

Charter Authorizing: Basics and Timeline

Understanding Killeen ISD's role in
an 1882 Turnaround Partnership





Key Context: District Optimization & Partner-Managed Restart

- **Killeen ISD** is exploring a **Partner-Managed Restart** as part of its broader **District Optimization** strategy to address **three chronically underperforming middle schools**.
- A **Partner-Managed Restart**—also referred to as an **1882 Partnership**—is a Texas Education Code provision allowing an **external partner organization** to assume management of a designated turnaround campus under district oversight.
- To pursue this option, **Killeen ISD must formally become a Charter Authorizer**, enabling the district to approve and oversee the partner's operations.
- This presentation provides a **high-level overview** of the **Charter Authorizing process**, associated **district benefits and responsibilities**, and potential **next steps** for Killeen ISD.



Presentation Agenda

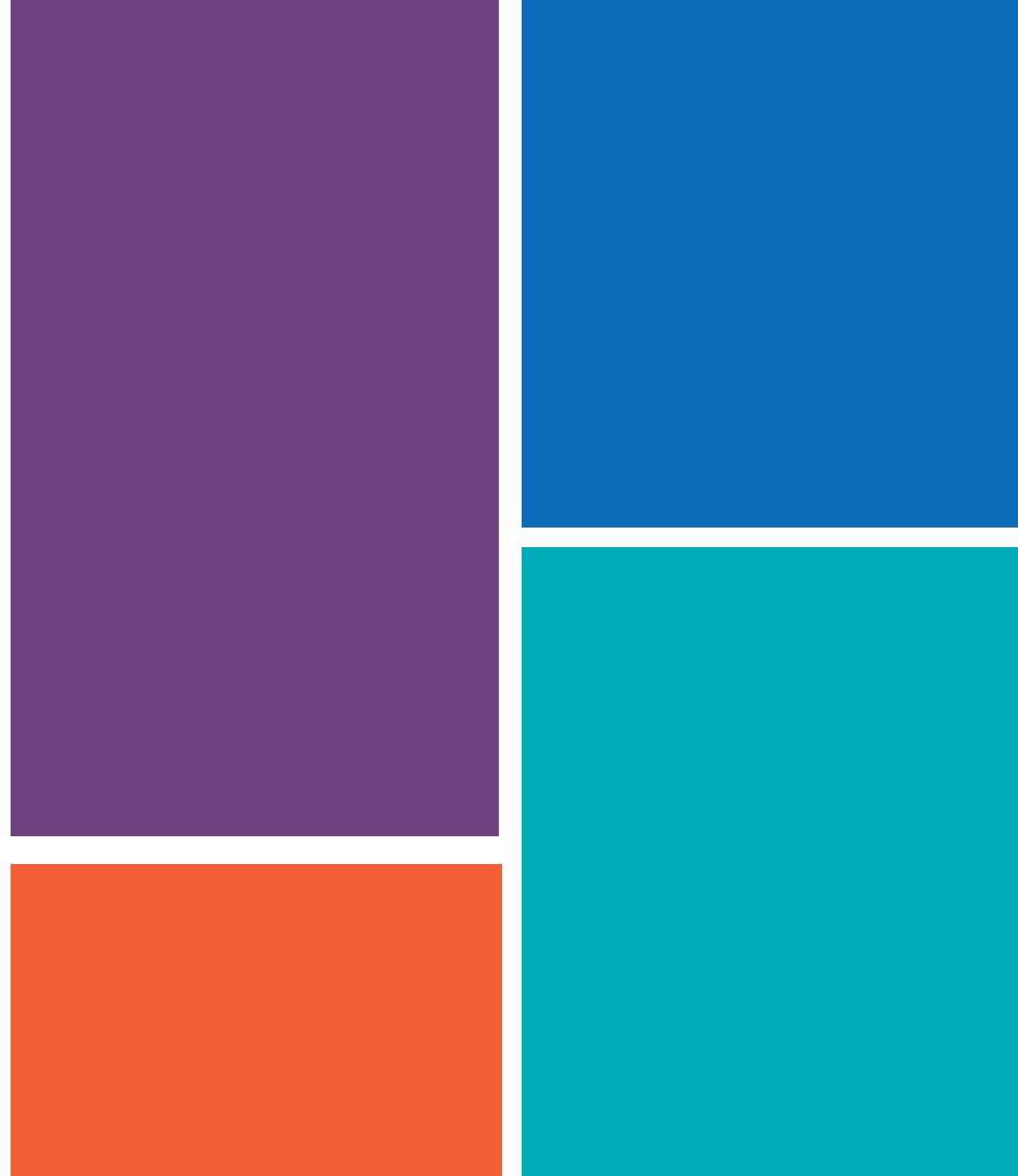
01 | Overview of Texas Charters Schools

02 | Understanding SB 1882 Benefits

03 | Charter Authorizing
Best Practices & Timeline

04 | Resources and Next Steps

Overview of Texas Charter Schools



Statutory Purposes of Texas Charter Schools

- Improve student learning
- Increase the choice of learning opportunities within the public school system
- Create professional opportunities that will attract new teachers to the public school system
- Establish a new form of accountability for public schools
- Encourage different and innovative learning methods



Texas Partnerships: Legislative Background

A Texas Partnership is an "In-District Charter School" also known as:

- An 1882 Partnership, a Charter Partnership, a District-Charter Partnership, or a Turnaround Partnership

Texas Education Code (TEC) Chapter 12, Subchapter C

- Gives local boards the ability to authorize charters in their districts
- Local decision-making: TEA does not oversee the approval of the district's charter partnerships
- Charter partnerships are eligible for SB 1882 benefits, *if approved*

Senate Bill 1882



- Amended TEC 11.174 and 48.252 to incentivize district charter partnerships (2017)
- Provides potential additional funding and/or accountability sanction exemption to districts that authorize a subchapter C charter (in-district charter)
- Districts must engage in rigorous charter authorizing to access these benefits

What organizations are eligible to operate KISD campuses?

Eligible Entities for Charter Partnerships

Defined in TEC [11.174\(a\)](#)

1 Non-Profit (exempt from taxation under Section 501(c)(3), Internal Revenue Code of 1986)

2 Institution of Higher Education

3 Private or Independent Institution of Higher Education

4 Government Entity

Types of Texas Partnerships (In-District Charters)

Turnaround Schools *(under consideration in KISD)*

- The school received an **overall F rating** for the school year before operation of the district campus under the contract begins.
- Operating Partners **must** meet eligibility criteria.
- Approved turnaround partnership schools may receive **accountability benefits**.

Innovation Schools *(not under consideration in KISD)*

- Existing schools that received an **overall A, B, C, or D** rating for the school year before operation of the district campus under the contract begins.
- New schools, defined as **new schools for state reporting**; must receive a new county district campus number (CDCN).

The Roles of Authorizers and Operators

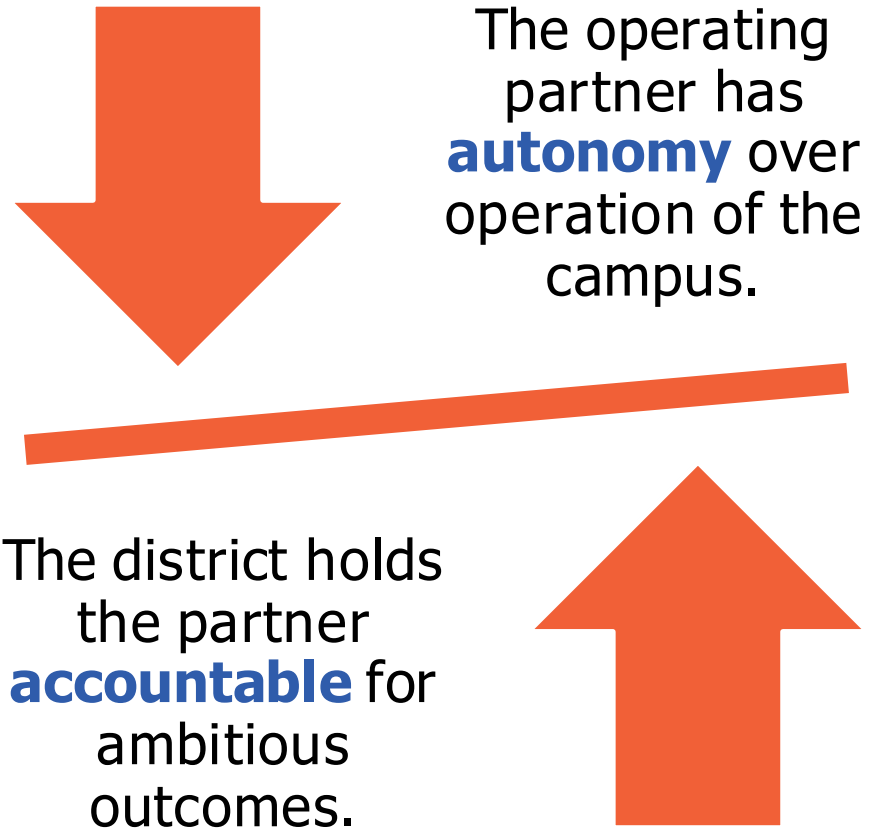
Charter Authorizers (District)

- Decide who can open a charter
- Uphold the autonomy of the charter operator and remove barriers to that autonomy
- Ensure compliance with applicable state and federal law
- Set performance expectations and hold partner accountable for outcomes

Charter Operators (Partner)

- Autonomously implement all aspects of school operations: academic program, staffing, budget, calendar, etc.
- Have a strong academic and financial plan, robust governance structure, and deep understanding of applicable state and federal law
- Understand what it takes to improve student outcomes, implement innovative models, and can meet ambitious performance goals

The Autonomy/Accountability Balance



Guaranteed Autonomies

In accordance with [Texas Administrative Code 97.1075 and 97.1079](#), partners have autonomy over:

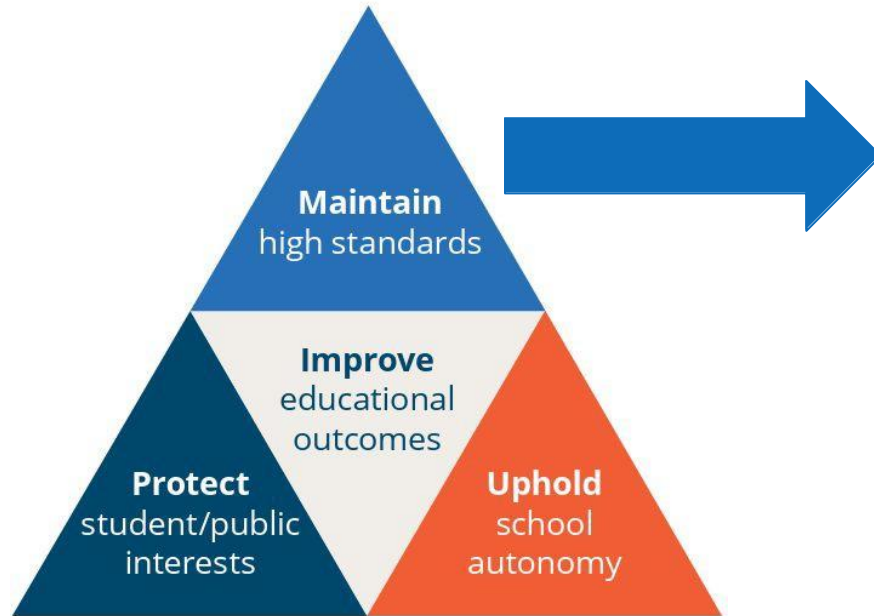
- Staffing authority
- Curriculum decisions
- Educational program
- School calendar and daily schedule
- Non-state required assessments
- Campus budget

Autonomy: The state of being self-governing or having the ability to make one's own decisions independently of external control.

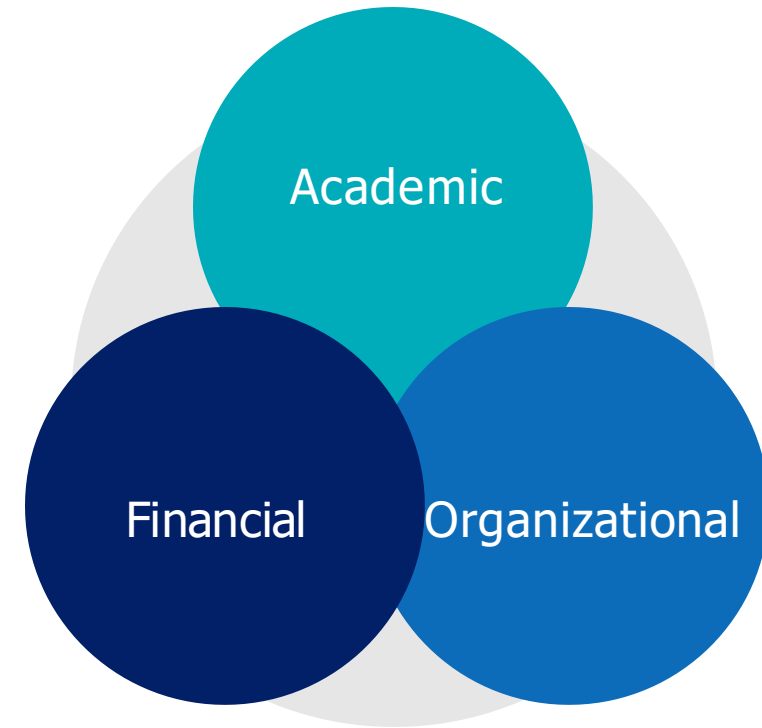
Source: [Study.com](#), "Autonomy in Philosophy & Ethics | Definition & Examples"

District's Charter Authorizer Responsibility: **Holding the Charter Operator Accountable**

As the Charter Authorizer,
Killeen ISD ensures the
Core Principles...

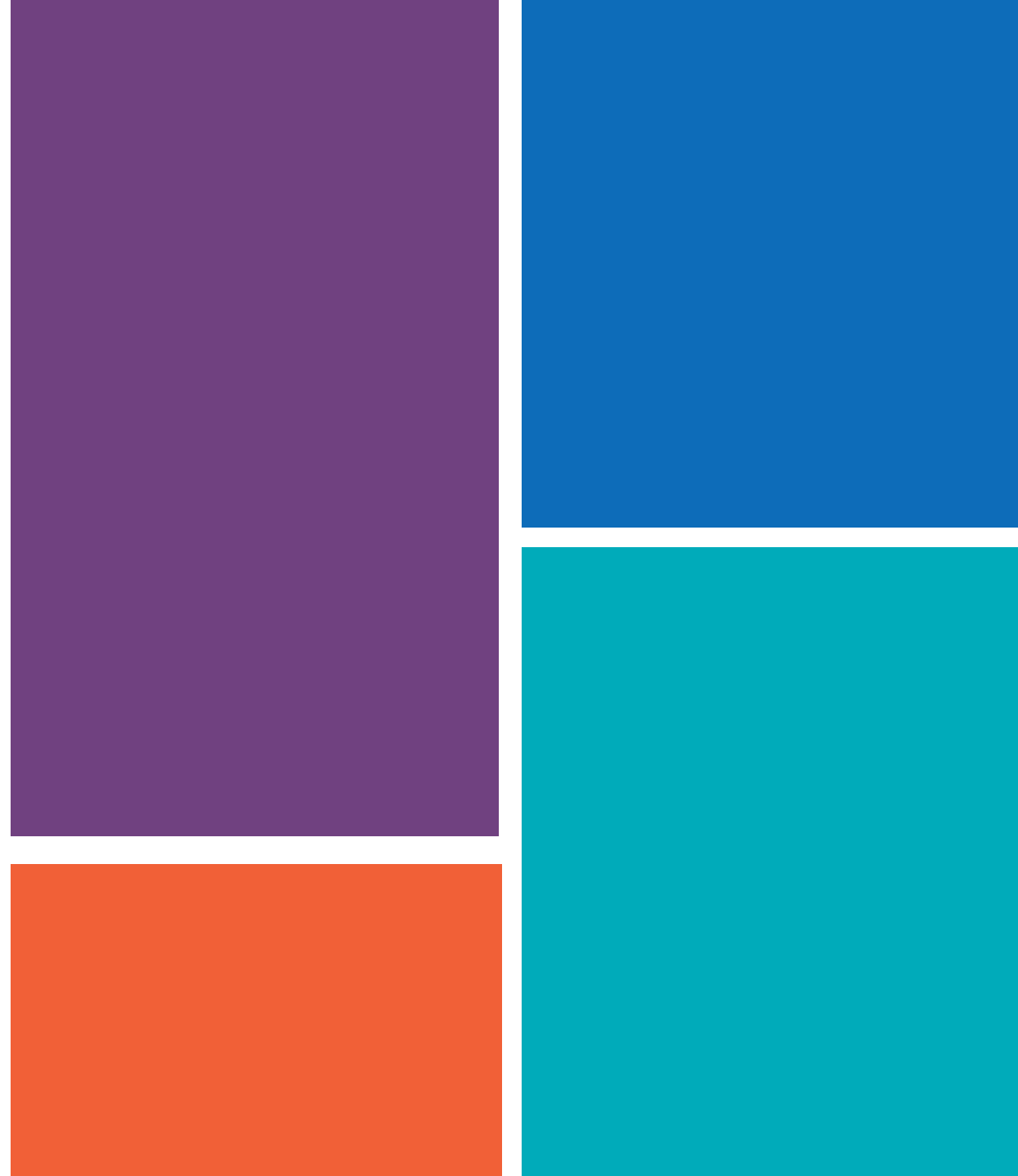


By holding the Charter
Operator accountable for...



The academic, financial, and
organizational expectations are outlined in
TEA's Campus Evaluation Framework

Understanding SB 1882 Benefits



SB 1882 Benefits: Turnaround Partners

The Texas Partnership (SB 1882) Benefits application is different & separate from the decision to authorize an in-district charter school.

To be eligible for Texas Partnerships benefits for a turnaround campus, the partner organization must:

- have existed for 3 years prior to undertaking the management of the district campus
- have managed multiple campuses, and
- have a track record of managing campuses to academic success or significantly improved the academic performance of campuses.

Districts must vet potential operating partner's track record and should consider the partner organization's past success in school turnaround!



What are Texas SB 1882 Partnerships benefits?



Funding

Potential additional state funding which can be used to support partnerships and authorizing work



Benefits

TRS benefits for operating partner staff



Time

If applicable, a sanction pause to give time for turnaround to occur



Support

Access to support in building strong partnerships: eligibility requirements ensure that districts use rigorous charter authorizing processes to partner with quality operators that can meet the needs of their students

General Criteria for Benefits Eligibility



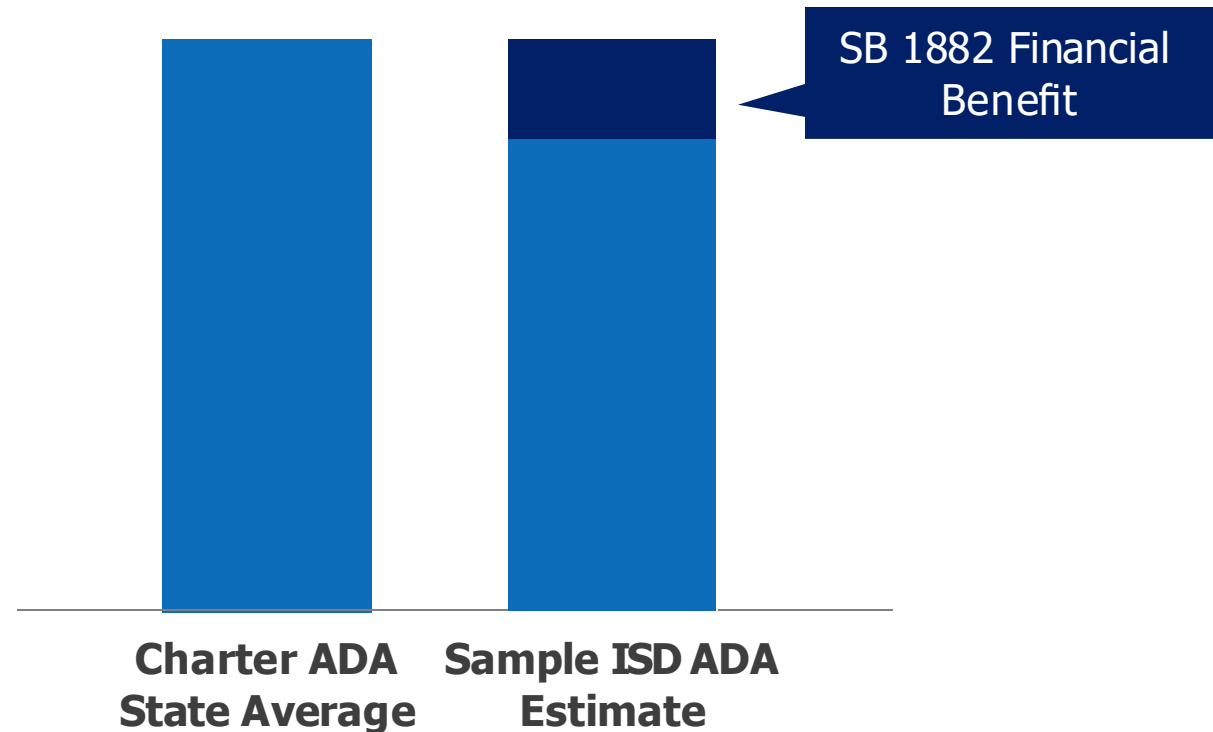
- The district must **rigorously vet their potential operating partner** aligned to charter authorizing best practices
- The operating partner organization has the **staff and expertise** necessary to manage the campus and meet the needs laid out by the district
- The **performance contract** between the district and the operating partner includes clear autonomies, performance expectations, and consequences
 - Operating partner has initial, final, and sole **authority over people, time, budget, academic program**
 - Operating partner **must meet annual academic and financial goals** (and there are specific consequences and corrective actions taken if they don't)
- The majority of board members of the operating partner are **independent of the district**

SB 1882 Benefits: Financial

Financial Benefit

- Some, **but not all**, SB 1882 partnerships receive additional state funding
- Average per student funding in 2021-2022: ~\$1000 (excludes campuses that did not receive funding)

The Texas Partnerships (SB 1882) Benefits calculator has not yet been released by TEA.



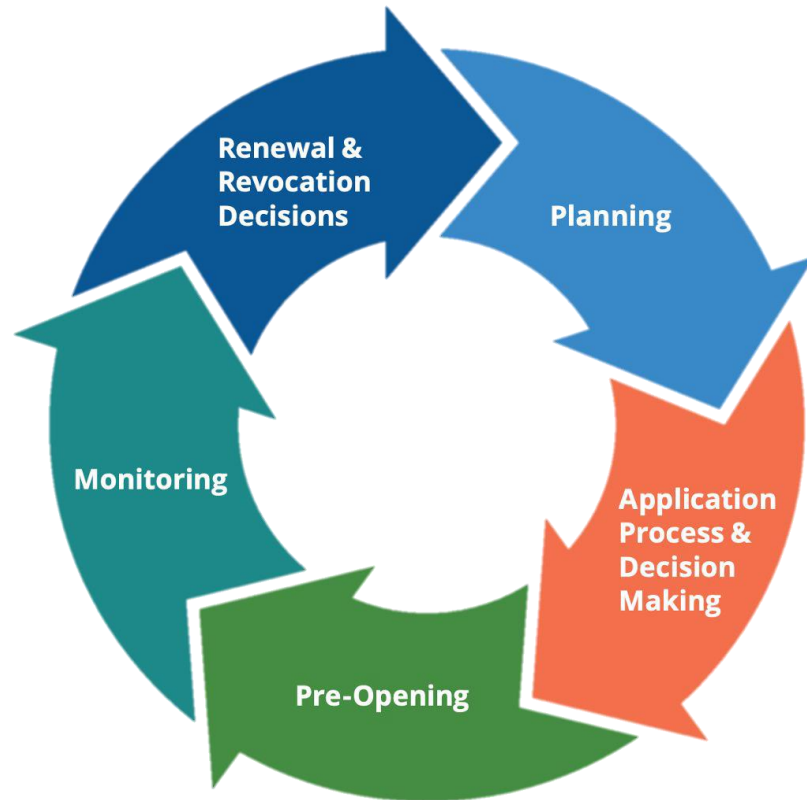
SB 1882 Benefits: Accountability

Accountability Benefit

- Turnaround partnerships are eligible for an accountability sanction pause for 2 years of operation
- **The school years in which a pause is enacted are dependent on the number of consecutive unacceptable ratings**
- The two-year pause exempts the campus from preparing a turnaround plan, campus closure, or board of managers

School Year	Campus managed by...	Rating
2025-2026	District	4th Year F (Fall '26)
2026-2027	Operating Partner	Paused (Fall '27): If the campus earns an F, it remains 4th year F. If the campus earns a C or higher, the chain of Fs is broken.
2027-2028	Operating Partner	Paused (Fall '28): If the campus earns an F, it remains 4th year F. If the campus earns a C or higher, the chain of Fs is broken.
2028-2029	Operating Partner	Ratings/Potential Sanctions Resume (Fall '29): If the campus earns an F, becomes 5th year F.

Districts must implement **quality charter authorizing** practices to be eligible for **SB 1882** benefits



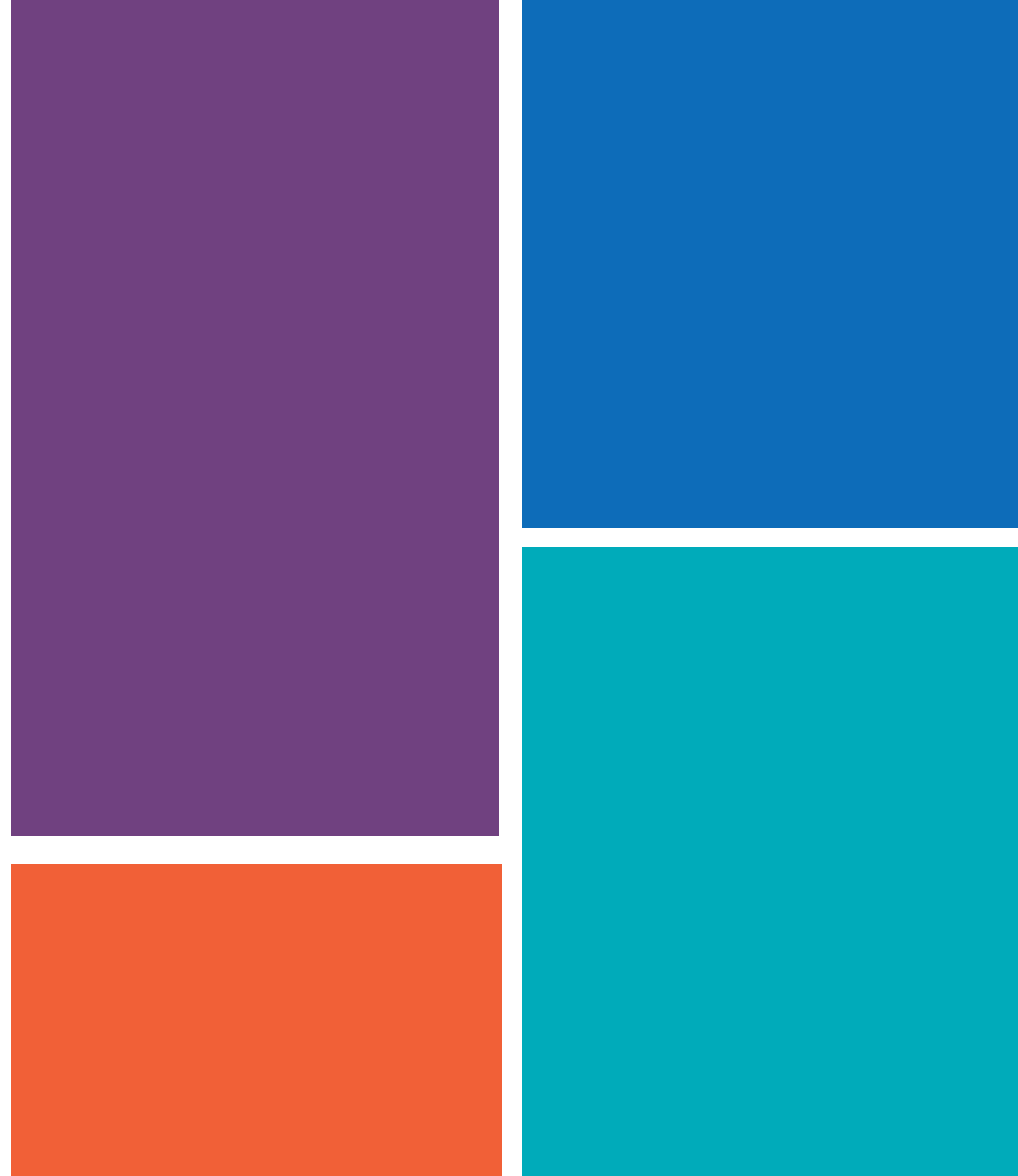
- **Initial application for benefits:**

TEA ensures that districts meet minimum authorizing requirements in phases: **planning, application process and decision making, pre-opening**

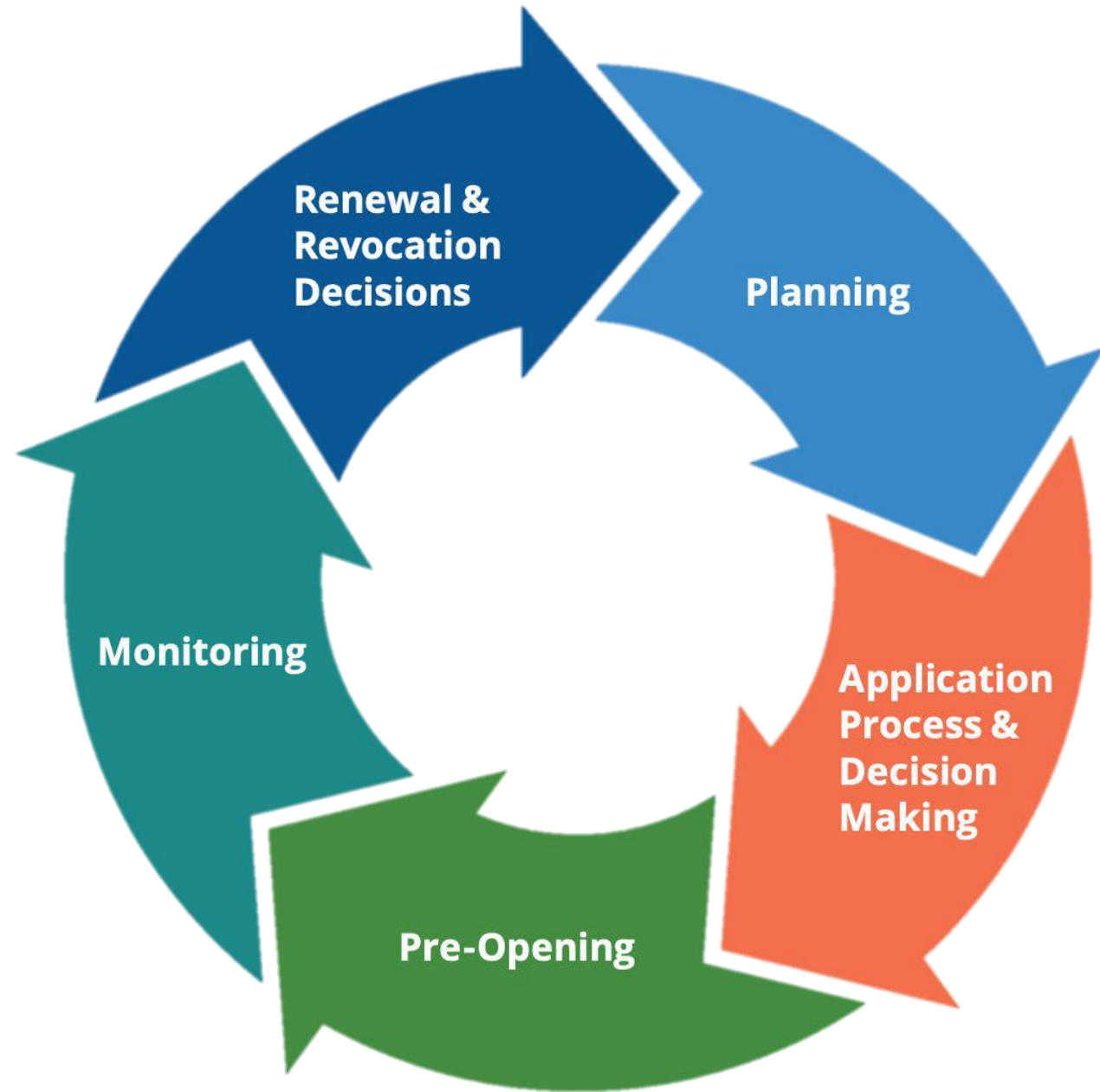
- **Ongoing monitoring:**

TEA ensures districts meet minimum authorizing requirements in phases: **monitoring, renewal and revocation decisions**

Charter Authorizing Best Practices & Timeline



Five Phases of Quality Authorizing



Phase 1 - Planning

A quality district authorizer:

- **Analyzes performance for all existing campuses** and **plans strategic school actions** according to identified needs
- Creates an **authorizing mission and vision** that is aligned to district goals
- **Adopts a board policy** that acts as a framework for authorizing actions (ELA - Local)
- Engages the community to **gather feedback** on needs and to transparently and proactively share plans



Phase 2 - Application Process and Decision Making

A quality district authorizer:

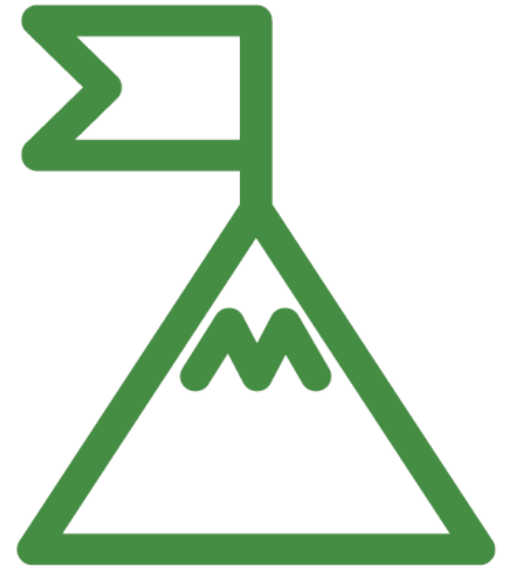
- Releases a **comprehensive application (Call for Quality Schools)** that communicates needs and asks the right questions about an operator's capacity to serve students
- **Evaluates applications** using rigorous criteria and **trained, qualified evaluators**
- **Conducts due diligence** and **holds capacity interviews** to further verify the operator's capacity
- Makes an **evidence-based recommendation** to the board for approval



Phase 3 - Pre-Opening

A quality district authorizer:

- Codifies the terms of the charter in a **Performance Contract**, including the performance goals the operator must meet and the operator's autonomies
- **Establishes pre-opening requirements** that must be met before the operator is allowed to open their doors and serve students



Phase 4 - Monitoring

A quality district authorizer:

- Implements **routine monitoring actions** that are defined in the contract and board policy (data reporting, site visits, etc.), clearly **communicates expectations**, and **minimizes administrative burdens** to operators
- Produces a **comprehensive annual report** on each charter school related to academic, financial, and organizational performance
- **Requires operators** that fall below expectations **to take corrective action**, while continuing to uphold the operator's autonomy



Phase 5 - Renewal and Revocation Decisions

A quality district authorizer:

- **Publishes a renewal application** that allows the district to transparently and publicly **review school performance** at the end of the contract term
- **Renews contracts** for another term only **if** the operator has **substantially met the academic, financial, operational, and governance standards** established in the contract



Tentative Charter Authorizing Timeline

If the Board approved a District Optimization Recommendation for an 1882 Partnership

Phase 1 - Planning

Establish a Vision and Mission for Quality Authorizing

November 4 &
November 18

Adopt Authorizing Policies

November 4 &
November 18

Engage Community

November
5 - 11

Phase 2 - Application Process & Decision Making

Call for Quality Schools

December 2

Evaluation of Application

January 6 - 30

Recommendation and Board Decision

February 10 &
February 24

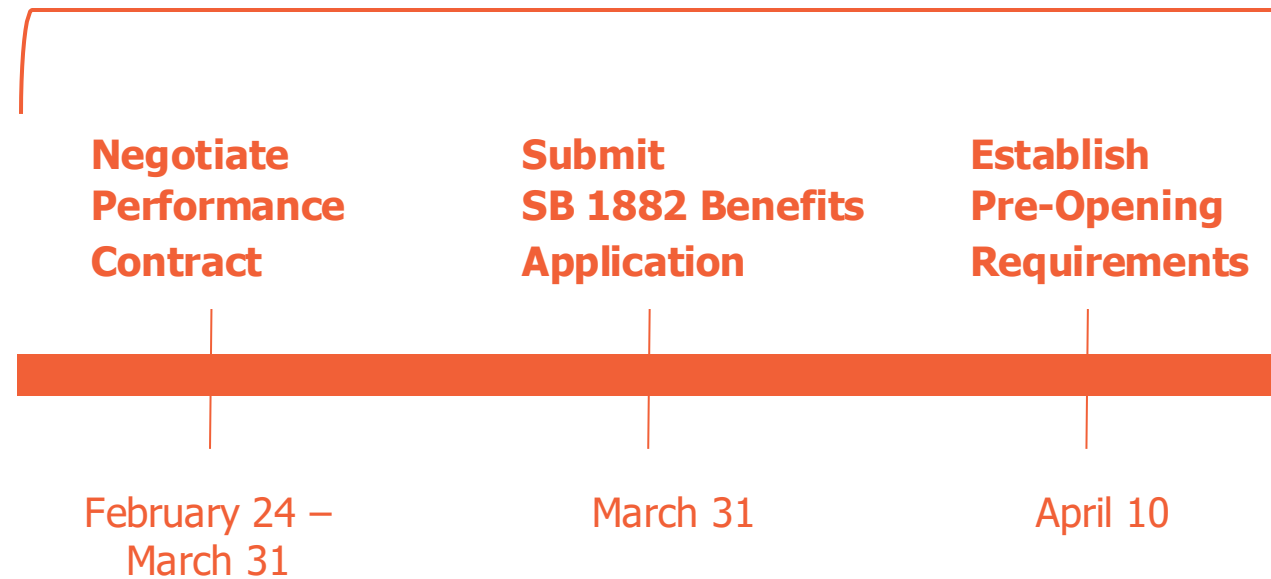
Before launching a Call for Quality Schools

Before the opening date of a school

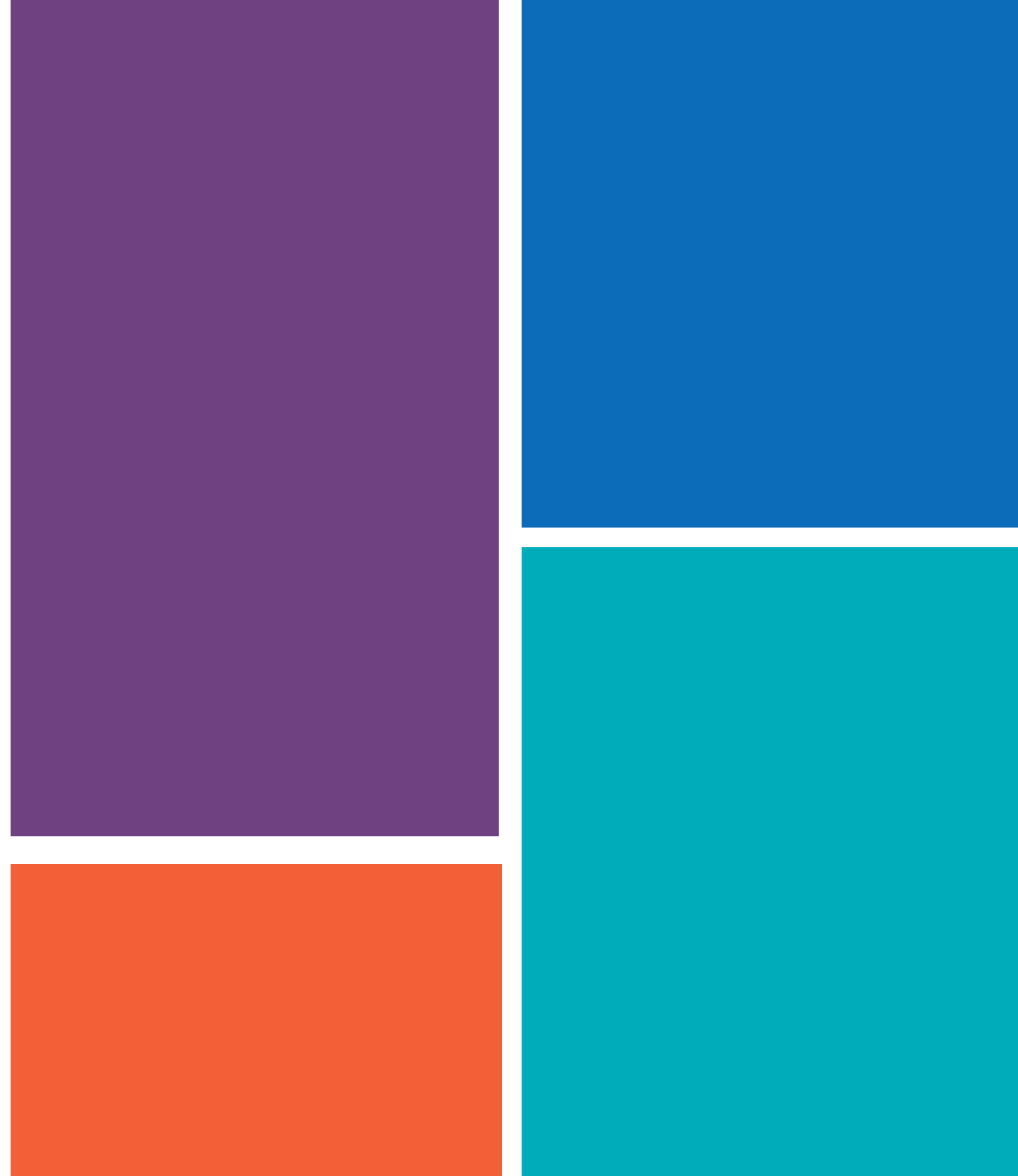
Tentative Charter Authorizing Timeline

If the Board approved a District Optimization Recommendation for an 1882 Partnership

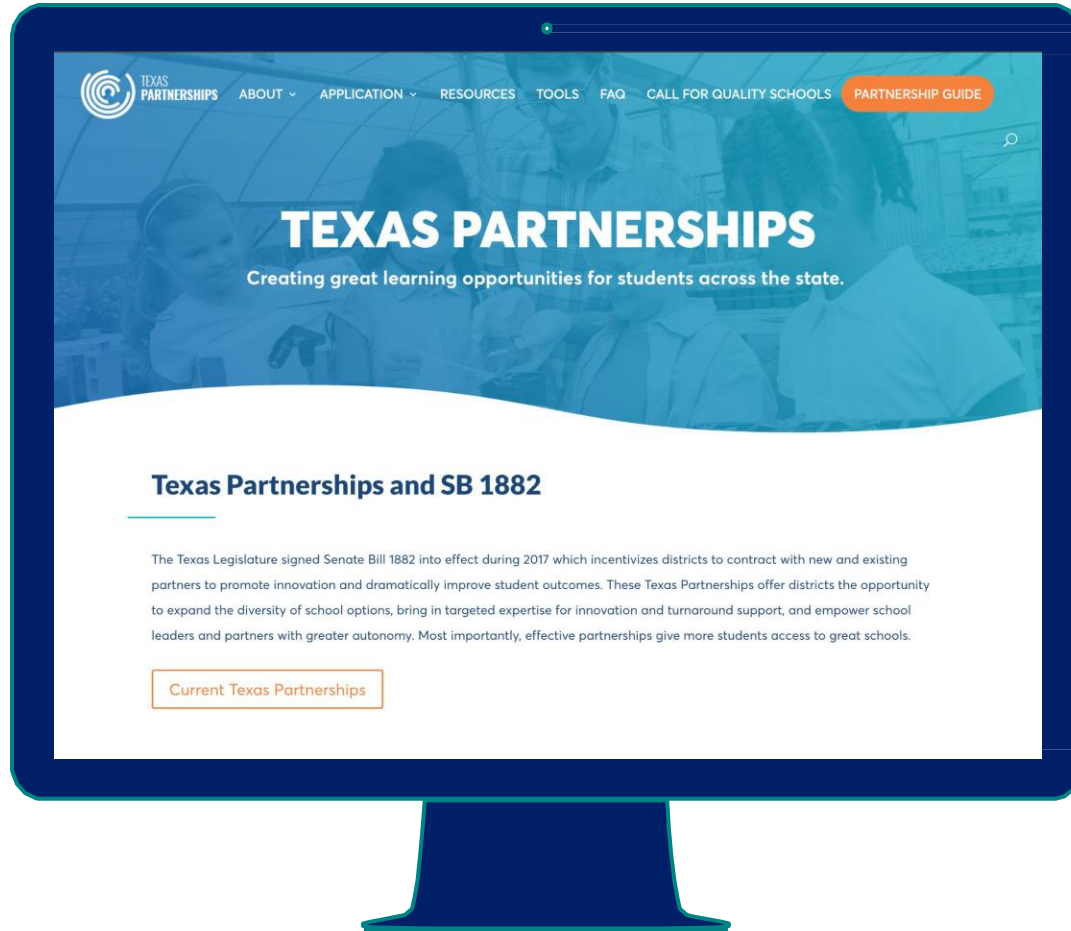
Phase 3 – Pre-Opening



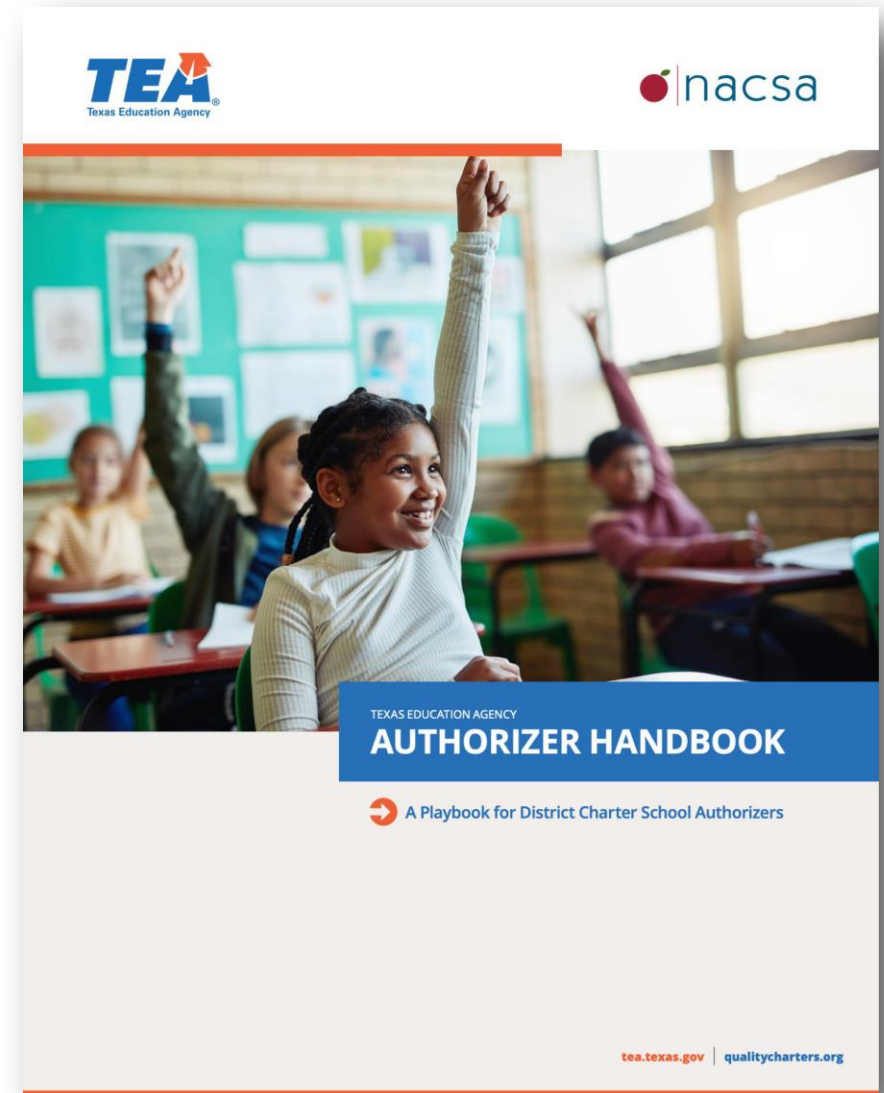
Resources and Next Steps



Aligned to Resources



<https://txpartnerships.org/>



[Authorizer Handbook](#)

[TEA Quality Authorizer Self-Assessment](#)

The rubric TEA will use to evaluate responses in the benefits application.

Districts should use this rubric to self-assess their application to ensure it meets eligibility requirements.

Reminder: TEA does not oversee the approval of the district's charter partnerships. Charter partnership is a local board decision.

Receiving SB 1882 Benefits cannot be a contingency of the District-Charter Partnership Contract.

Texas Partnerships Benefits Application Rubric

This is the rubric that TEA will use to evaluate the Texas Partnerships benefits that begin in the 2026-2027 school year. Districts should use this document to self-assess their application to ensure they will meet requirements.

Instructions for Evaluators:

1. In the [Evaluation Information](#) section, fill in your name, the name of the operating partner, and the name of the campus(es).
2. During your initial individual analysis:
 - a. Highlight the elements of the success criteria that are met in the documents and select a score under "Initial TEA Review" for the success criteria (Meets, Partially Meets, or Does not Meet). *Note: a bulleted list of all success criteria can be found in the [appendix](#).*
 - b. Identify any missing or unclear criteria in the "Needs Follow-up" column under "Initial TEA Review." Be sure to include page references where applicable.
 - c. Select a subsection rating (Meets, Partially Meets, Does Not Meet):
 - i. The subsection ratings are included in the rows in gray above the success criteria for that subsection.
 - ii. The subsection rating should align to your success criteria ratings. For example, if there are four success criteria in a subsection, and an applicant only met two of those success criteria, you might select "Partially Meets" for your subsection rating.
3. If the district needs to resubmit documents, use the "Resubmission" column to provide your final evaluation of that success criteria based on the additional information received.

Please note that your comments and evidence are as significant as your rating, and there should be clear alignment between the comments you provide and the rating you selected.

Evaluation Information

Evaluators will use the following criteria to rate materials. Ratings should be given based on tangible evidence provided in the documents submitted. Within each section, specific criteria define the expectations for a strong response that "Meets the Standard." Evaluators will rate responses by applying the following guidance:

- Meets the Standard:** The response meets all of the criteria described in that section of the rubric. It reflects a thorough understanding of key issues. It addresses the topic with specific and accurate information that shows thorough preparation; and inspires confidence in the applicant's capacity to carry out the plan effectively.
- Partially Meets the Standard:** The response meets some of the criteria or lacks detail and/or requires additional information in one or more areas.
- Does Not Meet the Standard:** The response meets little to none of the criteria described in that section of the rubric, or it is wholly undeveloped or significantly incomplete; demonstrates lack of preparation; is unsuited to the mission of the authorizer or otherwise raises substantial concerns about the viability of the review process.

Evaluator Name:	Operating Partner:	Name of Campus(es):	
Operating Partner Eligibility			
A. The operating partner meets eligibility requirements	Meets ☐	Partially Meets ☐	Does Not Meet ☐

Success Criteria	Initial TEA Review		After Capacity Interview/Resubmission	
	Score	Needs Follow-up	Score	Evidence
1. The operating partner is: - an open-enrollment charter school that has been authorized by the state of Texas, OR - an eligible entity as described in TEC 12.101(a): - an institution of higher education as defined under Section 61.003; - a private or independent institution of higher education as defined under Section 61.003; - an organization that is exempt from taxation under Section 501(c)(3), Internal Revenue Code of 1986 (26 U.S.C. Section 501(c)(3)); or (4) a governmental entity	☐ Meets ☐ Does Not Meet		☐ Meets ☐ Does Not Meet	
2. The operating partner has three board members	☐ Meets ☐ Does Not Meet		☐ Meets ☐ Does Not Meet	
3. The operating partner has at least one staff member that is currently employed by the OP	☐ Meets ☐ Does Not Meet		☐ Meets ☐ Does Not Meet	
4. The partner organization has reasonable staff to	☐ Meets ☐ Does Not Meet		☐ Meets	

1882 Partnerships Application Requirements and Timeline

Required Webinars

Action	Date
District and proposed operating partner attend required Texas Partnerships Overview webinar	District and partner representatives will attend <u>one</u> of the following sessions: · September 9, 2025, 3p-4:30p · September 16, 2025, 9a-10:30a · October 14, 2025, 3p-4:30p · October 28, 2025, 9a-10:30a
District and proposed operating partner attend required Texas Partnerships Performance Contract webinar	District and partner representatives will attend <u>one</u> of the following sessions: · September 10, 2025, 3p-4p · September 17, 2025, 9a-10a · October 15, 2025, 3-4p · October 29, 2025, 9a-10a
District attends required Submitting a Successful Texas Partnerships Application webinar	District representative will attend <u>one</u> of the following sessions: • September 11, 2025, 3p-4p • September 18, 2025, 9a-10a • October 16, 2025, 3p-4p • October 30, 2025, 9a-10a

Q&A

Charter Authorizing: Basics and Timeline

*Understanding KISD's proposed role as a
Charter Authorizer in an 1882 Partnership*