

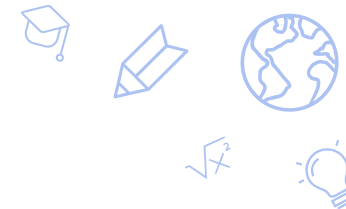


Annual Charter Application Training

07/26/24

NRS 388A.155(2)



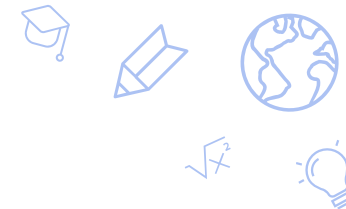


Required Training Board Members (AB419)

Sec. 4. *Each member of the State Public Charter School Authority must complete training:*

1. At the time the member is appointed to the State Public Charter School Authority, on the responsibilities of the member and any framework used by the State Public Charter School Authority in performing its duties; and

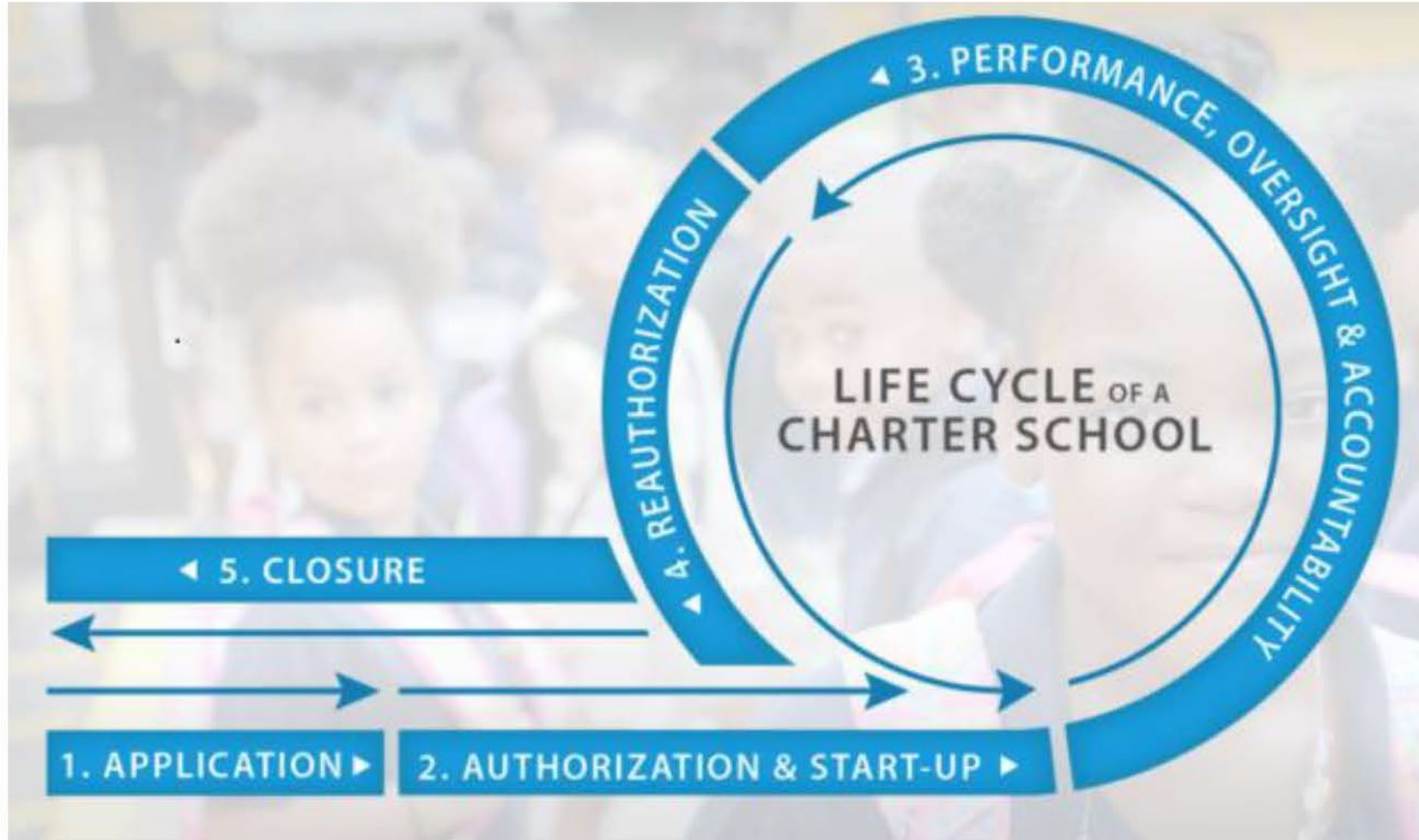
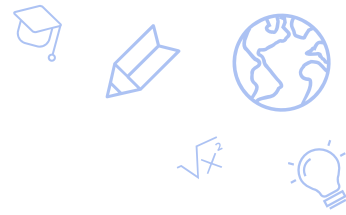
2. Each year, on the evaluation of applications to form charter schools and the governance of charter schools.



Core Responsibilities of the Authority

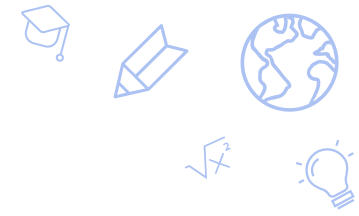
- Evaluating, approving, and declining applications to form a charter school
- Entering into contracts with charter schools
- Monitoring the performance and compliance of each charter school
- Determining whether a charter contract should be renewed
- Determining whether a charter contract should be terminated
- Determining whether to approve or deny a request to amend a charter contract (ex., expansion, relocation, etc.)
- Conducting site evaluations

Charter School Lifecycle

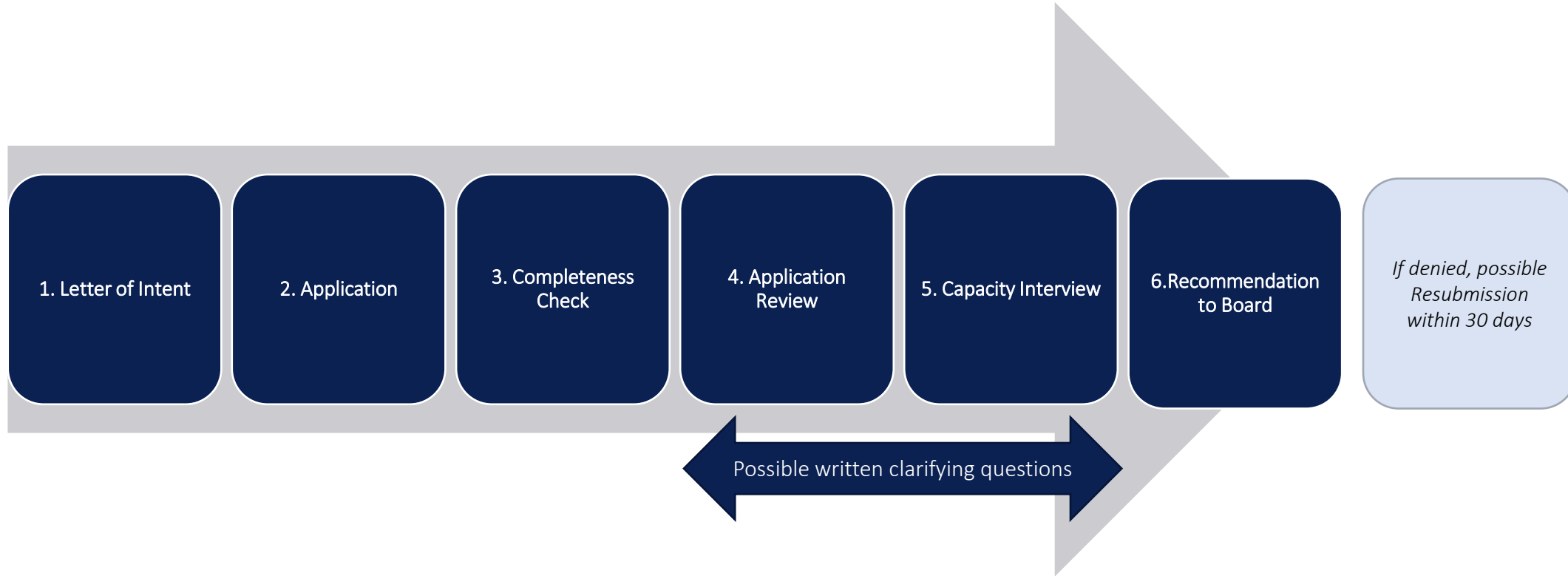


Application Process

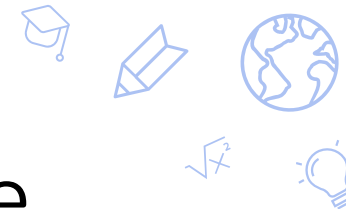




APPLICATION PROCESS



Note: District and public input is included in the Application Review phase of the process.



APPLICATION PROCESS – Approximate Timeline



Completeness
Check:
About 1-2 weeks

Initial Reviews:
About 5-6 weeks

Capacity
Interviews:
About 3-4 weeks
after initial review

Findings and
Recommendation
to Board:
About 3 weeks

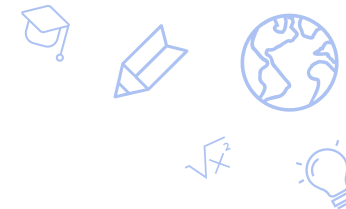
From submission
to
recommendation
about 3-4 months

*If denied, possible
Resubmission
within 30 days*

April 30

Late August

November



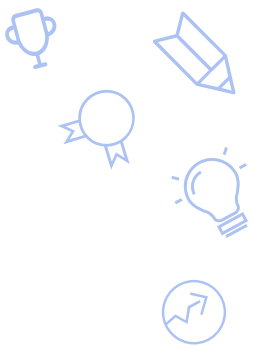
Application Overview

CRITERIA	COMPONENT	
MEETING THE NEED	<ul style="list-style-type: none"> Mission & Vision Targeted Plan 	<ul style="list-style-type: none"> Parent & Community Involvement
ACADEMIC PLAN	<ul style="list-style-type: none"> Transformational Change Curriculum & Instructional Design Promotion and Graduation Requirements Driving for Results At-Risk Students & Special Populations 	<ul style="list-style-type: none"> Professional Development School Culture Student Discipline School Calendar and Schedule Dual Credit Partnerships (if applicable) Programs of Distance Education (if applicable)
OPERATIONS PLAN	<ul style="list-style-type: none"> Board Governance Leadership Team Staffing Plan Human Resources 	<ul style="list-style-type: none"> Student Recruitment/Enrollment Incubation Year Development Services Facilities
FINANCIAL PLAN	<ul style="list-style-type: none"> Financial Plan 	
ADDENDUM	<p><i>May be required should the Committee to form seek to contract with a non-profit charter management organization (CMO) or for-profit educational management organization (EMO) OR apply as an experienced Non-Profit CMO</i></p>	

Application Evaluation



Charter School Evaluation Rubric



Rubric Details

The Evaluation Rubric is used by application evaluators and is completed individually by each evaluator. The Evaluation Rubric contains criteria for each section of the proposal. When evaluating an application, evaluators rate and provide a narrative analysis of each application section (Meeting the Need, Academic Plan, Operations Plan, Financial Plan, and Addendum). Within each section and subsection, specific criteria define the expectations for a response that “Meets the Standard”.

Rating	Characteristics
Meets the Standard (MS)	The response reflects a thorough understanding of key issues. It addresses the topic with specific and accurate information that shows thorough preparation; presents a clear, realistic picture of how the school is expected to operate; and inspires confidence in the applicant’s capacity to carry out the plan effectively and result in a 4- or 5-star school.
Approaches the Standard (AS)	The response meets the criteria in many respects but lacks detail and/or requires additional information in one or more areas.
Does Not Meet the Standard (DNMS)	The response is undeveloped or incomplete; demonstrates lack of preparation and/or raises serious questions about the coherence of the application and whether it is original work; raises substantial concerns about the viability of the plan or the applicant’s ability to carry it out.

An applicant must “Meet the Standard” in applicable sections of the application (Meeting the Need, Academic Plan, Operations Plan, Finance Plan, and Addendum) by the end of the application and evaluation process to be recommended for authorization. If an application “Meets the Standard” in all but one section and “Approaches the Standard” in the one remaining section, the application and proposed new charter school may be recommended for authorization if the remaining issues are specific and limited and the outstanding deficiencies can be addressed through conditions.

SPCSA Needs Assessment



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), 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

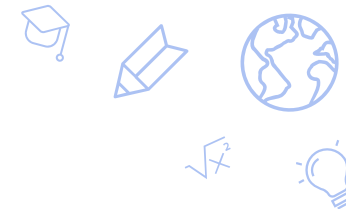
Geographies with 1- and 2-Star Schools

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.*

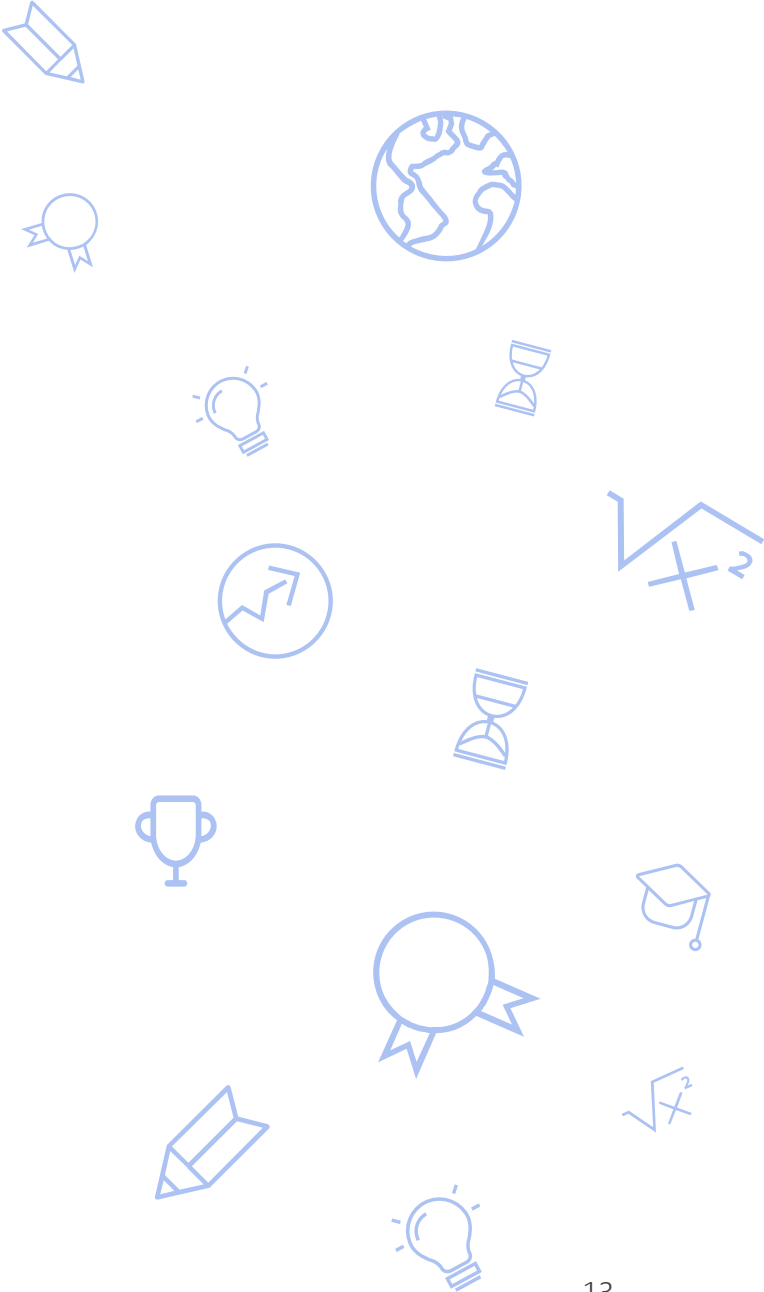


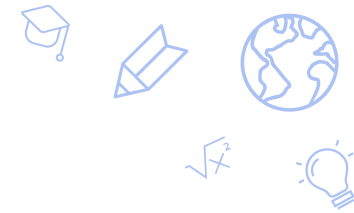
Alignment to Academic and Demographic Needs Assessment

<p>Applicant does not meet either an academic need or a demographic need.</p> <p>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.</p>	<p>Applicant meets one or more academic needs OR one or more demographic needs.</p> <p>Applicant may be recommended for approval by SPCSA staff 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.</p>	<p>Applicant meets one or more academic needs AND one or more demographic needs.</p> <p>Applicant will likely be recommended for approval by SPCSA staff so long as their application otherwise meets the standards set forth by the SPCSA in its application rubric.</p>
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—————→ **Likelihood applicant is approved**

Governance





NRS 388(A).246 (20) and (25)

- Requires that as part of the charter school application, each applicant propose bylaws for the governing body, which must include a description of how the charter school will be governed, any governance training that will be provided to the governing body, and a code of ethics for members and employees of the governing body.
- Requires that as part of the charter school application, each applicant provide opportunities and expectations for involving the parents of pupils enrolled in the charter school in the operation of the charter school, including, how the charter school will solicit input concerning the governance of the charter school from such parents.



NRS 388A.240

A committee to form a charter school must consist of:

(a) One member who is a teacher or other person licensed pursuant to [chapter 391](#) of NRS or who previously held such a license and is retired, as long as his or her license was held in good standing;

(b) One member who:

(1) Satisfies the qualifications of paragraph (a); or

(2) Is a school administrator with a license issued by another state or who previously held such a license and is retired, as long as his or her license was held in good standing;

(c) One parent or legal guardian who is not a teacher or employee of the proposed charter school; and

(d) Two members who possess knowledge and expertise in one or more of the following areas:

(1) Accounting;

(2) Financial services;

(3) Law; or

(4) Human resources.

2. In addition to the members who serve pursuant to subsection 1, the committee to form a charter school may include, without limitation, not more than four additional members as follows:

(a) Members of the general public;

(b) Representatives of nonprofit organizations and businesses; or

(c) Representatives of a college or university within the Nevada System of Higher Education.

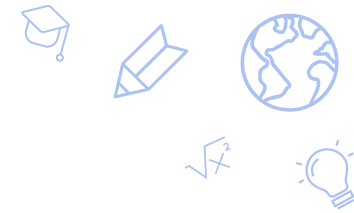
3. A majority of the persons who serve on the committee to form a charter school must be residents of this State at the time that the application to form the charter school is submitted to the Department.

4. As used in subsection 1, “teacher” means a person who:

(a) Holds a current license to teach issued pursuant to [chapter 391](#) of NRS or who previously held such a license and is retired, as long as his or her license was held in good standing; and

(b) Has at least 2 years of experience as an employed teacher.

Ê The term does not include a person who is employed as a substitute teacher.



NRS 388A.224

The SPCSA must establish standards and provide training regarding those standards before the school opens and every three years after that. The SPCSA must also develop a list of approved organizations that may provide similar training.

[Governance Standards](#)

[Governance Training](#)

[Approved Training Providers](#)