



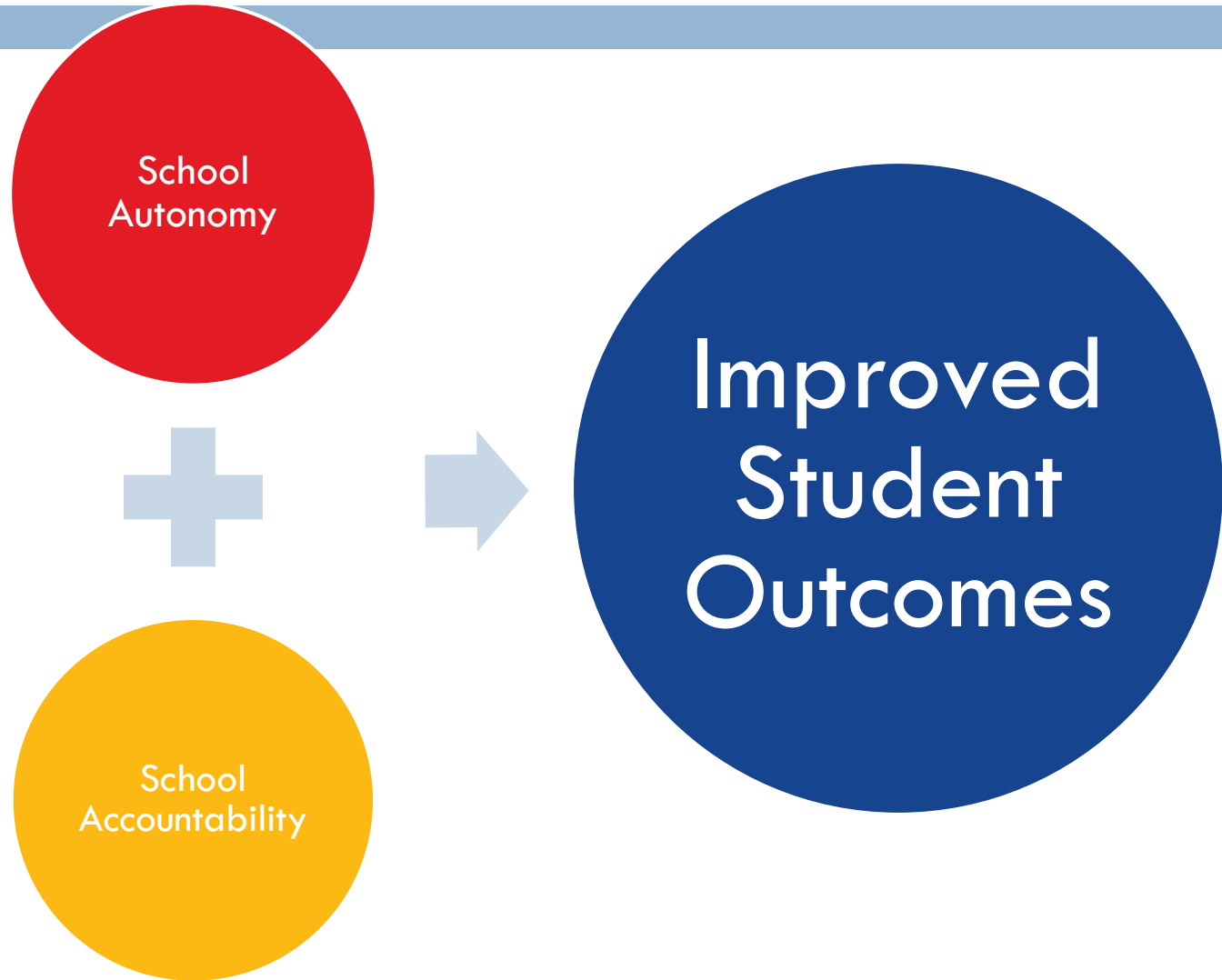
A Framework for Evaluation of Charter Authorizer Applications

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The Charter Bargain



The Authorizing Process

The purpose is to improve the educational options available to children and families by...

Approving only strong, demonstrably viable applications

Renewing schools only if they meet or exceed performance expectations



Charter Authorizer Approval -- Statutory Framework

“The state board of education shall consider the merits of each application and make its decision within the timelines established by the board.”

-- RCW 28A.710.090(3)



Charter Authorizer Approval – WAC 180-19-040

Two-part test for approval of applications:

1. Must be found satisfactory in providing all of the information required to be set forth in the application.
2. Proposed policies and practices must be consistent with NACSA *Principles & Standards* in at least:
 - ✓ Organizational capacity
 - ✓ Solicitation and evaluation of charter applications
 - ✓ Performance contracting
 - ✓ Ongoing charter school oversight and evaluation
 - ✓ Charter renewal and revocation processes.



For an application to be approved, all requirements must be met.

“A determination that an application does not provide the required information, or does not meet standards of quality authorizing in any component, shall constitute grounds for disapproval.”

-- WAC 180-19-040(2)



Developing a Process for Evaluation of Authorizer Applications

- **Step One** -- Rules
 - ✓ Adopted February 26.
- **Step Two** -- Authorizer Application
 - ✓ Posted, with criteria for evaluation of each part, on April 1.
- **Step Three** – Evaluation Tool
 - Rubrics for determining whether criteria are met.



Rubrics for Evaluation and Scoring of Applications

- Rubrics: Content constituting evidence that criteria for favorable evaluation of the each part of the application have been met.
- Derived from charters statute, SBE rules, and NACSA *Principles & Standards for Quality Charter School Authorizing*.
- Inform districts on how their applications will be evaluated.

II. Capacity and Commitment (Example)

Evaluation Criteria	Evaluators will look for evidence of the following:
<p>The district clearly defines the roles and responsibilities for chartering staff, and provides thorough and clear job descriptions. The organizational chart shows clear lines of reporting and authority for decision making.</p>	<ul style="list-style-type: none">• Clearly articulates where primary authorizing responsibilities reside.• Demonstrates understanding of district functions that will need to assume some authorizing responsibilities.• Lines of authority indicate appropriate prioritization of charter school authorizing.• Lines of authority protect from political influence and support merit-based decision-making.

III. Request for Proposals (Example)


Evaluation Criteria	Evaluators will look for evidence of the following:
<p>The draft or outline of the RFP demonstrates that the district intends to implement a comprehensive application process that follows fair procedures and rigorous criteria, based on a performance framework meeting the requirements of Washington’s charter school law.</p>	<ul style="list-style-type: none">•The RFP process will be open, well-publicized and transparent.•RFP includes a clear and realistic timeline that outlines key milestones and explains how each stage of the process is conducted and evaluated.• RFP includes a strategy for communicating and disseminating information regarding the application process, approval criteria, and decisions to the public.• RFP outlines applicant rights and responsibilities and procedures for promptly notifying applicants of approval or denial, and the factors that determined the decision.

Rating the Application

Well Developed	The response meets the expectations established by the State Board of Education and NACSA's <i>Principles & Standards</i> in material respects and warrants approval subject to satisfactory execution of an authorizing contract with the State Board of Education.
Partially Developed	Incomplete in that the response contains some aspects of a well-developed practice but is missing some key components, is limited in its execution, or otherwise falls short of satisfying the expectations established by the SBE and NACSA's <i>Principles & Standards</i> .
Undeveloped	Wholly inadequate in that the applicant has not considered or anticipated the practice at all, or intends to carry it out in a way that is not recognizably connected to the expectations established by the SBE or NACSA's <i>Principles & Standards</i> .

Rating the Application, cont.

- Evaluators will assess the degree to which each criterion articulated in the application is met, rating the response on the scale from Undeveloped to Well Developed.
- Based on the ratings, evaluators will assign an overall rating to each of the five sections of the application.
- An applicant receiving an overall rating of Well Developed would be recommended for approval.
- An applicant receiving a rating lower than Well Developed for *any of the five sections* would be recommended for denial, in adherence to SBE rule.



Review and Evaluation Procedures – External Reviewers

- Authorized in rule -- WAC 180-19-040(1)
- Benefits of external reviewers
 - Expertise
 - Independence
 - Higher confidence in quality of evaluations.
- Reviewer role is to review and rate applications.
Decisions to approve or deny are the Board's.



Review and Evaluation Procedures – Personal Interviews

- Authorized in rule -- WAC 180-19-040(1)
- Benefits of personal interviews:
 - Clarify responses
 - Gain additional information
 - Assess applicant capacity and commitment.
- Required by statute for charter applications.

Staff Recommendation

- Approve a framework for evaluation of charter authorizer applications that includes:
 1. Draft rating scale and rubrics as described in this presentation
 2. External reviewers
 3. Personal interviews with district personnel.



Key Issues for Discussion

Do the draft rubrics provide a fair, rigorous and valid basis for evaluation of applications?

Is the standard for approval consistent with the intent of the law?

Does the use of external reviewers raise the quality of evaluations while retaining Board accountability for decisions?

Overall, does the recommended framework promote the goal of quality charter authorizing?