efficiently with the public and student interests in mind.					
iii. Annually reports the authorizing obligations fulfilled using the authorizer fee in accordance with state law.					
Standard Rating					
Evaluative Comments:					

0	1	2	3	4
No explanation or documentation	Narrative and/or documentation addresses and satisfies less than 50% of the standard	Documentation addresses most but satisfies 50% or less of the standard	Documentation addresses and satisfies more than 50% of the standard	Documentation addresses and satisfies 100% of the standard

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Charter School Authorizer Evaluation [YEAR]

Authorizer: [NAME OF AUTHORIZER]

Standard 2a - Proposal Information, Questions, and Guidance Sub-standards	0	1	2	3	4
i. Develops and issues a charter application information packet or request for proposals (RFP) that: a) States the authorizer's mission and any chartering priorities the authorizer may have established; b) Provides the state's required comprehensive application and rubric to elicit the information needed for rigorous evaluation of applicants' plans and capacities; and c) Communicates clear guidance, requirements and timelines with prospective operators regarding the application content and format, while explaining evaluation criteria.					
Standard Rating					
Evaluative Comments:					

0	1	2	3	4
No explanation or documentation	Narrative and/or documentation addresses and satisfies less than 50% of the standard	Documentation addresses most but satisfies 50% or less of the standard	Documentation addresses and satisfies more than 50% of the standard	Documentation addresses and satisfies 100% of the standard

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Charter School Authorizer Evaluation [YEAR]

Authorizer: [NAME OF AUTHORIZER]

Standard 2b - Fair, Transparent, Quality-focused Process		0	1	2	3	4
Sub-standards						
i.	Establishes a charter application process that is defined in policy, open, well-publicized, and transparent, and is organized around clear, realistic timelines.					
ii.	Allows sufficient time for each stage of the application and school pre-opening process to be carried out with quality and integrity and explains how each stage of the application process is conducted and evaluated.					
iii.	Engages, for both written application reviews and applicant interviews, highly competent teams of internal and external evaluators with relevant academic, organizational (governance and management), financial, and legal expertise, as well as thorough understanding of the essential principles of charter school autonomy and accountability.					
iv.	Provides orientation or training to application evaluators (including interviewers) to ensure consistent evaluation of standards, practices, and the fair and unbiased treatment of all applicants.					
Standard Rating						
Evaluative Comments:						

0	1	2	3	4
No explanation or documentation	Narrative and/or documentation addresses and satisfies less than 50% of the standard	Documentation addresses most but satisfies 50% or less of the standard	Documentation addresses and satisfies more than 50% of the standard	Documentation addresses and satisfies 100% of the standard

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Authorizer: [NAME OF AUTHORIZER]

Standard 2c - Rigorous Approval Criteria		0	1	2	3	4
Sub-standards						
i. Utilizes the state's required application and rubric, which: a) Requires all applicants to present a clear and compelling mission, a quality educational program, a demonstration of community support, a solvent and sustainable budget and contingency financial plans, a clear demonstration of the effectiveness of the model for the target student population and students with diverse needs, effective governance and management structures and systems, founding team members demonstrating diverse and necessary capabilities in all phases of the school's development; b) Establishes distinct requirements and criteria for applicants who are existing school operators or replicators, including: 1. Clear evidence of their capacity to operate new schools successfully while maintaining quality in existing schools; 2. Documentation of their educational, organizational, and financial performance records based on all existing schools; 3. Explanation for any never-opened, closed, revoked, or non-renewed schools (including closed, revoked or non-renewed third-party contracts to operate schools); 4. Presentation of their growth plan, business plan, and most recent financial audits; 5. Evidence of meeting high standards of academic, organizational, and financial success to earn approval for replication; and 6. Document any current or past litigation and the resolution of such litigation. c) Establishes distinct requirements and criteria for applicants proposing to contract with educational service providers (ESPs), including charter management organizations by requiring applicants to provide: 1. Evidence of the service provider's educational and management success;						
		0	1	2	3	4
No explanation or documentation						
Narrative and/or documentation addresses and satisfies less than 50% of the standard						
Documentation addresses most but satisfies 50% or less of the standard						
Documentation addresses and satisfies more than 50% of the standard						
Documentation addresses and satisfies 100% of the standard						

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Authorizer: [NAME OF AUTHORIZER]

2. A description of the process for selecting the ESP; 3. A draft (or existing) service/management contract that sets forth proposed key terms, including roles and responsibilities of the school governing board, the school staff, and the service provider; the services and resources to be provided; performance-evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider; financial controls and oversight; investment disclosure; methods of contract oversight and enforcement; and conditions for contract renewal and termination; and 4. Disclosure and explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities. d) Considers diverse educational philosophies and approaches. e) Requires applicants to demonstrate capacity to serve students with diverse needs, including students with disabilities or learning exceptionalities, English learners, at-risk students, and gifted students.					
ii. Requires all applicants to participate in a capacity interview to elicit evidence-based explanations that allow the applicant to demonstrate clear evidence of capacity to execute its plan successfully.					
Standard Rating					
Evaluative Comments:					

0	1	2	3	4
No explanation or documentation	Narrative and/or documentation addresses and satisfies less than 50% of the standard	Documentation addresses most but satisfies 50% or less of the standard	Documentation addresses and satisfies more than 50% of the standard	Documentation addresses and satisfies 100% of the standard

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Charter School Authorizer Evaluation [YEAR]

Authorizer: [NAME OF AUTHORIZER]

Standard 2d - Rigorous Decision Making					
Sub-standards	0	1	2	3	4
i. Grants charters only to applicants that have demonstrated competence and capacity to succeed in all aspects of their particular charter school model, consistent with the stated approval criteria.					
ii. Rigorously evaluates each application through a thorough review of the written proposal, a substantive in-person interview with each qualified applicant, and all appropriate due diligence to examine the applicant's experience and capacity.					
iii. Ensures that the application-review process and decision making are free of conflicts of interest and requires full disclosure of any potential or perceived conflicts of interest between applicants, the reviewers, and the decision makers.					
iv. Promptly notifies applicants of its application decision, explaining in writing any available rights of legal or administrative appeal through which a school may challenge the authorizer's decision and including written explanation of the evidence-based factors that determined the decision so that applicants can decide if they wish to revise their plans based in part on that information and resubmit in the future.					
v. Does not make application decisions on the basis of political or community pressure.					
Standard Rating					

0	1	2	3	4
No explanation or documentation	Narrative and/or documentation addresses and satisfies less than 50% of the standard	Documentation addresses most but satisfies 50% or less of the standard	Documentation addresses and satisfies more than 50% of the standard	Documentation addresses and satisfies 100% of the standard

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Charter School Authorizer Evaluation [YEAR]

Authorizer: [NAME OF AUTHORIZER]

Evaluative Comments:

Standard 3a - Charter Agreement Negotiation and Execution

Sub-standards

	0	1	2	3	4
i. Executes a charter agreement between the authorizer and a legally incorporated governing board independent of the authorizer.					
ii. Ensures mutual understanding and acceptance of the terms of the charter agreement by the school's governing board.					
Standard Rating					

Evaluative Comments:

0	1	2	3	4
No explanation or documentation	Narrative and/or documentation addresses and satisfies less than 50% of the standard	Documentation addresses most but satisfies 50% or less of the standard	Documentation addresses and satisfies more than 50% of the standard	Documentation addresses and satisfies 100% of the standard

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Authorizer: [NAME OF AUTHORIZER]

Standard 3b – Terms, Rights, and Responsibilities		0	1	2	3	4
Sub-standards						
i.	Grants charter agreements for an initial term of ten operating years, with the authorizer conducting a high-stakes review every five years and producing annual performance reports.					
ii.	Explicitly defines material terms of the charter agreement.					
iii.	Allows – and requires charter agreement amendments for – occasional material changes to a school’s plans but does not require a formal amendment process for modifications to non-material terms of the charter agreement.					
iv.	Executes charter agreements that clearly: a. State the rights and responsibilities of the school and the authorizer; b. State and respect the autonomies to which schools are entitled—based on statute, waiver, or authorizer policy—including those relating to the school’s authority over educational programming, staffing, budgeting, and scheduling; c. Define performance standards, criteria, and conditions for renewal, intervention, revocation, and non-renewal, while establishing the consequences for meeting or not meeting standards or conditions; d. State the statutory, regulatory, and procedural terms and conditions for the school’s operation; e. State reasonable pre-opening requirements or conditions for new schools to ensure that they meet all health, safety, and other legal requirements prior to opening and are prepared to open smoothly; f. State the responsibility and commitment of the school to adhere to essential public-education obligations, including admitting and serving all eligible students so long as space is available, and not expelling or counseling out students except pursuant to a legal discipline policy; and g. State the responsibilities of the school and the authorizer in the event of school closures.					
v.	Ensures that purchasing any fee-based services that the authorizer provides is explicitly not a condition of charter approval, continuation, or renewal.					

0	1	2	3	4
No explanation or documentation	Narrative and/or documentation addresses and satisfies less than 50% of the standard	Documentation addresses most but satisfies 50% or less of the standard	Documentation addresses and satisfies more than 50% of the standard	Documentation addresses and satisfies 100% of the standard

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Authorizer: [NAME OF AUTHORIZER]

vi. For any fee-based services that the authorizer provides, the authorizer develops a separate services agreement that respects charter school autonomy and treats the charter school equitably compared to district schools, if applicable.					
Standard Rating					
Evaluative Comments:					
Standard 3c - Performance Standards					
Sub-standards	0	1	2	3	4
i. Executes charter agreements with a performance framework incorporated in the agreement, commonly as an attachment, that plainly establishes the standards under which schools will be evaluated and includes: a. Objective and verifiable measures of student achievement as the primary measure of school quality, in accordance with state law; b. Clear, measurable, and attainable academic, financial, and organizational performance standards and targets that the school must meet as a condition of renewal, including but not limited to state and federal measures; (See Paragraph ii., Performance standards detailed information.) c. Expectations for appropriate access, education, support services, and outcomes for students with disabilities;					
ii. The performance framework includes clearly defined and measurable indicators, measures, metrics, and targets that:					

0	1	2	3	4
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Authorizer: [NAME OF AUTHORIZER]

a)	Academic Performance 1. Define the sources of academic data that will form the evidence base for ongoing and renewal evaluation; 2. Set expectations for student academic achievement status or proficiency, including comparative proficiency; 3. Set expectations for student academic growth, including adequacy of growth toward state standards; 4. Incorporate state and federal accountability systems, including state grading and/or rating systems; 5. Set expectations for postsecondary readiness, including graduation rates (for high schools); and 6. Provide schools an option to incorporate mission-specific performance measures for which the school has presented valid, reliable, and rigorous means of assessment approved by the authorizer.					
b)	Financial Performance 1. Define the sources of financial data that will form the evidence base for ongoing and renewal evaluation, including the school's annual financial audit conducted by a qualified independent auditor; 2. Enable the authorizer to monitor and evaluate the school's financial stability and viability based on short-term performance; and 3. Enable the authorizer to monitor and evaluate the school's long-term financial sustainability.					
c)	Organizational Performance 1. Define the sources of organizational data that will form the evidence base for ongoing and renewal evaluation; 2. Define the essential elements of the educational program for which the authorizer will hold the school accountable;					

0	1	2	3	4
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3. 4. 5. 6.	Define financial management and oversight standards based on generally accepted accounting principles; Hold school governing boards accountable for meeting statutory and board-established operating and reporting requirements; Ensure school compliance with student and employee rights and obligations; and Establish expectations related to the school environment, including health and safety, transportation, facilities, and appropriate handling of records.					
Standard Rating						
Evaluative Comments:						
Standard 3d - Provisions for Educational Service Provider (ESP) (if applicable)						
Sub-standards		0	1	2	3	4
i. Includes, for any school that contracts with an ESP provider for the management of its educational program, finances, or school operations, provisions within the charter agreement that:¹ a. Clearly establish the primacy of the charter agreement over the ESP contract;						

¹ The standard does not apply to contracts with ESPs that do not have substantial responsibility for education, operational, and financial operations such as for payroll, textbooks, curriculum, etc.

0	1	2	3	4
No explanation or documentation	Narrative and/or documentation addresses and satisfies less than 50% of the standard	Documentation addresses most but satisfies 50% or less of the standard	Documentation addresses and satisfies more than 50% of the standard	Documentation addresses and satisfies 100% of the standard

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Authorizer: [NAME OF AUTHORIZER]

b. Clearly identify the school governing board as the party ultimately responsible for the success or failure of the school, and clearly define the ESP as a vendor of services; c. Prohibit the ESP from selecting, approving, employing, compensating, or serving as school governing board members; d. Provide for sufficient transparency around the spending of public monies; and e. Require all instructional materials, furnishings, and equipment purchased or developed with public funds to be the property of the school, not the ESP, in compliance with state law.					
ii. Reviews the proposed ESP contract with the charter school's governing board to ensure that it is consistent with applicable law, authorizer policy and the public interest, and requires, prior to contract execution, the contract between the ESP and the charter school's governing board to articulate: a. The roles and responsibilities of the school governing board and the ESP, including all services to be provided under the contract; b. The performance measures, consequences, and mechanisms by which the school governing board will hold the SEP accountable for performance, aligned with the performance measures in the charter agreement; c. All compensation to be paid by the ESP, including all fees, bonuses, and what such compensation includes or requires; d. Terms of any facility agreement that may be part of the relationship; e. Financial reporting requirements and provisions for the school governing board's financial oversight; f. All other financial terms of the contract, including disclosure and documentation of all loans or investments by the ESP to the school, and provision for the disposition of assets in accordance with law; g. Assurances that the school governing board, at all times, maintains independent fiduciary oversight and authority over the school budget and ultimate responsibility for the school's performance; h. Provisions for contract termination; and					

0	1	2	3	4
No explanation or documentation	Narrative and/or documentation addresses and satisfies less than 50% of the standard	Documentation addresses most but satisfies 50% or less of the standard	Documentation addresses and satisfies more than 50% of the standard	Documentation addresses and satisfies 100% of the standard

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i. Respective responsibilities of the governing board and ESP in the event of school closure, including transparency in the school's revenues and expenditures, as well as those managed by the ESP.					
Standard Rating					

Evaluative Comments:

Standard 4a – Performance Evaluation and Compliance Monitoring

Sub-standards

	0	1	2	3	4
i. Implements a comprehensive performance accountability and compliance monitoring system that is defined by the charter agreement, outlined in policy, and provides the information necessary to make rigorous and standards-based renewal, revocation, and intervention decisions.					
ii. Defines and communicates to schools the process, methods, and timing of gathering and reporting school performance and compliance data.					
iii. Implements an accountability system that effectively streamlines federal, state, and local performance expectations and compliance requirements while protecting schools' legally entitled autonomy and minimizing schools' administrative and reporting burdens.					
iv. Solicits feedback from its schools and utilizes the results to provide clear technical guidance to schools as needed to ensure timely compliance with applicable rules and regulations.					

0	1	2	3	4
No explanation or documentation	Narrative and/or documentation addresses and satisfies less than 50% of the standard	Documentation addresses most but satisfies 50% or less of the standard	Documentation addresses and satisfies more than 50% of the standard	Documentation addresses and satisfies 100% of the standard

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Authorizer: [NAME OF AUTHORIZER]

v. Conducts at least one formal on-site review at each school annually, uses the evidence collected to inform the school's annual evaluation, and provides schools with a report summarizing the review.					
vi. Proactively communicates the purpose of any proposed on-site visit and ensures visits are used for collecting data that cannot be obtained otherwise and in accordance with the contract, while ensuring that the frequency, purposes, and methods of such visits respect school autonomy, minimize administrative burdens, and avoid operational interference.					
Standard Rating					
Evaluative Comments:					
Standard 4b - Respecting School Autonomy					
Sub-standards	0	1	2	3	4
i. Respects the school's authority over its day-to-day operations by refraining from directing or participating in educational decision or choices that are within a school's purview under the charter law or contract and does not conflict with the authorizer's additional responsibilities as the local education agency.					
ii. Collects information from the school in a manner that minimizes administrative burdens on the school, while ensuring that performance and compliance information is collected with sufficient detail and timeliness to protect student and public interests.					

0	1	2	3	4
No explanation or documentation	Narrative and/or documentation addresses and satisfies less than 50% of the standard	Documentation addresses most but satisfies 50% or less of the standard	Documentation addresses and satisfies more than 50% of the standard	Documentation addresses and satisfies 100% of the standard

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Authorizer: [NAME OF AUTHORIZER]

iii. Regularly reviews compliance requirements and evaluates the potential to increase school autonomy based on flexibility in the law, streamlining requirements, demonstrated school performance, or other considerations.					
Standard Rating					

Evaluative Comments:

Standard 4c - Protecting Student Rights

Sub-standards

	0	1	2	3	4
i. Ensures that schools admit students through a random selection process that is open to all students, is publicly verifiable, and does not establish undue barriers to application (such as mandatory information meetings, mandated volunteer service, or parent contracts) that exclude students as provided by federal, state, and local law.					
ii. Ensures that schools provide equitable access and inclusive services to all students as required by applicable federal and state law, including, but not limited to, students with disabilities, English learners, homeless students, students in foster care, migrant students, at-risk students, and gifted students.					
iii. Ensures clarity in the roles and responsibilities of all parties involved in serving students with disabilities.					
iv. Ensures that schools' student discipline policies and actions are legal, fair, and equitable and that no student is suspended, expelled, or counseled out of a					

0	1	2	3	4
No explanation or documentation	Narrative and/or documentation addresses and satisfies less than 50% of the standard	Documentation addresses most but satisfies 50% or less of the standard	Documentation addresses and satisfies more than 50% of the standard	Documentation addresses and satisfies 100% of the standard

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school outside of that process, and that schools have a clear process for addressing parent/community grievances.					
Standard Rating					
Evaluative Comments:					
Standard 4d - School Intervention					
Sub-standards	0	1	2	3	4
i. Establishes and clearly communicates to schools at the outset an intervention and problem-solving policy that states the general conditions that may trigger intervention and the types of actions and consequences that may ensue.					
ii. Utilizes ongoing oversight and evaluation processes to determine when intervention in non-emergency situations is needed.					
iii. Provides clear, evidence-based, and timely notice of contract violations or performance deficiencies that are aligned to the intervention policy and is communicated to the school leaders and governing board.					
iv. Allows schools reasonable time and opportunity for remediation in non-emergency situations.					
v. Engages in intervention strategies that clearly preserve school autonomy and responsibility (identifying what the school must remedy without prescribing solutions) while clearly stating possible consequences for noncompliance.					

0	1	2	3	4
No explanation or documentation	Narrative and/or documentation addresses and satisfies less than 50% of the standard	Documentation addresses most but satisfies 50% or less of the standard	Documentation addresses and satisfies more than 50% of the standard	Documentation addresses and satisfies 100% of the standard

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Standard Rating	
Evaluative Comments:	
Standard 4e - Public Reporting	
Sub-standards	01234
i. Produces and communicates to its decision-makers, charter school governing boards and leadership, and the public an annual authorizer report that: a. Provides clear, accurate evaluation outcomes for each charter school it oversees, including school performance and progress toward meeting the standards and targets stated in the charter agreement; b. Reports on individual school and overall portfolio performance according to the framework set forth in the charter agreement in accordance with state law; and c. Reports on the authorizer's performance in meeting its goals.	
Standard Rating	
Evaluative Comments:	

0	1	2	3	4
No explanation or documentation	Narrative and/or documentation addresses and satisfies less than 50% of the standard	Documentation addresses most but satisfies 50% or less of the standard	Documentation addresses and satisfies more than 50% of the standard	Documentation addresses and satisfies 100% of the standard

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Standard 5a – Amendments to the Charter Agreement					
Sub-standards	0	1	2	3	4
i. Establishes and clearly communicates to schools an amendment process that's aligned to the charter agreement and state law, utilizes the state's required application, and follows the state's required timeline and approval criteria.					
ii. Promptly notifies a school of its amendment decision, including written explanation of the evidence-based reasons for the decision and explains in writing any available rights of legal or administrative appeal through which a school may challenge the authorizer's decision.					
iii. Grants amendments only to schools with a petition that demonstrates alignment to the school's mission and goals and provides specific, evidence-based information that shows thorough preparation and viability of the plan.					
iv. Does not make revocation decisions on the basis of political or community pressure.					
Standard Rating					
Evaluative Comments:					

0	1	2	3	4
No explanation or documentation	Narrative and/or documentation addresses and satisfies less than 50% of the standard	Documentation addresses most but satisfies 50% or less of the standard	Documentation addresses and satisfies more than 50% of the standard	Documentation addresses and satisfies 100% of the standard

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Standard 5b - Renewal Process					
Sub-standards	0	1	2	3	4
i. Conducts a high-stakes interim review of each school in the fifth year of the current charter term and clearly communicates the results to the school in accordance with state guidelines.					
ii. Provides to each school, in advance of the renewal decision using the timeline specified in state law, a cumulative performance report that: a. Summarizes the school's performance record over the charter term; and b. States the authorizer's summative findings concerning the school's performance and its prospects for renewal.					
iii. Allows the school meaningful opportunity and reasonable time to respond to the cumulative report; to correct the record, if needed; and to present additional evidence regarding its performance.					
iv. Requires any school seeking renewal to complete the state's renewal application and follows the renewal application timeline required in state law.					
Standard Rating					
Evaluative Comments:					

0	1	2	3	4
No explanation or documentation	Narrative and/or documentation addresses and satisfies less than 50% of the standard	Documentation addresses most but satisfies 50% or less of the standard	Documentation addresses and satisfies more than 50% of the standard	Documentation addresses and satisfies 100% of the standard

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Standard 5c - Renewal Decisions Based on Merit and Inclusive Evidence						
Sub-standards		0	1	2	3	4
i.	Establishes and clearly communicates a renewal policy that requires the thorough analysis of a school’s comprehensive body of objective evidence defined by the performance framework and consistent with the charter agreement and state law, including any policy changes thereto.					
ii.	Defines and communicates with its schools the criteria for renewal and non-renewal decisions that are consistent with the charter agreement.					
iii.	Grants renewal only to schools that have achieved the standards and targets stated in the charter agreement, are organizationally and fiscally viable, and have been faithful to the terms of the contract and applicable law.					
iv.	Promptly notifies a school of its renewal decision, including a written explanation of the evidence-based reasons for the decision and any available rights of legal or administrative appeal through which a school may challenge the authorizer’s decision.					
v.	Promptly communicates renewal decisions to the school community and public within a time frame that allows parents and students to exercise choices for the upcoming school year.					
vi.	Does not make renewal decisions on the basis of political or community pressure or solely on promises of future improvement.					

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		Standard Rating	
Evaluative Comments:			

0	1	2	3	4
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Standard 5d - Revocation		0	1	2	3	4
Sub-standards						
i.	Establishes and clearly communicates a revocation policy with criteria for charter revocation decisions that are consistent with the charter agreement and state law, including any policy changes thereto.					
ii.	Revokes a charter during the charter term only if there is clear violation in accordance with the reasons set forth in state law.					
iii.	Promptly notifies each school of its revocation decision, including a written explanation of the reasons for the decision and any available rights of legal or administrative appeal through which a school may challenge the authorizer's decision.					
iv.	Promptly communicates revocation decisions to the school community and public within a timeframe that allows parents and students to exercise choices for the upcoming school year.					
v.	Does not make revocation decisions on the basis of political or community pressure.					
Standard Rating						
Evaluative Comments:						

0	1	2	3	4
No explanation or documentation	Narrative and/or documentation addresses and satisfies less than 50% of the standard	Documentation addresses most but satisfies 50% or less of the standard	Documentation addresses and satisfies more than 50% of the standard	Documentation addresses and satisfies 100% of the standard

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Standard 5e - Closure	0	1	2	3	4
Sub-standards					
i. Establishes and clearly communicates to schools a closure policy or procedure that is consistent with the charter agreement and requires the authorizer to oversee and work with the school governing board and leadership in carrying out a detailed closure protocol that ensures timely notification to parents; orderly transition of students and student records to new schools; and disposition of school funds, property, and assets in accordance with law.					
Standard Rating					
Evaluative Comments:					

0	1	2	3	4
No explanation or documentation	Narrative and/or documentation addresses and satisfies less than 50% of the standard	Documentation addresses most but satisfies 50% or less of the standard	Documentation addresses and satisfies more than 50% of the standard	Documentation addresses and satisfies 100% of the standard