

Commissioner-Approved Authorizing Plan

Part A Measures: Authorizer Capacity and Infrastructure

The purpose of Part A is to provide authorizers an opportunity to demonstrate their capacity and commitment to further the purposes of Minnesota Statutes, Chapter 124E. This portion of the AAP directly aligns with Part A performance measures in MAPES.

Provide a narrative for each Part A measure and include attachments, when applicable, that address the authorizer's mission and vision and capacity and infrastructure.

Measure A.1 - Authorizer Mission: The authorizer has a clear and compelling mission for charter school authorizing.

Essential Elements:

- The mission is stated and fully aligns with Minnesota charter school law
- The response includes a description of how the process of chartering schools is a way for the organization to carry out its mission

Mission for Authorizing Charter schools aligned with MN charter school law:

Charter Authorizing Mission: Bethel's commitment to authorize charter schools is an outgrowth of its history and mission. Bethel Education sees charter authorization as strategically assisting in the positive growth of innovative education that contributes to the larger dialogue about quality teaching and learning with both proof of conceptual and scalable models.

The Bethel Education Department's mission and vision is directly aligned with the intent and goals set forth in MN charter school law: 124E.01 The primary purpose of charter schools is to improve all pupil learning and all student achievement.

Chartering supports the organization's mission:

As stated in the University's mission statement, "Bethel University educates and energizes men and women for excellence in leadership, scholarship, and service." Charter authorizing through the Education Department as a direct extension of those goals of leadership, scholarship, and service with a purposeful focus on education.

Measure A.2 - Authorizer Vision and Organizational Goals: The authorizer has a comprehensive vision for charter school authorizing with clear organizational goals and time frames for achievement that are aligned with the purposes of Minnesota law.

Essential Elements:

- The authorizer's vision addresses, with specificity, the desired characteristics of the schools it will charter
- The authorizer's vision includes organization-specific purposes, if applicable
- The authorizer's organizational goals aligns with chartering vision and statutory purpose(s)

per Minnesota Statutes, section 124E.01, Subdivision 1

- The organizational goals are measurable

Authorizer’s vision for charter authorizing:

Charter Authorizing Vision: The Education Department's vision for charter school authorizing is to serve innovative charters, committed to academic excellence for their students, and show proof of practice in alternative and scalable designs for education to our pre-service teachers, educational researchers, and the field of practice.

Bethel’s vision of charter school authorizing is to oversee a network of charter schools, each with its own individual curricular focus, and all subscribing to an accountability model informed by current research and ensuring all children’s success academically, socially, and civically.

Our goal is to visibly and intentionally encourage and collaborate with schools that are examples of unique models of education and demonstrate support of school choice, while providing direct learning opportunities for teacher candidates and faculty, in order to impact the learning of all students and improve achievement. See [A2 Charter Authorizing Goals Benchmarks and Timeline \(link\)](#).

Authorizer’s vision for charter authorizing:

As stated in the Chartering Authorizing vision statements, Bethel’s goals align to statute: 124E.01 The primary purpose of charter schools is to improve all pupil learning and all student achievement.

Measure A.3 - Authorizer Structure of Operations and Measure A.4 - Authorizer Staff Expertise: The authorizer has a clear structure of duties and responsibilities and sufficient resources to effectively oversee its portfolio of charter schools. The authorizer has appropriate experience, expertise and skills to sufficiently oversee the portfolio of charter schools.

Definitions:

- Expertise is defined as having knowledge, education, training, etc. in the areas of charter schools, curriculum, instruction, management, facilities, finance and law
- Experience is defined as length of time working in the areas of charter schools, curriculum, instruction, management, facilities, finance and law
- Skills is defined as effective application of experience and expertise in the areas of charter schools, curriculum, instruction, management, facilities, finance and law

Essential Elements:

- Description of the capacity of the organization to serve as an authorizer, including the positions (e.g. employees, contractors, volunteers; both paid and unpaid positions) who will perform the authorizing duties and ratio of positions (FTE) to portfolio size
- The authorizer describes a clear structure of duties and responsibilities, including required expertise, experience and skills in curriculum, instruction, management, facilities, finance and law in charter schools, at a level adequate to meet the needs of the portfolio
- The authorizer describes how the organization will manage and safeguard information and records related to authorizing
- An organizational chart that shows clear lines of reporting and authority/decision-making and, if applicable, showing projected organizational changes due to proposed expansion over the next five-year term

Organizational capacity: Positions

The Bethel Education department supports its authorizing activities with one-part time position, titled Partnerships Coordinator.

Organizational capacity: Ratios

Currently, the Bethel Education department's ratios are 1 Partnerships Coordinator (part-time) for 3 schools. If there is an increase in the number of schools in the portfolio, the Partnerships Coordinator will have an increase in time available for charter authorizing there is the space for additional FTE if needed for additional staffing.

Organizational capacity: Structure

Charter Authorizing activities are well supported beyond the Partnerships Coordinator position. The Education Department chair serves as a resource and is a member on the Bethel Charter Oversight Committee (BCOC). Additionally, the following members of the Bethel University community lend their expertise to the BCOC: Representative from the President's Office, Dean of Professional Programs, and a Financial Expert.

Organizational capacity: Skills

Overall, the members of the BCOC bring a wealth of expertise to the charter authorizing work. Additionally, the Partnerships Coordinator may work with the BCOC and Education Department Chair to bring in additional resources and expertise as needed from within the Bethel University community and externally.

	Education Department Partnerships Coordinator	Education Department Chair	President's Office Representative	Dean Professional Programs	Ad Hoc Financial Expert	Legal counsel
Curriculum	✓	✓				
Instruction	✓	✓				
Management	✓		✓	✓		
Facilities	✓		✓			
Finance					✓	
Law						✓

Safety and security of documents:

Bethel University uses Google. For more on Google G suite security, see <https://gsuite.google.com/learn-more/security-google-apps.html>. The Education Department has contracted with Epicenter for document management and will use their safety procedures.

Organizational chart:

The Bethel Partnerships Coordinator, working with the Education Department Chair and BCOC, is responsible for the leadership and management of the Charter School Authorizing Program. The Bethel Partnerships Coordinator assumes responsibilities for communication and coordination with staff and administrators at the schools and to facilitate oversight of schools authorized by Bethel University.

The [Charter School Authorization: How Applications are Approved \(link\)](#) chart illustrates how decisions will be made regarding charter authorizing and the role and responsibilities for the Partnerships Coordinator, the Education Department Chair, and the BCOC. This process will remain in place if the portfolio expands.

Measure A.5 - Authorizer Capacity and Skill Development of Leadership and Authorizing Staff: The authorizer has a plan to build the knowledge and skill base of its authorizing leadership and staff through professional development. The authorizer has a plan to provide professional development aligned with its operations, vision and goals for overseeing its portfolio of charter schools.

Essential Elements

- The authorizer describes a plan to offer professional development to authorizing leadership

and staff

- The authorizer describes the frequency and nature of potential professional development as well as personnel expected to attend
- The authorizer describes how the professional development aligns with its operations, vision and goals for the portfolio of charter schools

Plan for Skill Development of Authorizer Leadership and Staff:

Drawing on a multitude of organizations, Bethel has created a comprehensive skill development plan for charter authorizing staff and leadership documented in the [Annual Professional Development and Training Plan for the Bethel Partnerships Coordinator and BCOC \(link\)](#) that addresses the frequency and nature of the professional development.

Professional Development aligned with vision, goals and operations:

The range of professional development content areas covers all aspects of charter authorizing operations. The Partnerships Coordinator professional development is aligned to NACSA standards and the needs of the office.

Measure A.6 - Authorizer Operational Budget for Authorizing the Portfolio of Charter Schools: The authorizer has a plan to allocate resources commensurate with its stated budget, needs and responsibilities of authorizing the portfolio of charter schools.

Essential Elements:

- Anticipated five-year budget (SYFY 16 – SYFY 21) outlining the following:
 - Anticipated revenue sources such as fees collected annually from schools and additional funds from outside sources
 - Anticipated expenditures such as staff, travel, consultants and office costs
 - Anticipated authorizer staff increases in relation to portfolio growth
 - The budget projects the number and size of schools in the portfolio
- Important note: this establishes the maximum portfolio size for the authorizer's next five-year term

Advanced Element:

- The authorizer describes how its budget shows resource allocations are devoted to achieve nationally recognized quality authorizing standards

Operational Budget (SYFY 16 – SYFY 21) including income, expenditures, and provisions for portfolio growth is documented in the [Bethel Charter Authorizing 5-Year Budget \(link\)](#). Noted increases from previous models include funds for legal consulting, an increase in the travel budget (professional development for the Partnerships Coordinator), and an increase in membership fees. Also noteworthy, is the donation of office space and telecommunications by the university.

Participation in the NACSA trainings are one way in which the authorizer is demonstrating a connection and commitment to nationally recognized best practices for charter authorizing.

Measure A.7 - Authorizer Operational Conflicts of Interest: The authorizer implements a clear policy to address conflicts of interest in all decision-making processes concerning the portfolio of charter schools.

Essential Elements:

- Clear policy to address conflicts of interest in all decision-making processes concerning the portfolio of charter schools
- The authorizer describes how the policy will be implemented (forms, process, etc.) in order to avoid conflicts of interest that might affect the authorizer's capacity to make objective, merit-based application and renewal decisions, including avoiding decisions and interventions that hold the authorizer accountable for the school's performance

Clear policy to address conflicts of interest:

A comprehensive Charter School Authorization Conflict of Interest Policy has been established, implemented, and addresses concerns with regard to the authorizer's ability to make objective, merit based application, and renewal decisions. The policy and corresponding forms can be found in the [Conflict of Interest Policy and Form document \(link\)](#).

How the policy is implemented:

The Conflict of Interest policy is included in the [Bethel Charter School Handbook page 10 \(link\)](#) and is affirmed in the charter contract, see sections, 2 and 11 in the [Bethel University Charter Contract document \(link\)](#).

Measure A.8 - Ensuring Autonomy of the Schools in the Portfolio: The authorizer implements a policy to preserve and support the essential autonomies of the portfolio of charter schools.

Essential Elements:

- The authorizer describes a clear policy to ensure school autonomy
- The authorizer describes processes and procedures for implementing and executing school autonomy
- The authorizer describes a focus on holding schools accountable for outcomes rather than on processes

Advanced Element:

- The authorizer describes how its policy to ensure school autonomy aligns with nationally recognized quality authorizing principles and standards

Clear policy:

The [Bethel Charter Handbook page 10 \(link\)](#) states the processes in place to protect and preserve the autonomy of the authorized charter schools. In the Charter Contract, sections 2.2, 2.3 and 2.4 further detail the separation of the school and the authorizer.

Processes and procedures:

In addition to the articulation of school autonomy in the handbook and in the contract, Bethel implements this concept in practices, such as offering, but not requiring participation in areas of Support, Development, and Technical Assistance. Additionally, the Partnerships Coordinator reaffirms this in school board meetings and meetings with school leaders.

Holding schools accountable to outcomes:

As stated in the Charter Contract, schools are held accountable to the the primary purpose (primary purpose of the School is to provide an educational program for its students in order to improve all pupil learning and all student achievement) and contract goals. Renewal decisions, as illustrated in the [Charter School Authorization: How Applications are Approved \(link\)](#), are based on school performance.

Aligned with national standards:

The Bethel Charter Handbook was updated in 2016-2017 with the intention of including national standards in practices, processes, and procedures. In particular, the handbook leaned heavily on the National Association of Charters Schools Principles and Standards in the autonomy section.

Measure A.9 - Authorizer Self-Evaluation of Capacity, Infrastructure and Practices: The authorizer plans to self-evaluate its internal ability (capacity, infrastructure and practices) to oversee the portfolio of charter schools.

Essential Elements:

- The authorizer describes a plan to regularly review its internal ability to oversee the portfolio of charter schools
- The authorizer describes the organization's process to implement continuous improvement plans which will result in more effective authorizing practices

Advanced Elements:

- The authorizer describes the process the organization will use to evaluate its internal ability (capacity, infrastructure and practices) regularly against its mission, vision and goals
- The authorizer describes the organization's frameworks for addressing any needs for improvement when falling short of its mission, organizational goals or strategic plan

Self-evaluation plan:

The Charter Authorizing Program at Bethel will use an annual self-evaluation tool as part of the budgeting process to be completed by the members of the BCOC. The self-evaluation tool focuses on five areas including: agency capacity and infrastructure, application process, performance contracting, ongoing oversight and evaluation, and renewal decision making.

Continuous Improvement plan:

The self-evaluation tool allows for the identification of areas that need improvement and the steps needed for improvement. See the [Charter School Authorization Self-evaluation \(link\)](#).

Advanced element - organization's frameworks for addressing needs for improvement:

The self-evaluation tool is robust and comprehensive and allows for the BCOC to assess its capacity against the department's mission and vision for charter authorizing. Additionally, it provides the opportunity for reflection and the space to identify plans for areas that need improvement. See the [Charter School Authorization Self-evaluation \(link\)](#).

Measure A.10 - Authorizer High Quality Authorizing Dissemination: The authorizer plans to disseminate best authorizing practices and/or assist other authorizers in high quality authorizing.

Essential Elements:

- The authorizer describes the organization's process to share best practices and/or provide assistance to other authorizers
- The authorizer describes the organization's intent to engage with other professionals (such as state or national associations) in order to promote high quality authorizing dissemination

Sharing of best practices:

The Partnerships Coordinator's attendance at, and participation in, the Minnesota Association of Charter Schools (MACSA) monthly meetings is the primary method for sharing best practices and providing assistance to other authorizers. The goal over the next five years, is to increase Bethel's capacity in this area.

Intent to engage to promote high quality authorizing:

The Partnerships Coordinator is the primary contact for the charter authorizing program for Bethel. In this capacity, the coordinator's role includes engaging with other authorizers at the state and national level. This is a new and intentional focus of human resources and capital.

Measure A.11 - Authorizer Compliance to Responsibilities Stated in Statute: The

authorizer intends to comply with reporting, submissions and deadlines set forth in Minnesota Statute.

Essential Element:

- The authorizer describes its internal process which will ensure that it will comply with reporting, submissions and deadlines set forth in Minnesota Statute

Authorizer Compliance to Responsibilities in Statute:

The Partnerships Coordinator, working with the BCOC, is responsible for complying with reporting, submissions, and deadlines set forth in statute. The annual reports, submissions, and deadlines are captured in a calendar and also in Epicenter. These tools allow for an effective work plan for the year.

Part B Measures: Authorizer Processes and Decision Making

The purpose of Part B is for the authorizer to describe its standards, practices and processes for determining high stakes decisions regarding a school's academic, operational and financial performance. This portion of the AAP directly aligns with Part B performance measures in MAPES.

Provide a narrative for each Part B measure and include attachments that address the authorizer's plans for charter school decision making, contracting and oversight, performance-based accountability and autonomy.

Measure B.1 - New Charter School Decisions: The authorizer has clear and comprehensive approval criteria and process standards to rigorously evaluate new charter school proposals. The authorizer outlines new charter school decision-making processes that will promote the growth of high quality charter schools.

- Comprehensive new school application instructions, evaluative criteria, procedures, timelines and review process that address all the following elements:
 - Mission/Vision
 - Need/Demand
 - Primary statutory purpose of improving all pupil learning and all student achievement (Minnesota Statutes, section 124E.01, Subdivision 1) and how the school will report the implementation of it to the authorizer
 - Additional purpose(s) and how the school will report the implementation of said purpose(s) to the authorizer o Program designed for students to meet or exceed the outcome expectations adopted by the commissioner for public school students (Minnesota Statutes, section 124E.10, Subdivision 1(a)(15)(b))
 - Academic plan: description of the school program, specific academic and nonacademic outcomes that students must achieve, educational philosophy and approach, school culture, curriculum and instruction, assessment and services for special populations
 - Operational plan: governance and management, administration, human resource recruitment and development, student recruitment and enrollment, admission policy, school calendar, parent and community involvement, operational outcomes and compliance with applicable laws and regulations
 - Financial plan: short and long-term financial projections, budget(s), business management procedures, financial outcomes and facility planning
- The authorizer's review process includes clear and transparent procedures and rigorous criteria to evaluate new charter school applications
- The authorizer describes the timeline of the new school application process consistent with statutory deadlines per Minnesota Statutes, section 124E.06
- The authorizer's new charter school application criteria is consistent with the authorizer's performance standards/framework as described in B.4: Performance Standards

Advanced Element:

- The authorizer identifies how its new charter school application process is designed to promote high quality charter schools and align with national quality authorizing principles and standards

Overall, the Bethel Charter Authorizing Program has been revised to reflect and include new standards to promote the growth of high quality charter schools in its portfolio and in Minnesota. The program has clear and comprehensive approval criteria, a process to evaluate new charter school proposals, and a clear decision-making processes.

New Charter School Application Instructions:

The process for applying to become a new charter school under Bethel University is explained in the [Bethel Charter Handbook \(link\)](#) pages 20-24. The handbook links to the formal application, see the [New Charter School Application \(link\)](#).

New Charter School Application Evaluative Criteria:

The [New Charter School Assessment Rubric \(link\)](#) is the evaluation tool used to evaluate new charter proposals and is consistent with the authorizer's performance standards/framework as described in B.4: Performance Standards.

New Charter School Application Procedures:

The process and procedures for applying to become a new charter school under Bethel University is explained in the [Bethel Charter Handbook \(link\)](#) pages 20-24.

New Charter School Applications Timelines:

The timelines for a new charter school application are listed in the [Bethel Charter Handbook \(link\)](#) on pages 22-23 and in accord with Minnesota Statutes, section 124E.06.

New Charter School Applications Review Process

The review process for New Charter School applications is detailed in the Bethel Charter Handbook in the, [Bethel University Charter School Authorization: How Charter Applications are Approved or Denied \(link\)](#) which specifically addresses the steps in the review process.

Advanced Element: new charter school application process is designed to promote high quality charter schools and align with national quality authorizing principles and standards:

The New Charter School application process and evaluation relied heavily on documents from The Charter School Quality Consortium and National Consensus Panel on Charter School Academic Quality thereby aligning with national standards.

Measure B.2 - Interim Accountability Decisions (i.e. site/grade level expansions, official

early learning program(s) recognition, ready to open and change in authorizer): The authorizer has clear and comprehensive approval criteria and process standards to rigorously evaluate school opening decisions as well as proposals of existing charter school expansion requests and interim changes. The authorizer outlines interim accountability decision-making processes that will promote the growth of high quality charter schools.

Essential Element:

- Comprehensive application instructions, evaluative criteria, procedures, timelines and review processes, including academic, operational and financial conditions upon which the authorizer approves or denies the following:
 - Site/grade level expansion per Minnesota Statutes, section 124E.06, Subdivision 5
 - Official early learning program(s) recognition per Minnesota Statutes, section 124E.06, Subdivision 3(a) and Minnesota Statutes, sections 121A.16 to 121A.19
 - Change in authorizer requests per Minnesota Statutes, section 124E.10, Subdivision 5
 - Ready to Open per Minnesota Statutes, section 124E.06, Subdivision 3(g)

Advanced Element:

- The Authorizer identifies how its interim accountability decision-making processes are designed to promote high quality charter schools and align with national quality authorizing principles and standards

Overall, the Bethel Charter Authorizing Program has been revised to reflect and include new standards to inform Interim Accountability Decisions, i.e. site/grade level expansions, official early learning program(s) recognition, ready to open, and change in authorizer in support of high quality charter authorizing. The program has clear and comprehensive approval criteria, a process to evaluate interim decisions, and a clear decision-making processes.

Interim Accountability Decisions Application instructions:

The process for applying for interim decisions, such as, site/grade level expansions, official early learning program(s) recognition, ready to open, and change in authorizer under Bethel University is explained in the [Bethel Charter Handbook \(link\)](#) pages 25-28, 32-35.

The handbook links to the formal applications, see the [Expansion Application - Sites/Grade Levels \(link\)](#), [Early Learning Program Application \(link\)](#), Ready to Open documents [New Charter Ready to Open Site Visit \(link\)](#) and [New Charter Ready to Open Task List \(link\)](#), and [Change in Authorizer Application \(link\)](#).

Interim Accountability Decisions Evaluative Criteria:

Each interim accountability decision point has an evaluation tool used to evaluate the proposals and is consistent with the authorizer's performance standards/framework as described in B.4: Performance Standards. See the [Expansion Assessment Rubric \(link\)](#), the [Early Learning Assessment Rubrics \(link\)](#), and the [Change in Authorizer Assessment Rubric \(link\)](#).

Interim Accountability Decisions Application Procedures:

The process and procedures for applying for interim decisions, such as, site/grade level expansions, official early learning program(s) recognition, ready to open, and change in authorizer under Bethel University is explained in the [Bethel Charter Handbook \(link\)](#) pages 25-28, 32-35.

Interim Accountability Decisions Timelines:

The timelines for interim decisions, such as, site/grade level expansions, official early learning program(s) recognition, ready to open, and change in authorizer under Bethel University are listed in the [Bethel Charter Handbook \(link\)](#) pages 23-33 and are in accord with Minnesota Statutes, sections 121A.16 to 121A.19, 124E.06, and 124E.10.

Interim Accountability Decisions Review Process:

The review process for interim decisions, such as, site/grade level expansions, official early learning program(s) recognition, ready to open, and change in authorizer are detailed in the Bethel Charter Handbook in the, [Bethel University Charter School Authorization: How Charter Applications are Approved or Denied \(link\)](#).

Measure B.3 - Contract Term, Negotiation and Execution: The authorizer has contracts that clearly define material terms and rights and responsibilities of the school and the authorizer.

Essential Elements:

- Sample charter contract (See Charter Contract Guidance on the MDE website) that meets all following elements:
 - All current statutory requirements per Minnesota Statutes, section 124E.10
 - Clearly state the rights and responsibilities of the school and the authorizer
- The authorizer describes a plan to establish contract outcomes/goals that are strategic, specific, measurable and time-bound
- The authorizer describes its process for how its new contract(s) will be completed within 45 business days of the commissioner's approval of the authorizer's affidavit and the authorizer will submit to the commissioner a copy of the signed contract within 10 business days of its execution
- The authorizer describes how its existing contract(s) will be fully executed no later than the

first date of the renewal period

- The authorizer describes how the contract will be amended for material contract changes when applicable

Advanced Element:

- The authorizer identifies how its contract term, negotiation and execution decision-making processes are designed to promote high quality charter schools and align with national quality authorizing principles and standards

Example Charter Contract:

The Bethel University Charter Contract template may be viewed at [Bethel University Charter School Contract \(link\)](#).

Plan to establish contract outcomes/goals that are strategic, specific, measurable and time-bound:

The [Bethel University Charter School Contract \(link\)](#) addresses the establishment of goals that are strategic, specific, measurable and time-bound in Article XI and are captured in Exhibit F.

Process for how its new contract(s) will be completed:

Timelines are indicated for each application a charter would complete. These timelines are listed in the [Bethel Charter Handbook \(link\)](#) and often reference statute. For example, a new charter references Minnesota's Charter School Law (MN Statutes § 124E.06 Subd. 4) and lists the following information in the timeline.

Process Step	Applicant Action Dates	Bethel Action Timeframe
MDE affidavit approval process	<i>(needs at least 14 months before July 1 of the year the new charter school plans to serve students)</i>	May - July 14+ mos ready to open

Describes how its existing contract(s) will be fully executed no later than the first date of the renewal period:

As referenced in A11, the Bethel Partnerships Coordinator, with the help of the BCOC, is responsible for the execution of the Charter Authorizing Program. Guided by a master calendar and reporting tools in Epicenter, the reports, submissions, and deadlines are captured creating an effective work plan for the year.

Describes how the contract will be amended for material contract changes when applicable:

Article IX in the [Bethel University Charter School Contract \(link\)](#) indicates the how and why amendments may need to be made.

Measure B.4 - Performance Standards: The authorizer has a performance framework under which it executes contracts with clear, measurable and attainable performance standards.

Essential Elements:

- Performance framework addressing all the following elements:
 - States the primary purpose of the charter schools in its portfolio is to improve all pupil learning and all student achievement and identifies additional purposes per Minnesota Statutes, section 124E.01, Subdivision 1, Minnesota Statutes, section 124E.10, Subdivisions 1(a)(1) and 1(a)(2).
 - The performance framework defines clear, measurable and attainable academic, operational and financial performance standards for all schools in its portfolio per Minnesota Statutes, section 124E.10
 - The performance framework is designed to achieve outcomes that meet or exceed expectations adopted by the commissioner for public school students per Minnesota Statutes, section 124E.10, Subdivision 1(a)(15)(b)
- Commissioner's outcomes for public school students are the five goals of World's Best Workforce:
 - All children are ready for school
 - All third-graders can read at grade level
 - All racial and economic achievement gaps between students are closed
 - All students are ready for career and college
 - All students graduate from high school

Advanced Element:

- The authorizer identifies how its performance framework is designed to promote high quality charter schools and aligns with national quality authorizing principles and standards

Performance Frameworks - States the primary purpose of the charter schools in its portfolio is to improve all pupil learning and all student achievement and identifies additional purposes per Minnesota Statutes, section 124E.01, Subdivision 1, Minnesota Statutes, section 124E.10, Subdivisions 1(a)(1) and 1(a)(2):

The Charter Authorizing Program performance frameworks, called assessment rubrics identify the primary purpose for charter schools on the first page of each document, it is also called out on the first page of the [Bethel University Charter School Contract \(link\)](#).

Performance Frameworks - Defines clear, measurable and attainable academic, operational and financial performance standards for all schools in its portfolio per Minnesota Statutes, section 124E.10:

The Charter Authorizing Program performance frameworks, called assessment rubrics,

address specific academic, operational, and financial performance standards. See the rubrics used annually, [Current Charter Annual Assessment Rubrics \(link\)](#), and those used for renewal, [Renewal Assessment rubric \(link\)](#).

Performance frameworks - designed to achieve outcomes that meet or exceed expectations adopted by the commissioner for public school students per Minnesota Statutes, section 124E.10, Subdivision 1(a)(15)(b):

The assessment rubrics, such as the [Current Charter Annual Assessment Rubrics \(link\)](#) and the [Renewal Assessment rubric \(link\)](#), list “as an authorizer, Bethel acknowledges and supports MN statute in that improving all pupil learning and all student achievement is the most important factor in determining contract renewal and will be based substantially on the school’s attainment of its contract academic outcomes and goals.” on the first page. Additionally, the first page of the charter contract directs attention to the primary and secondary purposes for a school and the commissioner’s outcomes.

Measure B.5 - Authorizer’s Processes for Ongoing Oversight of the Portfolio Charter Schools: The authorizer has processes to monitor and oversee the schools in its portfolio in the areas of academic, operational and financial performance.

Essential Elements:

- The authorizer describes the criteria, processes and procedures it will use to monitor and evaluate the fiscal, operational and academic performance of the schools in its portfolio per Minnesota Statutes, section 124E.10, Subdivision 1(a)(7)
- The authorizer describes required academic, financial and operational reporting by the schools to the authorizer
- The authorizer describes an oversight plan that clearly establishes the criteria, processes and procedures that the authorizer will use to evaluate performance and monitor compliance, ensure school autonomy and protect student rights
- The authorizer describes how its ongoing oversight informs its standards and processes for intervention, termination and renewal decisions of the portfolio of charter schools (i.e. performance measures B.6 and B.9)

Advanced Element:

- The authorizer identifies how its ongoing oversight of the portfolio of charter schools is designed to promote high quality charter schools and aligns with national quality authorizing principles and standards

Ongoing Oversight of the Portfolio Charter Schools - criteria, processes and procedures it will use to monitor and evaluate the fiscal, operational and academic performance of the schools in its portfolio:

The Charter Authorizing Program’s plan for ongoing oversight of the charter schools is

detailed in the [Bethel Charter Handbook \(link\)](#) on pages 12-19. The criteria, processes and procedures for evaluation are in accord with MN Statute, section 124E.10, subdivision 1(a)(7). Embedded in the performance frameworks are the four areas in which charter schools are evaluated in: academic and educational program, fiscal management - budget and finances, governance and leadership, operations and legal compliance. Bethel authorized charter schools are evaluated each year using the [Current Charter Annual Assessment Rubrics \(link\)](#).

Ongoing Oversight of the Portfolio Charter Schools - required academic, financial and operational reporting by the schools to the authorizer:

Annual required academic, financial and operational reporting is captured in the annual work plan, detailed in the [Bethel University Charter School Contract \(link\)](#), and aligns with MN Charter school law.

Ongoing Oversight of the Portfolio Charter Schools - oversight plan that clearly establishes the criteria, processes and procedures that the authorizer will use to evaluate performance and monitor compliance, ensure school autonomy and protect student rights:

The Charter Authorizing Program's plan for ongoing oversight addresses the protection of student rights in Article VIII of the [Bethel University Charter School Contract \(link\)](#). Additionally, specific areas such as legal compliance are called out in the annual evaluation rubrics.

Ongoing Oversight of the Portfolio Charter Schools - ongoing oversight informs its standards and processes for intervention, termination and renewal decisions of the portfolio of charter schools (i.e. performance measures B.6 and B.9):

The Charter Authorization Program details the standards and processes for intervention (pages 14-15), termination (page 36), and renewal (pages 29-31). Additionally, renewal decisions have a process illustrated in the [Bethel University Charter School Authorization: How Charter Applications are Approved or Denied \(link\)](#). The renewal process includes an application, see the [Renewal Application \(link\)](#), and assessment rubric, see the [Renewal Assessment rubric \(link\)](#).

Measure B.6 - Authorizer's Standards and Processes for Interventions, Corrective Action and Response to Complaints: The authorizer has clear and comprehensive standards and processes to address complaints, interventions and/or corrective action.

Essential Elements:

- The authorizer describes standards, procedures and processes to address and resolve

complaints, including forms if applicable

- The authorizer describes standards, procedures and processes for intervention and a plan for implementing corrective action
- The authorizer describes how its standards and processes for intervention, corrective action and response to complaints align with its ongoing oversight of the portfolio of charter schools (i.e. performance measure B.5)

Advanced Element:

- The authorizer identifies how its standards and processes for interventions, corrective action and response to complaints are designed to promote high quality charter schools and align with national quality authorizing principles and standards

Authorizer’s standards, procedures and processes to address and resolve complaints:

The Charter Authorizing Program addresses complaints in the [Bethel Charter Handbook \(link\)](#) on page 15.

Authorizer’s standards, procedures and processes for intervention and a plan for implementing corrective action:

The Charter Authorizing Program addresses interventions and corrective actions in the [Bethel Charter Handbook \(link\)](#) on page 14-15.

Authorizer’s ongoing oversight of the portfolio of charter schools aligned to its standards and processes for intervention, corrective action and response to complaints (i.e. performance measure B.5):

The Charter Authorizing Program’s plan for oversight aligns with the standards and processes for intervention, corrective action, and response to complaints. This alignment is illustrated in part with the [Annual Review and Site Visit Cycle flow chart \(link\)](#). The flowchart shows the annual review cycle of the oversight process and how a school could move through evaluations, either making corrections, or failing to do so, and incurring additional corrections.

Measure B.7 - Charter School Support, Development and Technical Assistance: The authorizer has an established process to support its portfolio of charter schools through intentional assistance and development offerings.

Essential Element:

- The authorizer describes its plan to provide support and technical assistance and in a manner to preserve school autonomy

Charter School Support, Development and Technical Assistance:

The Bethel University Charter Authorizing Program articulates a process to support schools within the portfolio. This plan is documented in the Charter School Handbook on pages 10-11 and in the [Resources document \(link\)](#). Support, development and technical assistance efforts acknowledge school autonomy and seek to preserve it.

Measure B.8 - High Quality Charter School Replication and Dissemination of Best School Practices: The authorizer has an established process to promote, within its portfolio, the model replication and dissemination of best practices of high performing charter schools.

Essential Element:

- The authorizer describes a clear plan for successful model replication and dissemination of best practices

High Quality Charter School Replication and Dissemination of Best School Practices:

The Bethel University Charter Authorizing Program promotes model replication and dissemination of best practices as a routine part of the oversight duties. This is documented in the [Bethel Charter Handbook \(link\)](#) on page 10-11.

Measure B.9 - Charter School Renewal or Termination Decisions: The authorizer has clear and comprehensive standards and processes to make high stakes renewal and termination decisions. The authorizer outlines charter school renewal and termination decision standards and processes that will promote the growth of high quality charter schools.

Essential Elements:

- Comprehensive evaluative standards, procedures, timelines and review processes to evaluate a school's academic, operational and financial performance for high-stakes renewal and termination decisions consistent with Minnesota Statutes, section 124E.10, Subdivisions 1(a)(7), 1(a)(8), 1(a)(13), 1(a)(14) and Subdivision 3(a) and includes the following
 - Standards and process to evaluate the school's performance in meeting or exceeding outcomes adopted by the commissioner for public school students (Minnesota Statutes, section 124E.10, Subdivision 1(a)(15)(b))
 - Standards and process to issue a formal written performance evaluation of the school's contract outcomes to determine eligibility for contract renewal per Minnesota Statutes, section 124E.10, Subdivision 1(a)(8)
 - The authorizer describes clear standards for consequences for meeting or not meeting performance standards
- School closure plan and describes the authorizer's role in the orderly closure of a school in the event of revocation, non-renewal or voluntary relinquishment of the charter per Minnesota Statutes, section 124E.10, Subdivision 1(a)(15), Subdivision 4 and Subdivision 6

Advanced Element:

- The authorizer identifies how its charter school renewal or termination decision-making processes are designed to promote high quality charter schools and align with national quality authorizing principles and standards

Charter School Renewal or Termination Decisions - standards, procedures, timelines and review processes to evaluate a school's academic, operational and financial performance for high-stakes renewal and termination decisions:

The Charter School Handbook addresses decision making in the [Bethel University Charter School Authorization: How Charter Applications are Approved or Denied \(link\)](#).

Additionally, the issues of renewal and termination are addressed on pages 27-29 and on page 34. As part of the charter oversight, renewal decisions are based on a process that includes an application, see the [Renewal Application \(link\)](#), and assessment rubric, see the [Renewal Assessment rubric \(link\)](#).

Charter School Renewal or Termination Decisions - evaluate the school's performance in meeting or exceeding outcomes adopted by the commissioner for public school students (Minnesota Statutes, section 124E.10, Subdivision 1(a)(15)(b):

School performance related to commissioner adopted outcomes is measured routinely as part of the oversight program. Additionally, these measures are part of the evaluation and decision as to whether or not renew or terminate. Further, renewal is addressed in article XI of the Charter Contract and termination is addressed in Article X.

Charter School Renewal or Termination Decisions - formal written performance evaluation of the school's contract outcomes to determine eligibility for contract renewal per Minnesota Statutes, section 124E.10, Subdivision 1(a)(8):

Formal written performance evaluations are an integral part of the charter oversight program. The oversight section of the [Bethel Charter Handbook \(link\)](#) pages 12-18 illustrates the instances in which written feedback is applicable. Additionally, each year the annual assessment rubric is provided as written feedback for the authorized charters. Cumulatively, these completed annual rubrics help to create an informed data point for decision making.

Charter School Renewal or Termination Decisions - clear standards for consequences for meeting or not meeting performance standards:

The Charter Authorizing Program describes the performance standards in the assessment rubrics, and the consequences are captured in the [Bethel Charter Handbook \(link\)](#) on pages 14-16.

Charter School Renewal or Termination Decisions - School closure plan:

The Charter Authorizing Program has a school closure plan that is described in the Charter School Handbook on page 35, is articulated in the [Charter School Closure Plan \(link\)](#), and supports MN Statutes, section 124E.10, Subdivision 1(b), Subdivision 4 and Subdivision 6.