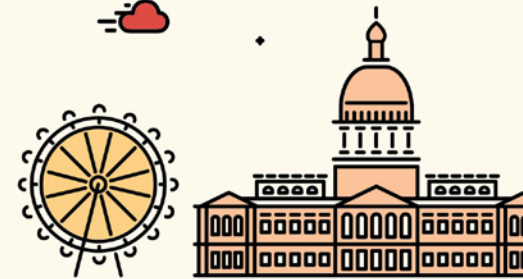
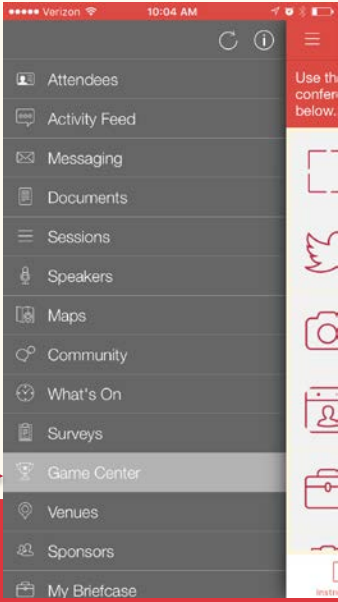




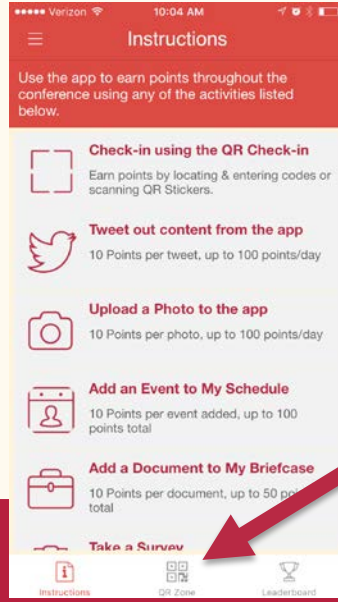
STAND TOGETHER TO FACE THE FUTURE



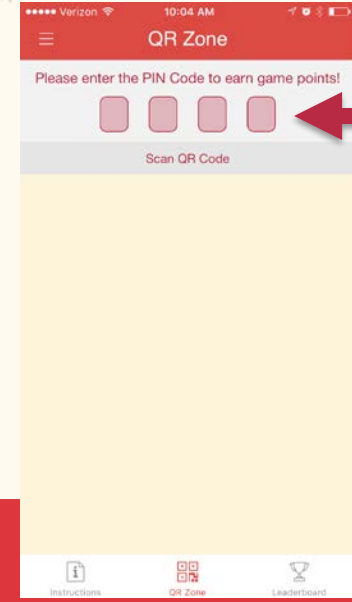
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**GO TO THE
GAME CENTER**



**CLICK "QR
ZONE"**



**ENTER YOUR
SESSION'S PIN**

**SESSION NAME: The Revocation Power: When and How
to Revoke a Charter**

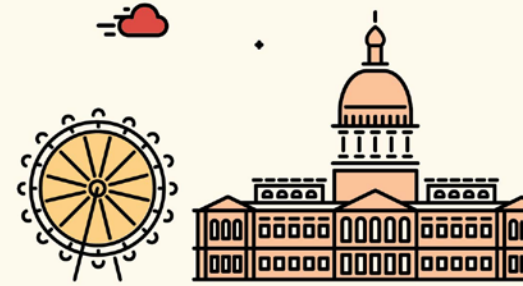
**LET YOUR
PRESENTERS
KNOW YOU'RE
HERE, AND EARN
POINTS!**

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4403

THE REVOCATION POWER

**WHEN TO EXERCISE;
HOW TO NAVIGATE**



Revocation: nullification or withdrawal,
especially of an offer to contract.



WHEN CAN IT HAPPEN?

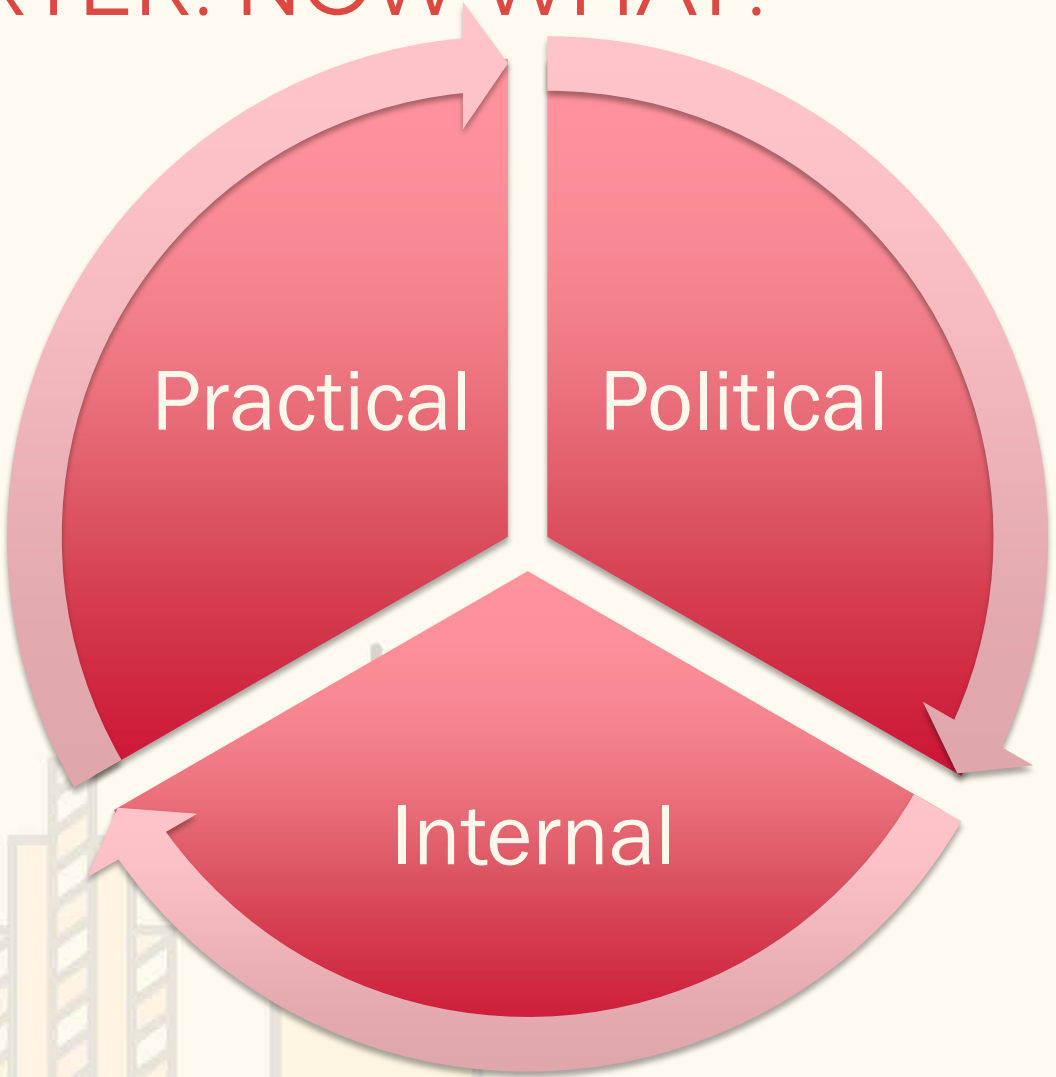
- You decide!
- What will you revoke over?



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I THINK I WANT TO REVOKE A CHARTER. NOW WHAT?



PRACTICAL CONSIDERATIONS

- Can you actually revoke the charter at this time?
 - State law
 - Charter contract
- What's best for students & families?
 - Timing
 - Communication

POLITICAL & INTERNAL CONSIDERATIONS

- Is it politically possible?
 - Governance structure
 - Spending political capital
- Have you upheld your end of the contract?
 - Evidence & monitoring
 - Potential lawsuits
- How will this affect your ability to work with & monitor the other schools in your portfolio?
 - Relationships & politics
 - Future schools

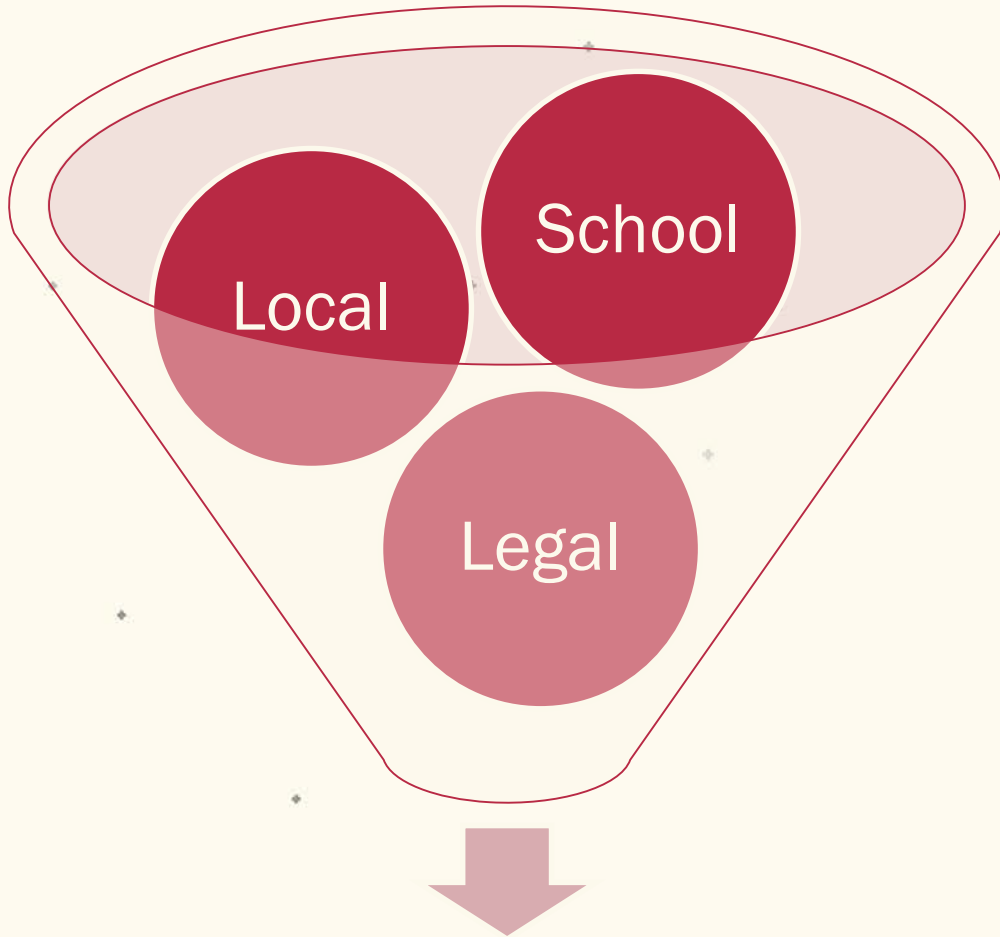
“The gray area, the place between black and white- that’s the place where life happens.”

Justin Timberlake

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CONSIDERATIONS



Authorizer Decision

What are some factors that you would consider in determining whether to revoke a charter?



SCENARIO 1 - FACTS

- School was long-standing private elementary school that converted to a charter
- School received an F, and then an A the following year, with only one student in each grade level failing to pass the test
- School persistently had organizational and governance issues (inability to meet authorizer and state deadlines); board met quorum twice over the year the school earned the A
- School is in middle of charter contract, three years until renewal
- Authorizer initiated IDOE investigation into test results that found widespread irregularities in all testing grades and decided to nullify the A and most recent test results two weeks into school, and three weeks before the first membership count to determine funding

With your table, respond to:

1. Would you revoke?
2. What would your decision be based on?
3. What additional information do you need?

SCENARIO 2 - FACTS

- School is an alternative school serving 95%+ students with high-risk indicators in grades 7-12
- School received second lowest academic performance rating for academics for the last 3 of 4 years (3rd year was a higher rating of Improvement)
- School persistently had organizational issues (inability to meet authorizer and state deadlines related to nutrition, state reporting, and annual assurances)
- Only 1 school within 1 mile is higher performing but isn't an alternative model
- Authorizer previously recommended non-renewal but allowed shorter renewal with removal of existing board and bringing in an operator (attempted restructure)
- School board and new operator had significant issues working cooperatively leading to several situations of noncompliance

With your table, respond to:

1. Would you revoke?
2. What would your decision be based on?
3. What additional information do you need?

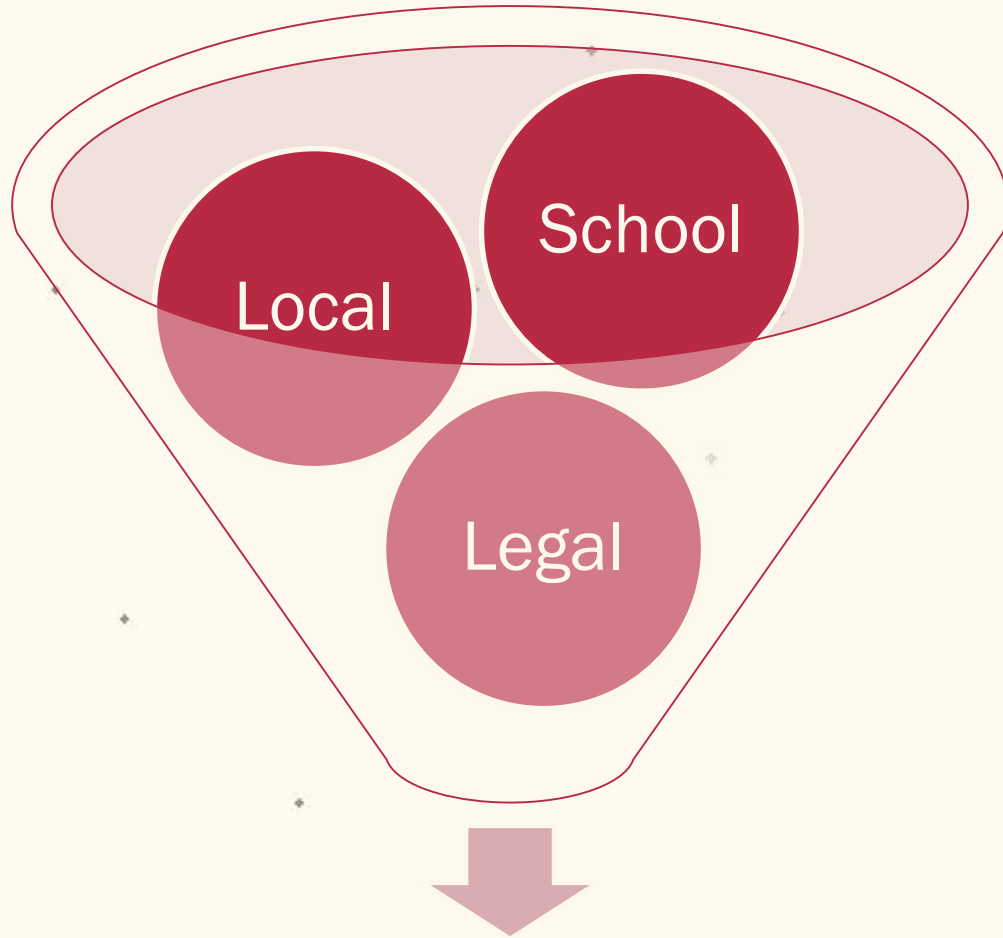
SCENARIO 3 - FACTS

- Newly opened K-8 school received lowest academic performance rating in the state
- High leader, board, and staff turnover in first two years of existence
- Had several situations of noncompliance related to organizational performance (noncompliance in administration of early reading assessment, special education and English learner identification, alignment to state standards)
- Within a five mile radius, there are 9 schools, all of which are higher performing academically than this school
- School is a unique model, only one in the city

With your table, respond to:

1. Would you revoke?
2. What would your decision be based on?
3. What additional information do you need?

CONSIDERATIONS



Authorizer Decision

- Severity of situation
- Impact to students
- Availability of other options
- Allowable reasons for revocation
- Timing of decision



SCENARIO 1 - OUTCOME

- Decision was made to terminate the school's contract mid-year
- Authorizer initiated revocation proceedings
- Authorizer coordinated enrollment fairs with the board and monitored student placement until the closure date
- The school closed in mid September

SCENARIO 2 - OUTCOME

- Authorizer initiated revocation proceedings
- School planned to appeal to State Board of Education
- School board applying as new school to another authorizer
- Primarily due to timing of appeal process as well as lack of options, school and authorizer mutually agreed that the school would not seek renewal and therefore end its contract in one year
- As part of agreement, school agreed not to enroll 7th graders as part of wind down.

SCENARIO 3 - OUTCOME

- Contract wasn't up for another 1.5 years
- Initiated an intent to revoke
- Due to timing of this process, outcome wouldn't be determined until summer (after open enrollment ended, etc.)
- School agreed to go on heightened monitoring which included additional milestones, reduce contract term to 1 year
- School academic performance improved to performance, stability in leadership, no more situations of noncompliance

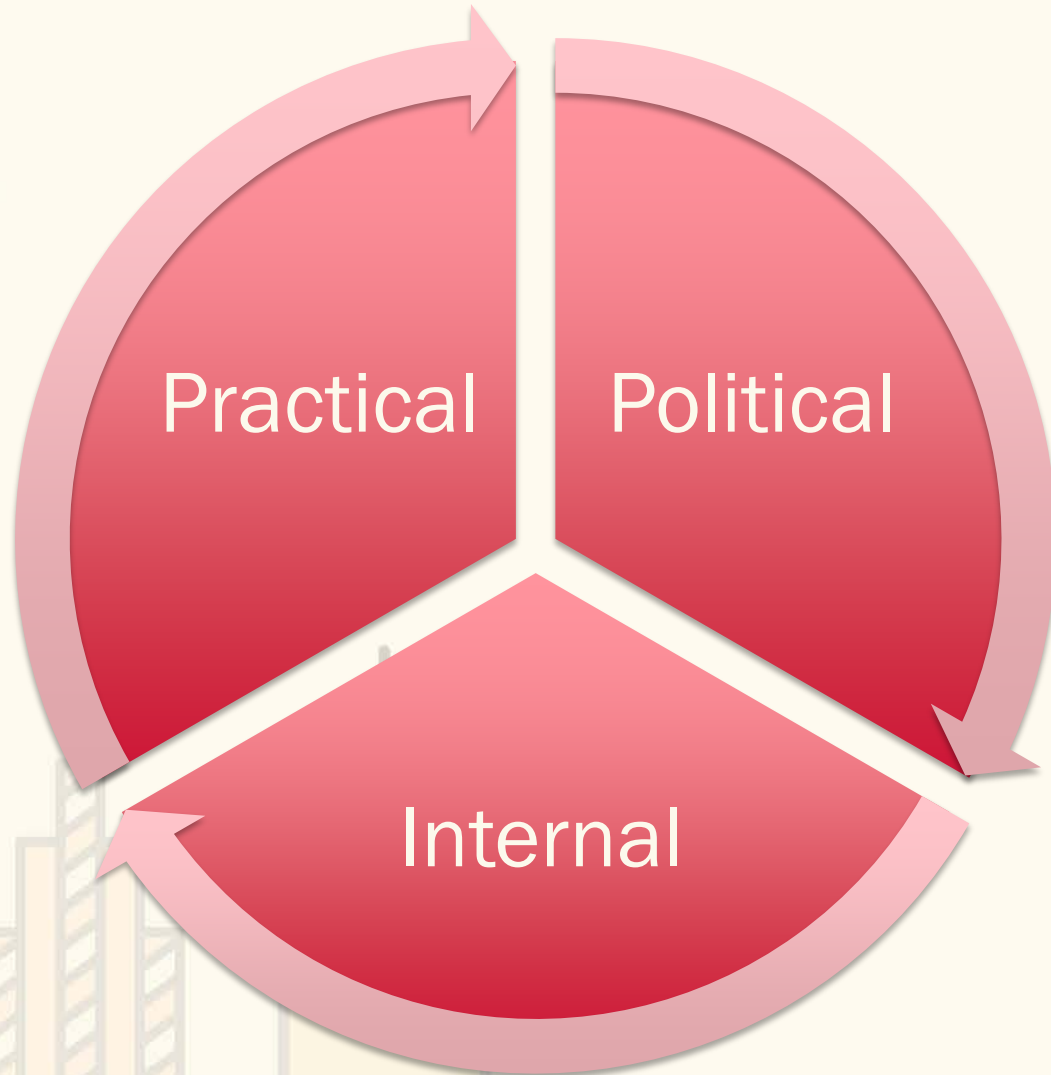
“There's no big apocalypse. Just an endless procession of little ones.”

Neil Gaiman

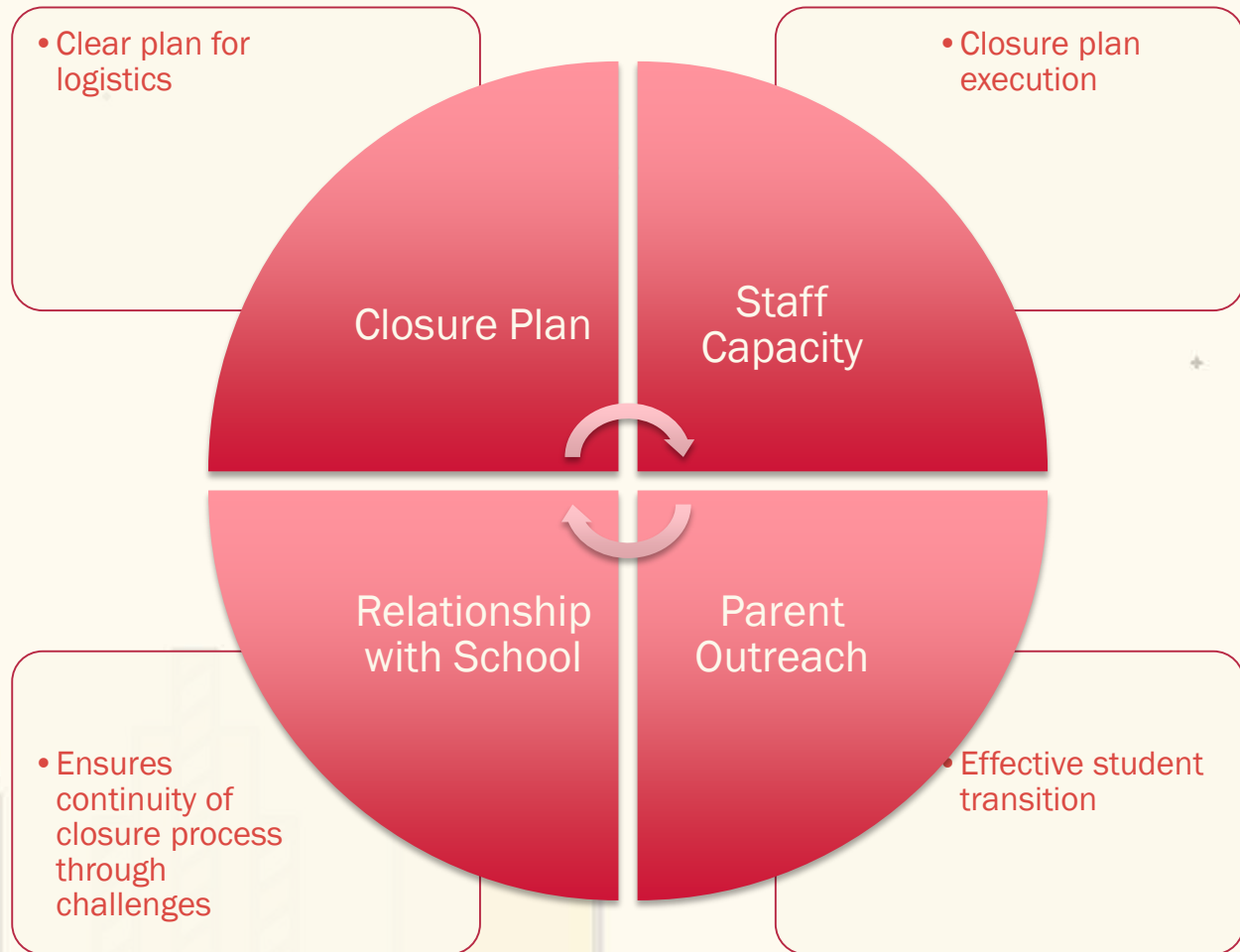
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POST-DECISION CONSIDERATIONS



POST-DECISION CONSIDERATIONS - PRACTICAL



POST-DECISION CONSIDERATIONS – CLOSURE PLAN

- Framing Question: What is the authorizer's role in the closure process?
 - Hands-on or hands-off?
 - Legal implications for each
 - Contingency plans

POST-DECISION CONSIDERATIONS – CLOSURE PLAN

- How will you ensure that all students are successfully transitioned to their new schools?
 - Family outreach
 - New schools for students
 - Transportation to new schools
 - Uniforms for new schools
 - Records transfer to new schools
 - Dropout prevention
 - Data tracking

POST-DECISION CONSIDERATIONS – CLOSURE PLAN

- How will you facilitate the transition for the school staff?
 - Transition meeting
 - Job fair
 - Final paychecks
 - Benefits information
 - Records transfer
 - Final days – who will remain to ti up loose ends

POST-DECISION CONSIDERATIONS – CLOSURE PLAN

- What are the responsibilities of the charter school board?
 - Board/staff role in closure process
 - Corporate dissolution
- What are the expectations of the revoked charter with respect to managing the remaining financial assets?
 - Spending controls
 - Final payroll & benefits
 - Facility & assets
 - Final audit

POST-DECISION CONSIDERATIONS - PRACTICAL

- Staff Capacity – depending on office size, plan to devote 90% of staff time and energy to closure, or hiring additional support
- Parent Outreach – some parents may have specialized needs, including translation, transportation to new schools for registration, and information about new school options
- Relationship with School – clear communication protocols will be critical as the closure process plays out and challenges present themselves
- Communications Plan – clear public message about reasons and student transition plan

POST-DECISION CONSIDERATIONS – POLITICAL

- How will stakeholders respond?
 - Supporters of high-quality charters
 - Charter opponents
- How will revocation reflect upon the authorizer?

Positive	Negative
Doing right by kids Proactive authorizing	Harmful to kids Authorizer's fault

- How will revocation affect your work going forward?
 - Authorizer evaluations or sanctions
 - Political capital
 - Legislation changing authorizing policies

POST-DECISION CONSIDERATIONS - INTERNAL

- What went wrong and who was responsible?
 - Authorizer responsibility v. school responsibility
 - Timeline
- What are the takeaways for future work?
 - Process improvements
 - Policy or law changes
 - Allocation of resources
- What is the timeline for executing upon improvements?

RESOURCES

[NACSA Closure Brief](#)

[NACSA's Comprehensive School Closure Guide](#)

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