

# New Charter School Application and Rubric Revisions

November 18, 2022



# Overview

## Outcomes

- Review the SPCSA's statutory authority and requirements for application review and approval.
- Understand SPCSA Staff's process for revising the application and rubric.
- Understand proposed changes to the application and rubric. *While SPCSA staff have recommended various languages changes and the reorganization of some sections, the information requested through the application and the qualifications for approval have not substantially changed.*
- Consider approval of application and rubric for 2023 cycle.

## Agenda

- 1) Statutory Authority and Requirements
- 2) Input and Feedback Received
- 3) Revisions Process
- 4) Overview of major revisions
- 5) Recommendation



# Statutory Authority and Requirements

## NRS 388A.223 – Duties and Powers

- Each sponsor of a charter school shall carry out the following duties and powers
  - Evaluating applications to form charter schools
  - Approving applications to form charter schools that the sponsor determines are high quality, meet the identified educational needs of pupils and will serve to promote the diversity of public educational choices in this State;
  - Declining to approve applications to form charter schools that do not satisfy the requirements of NRS 388A.249
- Each sponsor of a charter school shall develop policies and practices that are consistent with state laws and regulations governing charter schools, including
  - The procedure and criteria for soliciting and evaluating charter school applications in accordance with NRS 388A.249

## NRS 388A.249 - Submission of application; review of application; criteria for approval

- The sponsor of a charter school may approve an application to form a charter school only if
  - The application complies with this chapter and the regulations;
  - The application is complete in accordance with the and the policies and practices of the sponsor;
  - The applicant has demonstrated competence in accordance with the criteria for approval prescribed by the sponsor pursuant to NRS 388A.233 that will likely result in a successful opening and operation of the charter school;
  - Based on the most SPCSA Needs Assessment, the proposed charter school will address one or more of the needs; and
  - It has received sufficient input from the public.



# Procedure and criteria for soliciting and evaluating charter school applications

## Procedure

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- Timelines and procedures pursuant to NAC 388A.260 (as amended by R043-21)
  - Deadline (good cause exemption)
  - Notice of intent and contents
  - Application form
  - Completeness check
  - Withdrawal
  - Review conducted by panel
  - Recommendation to Authority
  - Board consideration

## Criteria

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- New Charter School Application Rubric, aligned to the Application Form



## Initial Staff Priorities

- Ensure alignment to SPCSA Strategic Plan and Needs Assessment
- Ensure consistency throughout application and rubric
- Eliminate any redundancy and only make the application as long as it needs to be
- Ensure all statutory and regulatory requirements are met
- Consider national best practices, input from organizations that work with new school applicants, and feedback from previous cycles



# Input and Feedback from the SPCSA Board

## Revision Process

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- Review NACSA model documents and other authorizers
- Consider and examine any biases in the application and process; examine how our application and process promotes equity
- Look at sections/questions where applicants have struggled in the past and consider revisions
- Look at national rankings of charter school authorizers

## Characteristics to Prioritize/Emphasize

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- Incorporate Mental Health and Social Emotional Learning
- Prioritize diversity of staff, leadership, board; applicants need thoughtful and specific strategies
- Prioritize engagement with families, particularly strategies to enable family input on the proposal
- Put more emphasis on professional development given tendency to hire less experienced teachers



# Input and Feedback from Constituents

*(Past Applicants, Local Support Organizations, Community Working Group)*

## Application/Rubric Suggestions

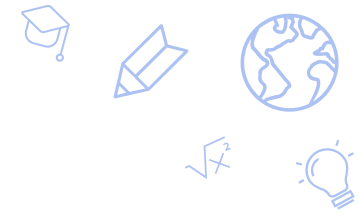
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- Include links to the statutory definitions
- Ensure that the rubric and application questions are consistent and address the same topics
- Adjust expectations based on April deadline (3 months earlier)
- Avoid redundant questions
- Consider asking for a brief executive summary of the school model
- Try to be consistent in the level of granularity
- Consider how the application prioritizes innovation vs. research/evidence
- Within the Incubation Year Development section, connect directly to the SPCSA's pre-opening checklist and process

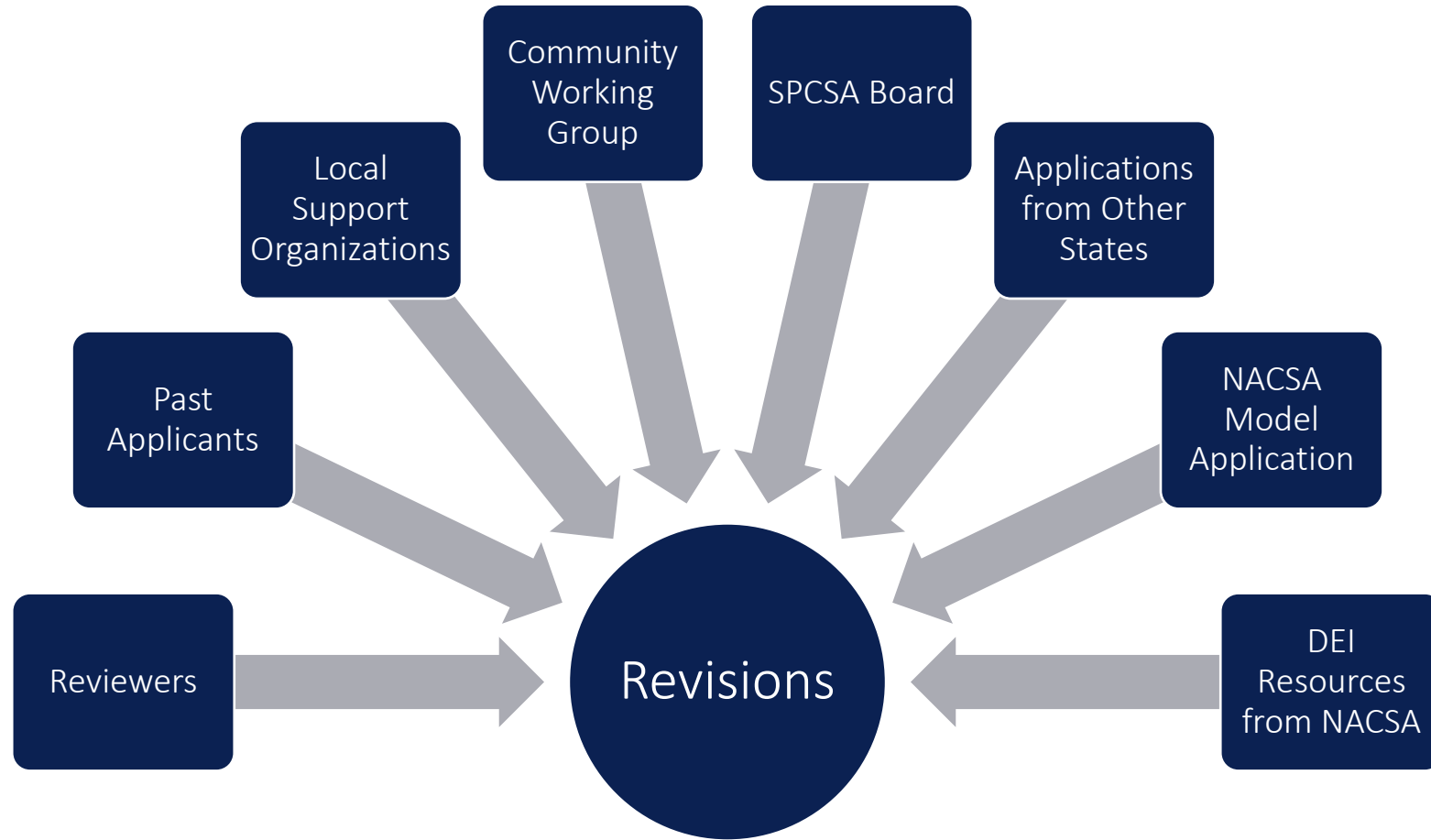
## Parents and Community Organizations are seeking schools that...

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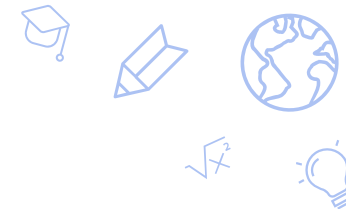
- Have a diverse student population
- Authentically involve parents
- Have small class sizes
- Offer small group and individual supports to students
- Partner with community organizations
- Create connectedness on campus across grade-levels
- Offer CTE and work-based learning
- Prioritize diversity, equity and inclusion
- Offer unique models/schedules
- Provide strong supports to teachers



# Revision Process







# Summary of Major Revisions



*While SPCSA staff have recommended various language changes and the reorganization of some sections, the information requested through the application and the qualifications for approval have not substantially changed.*



Reformat

Revamp Training

Publish Timeline

Clarify Submission Expectations

Incorporate Constituent Feedback

Add Language to Prioritize Diversity, Equity, and Inclusion

Reorganize Sections

# Reformat

## Application

### 2 MEETING THE NEED

#### 2.1 MISSION AND VISION

The mission is a measurable statement of the fundamental purpose of the school, describing why it should exist. The vision of your school should describe success for students, for the school as a whole, and for any other entities that are critical to your mission.

- 1) Provide the mission and vision for the proposed school.
- 2) Briefly describe how the mission and vision statements serve as the foundation for the proposed school, including:
  - a) The students and community to be served,
  - b) The key components of your educational model,
  - c) The outcomes and goals you expect to achieve for students and the school overall, and
  - d) Key supporters, partners, or resources that will contribute to your school's success.
- 3) Identify the statutory purpose(s)<sup>3</sup> that the school will fulfill and explain the alignment to school's the mission and vision. (The six statutory purposes are: a) Improving the academic achievement of pupils, b) Encouraging the use of effective and innovative methods of teaching, c) Providing an accurate measurement of the educational achievement of pupils, d) Establishing accountability and transparency of public schools, e) Providing a method for public schools to measure achievement based upon the performance of the schools, and f) Creating new professional opportunities for teachers.)

#### 2.2 TARGETED PLAN

- 1) Building on the school's mission and vision, describe the community that the school plans to serve, including the intended student population and the educational options currently available.
- 2) Provide a brief executive summary of your educational model and how it meets the needs of the community you wish to serve.
- 3) Describe how the proposal meets at least one of, and preferably multiple, academic, or demographic needs identified in the SPCAS's Academic and Demographic Needs Assessment<sup>6</sup>: 1) Demographic Need, 2a) Academic Need: Geographies with 1- and 2-star schools that continue to have an index score below 50, and/or 2b) Academic Need: Students at risk of dropping out of school. For details on the identified needs, refer to the SPCSA's Academic and Demographic Needs Assessment.

## Rubric

### 3.3 PROMOTION AND GRADUATION REQUIREMENTS

Criteria	Rating
Describes promotion and retention policies for all grades to be served, demonstrating high expectations for all students.	<input type="checkbox"/> MS <input type="checkbox"/> AS <input type="checkbox"/> DNMS
Structures are in place to support students at risk of dropping out, including those who are over age for their grade, those needing to access credit recovery options, and those performing significantly below grade level.	<input type="checkbox"/> MS <input type="checkbox"/> AS <input type="checkbox"/> DNMS
If proposing a high school program, clearly articulates high school graduation requirements which align with Nevada Graduation Requirements <sup>7</sup> and will ensure that students graduate college and career ready.	<input type="checkbox"/> MS <input type="checkbox"/> AS <input type="checkbox"/> DNMS <input type="checkbox"/> N/A

**Overall Rating:**  Meets the Standard (MS)  Approaches the Standard (AS)  Does not Meet the Standard (DNMS)

Strengths of the Applicant's Response:

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Weaknesses of the Applicant's Response:

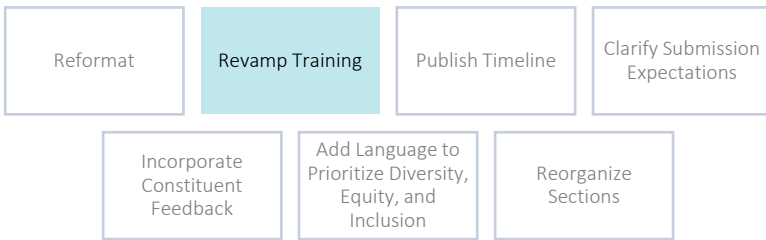
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Clarifying Questions (may be best suited for a written response):

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Probing Questions (may be best suited for a verbal response during capacity interview):

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# Revamp Training

## Old Training Approach

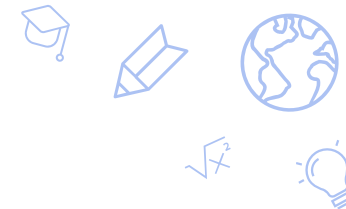
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- Two 2-hour trainings each year (same content)
- Covered application expectations, process, and contents

## New Training approach

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- Five 90-minute trainings
- Kick-off on December 5
  - Expectations
  - Process & Timeline
  - Summary of Content Areas
- Additional Trainings on Content Areas
  - Training #2 = Meeting the Need
  - Training #3 = Academics
  - Training #4 = Finance
  - Training #5 = Operations & Addendum
- All trainings will be recorded

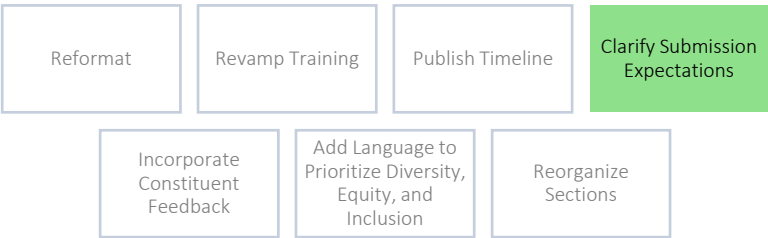


# Publish Timeline

## APPLICATION OVERVIEW AND TIMELINE

The timeline below is intended to provide applicants with an understanding of the application process. While SPCSA staff intend to meet this timeline, in the event that there is a change to the SPCSA’s board meeting calendar or other factor that impacts this timeline, applicants will be notified via email of any changes.

Date	Activity	Responsible Party
January 30, 2023	Notice of Intent <sup>1</sup>	Applicant
April 30, 2023	Application Deadline <sup>2</sup>	Applicant
May 1-15, 2023	Completeness Check (see section 7)	SPCSA Staff
May 1-15, 2023 <i>(Applicants are provided with approximately 48 hours to respond)</i>	Response to Completeness Findings	Applicant
May 15-June 23, 2023	Application Evaluation	SPCSA Staff & Review Panel
June 26-July 7, 2023	Send Clarifying Questions	SPCSA Staff
June 26-July 14, 2023 <i>(Applicants are provided with 4 business days to respond)</i>	Response to Clarifying Questions	Applicant
July 5-July 21, 2023 <i>(Date and time for each Applicant will be scheduled by June 2, 2023, based on availability of Applicant and Review Panel)</i>	Capacity Interview	Applicant, SPCSA Staff, & Review Panel
August 18, 2023	Recommendation Published	SPCSA Staff
August 25, 2023	Consideration of Approval/Denial	SPCSA Board
August 28-September 1, 2023	Notice of Denial, if applicable	SPCSA Staff
September 4-22, 2023	Meet and Confer on Deficiencies of Denied Application	Denied Applicants who wish to resubmit, SPCSA Staff
September 27-October 2, 2023 <i>(30 days from receipt of Notice of Denial<sup>3</sup>)</i>	Resubmission Deadline	Denied Applicants
October 27 or December 1, 2023 <i>(Applicants will be provided with a specific date during the resubmission process)</i>	Resubmission Recommendation Published	SPCSA Staff
November 3 or December 8, 2023 <i>(Applicants will be provided with a specific date during the resubmission process)</i>	Consideration of Approval/Denial of Resubmitted Applications	SPCSA Board



# Clarify Submission Expectations

## Revised Applicant Certification

**1.8 APPLICANT CERTIFICATION**  
*Applicant Responsibilities*

- Public Posting of Applications:** The SPCSA is required to post a public copy of new charter school applications to our website. The SPCSA will redact any personal contact information for members of the Committee to Form, CMO, EMO, proposed board members, proposed employees, and individuals representing proposed partner organizations. The SPCSA will also redact all personally identifiable information for any student or parent who has expressed interest in enrolling in the proposed school. Should the applicant believe that other information contained within the application should remain confidential pursuant to NRS 388A.247, such as proprietary or copyrighted material, the applicant is responsible for notifying the SPCSA at the time of submission of the application. The SPCSA may, following the submission of the application, require the applicant to furnish a redacted copy pursuant to NAC 388A.265.
- Material Changes to Proposal or Information Contained in the Application After Submission:** If any of the information contained within this application materially changes after submission of this application to the SPCSA, applicants are under a continuing obligation to supplement this application with any such information as soon as is practicable. *Examples include but are not limited to changes in the proposed facility, changes in the proposed board members, instances where a school affiliated with the applicant is subject to an intervention from its authorizer, etc.* It is the applicant's responsibility to reach out to the SPCSA should you have questions, or you are unsure of whether new information should be disclosed. Applicants may contact Mark Modrcin ([mmodrcin@spcsa.nv.gov](mailto:mmodrcin@spcsa.nv.gov)) with any information or questions.
- Original Proposals from Applicants:** During the drafting of the application, applicants are encouraged to review prior applications submitted to the SPCSA. However, it is the SPCSA's expectations that all applications are original work reflecting the proposed school model of the Committee to Form or CMO. Therefore, under no circumstance should information contained in an application be taken verbatim from a previous application or another published document, and applicants are required to properly cite or attribute any reference contained within their application. If portions of an application are substantially similar to a previous application or other published document without proper citation, it will raise significant questions for the SPCSA about the coherence of the proposal and the capacity of the Committee to Form or CMO. As part of the completeness check (see Section 7) the SPCSA utilizes a plagiarism checker and sections of application that contains portions that are substantially similar to a previous application or other published document without proper citation will be returned to the applicant for revision.

I acknowledge the Applicant Responsibilities above, the responsibility to continuously supplement the application with any material changes that occur after submission and certify that the information provided within this application is true and accurate to the best of my knowledge.

Primary Contact Name \_\_\_\_\_ Date \_\_\_\_\_  
 Signature \_\_\_\_\_

## New Completeness Checklist

**7 COMPLETENESS CHECKLIST<sup>19</sup>**

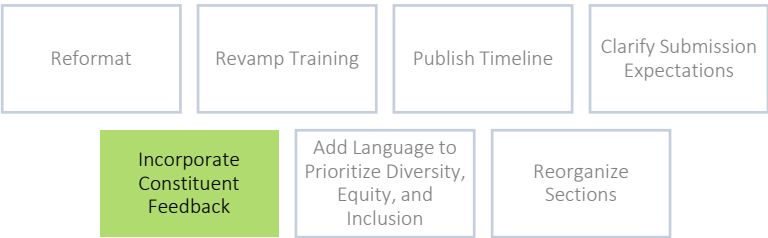
*This section is to be completed by SPCSA staff.* Applicants should refer to this section to ensure that they have met all submission requirements. *In the event that* an application is found to be incomplete, the applicant will be notified and provided with approximately two business days to provide the missing information.

- To the extent that a specific section does not apply to a proposed school (e.g., an elementary school will not offer dual credit), the application should state the reasons that the section is not applicable.
- Applicants must use SPCSA templates where specified.
- The completeness check is NOT intended to be a qualitative review of the charter school proposal. The completeness check is ONLY intended to ensure that the charter school proposal, as presented, complies with certain statutes and regulations, and includes all required narrative sections and attachments.

Name of completeness evaluator: \_\_\_\_\_  
 Date of completeness evaluation: \_\_\_\_\_  
 Applicant Name: \_\_\_\_\_  
 Application submission Date: \_\_\_\_\_  
 Grades served year one: \_\_\_\_\_ Grades served at capacity: \_\_\_\_\_  
 Applicant type:  Committee to Form  Charter Management Organization (CMO)

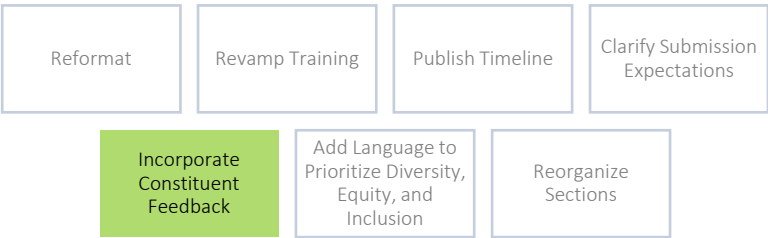
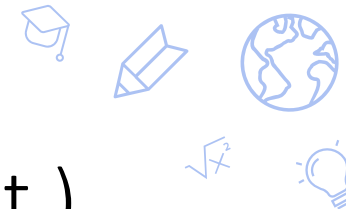
**Narrative:**

Element	Required?	Complete?	SPCSA Comments
Committee to Form (CTF) applicants meet NRS 388A.240 qualification	Yes, for CTF Applicants ONLY	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A	
1. Application Cover Sheet – all applicable questions completed	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
2. Meeting the Need – all applicable questions completed			
DUAL CREDIT PARTNERSHIPS ONLY REQUIRED FOR HIGH SCHOOLS; PROGRAMS OF DISTANCE EDUCATION ONLY REQUIRED FOR VIRTUAL SCHOOLS	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
3. Academic Plan – all applicable questions completed	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	
4. Operations Plan – all applicable questions completed	Yes	<input type="checkbox"/> Yes <input type="checkbox"/> No	



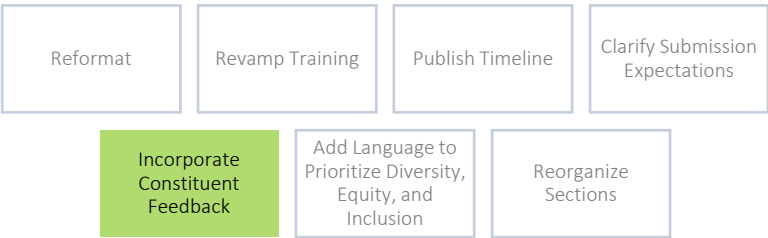
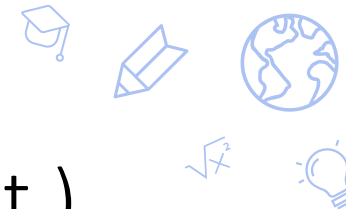
# Incorporate Constituent Feedback

Input and Feedback	Reflection in Application
Incorporate Mental Health and Social Emotional Learning	At Risk Students and Special Populations (3.5); School Culture Section (3.7)
Prioritize diversity of staff, leadership, board; applicants need thoughtful and specific strategies	Board Governance (4.1); Human Resources (4.4)
Prioritize engagement with families, particularly strategies to enable family input on the proposal	Parent and Community Involvement (2.3)
Put more emphasis on professional development, given tendency to hire less experienced teachers	Addition of streamlined Professional Development Section (3.6)
Include links to the statutory definitions	<i>Example: School Calendar and Schedule (3.9)</i>
Ensure that the rubric and application questions are consistent and address the same topics	<i>Example: Ask about goals for student behavior in Application (previously just in rubric); See Student Discipline (3.8)</i>
Adjust expectations based on April deadline (3 months earlier)	<i>Example: Revised expectations for evidence of demand in Student Recruitment and Enrollment (4.5)</i>
Avoid redundant questions	<i>Example: Removed question about EMO oversight in Board Governance (4.1) since this is addressed in the School Management Contracts (6.4)</i>



# Incorporate Constituent Feedback (cont.)

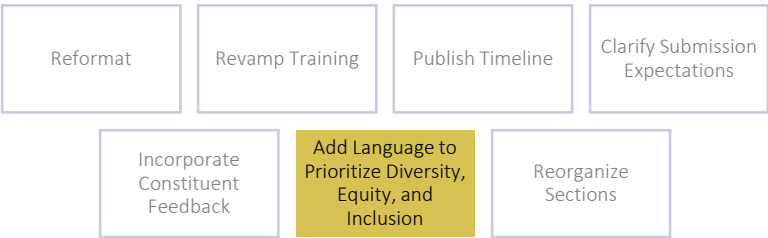
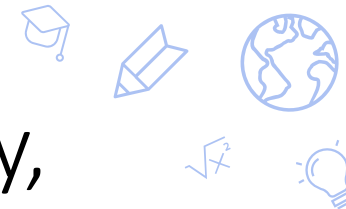
Input and Feedback	Reflection in Application
Consider asking for a brief executive summary of the school model	Targeted Plan (2.2)
Try to be consistent in the level of granularity	<i>Example: Combined several rubric criteria from pervious rubric to a single criterion regarding compliance with Nevada laws; See Student Recruitment and Enrollment (4.5)</i>
Consider how the application prioritizes innovation vs. research/evidence	Transformational Change (3.1)
Within the Incubation Year Development section, connect directly to the SPCSA's pre-opening checklist and process	Incubation Year Development (4.6)
Parents and Community Organizations are seeking schools that... Offer CTE and work-based learning; Offer unique models/schedules	Transformational Change (3.1)
Parents and Community Organizations are seeking schools that... Offer small group and individual supports to students	At-Risk Students and Special Populations (3.5)
Parents and Community Organizations are seeking schools that... Provide strong supports to teachers	Professional Development (3.6)



# Incorporate Constituent Feedback (cont.)

Input and Feedback	Reflection in Application
Parents and Community Organizations are seeking schools that... Create connectedness on campus across grade-levels	School Culture (3.6)
Parents and Community Organizations are seeking schools that... Authentically involve parents; Partner with community organizations	Parent and Community Involvement (2.3)
Parents and Community Organizations are seeking schools that... Prioritize diversity, equity and inclusion; Have a diverse student population	<i>Example: Language regarding engaging students in ways that are culturally responsive and relevant in Curriculum and Instructional Design (3.2)</i>
Parents and Community Organizations are seeking schools that... Have small class sizes	Curriculum and Instructional Design (3.2)

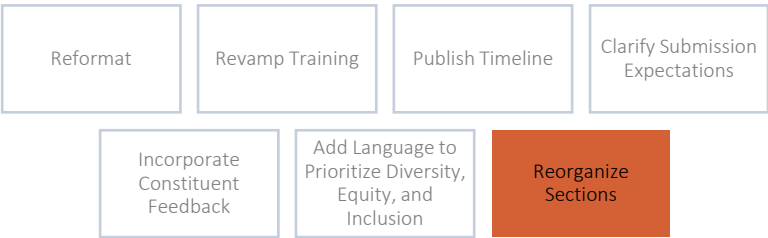
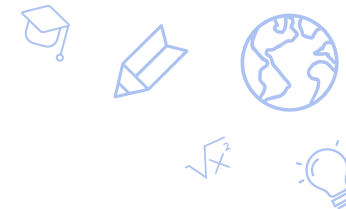




# Add Language to Prioritize Diversity, Equity, and Inclusion

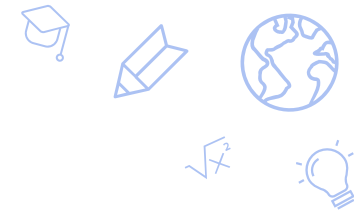
- Existing Strengths of the Application & Rubric:**
- Connection to Needs Assessment
  - Questions regarding community input and engagement
  - Detailed At-Risk and Special Populations Section
  - Question about monitoring for disparities in discipline data
  - Expectations or Restorative Justice Practices
  - Question about staff diversity
  - Prioritization of grassroots student recruitment strategies

Approach to Revisions	Example
Prioritize equity and meeting the needs of all learners.	<p>Mission and Vision (2.1) Rubric Criteria</p> <p><b>Previous:</b> The committee to form aims to achieve outcomes that they demonstrate will improve students' long term quality of life.</p> <p><b>Revised:</b> Committee to Form/CMO aims to achieve outcomes that they demonstrate will improve the long-term quality of life of all students served, including students with disabilities, English language learners, economically disadvantaged students, at-risk students, and students above or below grade level.</p>
Prioritize community voice	<p>Parent and Community Involvement (2.3) Rubric Criteria</p> <p><b>New:</b> Describes meaningful opportunities for all parents to contribute to the school community and be active partners, including parents of students with disabilities and English language learners.</p>
Recognize student differences	<p>Professional Development (3.6) Application Question</p> <p><b>New:</b> How will teachers be supported and developed to ensure they are prepared to meet the needs of students who require additional supports (ex. special education, English language learners, etc.)?</p>
Prioritize representation	<p>Board Governance (4.1) Application Question</p> <p><b>New:</b> Explain how the board is or will become representative of the student population and/or the community to be served. How and when will the board engage with the school community and the broader community?</p>



# Reorganize Sections

Change	Rationale
Add Professional Development (3.6)	Bring questions on professional development from various sections to one place; Emphasize importance of strong professional development plans
Move Dual Credit Partnerships (3.10) and Programs of Distance Education (3.11) to end of Academics Section	These sections only apply to certain applicants
Remove Pre-K section while funding for new schools is not available	Currently, Pre-K funding for new schools is not available
Remove Ongoing Operations Section	This section was short, and questions have been incorporated elsewhere
Addendum: <ul style="list-style-type: none"> <li>Rename 'Readiness for Growth' as 'Past Performance' (6.1)</li> <li>Add Network Capacity Section (6.3)</li> <li>Move questions around to align to sections</li> </ul>	<ul style="list-style-type: none"> <li>Clarify the purpose of each section and ensure alignment</li> <li>Reduce redundancy with other sections of the application (<i>ex. previous application asked for CMO/EMO staffing within the Staffing Section (4.3) but then asked about CMO/EMO capacity within the Addendum</i>)</li> </ul>



# Recommendation

Proposed Motion: Approve the New Charter School Application and Rubric effective for the 2023 application cycle.

# Thank you!

[charterschools.nv.gov](http://charterschools.nv.gov)

