

Minnesota Charter School Authorizer Performance Measures

Rubric A: Authorizer Capacity and Infrastructure – 25% Weight of Overall Rating

Rubric B: Authorizer Processes and Decision Making – 75% Weight of Overall Rating

SUMMARY OF AUTHORIZER PERFORMANCE MEASURES

Rubric A: Authorizer Capacity and Infrastructure Measures - 25% weight of overall rating

Authorizer Mission and Vision

A.1: Authorizer Mission (5%)

A.2: Authorizer Vision and Organizational Goals (10%)

Authorizer Capacity and Infrastructure

A.3: Authorizer Structure of Operations (15%)

A.4: Authorizer Staff Expertise (10%)*

A.5: Authorizer Capacity and Skill Development of Leadership and Authorizing Staff (5%)*

A.6: Authorizer Operational Budget for Authorizing the Portfolio of Charter Schools (10%)

A.7: Authorizer Operational Conflicts of Interest (10%)

A.8: Ensuring Autonomy of the Schools in the Portfolio (15%)

A.9: Authorizer Self-Evaluation of Capacity, Infrastructure, and Practices (5%)*

A.10: Authorizer High Quality Authorizing Dissemination (5%)*

A.11: Authorizer Compliance to Responsibilities Stated in Statute (10%)

Rubric B: Authorizer Processes and Decision Making Measures - 75% weight of overall rating

Authorizer Process and Decision Making

B.1: New Charter School Decisions (20%)

B.2: Interim Accountability Decisions (10%)

Authorizer Performance Contracting

B.3: Contract Term, Negotiation, and Execution (10%)

B.4: Performance Standards (10%)

Authorizer Ongoing Oversight and Evaluation

B.5: Authorizer's Processes for Ongoing Oversight of the Portfolio of Charter Schools (10%)

B.6: Authorizer's Standards and Processes for Interventions, Corrective Action and Response to Complaints (10%)*

B.7: Charter School Support, Development and Technical Assistance (5%)*

B.8: High Quality Charter School Replication and/or Dissemination of Best School Practices (5%)*

Authorizer Renewal and Decision Making

B.9: Charter School Renewal or Termination Decision (20%)

*Continuous Improvement Measure

RUBRIC A: AUTHORIZER CAPACITY AND INFRASTRUCTURE

AUTHORIZER MISSION AND VISION

No.	MEASURE	GUIDING QUESTION	MEASURE ORIGIN	EVALUATION DATA SOURCE	LEVEL 0 Unsatisfactory or Incomplete	LEVEL 1 Approaching Satisfactory	LEVEL 2 Satisfactory	LEVEL 3 Approaching Well-Developed	LEVEL 4 Well-Developed and Promising Practice	WT %
A.1	Authorizer Mission	Does the authorizer have a clear and compelling mission for charter school authorizing?	<ul style="list-style-type: none"> • MN Statute §124D.10, Subd. 3 (d)(1) • MN Authorizer Application Standards • NACSA Standard #1 – Advanced Standards 	<ol style="list-style-type: none"> 1. Most Recently Approved Authorizer Application (AAA) 2. Interview, Site Visits, Questionnaire 	Mission is missing or vague	Mission is stated, but inadequately aligns with Minnesota charter school law	Mission is stated and fully aligns with Minnesota charter school law	<p>Level 2 <i>and</i> Mission is verified internally in practice and documentation at authorizing organization</p>	<p>Level 3 <i>and</i> Mission is verified by external references (such as school board validation)</p>	5
A.2	Authorizer Vision and Organizational Goals	Does the authorizer have a comprehensive vision for charter school authorizing with clear organizational goals and time frames for achievement that are aligned with the purposes of MN Law?	<ul style="list-style-type: none"> • MN Statute §124D.10, Subd. 1(a) • MN Authorizer Application Standards • NACSA Standard #1 – Advanced Standards 	<ol style="list-style-type: none"> 1. Most Recently Approved Authorizer Application (AAA) 2. Interview, Site Visits, Questionnaire 	Vision is missing or without organizational goals	Vision aligns with state statute with limited measurable organizational goals	Vision aligns with state statute with measurable organizational goals	<p>Level 2 <i>and</i> Vision has clear organizational goals, criteria and timeframes for achievement <i>and</i> Authorizer is actively measuring and achieving most goals</p>	<p>Level 3 <i>and</i> Authorizer is actively engaged in measuring and is achieving or exceeding goals established</p>	10

RUBRIC A: AUTHORIZER CAPACITY AND INFRASTRUCTURE

AUTHORIZER CAPACITY AND INFRASTRUCTURE

No.	MEASURE	GUIDING QUESTION	MEASURE ORIGIN	EVALUATION DATA SOURCE	LEVEL 0 Unsatisfactory or Incomplete	LEVEL 1 Approaching Satisfactory	LEVEL 2 Satisfactory	LEVEL 3 Approaching Well-Developed	LEVEL 4 Well-Developed and Promising Practice	WT %
A.3	Authorizer Structure of Operations	To what degree does the authorizer operate with a clear structure of duties and responsibilities and sufficient resources to effectively oversee its portfolio of charter schools?	<ul style="list-style-type: none"> • MN Statute §124D.10, Subd. 3 (d)(2) • MN Authorizer Application Standards • NACSA Standard #1 – Advanced Standards 	<ol style="list-style-type: none"> 1. Most Recently Approved Authorizer Application (AAA) 2. Interview, Site Visits, Questionnaire 	Structure of duties and responsibilities is unclear, inconsistent and/or at a level inadequate to meet the needs of the portfolio	Structure of duties and responsibilities exists, but staffed at a level that does not sufficiently meet the needs of the portfolio	Clear structure of duties and responsibilities is defined, charted and at a level adequate to meet the needs of the portfolio	<p>Level 2 <i>and</i></p> <p>Structure of duties and responsibilities is verified internally at authorizing organization <i>and</i></p> <p>Staffing level is clearly sufficient to meet the needs of the portfolio</p>	<p>Level 3 <i>and</i></p> <p>Clear structure of duties and responsibilities are updated when necessary <i>and</i></p> <p>Authorizer practices are verified externally (such as school board validation)</p>	15
A.4	Authorizer Staff Expertise (e.g. advisors, board members, volunteers, etc.)	To what degree does the authorizer have appropriate experience, expertise and skills to sufficiently oversee the portfolio of charter schools?	<ul style="list-style-type: none"> • MN Statute §124D.10, Subd. 3 (d)(2) • NACSA Standard #1 – Advanced Standards • Continuous Improvement Measure 	<ol style="list-style-type: none"> 1. Most Recently Approved Authorizer Application (AAA) 2. Interview, Site Visits, Questionnaire 	Authorizing staff is underqualified to oversee the portfolio of charter schools	Authorizing staff has limited experience, expertise and skills in charter schools, curriculum, instruction, management, facilities, finance, and/or law with insufficient skills to oversee the portfolio of charter schools	Authorizing staff has experience, expertise and skills in charter schools, curriculum, instruction, management, facilities, finance and law	Authorizing staff has diverse experience, expertise and skills in charter schools, curriculum, instruction, management, facilities, finance and law	Authorizing staff has diverse experience, documented expertise (licensure, certificates, etc.) and skills in charter schools, curriculum, instruction, management, facilities, finance and law	10

RUBRIC A: AUTHORIZER CAPACITY AND INFRASTRUCTURE

AUTHORIZER CAPACITY AND INFRASTRUCTURE (continued)

No.	MEASURE	GUIDING QUESTION	MEASURE ORIGIN	EVALUATION DATA SOURCE	LEVEL 0 Unsatisfactory or Incomplete	LEVEL 1 Approaching Satisfactory	LEVEL 2 Satisfactory	LEVEL 3 Approaching Well-Developed	LEVEL 4 Well-Developed and Promising Practice	WT %
A.5	Authorizer Capacity and Skill Development of Authorizing Leadership and Staff	<p>To what degree does the authorizer build the knowledge and skill base of its authorizing leadership and staff through professional development?</p> <p>Is professional development aligned with its operations, vision and goals for overseeing its portfolio of charter schools?</p>	<ul style="list-style-type: none"> NACSA Standard #1 – Advanced Standards Continuous Improvement Measure 	<ol style="list-style-type: none"> Authorizer Annual Report Interview, Site Visits, Questionnaire 	Professional development is rarely offered or not offered to authorizing leadership and staff	Professional development for authorizing leadership and staff is sporadic or in response to a problem	<p>Professional development is offered to authorizing leadership and staff</p> <p><i>and</i></p> <p>Aligns with its operations, vision and goals for the portfolio of schools</p>	<p>Level 2</p> <p><i>and</i></p> <p>Professional development is offered regularly to authorizing leadership and staff</p>	<p>Professional development is offered regularly to authorizing leadership and staff, is differentiated, and aligns with operations, vision and goals for the portfolio of schools</p> <p><i>and</i></p> <p>Outcomes of professional development are measured and evaluated</p>	5
A.6	Authorizer Operational Budget for Authorizing the Portfolio of Charter Schools	To what degree is the authorizer's actual resource allocation commensurate with its stated budget, needs and responsibilities of authorizing the portfolio of charter schools?	<ul style="list-style-type: none"> MN Statute §124D.10, Subd. 3(c)(1) and (d)(2) MN Authorizer Application Standards NACSA Standard #1 	<ol style="list-style-type: none"> Most Recently Approved Authorizer Application (AAA) Income and Expenditures Report Interview, Site Visits, Questionnaire 	<p>Resource allocations for authorizing fall short of resources committed in its AAA</p> <p><i>and</i></p> <p>Resource allocations are insufficient to fulfill authorizing responsibilities</p>	<p>Resource allocations for authorizing fall short of resources committed in its AAA</p> <p><i>or</i></p> <p>Resource allocations are insufficient to fulfill authorizing responsibilities</p>	<p>Resource allocations for authorizing are at least consistent with resources committed in its AAA, sufficient to fulfill authorizing responsibilities and commensurate with the scale of the portfolio</p>	<p>Level 2</p> <p><i>and</i></p> <p>Resource allocations are devoted to achieve nationally recognized quality standards for authorizing</p>	<p>Level 3</p> <p><i>and</i></p> <p>Resource allocations have resulted in attainment of nationally recognized quality standards for authorizing</p>	10

RUBRIC A: AUTHORIZER CAPACITY AND INFRASTRUCTURE

AUTHORIZER CAPACITY AND INFRASTRUCTURE (continued)

No.	MEASURE	GUIDING QUESTION	MEASURE ORIGIN	EVALUATION DATA SOURCE	LEVEL 0 Unsatisfactory or Incomplete	LEVEL 1 Approaching Satisfactory	LEVEL 2 Satisfactory	LEVEL 3 Approaching Well-Developed	LEVEL 4 Well-Developed and Promising Practice	WT %
A.7	Authorizer Operational Conflicts of Interest	To what degree does the authorizer implement a clear policy to address conflicts of interest in all decision making processes concerning the portfolio of charter schools?	<ul style="list-style-type: none"> MN Authorizer Application Standards NACSA Principle III 	<ol style="list-style-type: none"> Most Recently Approved Authorizer Application (AAA) Interview, Site Visits, Questionnaire 	Conflict of interest policy for authorizing does not exist or is not implemented	Conflict of interest policy for authorizing exists, but implementation is unclear or does not effectively address conflicts of interest	Clear conflict of interest policy for authorizing exists and is intentionally implemented	Level 2 <i>and</i> Implementation of policy has successfully prevented or resolved conflicts of interest in a timely, fair and appropriate manner	Level 3 <i>and</i> School representatives verify authorizer's response to guiding question	10
A.8	Ensuring Autonomy of the Schools in the Portfolio	To what degree does the authorizer preserve and support the essential autonomies of the portfolio of charter schools?	<ul style="list-style-type: none"> MN Statute §124D.10, Subd. 7 MN Authorizer Application Standards NACSA Principle II NACSA Standard #4 	<ol style="list-style-type: none"> Most Recently Approved Authorizer Application (AAA) Interview, Site Visits, Questionnaire 	<p>Authorizer policy for ensuring autonomy is missing or vague <i>and</i></p> <p>In practice there is confusion regarding appropriate levels of autonomy with the schools in the portfolio</p>	<p>Authorizer policy for ensuring autonomy exists but is vague <i>or</i></p> <p>In practice there is confusion regarding appropriate levels of autonomy with the schools in the portfolio</p>	<p>Authorizer has a clear policy to ensure school autonomy <i>and</i></p> <p>Authorizer's practices align with its stated policy to uphold school autonomy</p>	Level 2 <i>and</i> Authorizer's policy aligns with nationally recognized principles and standards for quality authorizing	Level 3 <i>and</i> School representatives verify authorizer's response to guiding question	15

RUBRIC A: AUTHORIZER CAPACITY AND INFRASTRUCTURE

AUTHORIZER CAPACITY AND INFRASTRUCTURE (continued)

No.	MEASURE	GUIDING QUESTION	MEASURE ORIGIN	EVALUATION DATA SOURCE	LEVEL 0 Unsatisfactory or Incomplete	LEVEL 1 Approaching Satisfactory	LEVEL 2 Satisfactory	LEVEL 3 Approaching Well-Developed	LEVEL 4 Well-Developed and Promising Practice	WT %
A.9	Authorizer Self-Evaluation of Capacity, Infrastructure and Practices	To what degree does the authorizer self-evaluate its internal ability (capacity, infrastructure, and practices) to oversee the portfolio of charter schools?	<ul style="list-style-type: none"> NACSA Standard 1 Continuous Improvement Measure 	<ol style="list-style-type: none"> Authorizer Annual Report Interview, Site Visits, Questionnaire 	Authorizer does not review its internal ability to oversee the portfolio of charter schools	Authorizer may have an informal review of its internal ability to oversee the portfolio of charter schools	Authorizer regularly reviews its internal ability to oversee the portfolio of charter schools	<p>Level 2 <i>and</i> Authorizer reviews its internal practices against its chartering mission, vision and organizational goals <i>and</i> Authorizer develops continuous improvement plans to address findings of self-evaluation</p>	<p>Level 3 <i>and</i> Implementation of continuous improvement plans have resulted in more effective authorizing practices, one or more of which may be externally recognized such as by MDE, NACSA, and/or another organization</p>	5
A.10	Authorizer High Quality Authorizing Dissemination	To what degree does the authorizer disseminate best authorizing practices and/or assist other authorizers in high quality authorizing?	<ul style="list-style-type: none"> Continuous Improvement Measure 	<ol style="list-style-type: none"> Authorizer Annual Report Interview, Site Visits, Questionnaire 	Best practices are not shared with authorizers	Best practices are rarely shared with authorizers	Best practices are shared and/or assistance is provided to other authorizers	Best practices are regularly shared with authorizers and/or assistance is regularly provided to other authorizers	<p>Level 3 <i>and</i> Authorizer reaches out to other authorizers to offer support and guidance</p>	5

RUBRIC A: AUTHORIZER CAPACITY AND INFRASTRUCTURE

AUTHORIZER CAPACITY AND INFRASTRUCTURE (continued)

No.	MEASURE	GUIDING QUESTION	MEASURE ORIGIN	EVALUATION DATA SOURCE	LEVEL 0 Unsatisfactory or Incomplete	LEVEL 1 Approaching Satisfactory	LEVEL 2 Satisfactory	LEVEL 3 Approaching Well-Developed	LEVEL 4 Well-Developed and Promising Practice	WT %
A.11	Authorizer Compliance to Responsibilities Stated in Statute	To what degree does the authorizer comply with reporting, submissions, and deadlines set forth in Minnesota Statute?	<ul style="list-style-type: none"> • MN Statute § 124D.10 <ul style="list-style-type: none"> ○ Report on Income and Expenditures ○ Submission of charter school contracts ○ Submission of affidavits and requests ○ Submission of Authorizer Annual Report ○ Participation in MDE required training 	1. Minnesota Statute: Statutory Compliance	Over the last two or more years, the authorizer was consistently non-compliant in one or more of the stated areas	Over the last two or more years, the authorizer was occasionally non-compliant in one or more of the stated areas	Over the last two years, the authorizer was consistently compliant in all the stated areas	Over the last three years, the authorizer was consistently compliant in all the stated areas	Over the last four years, the authorizer was consistently compliant in all the stated areas	10

RUBRIC B: AUTHORIZER PROCESSES AND DECISION MAKING

AUTHORIZER PROCESS AND DECISION MAKING

No.	MEASURE	GUIDING QUESTION	MEASURE ORIGIN	EVALUATION DATA SOURCE	LEVEL 0 Unsatisfactory or Incomplete	LEVEL 1 Approaching Satisfactory	LEVEL 2 Satisfactory	LEVEL 3 Approaching Well-Developed	LEVEL 4 Well-Developed and Promising Practice	WT %
B.1	New Charter School Decisions	<p>To what degree does the authorizer have clear and comprehensive approval criteria and process standards to rigorously evaluate new charter school proposals?</p> <p>To what degree did the authorizer's decisions and resulting actions align to its stated approval and process standards and promote the growth of high quality charter schools?</p>	<ul style="list-style-type: none"> • MN Statute §124D.10, Subd. 3(d)(3) • MN Authorizer Application Standards • NACSA Standard #2 	<ol style="list-style-type: none"> 1. Most Recently Authorizer Application (AAA) 2. MDE records and/or review of requests 3. Interview, Site Visits, Questionnaire 	<p>Approval criteria and process standards in its AAA are incompletely or insufficiently stated</p> <p><i>and</i></p> <p>Authorizer's decisions and resulting actions misalign with its AAA</p>	<p>Authorizer's application process is not comprehensive; does not include clear application questions and guidance; or does not include fair, transparent procedures and rigorous criteria</p> <p><i>and/or</i></p> <p>Authorizer's decisions and resulting actions are inconsistent across the portfolio</p> <p><i>and/or</i></p> <p>Authorizer's decisions and resulting actions misalign with its AAA</p>	<p>Authorizer's application process is comprehensive; includes clear application questions and guidance; and includes fair, transparent procedures and rigorous criteria</p> <p><i>and</i></p> <p>Authorizer's decisions and resulting actions are consistent across the portfolio</p> <p><i>and</i></p> <p>Authorizer's decisions and resulting actions align with its AAA</p>	<p>Level 2</p> <p><i>and</i></p> <p>Authorizer's application process has resulted in attainment of nationally recognized quality standards for authorizing and designed to promote high quality charter schools</p>	<p>Level 3</p> <p><i>and</i></p> <p>School representatives verify authorizer's response to guiding question and approvals have resulted in the promotion of high-quality charter schools</p>	20

RUBRIC B: AUTHORIZER PROCESSES AND DECISION MAKING

AUTHORIZER PROCESS AND DECISION MAKING (continued)

No.	MEASURE	GUIDING QUESTION	MEASURE ORIGIN	EVALUATION DATA SOURCE	LEVEL 0 Unsatisfactory or Incomplete	LEVEL 1 Approaching Satisfactory	LEVEL 2 Satisfactory	LEVEL 3 Approaching Well-Developed	LEVEL 4 Well-Developed and Promising Practice	WT %
B.2	<p>Interim Accountability Decisions (e.g. site/grade level expansions, ready to open and change of authorizer)</p>	<p>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?</p> <p>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?</p>	<ul style="list-style-type: none"> • MN Statute § 124D.10, Subd. 3 (d)(6), Subd. 4(j), Subd. 17a, and Subd. 23(c) • MN Authorizer Application Standards • NACSA Standard #2 	<ol style="list-style-type: none"> 1. Most Recently Approved Authorizer Application (AAA) 2. MDE Analysis of Renewal Contracts 3. MDE review of requests 4. Interview, Site Visits, Questionnaire 5. State Portfolio Performance Data 6. Authorizer provided portfolio performance data through Authorizer Annual Report 	<p>Approval criteria and process standards in its AAA are incompletely or insufficiently stated</p> <p>and</p> <p>Authorizer's decisions and resulting actions misalign with its AAA</p>	<p>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</p> <p>and/or</p> <p>Authorizer's decisions and resulting actions are inconsistent across the portfolio</p> <p>and/or</p> <p>Authorizer's decisions and resulting actions misalign with its AAA</p>	<p>Authorizer's application processes are comprehensive; include clear application questions and guidance; and include fair, transparent procedures and rigorous criteria</p> <p>and</p> <p>Authorizer's decisions and resulting actions are consistent across the portfolio</p> <p>and</p> <p>Authorizer's decisions and resulting actions align with its AAA</p>	<p>Level 2</p> <p>and</p> <p>Authorizer's application processes have resulted in attainment of nationally recognized quality standards for authorizing and designed to promote high quality charter schools</p>	<p>Level 3</p> <p>and</p> <p>School representatives verify authorizer's response to guiding question and approvals have resulted in the promotion of high-quality charter schools</p>	10

RUBRIC B: AUTHORIZER PROCESSES AND DECISION MAKING

AUTHORIZER PERFORMANCE CONTRACTING

No.	MEASURE	GUIDING QUESTION	MEASURE ORIGIN	EVALUATION DATA SOURCE	LEVEL 0 Unsatisfactory or Incomplete	LEVEL 1 Approaching Satisfactory	LEVEL 2 Satisfactory	LEVEL 3 Approaching Well-Developed	LEVEL 4 Well-Developed and Promising Practice	WT %
B.3	Contract Term, Negotiation and Execution	To what degree does the authorizer execute contracts that clearly define material terms and rights and responsibilities of the school and the authorizer?	<ul style="list-style-type: none"> • MN Statute § 124D.10 Subdivision 6 • MN Authorizer Application Standards • NACSA Standard #3 	<ol style="list-style-type: none"> 1. MDE Analysis of New and Renewal Contracts 2. Most Recently Approved Authorizer Application (AAA) 3. Interview, Site Visits, Questionnaire 	<p>Contracts in authorizer's portfolio of charter schools do not meet current statutory requirements</p> <p><i>and</i></p> <p>Contracts in its portfolio do not clearly state the rights and responsibilities of the school and the authorizer</p> <p><i>and</i></p> <p>Authorizer's contracting practices are inconsistent across authorizer's portfolio of charter schools</p>	<p>Contracts in authorizer's portfolio of charter schools do not meet current statutory requirements</p> <p><i>and/or</i></p> <p>Contracts do not clearly state the rights and responsibilities of the school and the authorizer</p> <p><i>and/or</i></p> <p>Authorizer's contracting practices are inconsistent across authorizer's portfolio of charter schools</p>	<p>Contracts in authorizer's portfolio of charter schools meet current statutory requirements</p> <p><i>and</i></p> <p>Contracts clearly state the rights and responsibilities of the school and the authorizer</p> <p><i>and</i></p> <p>Authorizer's contracting practices are consistent across authorizer's portfolio of charter schools</p>	<p>Level 2</p> <p><i>and</i></p> <p>Authorizer clearly defines the role of the school and the authorizer, and executes contract amendments for material changes to current school plans when applicable</p>	<p>Level 3</p> <p><i>and</i></p> <p>School representatives verify authorizer's response to guiding question</p>	10

RUBRIC B: AUTHORIZER PROCESSES AND DECISION MAKING

AUTHORIZER PERFORMANCE CONTRACTING (continued)

No.	MEASURE	GUIDING QUESTION	MEASURE ORIGIN	EVALUATION DATA SOURCE	LEVEL 0 Unsatisfactory or Incomplete	LEVEL 1 Approaching Satisfactory	LEVEL 2 Satisfactory	LEVEL 3 Approaching Well-Developed	LEVEL 4 Well-Developed and Promising Practice	WT %
B.4	Performance Standards	To what degree does the authorizer execute contracts with clear, measureable, and attainable performance standards?	<ul style="list-style-type: none"> • MN Statute § 124D.10 Subdivision 6 and 10 • MN Authorizer Application Standards • NACSA Standard #3 	<ol style="list-style-type: none"> 1. MDE Analysis of New and Renewal Contracts beginning in 2014 2. Most Recently Approved Authorizer Application (AAA) 3. Interview, Site Visits, Questionnaire 	<p>Contracts in authorizer's portfolio of charter schools do not meet current statutory performance standards</p> <p><i>and</i></p> <p>Contracts misalign with the performance standards of its AAA</p>	<p>Contracts in authorizer's portfolio of charter schools do not meet current statutory performance standards</p> <p><i>and/or</i></p> <p>Authorizer's performance standards are inconsistent across authorizer's portfolio of charter schools</p> <p><i>and/or</i></p> <p>Contracts misalign with the performance standards of its AAA</p>	<p>Contracts in authorizer's portfolio of charter schools meet current statutory performance standards</p> <p><i>and</i></p> <p>Contracts define clear, measurable and attainable academic, financial and organizational performance standards, and consequences for meeting or not meeting performance standards</p> <p><i>and</i></p> <p>Contracts align with the performance standards of its AAA</p>	<p>Level 2</p> <p><i>and</i></p> <p>Authorizer executes contracts that align with nationally recognized quality performance standards and designed to promote high-quality charter schools</p>	<p>Level 3</p> <p><i>and</i></p> <p>School representatives verify authorizer response to guiding question</p>	10

RUBRIC B: AUTHORIZER PROCESSES AND DECISION MAKING

AUTHORIZER ONGOING OVERSIGHT AND EVALUATION

No.	MEASURE	GUIDING QUESTION	MEASURE ORIGIN	EVALUATION DATA SOURCE	LEVEL 0 Unsatisfactory or Incomplete	LEVEL 1 Approaching Satisfactory	LEVEL 2 Satisfactory	LEVEL 3 Approaching Well-Developed	LEVEL 4 Well-Developed and Promising Practice	WT %
B.5	Authorizer's Processes for Ongoing Oversight of the Portfolio of Charter Schools	To what degree does the authorizer monitor and oversee the charter schools in the areas of academics, operations, and finances according to the processes outlined in the contract and approved authorizer application?	<ul style="list-style-type: none"> • MN Statute §124D.10, Subd. 3(d)(5) and Subd. 6(7) • MN Authorizer Application Standards • NACSA Standard #4 	<ol style="list-style-type: none"> 1. Most Recently Approved Authorizer Application (AAA) 2. Authorizer Annual Report 3. Interview, Site Visits, Questionnaire 4. State Portfolio Performance Data 	<p>Oversight processes in the AAA are incompletely or insufficiently stated</p> <p><i>and</i></p> <p>Authorizer's oversight and monitoring activities misalign with its stated oversight and monitoring processes in its AAA</p>	<p>AAA does not include clear processes for oversight and monitoring</p> <p><i>and/or</i></p> <p>Authorizer's oversight activities misalign with its stated oversight and monitoring processes in its AAA</p>	<p>AAA includes clear processes for oversight and monitoring</p> <p><i>and</i></p> <p>Authorizer conducts contract oversight that competently evaluates performance and monitors compliance; ensures charter schools' legally entitled autonomy; protects student rights; and informs intervention, termination, and renewal decisions</p> <p><i>and</i></p> <p>Authorizer's oversight activities align with its stated oversight and monitoring processes in its AAA</p>	<p>Level 2</p> <p><i>and</i></p> <p>Authorizer's oversight processes align with nationally recognized quality standards for authorizing and designed to promote high-quality charter schools</p>	<p>Level 3</p> <p><i>and</i></p> <p>School representatives verify authorizer response to guiding question and oversight has resulted in the promotion of high quality charter schools</p>	10

RUBRIC B: AUTHORIZER PROCESSES AND DECISION MAKING

AUTHORIZER ONGOING OVERSIGHT AND EVALUATION (continued)

No.	MEASURE	GUIDING QUESTION	MEASURE ORIGIN	EVALUATION DATA SOURCE	LEVEL 0 Unsatisfactory or Incomplete	LEVEL 1 Approaching Satisfactory	LEVEL 2 Satisfactory	LEVEL 3 Approaching Well-Developed	LEVEL 4 Well-Developed and Promising Practice	WT %
B.6	Authorizer's Standards and Processes for Interventions, Corrective Action and Response to Complaints	To what degree does the authorizer have clear and comprehensive standards and processes to address complaints, intervention and/or corrective action?	<ul style="list-style-type: none"> • NACSA Standard #4 • Continuous Improvement Measure 	<ol style="list-style-type: none"> 1. Most Recently Approved Authorizer Application (AAA) 2. Authorizer Annual Report 3. Interview, Site Visits, Questionnaire 4. State Portfolio Performance Data 	<p>Authorizer's standards and processes are incompletely or insufficiently stated in its AAA <i>and</i></p> <p>Authorizer's standards and processes for complaints, intervention and/or corrective action misalign with its stated standards and processes in its AAA</p>	<p>AAA does not include clear standards and processes to address complaints, intervention and/or corrective action <i>and/or</i></p> <p>Authorizer's standards and processes for complaints, intervention and/or corrective action misalign with its stated standards and processes in its AAA</p>	<p>AAA includes clear standards and processes to address complaints, intervention and/or corrective action <i>and</i></p> <p>Authorizer consistently implements clear and comprehensive standards and processes to address complaints, intervention and/or corrective action <i>and</i></p> <p>Authorizer's decisions and resulting actions are consistent across the portfolio and align with its stated standards and processes in its AAA</p>	<p>Level 2 <i>and</i></p> <p>Authorizer's standards and processes align with nationally recognized quality standards for authorizing</p>	<p>Level 3 <i>and</i></p> <p>School representatives verify authorizer response to guiding question</p>	10

RUBRIC B: AUTHORIZER PROCESSES AND DECISION MAKING

AUTHORIZER ONGOING OVERSIGHT AND EVALUATION (continued)

No.	MEASURE	GUIDING QUESTION	MEASURE ORIGIN	EVALUATION DATA SOURCE	LEVEL 0 Unsatisfactory or Incomplete	LEVEL 1 Approaching Satisfactory	LEVEL 2 Satisfactory	LEVEL 3 Approaching Well-Developed	LEVEL 4 Well-Developed and Promising Practice	WT %
B.7	Charter School Support, Development and Technical Assistance	To what degree does the authorizer support its portfolio of charter schools through intentional assistance and development offerings?	<ul style="list-style-type: none"> • Continuous Improvement Measure 	<ol style="list-style-type: none"> 1. Authorizer Annual Report 2. Interview, Site Visits, Questionnaire 	Support and technical assistance is not available	<p>Support and technical assistance is provided inconsistently</p> <p><i>and/or</i></p> <p>Only in response to problems</p>	<p>Support and technical assistance is proactive</p> <p><i>and</i></p> <p>Provided in a variety of areas and in a manner to preserve school autonomy</p>	<p>Level 2</p> <p><i>and</i></p> <p>Support and technical assistance is regularly offered, based on demonstrated need and designed to prevent problems</p>	<p>Level 3</p> <p><i>and</i></p> <p>Support and technical assistance is designed to promote excellence</p>	5
B.8	High Quality Charter School Replication and/or Dissemination of Best School Practices	To what degree does the authorizer plan and promote the replication and dissemination of best practices of its high performing charter schools in its portfolio?	<ul style="list-style-type: none"> • Continuous Improvement Measure 	<ol style="list-style-type: none"> 1. Authorizer Annual Report 2. Interview, Site Visits, Questionnaire 	There is no evidence of successful model replication or dissemination of best practices	There is no intentional plan for successful model replication and dissemination of best practices	There is a clear plan for successful model replication and dissemination of best practices and models/practices have been identified	<p>Level 2</p> <p><i>and</i></p> <p>Identified models/practices are moving toward replication/ dissemination</p>	<p>Level 3</p> <p><i>and</i></p> <p>Identified models/practices have been replicated/disseminated</p>	5

RUBRIC B: AUTHORIZER PROCESSES AND DECISION MAKING

AUTHORIZER RENEWAL AND DECISION MAKING

No.	MEASURE	GUIDING QUESTION	MEASURE ORIGIN	EVALUATION DATA SOURCE	LEVEL 0 Unsatisfactory or Incomplete	LEVEL 1 Approaching Satisfactory	LEVEL 2 Satisfactory	LEVEL 3 Approaching Well-Developed	LEVEL 4 Well-Developed and Promising Practice	WT %
B.9	Charter School Renewal or Termination Decisions	<p>To what degree does the authorizer have clear and comprehensive standards and processes to make high stakes renewal and termination decisions?</p> <p>To what degree do the authorizer's renewal and termination decisions align to its stated renewal standards and processes and promote the growth of high-quality charter schools?</p>	<ul style="list-style-type: none"> • MN Statute §124D.10, Subd. 3(c)(5), Subd. 3(d)(7), Subd. 6(13), and Subd. 6(14) • MN Authorizer Application Standards • NACSA Standard #5 	<ol style="list-style-type: none"> 1. Most Recently Approved Authorizer Application (AAA) 2. MDE Analysis of Renewal Contracts 3. MDE review of requests 4. Interview, Site Visits, Questionnaire 5. State Portfolio Performance Data 6. Authorizer Annual Report 	<p>Renewal standards and processes in its AAA are incompletely or insufficiently stated</p> <p><i>and</i></p> <p>Authorizer's decisions and resulting actions are inconsistent across the portfolio</p> <p><i>and</i></p> <p>Authorizer's decisions and resulting actions misalign with its AAA</p>	<p>AAA does not have transparent and rigorous standards and processes designed to use comprehensive academic, financial, operational and student performance data to make merit-based renewal decisions and terminate charters when necessary to protect student and public interests</p> <p><i>and/or</i></p> <p>Authorizer's decisions and resulting actions are inconsistent across the portfolio</p> <p><i>and/or</i></p> <p>Authorizer's decisions and resulting actions misalign with its AAA</p>	<p>AAA has transparent and rigorous standards and processes designed to use comprehensive academic, financial, operational and student performance data to make merit-based renewal decisions and terminate charters when necessary to protect student and public interests</p> <p><i>and</i></p> <p>Authorizer's decisions and resulting actions are consistent across its portfolio of charter schools</p> <p><i>and</i></p> <p>Authorizer's decisions and resulting actions align with its AAA</p>	<p>Level 2</p> <p><i>and</i></p> <p>Authorizer's renewal standards and processes align with nationally recognized quality standards for authorizing and designed to promote high-quality charter schools</p>	<p>Level 3</p> <p><i>and</i></p> <p>School representatives verify authorizer's response to guiding question and renewals have resulted in the promotion of high-quality charter schools</p>	20