

# STRATEGIC AUTHORIZING

& Capacity Interview Training

Dec. 13, 2018

# WHAT IS STRATEGIC AUTHORIZING?

The vision of the SCSB is that every student has access to an excellent education that meet their unique learning needs.

Strategic Authorizing then is opening/expanding schools which:

- Fulfill a need for students
- Have a high probability of academic excellence
- Offer something unique, currently unavailble in that space
- Uses the Core Values to achieve the vision

# HOW WILL THIS SCHOOL ASSIST THE SCSB IN ACHIEVING ITS VISION?

Each applicant group should have answered this question in the application.

Review and assess the answer.

As you read the full application, ask yourself this same question.

Gauge the application against the SCSB's core values of:

*Students First, Choice, Innovation, Academic Excellence, and Autonomy & Accountability*

# STRATEGIC INTERVIEWING

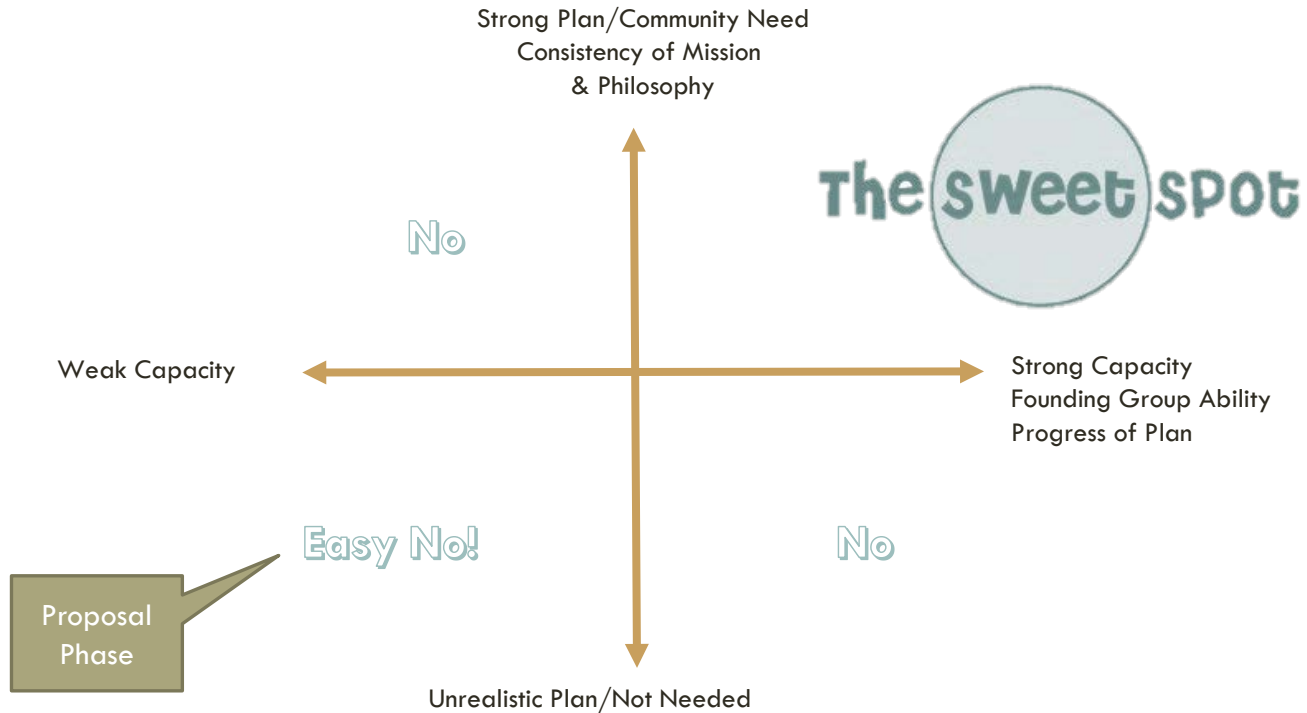
Interview should assess the governing board capacity.

Capacity for what?

- Open a school which will fulfill a need in the community
- Promote charter schools as a high-quality option
- Assist the SCSB in achieving its vision

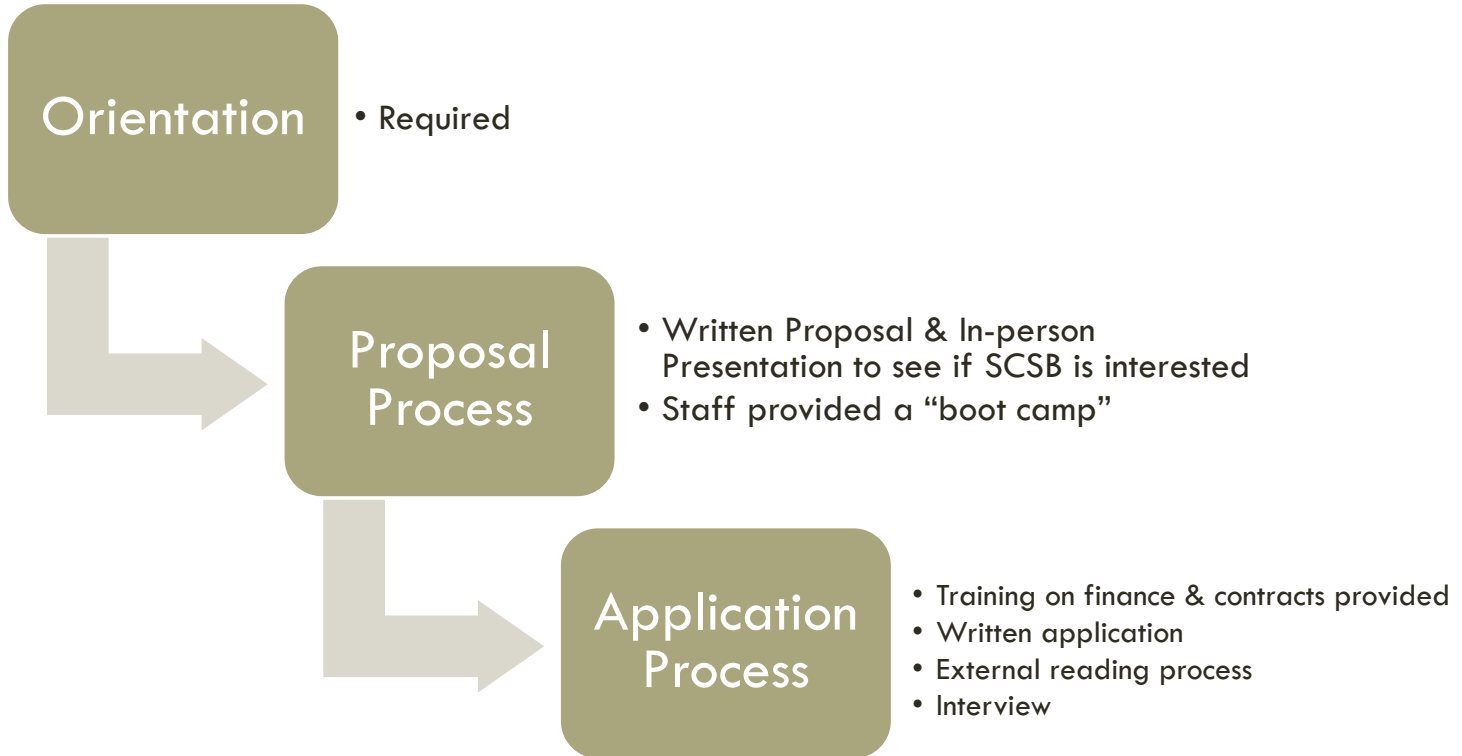
# THOUGHTS FROM NATIONAL RESEARCH

- ❖ Applications approved through rigorous, selective processes have a greater likelihood of being successful schools.
- ❖ As hard as it might be to complete a charter school application and subsequent interview, it's the easiest part of opening a school.
- ❖ Interviews of charter school applicants are a critical component of evaluating the quality of each applicant's plan, as well as the capacity to bring the plan to fruition.



Why does the school exist? What is the primary purpose? How will they know when they've accomplished it?

# WHAT HAS HAPPENED SO FAR: NEW SCHOOLS?



# WHAT HAS HAPPENED SO FAR: REPLICATIONS?

## Orientation

- Offered, not required
- 2 of 3 applicants attended



## Application Process

- Streamlined Application
- Staff Reading
- Interview



“Much of the ultimate success of a charter school hinges on the board’s ability to govern effectively. In fact, it can be argued that no other single factor is more important to the health and sustainability of a charter school than its board.”

– Marci Cornell-Fiest

# PREPARATION

Consider if every member of founding board:

- Demonstrated a passionate, unwavering belief in the school's mission and understands the implications of choosing that mission;
- Understands their charter, knows what they are promising to deliver and has clear and consistent ways to measure success;
- Has a clear sense of academic excellence and understands their role in pushing the organization to achieving this;
- Has a plan to conduct effective oversight of the academic program; and
- Has a plan to oversee the financial health of the school.

# CAPACITY

Consider:

- Does the board have a diversity of perspective and experience to truly represent the public's interest?
- Do the members have the skills, time, and experience to do the job?
- Does the board have the financial capacity to run a multi-million dollar enterprise?
- Does the board have the skills to properly conduct oversight of the academic program?

The amount of time it takes to be an effective charter school board member is often underestimated.

# STRUCTURE

Consider:

- Is the board large enough to support effective governance and an effective committee structure?
- Is there a level of objectivity on the board or are the members close personal friends or relatives?
- Are there obvious conflicts of interests that need to be addressed?
- Are there term limits in place to help guard against “founder’s syndrome?”
- Are key officer positions in place?

# CLARITY OR ROLES & RESPONSIBILITIES

Consider:

- Is there clear delineation of the authority and duties?
- Is there clarity around the role of the full board and that of individual trustees?
- Is the school leader's role clearly defined vis-à-vis governance?
- If the board is contracting with an education service provider (ESP) is there a clear delineation of their responsibilities compared to that of the governing board?
- Does the board understand the role of the authorizer and the relationship between the governing board and the authorizer?

# INTERVIEW FORMAT

Reintroduction from applicant groups

Questioning:

- Questions asked of each board

- Unanswered questions from readers

- Board Member individual questions

Politeness should not limit rigor

Goal: To determine if this board has the capacity to open and operate a school which will help the SCSB achieve its vision.

# JANUARY'S SCHEDULE

## Wed. Jan 16

Public Comment

Opening Business

Reader's Report

New School Interviews

75 minutes each

Replication and Satellite Interviews

45 minutes each

## Thurs. Jan 17

Public Comment

Opening Business

Discussion on Applications

Votes on Applications

Other Business Items

# IN JAN: YOU WILL BE PROVIDED

For each application:

- Summary Sheet, including market analysis & reader's recommendations
- Exhibit A from application
- Questions to be asked of all applicant boards
- Readers' unanswered questions



“If you don’t want to close a bad charter school, don’t open it in the first place.”

-Gerard Robinson, Former Florida Commissioner of Education

**QUESTIONS?**