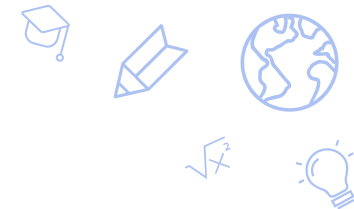




Academic and Demographic Needs Assessment

October 7, 2022



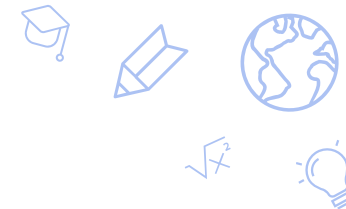


Overview

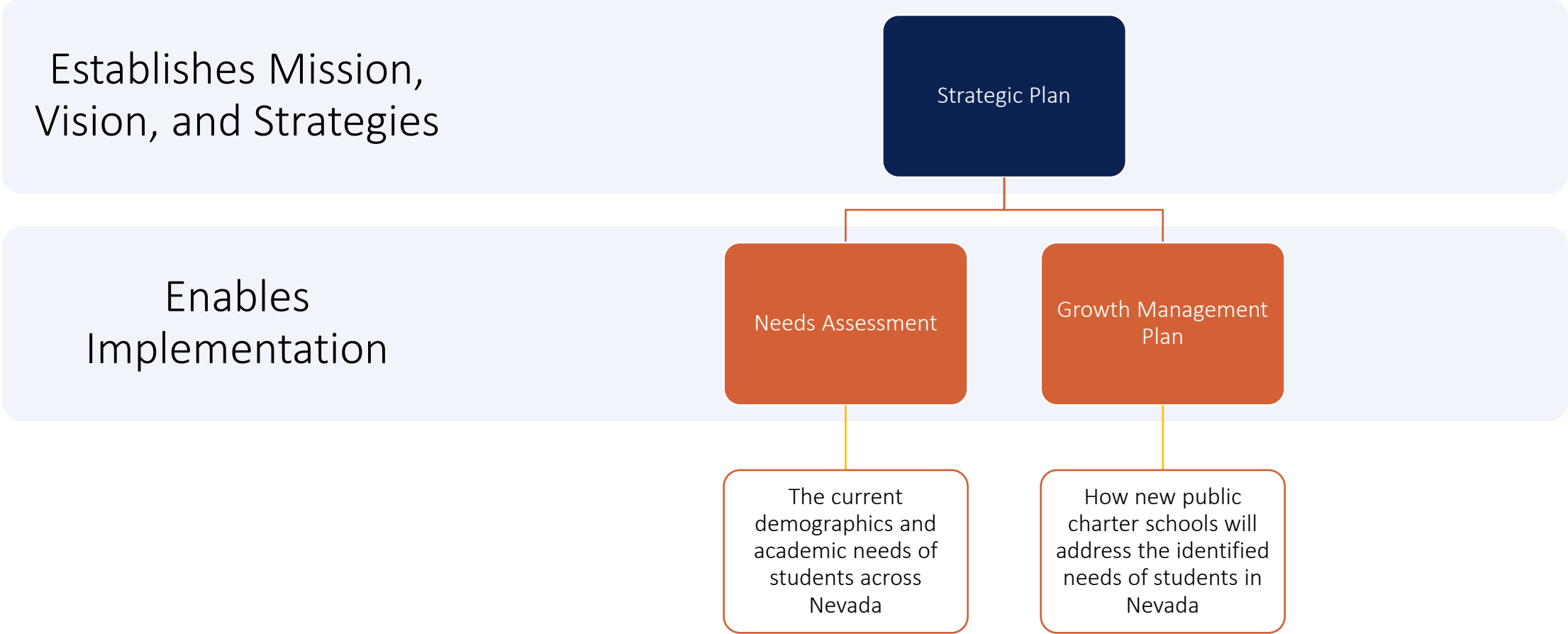
- Background and context
- The current Academic and Demographic Needs Assessment
- Discussion regarding the 2023 Needs Assessment

Background and Context





Needs Assessment in Context





Assembly Bill 462 (2019)

Conduct Annual Needs Assessment (NRS 388A.220)

On or before January 31 of each year, the State Public Charter School Authority shall prepare, in collaboration with the Department and, to the extent practicable, the board of trustees of each school district in this State and any other sponsor of a charter school in this State, an evaluation of demographic information of pupils, the academic needs of pupils and the needs of any pupils who are at risk of dropping out of school in this State.

Consider Alignment to Needs Assessment (NRS 388A.249)

The proposed sponsor of a charter school shall, in reviewing an application to form a charter school...

(c) Consider the degree to which the proposed charter school will address the needs identified in the evaluation prepared by the proposed sponsor pursuant to subsection 5 or 6 of NRS 388A.220, as applicable;



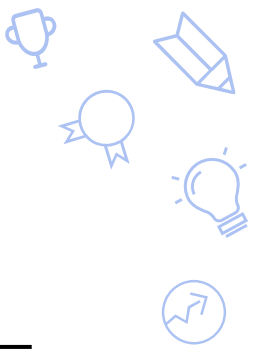
Relationship to Current Charter School Application

| Meeting the Need | Academic Plan | Operations Plan | Financial Plan | Addendum (CMOs/EMOs) |
|--|--|--|--|---|
| <ul style="list-style-type: none">◆ Mission and Vision<ul style="list-style-type: none">• Targeted Plan◆ Parent & Community Involvement | <ul style="list-style-type: none">• Transformational Change◆ Curriculum & Instructional Design<ul style="list-style-type: none">• <i>Distance Education</i>• <i>Pre-Kindergarten</i>• Promotion & Graduation Requirements• <i>Dual Credit Partnerships</i>◆ Driving for Results◆ At-Risk and Special Populations<ul style="list-style-type: none">• Culture• Student Discipline• Calendar & Schedule | <ul style="list-style-type: none">• Board Governance• Leadership Team◆ Staffing Plan<ul style="list-style-type: none">• Human Resources◆ Student Recruitment & Enrollment<ul style="list-style-type: none">• Incubation Year Development• Services• Facilities• Ongoing Operations | <ul style="list-style-type: none">◆ Budget & Narrative | <ul style="list-style-type: none">• <i>Readiness for Growth</i>• <i>Scale Strategy</i>• <i>School Management Contract</i>• <i>CMOs Applying Directly</i> |

Academic and Demographic Needs Assessment



Identified Needs



Demographic Need

Applicants meeting this need will propose a school model that includes demonstrated capacity, credible plans, and thorough research and analysis in order to intentionally enroll and serve the following student groups, each of which has been identified as persistently underperforming based on data provided by the NDE: Students qualifying for free or reduced-price lunch (FRL), English Language Learners (ELLs), and Students with Disabilities (those with an Individual Education Program, or IEP), Students in Foster Care, and Students Experiencing Homelessness. Successful applicants will demonstrate the capacity to support these student groups in achieving academic performance at or above the state average. Applicants intending to enroll and serve student groups that have historically underperformed can be most impactful when they alleviate barriers to access, such as student transportation needs.

Academic Need

Geographies with 1- and 2-Star Schools

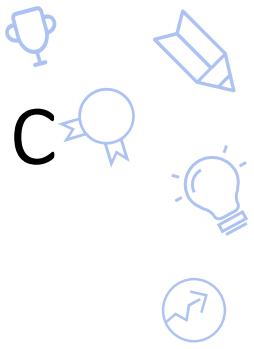
Applicants meeting this need will propose a school model that includes demonstrated capacity, credible plans, and thorough research and analysis to intentionally provide access to 3-, 4- and 5-star schools in zip codes where a significant percentage of students are attending a 1- or 2-star school. Additionally, applicants meeting this need will provide intentional plans for partnering with the community and building on identified community assets to meet the needs of students within the community. Simply adding a school option in a community with 1- or 2-star schools will not inherently lead to effectively meeting the community needs. Rather, schools must establish trust with the community by working in partnership to intentionally meet the needs of the students and community. Alternative 3-, 4- or 5-star options can be most impactful in communities that currently have limited or no public charter school options available. A map and list of zip codes is provided within this document; SPCSA charter schools are removed from the data set used to identify zip codes. Additionally, a map and list of existing SPCSA-sponsored charter schools, by zip code is provided in Appendix B.

Academic Need

Students at Risk of Dropping out of School

Applicants meeting this need will propose a public charter school model that includes demonstrated capacity, credible plans, and thorough research and analysis to enroll and prevent at-risk students from dropping out of school. Models may include but are not limited to programs designed for student groups that are most at-risk of dropping out or programs aimed at enabling credit-deficient students to get back on track to graduate. Applicants should demonstrate a strong understanding of grade-level appropriate indicators for successful high school completion, such as early literacy, attendance, and credit sufficiency and plans to enable students to successfully meet these milestones. Public charter schools aimed at enrolling and preventing at-risk students from dropping out of school can be most impactful when they offer a unique academic experience for students and/or are closely aligned to Nevada's priorities for workforce and economic development.

Alignment to the Academic and Demographic Needs Assessment



Applicant **does not meet either an academic need or a demographic need.**

Applicant may need to revise their academic plan or pick a new location in order to qualify for a recommendation - even if their application otherwise meets the standards set forth by the SPCSA in its application rubric.

Applicant meets one or more academic needs **OR** one or more demographic needs.

In that instance, an applicant **may be recommended for approval** contingent upon the details of their application and may be subject to additional contract conditions, so long as their application otherwise meets the standard set forth by the SPCSA in its application rubric.

Applicant meets one or more academic needs **AND** one or more demographic needs.

Applicant **will be recommended for approval** so long as their application otherwise meets the standards set forth by the SPCSA in its application rubric.

—————→ **Likelihood applicant is approved**

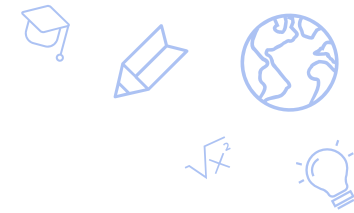
2022 Revisions





Community Working Group Input

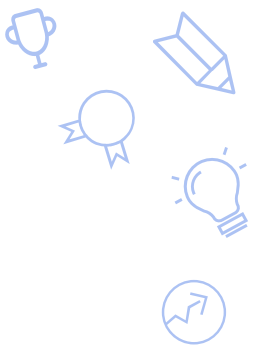
- A. Consider incorporating specific information regarding needs of homeless students and students in foster care
- B. Increase emphasis on proposed schools conducting outreach and recruitment efforts to enroll and serve identified student populations



Board Input

- C. Consider adding emphasis on zip codes that don't currently have charter school options
- D. Consider ways that we can emphasize the importance of transportation as a strategy for increasing access to charter schools
- E. Consider how proposed schools will align to Nevada' priorities for workforce and economic development
- F. Consider how proposed schools will add unique academic models for students
- G. Consider adding emphasis on areas that are experiencing extreme overcrowding without plans for alleviating that overcrowding (ex. high schools in Henderson)

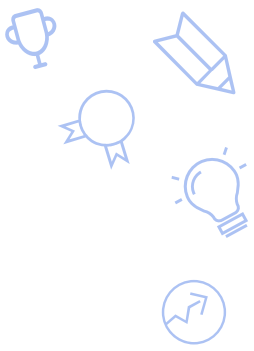
2022 Revisions to Identified Needs



Demographic Need

- Applicants meeting this need will propose a school model that includes demonstrated capacity, credible plans, and thorough research and analysis in order to intentionally *enroll and* serve the following student groups, each of which has been identified as persistently underperforming based on data provided by the NDE: Students qualifying for free or reduced-price lunch (FRL), English Language Learners (ELLs), ~~and~~ Students with Disabilities (those with an Individual Education Program, or IEP), *Students in Foster Care, and Students Experiencing Homelessness*. Successful applicants will demonstrate the capacity to support these student groups in achieving academic performance at or above the state average. *Applicants intending to enroll and serve student groups that have historically underperformed can be most impactful when they alleviate barriers to access, such as student transportation needs.*

2022 Revisions to Identified Needs



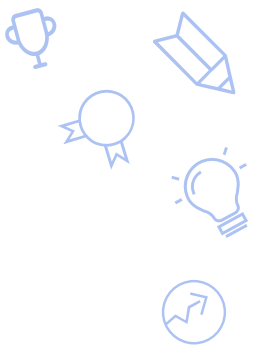
Academic Need

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- B** *or 5-star options can be most impactful in communities that currently have limited or no public charter school options available.* A map and list of zip codes is provided within this document; SPCSA charter schools are removed from the data set used to identify zip codes. *Additionally, a map and list of existing SPCSA-sponsored charter schools, by zip code is provided in Appendix B.*
- C**
- C**

2022 Revisions to Identified Needs



Academic Need

Students at Risk of Dropping out of School

B

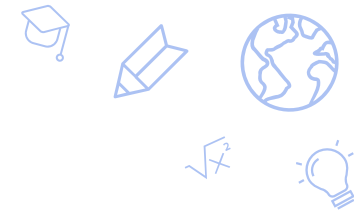
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E&F

school can be most impactful when they offer a unique academic experience for students and/or are closely aligned to Nevada's priorities for workforce and economic development.

2023 Needs Assessment





Discussion

- What should the SPCSA prioritize when revising the Needs Assessment for 2023?
- Are there components of the Needs Assessment that you believe should remain unchanged?
- Are there components of the Needs Assessment that you believe should be revised?

Thank you!

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