Call for Quality Charter Schools Evaluation Rubric

Nevada State Public Charter School Authority

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1 Evaluation Overview

1.1 Rubric Ratings

The Evaluation Rubric is the tool used by application evaluators and is completed individually by each evaluator. The Evaluation Rubric contains criteria for each section of the proposal. When conducting an evaluation of an application, evaluators rate and provide a narrative analysis of each section of the application. Within each section and subsection, specific criterion define the expectations for a response that "Meets the Standard." In general, the following definitions guide evaluator ratings:

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.

In addition to meeting the criteria that are specific to that section, each part of the proposal should align with the overall mission, academic program, budget, and other sections of the application.

1.2 Criteria for Approval

An applicant must "Meet the Standard" in all four, or five, if applicable[1], main sections of the application (Meeting the Need, Academic Plan, Operations Plan, Finance Plan, and Addendum, if applicable) 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.

[1] Charter Management Organizations applying for sponsorship directly, as well as Committee to Form applicants that propose to contact with a Charter Management Organization (CMO) or Educational Management Organization (EMO) are required to complete the Addendum section of the application and therefore will be rated in five main sections. All other applicants are not required to complete the Addendum section and are only rated on four main sections.

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1.3 Instructions for Evaluators

1. Fill in your name and the name of the applicant.
2. For each subsection (ex. 3.1 Transformational Change) of the application, you should do the following during your initial individual analysis of the proposal:
   a. Select a rating for each rubric criteria by checking the appropriate box. One box should be selected for each criterion.
   b. Based upon criteria ratings, select the overall best fit rating for the section. One box should be selected for the overall rating.
   c. Populate the "Strengths" area with notable positive aspects of the response in alignment with the rubric. Be sure to include page references where applicable.
   d. Populate the "Weaknesses" area with weaknesses based on the rubric. Again, reference relevant page numbers.
   e. Use the "Clarifying Questions" area to present key questions and areas that need to be clarified or confirmed in writing.
   f. Use the "Probing Questions" area to present key questions which need to be addressed and areas that need to be clarified or confirmed but would be best addressed through a verbal response during the capacity interview.
3. Save the document (as a PDF) using this naming convention: SPCSA Eval_School Name_YOUR LAST NAME.pdf (For example, for the request for Sagebrush Charter Schools by Rebecca Feiden, the file name would be: SPCSA Eval_Sagebrush_FEIDEN.doc.) Email the completed rubric to Danny Peltier (dpeltier@spcsa.nv.gov).
4. Following the capacity interview, you will receive a post-capacity interview rubric template to identify any changes to the original ratings and corresponding rationale.
5. Please ensure that all feedback and commentary are written professionally and in complete sentences. Cite page numbers for your comments and questions.

1.4 Applicant and Reviewer Information

Reviewer Name:	
Application Reviewed:	
Date:	

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2 MEETING THE NEED

2.1 MISSION AND VISION

Criteria	Rating
Clear, measurable, and compelling mission statement which explains the role of the school in meeting the needs of the community and intended student population, and which is reflected throughout the application.	☐ MS ☐ AS ☐ DNMS
Vision describes success (beyond graduation) for students if the school fulfills its mission.	☐ MS ☐ AS ☐ DNMS
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.	☐ MS ☐ AS ☐ DNMS
School's plan, in alignment with the mission and vision, satisfies at least one statutory purpose[2]: • Improving the academic achievement of pupils. • Encouraging the use of effective and innovative methods of teaching. • Providing an accurate measurement of the educational achievement of pupils. • Establishing accountability and transparency of public schools. • Providing a method for public schools to measure achievement based upon the performance of the schools, AND/OR • Creating new professional opportunities for teachers.	☐ MS ☐ AS ☐ DNMS

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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[2] NRS 388A.246(2)

2.2 Targeted Plan

Criteria	Rating
Demonstrates a thorough understanding of the community and students to be served, including the demographics and educational needs of the intended student population, as well as the current school options within the community.	☐ MS ☐ AS ☐ DNMS
The proposed educational model is clearly described and addresses a need(s) related to student outcomes in the identified community that is either shown to exist with data or is in response to demonstrated demand for a particular school model.	☐ MS ☐ AS ☐ DNMS
Clear, comprehensive explanation of how the proposed model meets identified community needs.	☐ MS ☐ AS ☐ DNMS
Demonstrates a commitment to meeting at least one of, and preferably multiple, academic**,** or demographic needs identified in the SPCSA's Academic and Demographic Needs Assessment[3]: 1. **Demographics:** Student groups that consistently underperform on the Nevada state assessments in Math and ELA (3rd-8th grade Smarter Balanced and 11th grade ACT) present a demographic need. Such student groups may benefit from the creation of high-quality charter school options so long as those new charter schools have credibly plans to meet their needs. Applicants meeting this need will propose a school that includes demonstrated capacity, credible plans, community input, and thorough research and analysis to intentionally enroll and serve the following student groups, each of which has been identified as historically underperforming: • Students qualifying for free or reduced-price lunch (FRL)[4]; • English Language Learners (ELLs); • Students with disabilities (those with an Individualized Education Program, or IEP); • Students in foster care; • Students experiencing homelessness. 2a. **Academic Need: Geographies with Consistently Underperforming Schools:** Zip codes with one or more consistently underperforming schools present an academic need. When a significant number of students are enrolled in schools that have a history of not meeting or partially meeting state performance standards, a community may benefit from the addition of high-quality charter school options so long as those new charter schools have both credibly plans to meet the needs of the student population and strong partnerships within the community. Applicants meeting this need will propose a school model that includes demonstrated capacity, credible plans, community input, 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 consistently underperforming schools, which are defines as schools that:	☐ MS ☐ AS ☐ DNMS

[3] NRS 388A.220(6) and NRS 388A.249

[4] Enrollment rates of students qualifying for free or reduced-price lunch is often used as a proxy measure for students in poverty.

• Received a 1- or 2- star NSPF rating in the two most recent NSPF ratings 2b. **Academic Need: Students at Risk of Dropping Out of School:** Student groups that graduate from high school at lower rates (i.e. drop out at higher rates) than their peers present an academic need. Nearly one in five Nevada students do not graduate from high school in four years, with certain student groups consistently graduating at lower rates than their peers, including English Language Learners (ELLs), students with disabilities (those with Individualized Education Programs or IEPs), students that are homeless, students in foster care, and students identifying as American Indian/Alaskan Native, Black/African American, or Hispanic/Latino. Such students may benefit from the creation of high-quality charter school options so long as those new charter schools have credible plans to meet their needs. *Pursuant to NRS 388A.249(2), the SPCSA must consider the degree to which the proposed charter school will address the needs identified in the Academic and Demographic Needs Assessment as part of the application review. Additionally, in accordance with NRS 388A.249(3) the SPCSA may only approve an application to form a charter school if, in addition to meeting other requirements, the proposed charter school will address one or more of the needs identified in the Academic and Demographic Needs Assessment.*	

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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2.3 Parent and Community Involvement

Criteria	Rating
Demonstrates ties to and/or knowledge of the identified community and explains how the proposed school will build upon community assets.	☐ MS ☐ AS ☐ DNMS
Intentional and thoughtful strategies for engaging with community members, families, and parents representative of the community to be served. Illustrates, with examples, that parents, neighborhood**,** and community members representative of the community to be served helped shape the school proposal.	☐ MS ☐ AS ☐ DNMS
Outlines a thoughtful plan to proactively engage parents, community members, and other neighborhood partners from the time that the school is approved and once the school is operating.	☐ MS ☐ AS ☐ DNMS
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.	☐ MS ☐ AS ☐ DNMS
Adheres to state laws regarding parent and family volunteers, ensuring that there are no volunteering requirements as a condition of enrollment[5].	☐ MS ☐ AS ☐ DNMS
Identifies key supporters, partners, or resources that are directly tied to the stated outcomes of the school, including community partners that are located in and/or serve the identified zip codes. Partnerships are evidenced by specific letters of commitment outlining the accountabilities of both parties and clear, measurable, time-specific deliverables from the partner which are clearly relevant to the needs of the identified population, and do not reflect a paid vendor relationship.	☐ MS ☐ AS ☐ DNMS

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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[5] NAC 388A.538(1)

3 ACADEMIC PLAN

3.1 TRANSFORMATIONAL CHANGE

Criteria	Rating
Compelling, well-articulated theory of change and clear educational strategy aligned to the mission and critical to the school's success.	☐ MS ☐ AS ☐ DNMS
Ambitious, yet achievable plan to further the SPCSA's strategic goals: • Provide families with 4- or 5-star school. • Ensure that every SPCSA student succeeds - including those from historically underserved student groups.	☐ MS ☐ AS ☐ DNMS
Provides a specific description of how the proposal will be implemented to ensure fidelity to the model.	☐ MS ☐ AS ☐ DNMS
Demonstrates that the key features of the proposed school can be implemented together in a coherent and cohesive manner that will drive towards meeting the proposed mission and vision.	☐ MS ☐ AS ☐ DNMS
Distinguishing features of the proposed school are supported by compelling evidence of success in schools implementing similar programs while serving similar student populations or a demonstration of rationale for the feature that is supported by a logic model and plans to study effectiveness.	☐ MS ☐ AS ☐ DNMS

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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3.2 Curriculum and Instructional Design

Criteria	Rating
Describes instructional model and learning environment that align to the proposed mission and vision, academic program, and instructional strategies. Instructional model and learning environment will engage students in ways that are culturally responsive and relevant.	☐ MS ☐ AS ☐ DNMS
Identifies curricula for all core academic subjects and demonstrates that they align to the Nevada Academic Content Standards[6].	☐ MS ☐ AS ☐ DNMS
Includes a logical plan for delivering required courses including arts, computer education and technology, health, and physical education.	☐ MS ☐ AS ☐ DNMS
Demonstrates that instructional strategies are well suited to the identified student population and will enable effective differentiation.	☐ MS ☐ AS ☐ DNMS
Demonstrates how the instructional model and curriculum will enable all students, including students with disabilities, English language learners, economically disadvantaged students, at-risk students, and students above or below grade level to build the knowledge base necessary to access rigorous instruction.	☐ MS ☐ AS ☐ DNMS
If the school intends to include a career and technical education program, the application outlines a logical plan that is aligned with the school's mission, vision, instructional model, and goals for student growth as well as the State's requirements for career and technical education[7].	☐ MS ☐ AS ☐ DNMS ☐ 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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[6] https://doe.nv.gov/offices/office-of-teaching-and-learning
[7] https://doe.nv.gov/offices/craleo/cte

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.	☐ MS ☐ AS ☐ 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.	☐ MS ☐ AS ☐ DNMS
If proposing a high school program, clearly articulates high school graduation requirements which align with Nevada Graduation Requirements[8] and will ensure that graduating students are college and career ready.	☐ MS ☐ AS ☐ DNMS ☐ 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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[8] 2024—2025 Nevada Graduation Requirements

3.4 Driving for Results

Criteria	Rating
All academic goals and targets are expressed in SMART terms (Specific, Measurable, Achievable, Relevant, and Time-Bound) and demonstrate a commitment to ensuring the success of all students including students with disabilities, English language learners, economically disadvantaged students, at-risk students, and students above or below grade level. • **Mission-specific academic goals** explicitly complement or supplement, but do not replace, the SPCSA's performance standards. All such indicators, measures, and metrics are rigorous, valid, reliable**,** and objectively verifiable. • **Annual performance and growth goals** align to the Nevada School Performance Framework[9] and/or the Authority Performance Framework[10] and will put the school on a trajectory to meet SPCSA performance standards. • **Quarterly performance targets** can be used to develop a plan for monitoring and reporting academic performance gaps and a process for using data to support instruction and inform professional development.	☐ MS ☐ AS ☐ DNMS
Sound plan for measuring and reporting academic performance and progress of students and monitoring for disparities in academic performance between student groups.	☐ MS ☐ AS ☐ DNMS
Explanation of corrective actions that will be taken if the school fails to meet achievement outcomes at the classroom, cohort, special population and/or school-wide level (throughout the year or at end of year), including the party responsible for implementing these actions.	☐ MS ☐ AS ☐ DNMS
Internal assessment selections will provide sufficiently rich data for evaluation of the education program, are valid and reliable, and are fully align with state assessments, Nevada Academic Content Standards, and the curriculum as presented.	☐ MS ☐ AS ☐ DNMS
The assessment plan is sufficiently detailed to demonstrate collection and analysis of individual student, student cohort, special populations, and school level data (interim, annual, year over year), including a clear process for setting and monitoring ambitious academic goals.	☐ MS ☐ AS ☐ DNMS
Logical plan for using assessment data to drive key decisions aimed at improving academic outcomes.	☐ MS ☐ AS ☐ DNMS
Organizational and financial goals are aligned to the SPCSA's Performance Frameworks.	☐ MS ☐ AS ☐ DNMS

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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[9] https://doe.nv.gov/accountability/nspf/
[10] https://charterschools.nv.gov/ForSchools/Accountability/

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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3.5 At-Risk Students and Special Populations

Criteria	Rating
At Risk Students	
Provides a clear and research-based process for identifying at-risk students and their needs, including those with academic and behavioral needs.	☐ MS ☐ AS ☐ DNMS
Outlines the methods according to which the school will remediate academically underperforming students, including the system according to which the school will track progress, facilitate teacher collaboration, and the research supporting the school's remediation strategy.	☐ MS ☐ AS ☐ DNMS
The school's Response to Intervention system differentiates planning for each student according to the significance of their need, providing a continuum of programs, strategies, and supports that corresponds with the needs identified for each student and is supported by research.	☐ MS ☐ AS ☐ DNMS
Presents a reasonable plan and identifies the parties responsible for communicating with parents regarding remediation needs.	☐ MS ☐ AS ☐ DNMS
Demonstrates that the school's response to early signs of behavioral and/or social emotional needs will be met with positive interventions and restorative justice practices. The school will utilize differentiated support for each student in collaboration with the students' parents, teachers, and with support, as needed, from other school staff.	☐ MS ☐ AS ☐ DNMS
Special Populations	
Demonstrates the Committee to Form or CMO's track record of success serving a wide range of students with disabilities (mild, moderate, and severe), English language learners, homeless and migrant students, and intellectually gifted students.	☐ MS ☐ AS ☐ DNMS
Clear demonstration and understanding of Nevada and federal laws and regulations governing services for special populations.	☐ MS ☐ AS ☐ DNMS
For students with disabilities[11]: • Provides a logical plan to screen all students and to ensure that struggling students are evaluated for special education services early and accurately. • Presents a plan for student evaluation and developing IEPs that contain rigorous goals and instructional plans that are suitable to meet those students' goals. • Presents a monitoring plan that will enable relevant staff to track the progress of all students with IEPs towards the goals articulated in their respective plans.	☐ MS ☐ AS ☐ DNMS

[11] Refer to NRS 388.417 to 388.459 and NAC 388.215 to 388.284 for statutes and regulations regarding serving students with disabilities.

• Demonstrates that the school will be able to provide all special education and related services needed either by the staff listed on their organization chart or identified external groups with whom they can contract to provide needed services. Specifies full Nevada licensure for all special education teachers/coordinators[12]. • Articulates requirements and processes for monitoring services to students in need and plans to exit students who attain sufficient progress. • Articulates process for monitoring compliance with state and federal laws pertaining to serving students with disabilities[13]. • For middle and high schools, presents a logical and thorough plan for developing and implementing transition plans[14].	
For English language learners[15] • Processes for identifying English language learners are well-defined, including administration of placement assessments and communications to parents and teachers. • Indicates full Nevada licensure for all English language learners teachers/coordinators. • Describes the specific services that will be provided for students within and outside the classroom, including curriculum and instruction and exposure to co-teaching. • Articulates requirements and processes for monitoring services to students in need and plans to exit students who attain sufficient progress.	☐ MS ☐ AS ☐ DNMS
For intellectually gifted students, demonstrates that the school will extend their learning offerings such that those students have access to unique, tailored opportunities. The proposed staffing structure demonstrates sufficient staffing and teacher support to implement the plan.	☐ MS ☐ AS ☐ DNMS
For homeless/migrant students[16]: • Presents a logical and systematic method according to which the school will identify homeless and/or migrant students. • Clear plan to assess and meet the needs of students and identified as homeless and/or migrant.	☐ MS ☐ AS ☐ DNMS

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):*

[12] NAC 388.165 to 388.171
[13] NAC 388.294
[14] NAC 388.195 and NAC 388.284
[15] Refer to NRS 388.406 and NAC 388.525 and NAC 388.655 for statutes and regulations regarding serving English language learners
[16] Refer to NAC 392.205 to 392.225

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

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3.6 Professional Development

Criteria	Rating
Clearly describes professional development that will be offered during the incubation year to effectively support the academic program, including the topics to be covered and any specialized components of the educational model.	☐ MS ☐ AS ☐ DNMS
Provides a summary of professional development opportunities throughout the school year to effectively support the academic program, including topics and structures.	☐ MS ☐ AS ☐ DNMS
Explains teacher coaching plans that will effectively support teacher development, including responsible parties.	☐ MS ☐ AS ☐ DNMS
Demonstrates how professional development will support all teachers in meeting the needs of special populations including students with disabilities and English language learners.	☐ MS ☐ AS ☐ DNMS
Clear identification of the persons or organizations responsible for professional development. If professional development is to be provided by contracted third party, the third party has appropriate expertise.	☐ MS ☐ AS ☐ DNMS
Cost of any third party provided professional development is reflected in the budget.	☐ MS ☐ AS ☐ DNMS

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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3.7 School Culture

Criteria	Rating
Appropriate and effective strategies to support a school climate that will allow for fulfillment of the school's stated mission and vision, as well as the school's stated academic goals.	☐ MS ☐ AS ☐ DNMS
Describes a concrete plan for norming social/cultural expectations at the start of each year as well as for students who enter mid-year.	☐ MS ☐ AS ☐ DNMS
Provides plans to establish a culture of high expectations with students/families and teachers/staff and promote a positive school culture.	☐ MS ☐ AS ☐ DNMS
Presents well-defined goals around school culture and plans to monitor progress.	☐ MS ☐ AS ☐ DNMS
Presents research-based and age-appropriate strategies to support students' social and emotional needs.	☐ MS ☐ AS ☐ DNMS
Dress code and/or uniform policy is age-appropriate, and the applicant articulates how the proposed school will ensure that uniform requirements do not create a barrier for economically disadvantaged students.	☐ MS ☐ AS ☐ DNMS

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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3.8 Student Discipline

Criteria	Rating
Presents sound policies for student discipline, suspension, and expulsion including procedures for due process which align to Nevada statutes and regulations[17].	☐ MS ☐ AS ☐ DNMS
Describes the proactive use of restorative justice practices, including prior to suspensions or expulsions.	☐ MS ☐ AS ☐ DNMS
Clear designation of staff responsible for implementing the discipline plan, including maintenance of student records and data.	☐ MS ☐ AS ☐ DNMS
A plan to ensure that certain student populations are not disproportionately impacted by discipline policies, including protection of the rights of students with disabilities.	☐ MS ☐ AS ☐ DNMS
Goals for student behavior are clear and measurable. There is a plan, and designated personnel, for monitoring and reporting related to behavior goals as well as ongoing maintenance of discipline records.	☐ MS ☐ AS ☐ DNMS

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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[17] NRS 392.4655 to 392.472

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3.9 School Calendar and Schedule

Criteria	Rating
Proposed Calendar and schedule meets or exceeds applicable statutory and regulatory requirements: • Minimum of 180 (or equivalent) days of instruction[18]. • 43,200 minutes of classroom instruction/year for grades k-2. • 54,000 minutes of classroom instruction/year for grades 3-6. • 59,400 minutes of classroom instruction /year for grades 7-12[19]. • Minimum of 120 hours of instruction for High School courses[20].	☐ MS ☐ AS ☐ DNMS
Calendar and schedule support implementation of the academic program.	☐ MS ☐ AS ☐ DNMS
Alignment between teacher and student schedules.	☐ MS ☐ AS ☐ DNMS
Outlines meaningful goals for student attendance and plans to monitor and intervene to prevent students from becoming chronically absent.	☐ MS ☐ AS ☐ DNMS
Presents sound policies for student attendance and truancy including procedures for due process that comply with state laws[21] and are customized to the charter school.	☐ MS ☐ AS ☐ DNMS

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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[18] NAC 387.120 to 387.125
[19] NAC 387.131
[20] NAC 389.040
[21] NRS 392.130 to 392.160

3.10 Dual Credit Partnerships[22]

Criteria	Rating
Detailed plan for establishing and running a program for dual credit to enable students to enroll in dual credit courses at a college or university[23].	☐ MS ☐ AS ☐ DNMS
Evidence of, at minimum, initial engagement with a college or university and clear steps and timelines for further engagement to ensure that the dual credit program will come to fruition.	☐ MS ☐ AS ☐ DNMS
Specific plans for monitoring students enrolled in the dual credit program to ensure they have sufficient supports and resources to successfully earn college credits.	☐ MS ☐ AS ☐ DNMS
The proposed program for dual credit is shown to be both appropriate for high school students seeking advanced coursework as well as financially accessible to all students.	☐ MS ☐ AS ☐ DNMS

Overall Rating: ☐ Meets the Standard (MS) ☐ Approaches the Standard (AS) ☐ Does not Meet the Standard (DNMS) ☐ Not Applicable (N/A)

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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[22] This section is only required for applicants proposing a high school program.

[23] NRS 389.310

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3.11 Programs of Distance Education[24]

Criteria	Rating
Describes plan and timeline to garner necessary approvals from the Nevada Department of Education for the distance education program and courses. For courses that are already approved, documentation is provided[25].	☐ MS ☐ AS ☐ DNMS
Detailed, justifiable plan regarding student attendance which meets minimum state requirements.	☐ MS ☐ AS ☐ DNMS
Explanation of the plan for ensuring students complete coursework. Detailed, justifiable approach for interactions between the pupil and teachers that aligns with the proposed instructional minutes and provides adequate support to pupils in line with individual needs.	☐ MS ☐ AS ☐ DNMS
Specific plan for where and when the school will administer mandated assessments in a proctored environment outside of the home and an explanation of how the school will ensure student access and participation.	☐ MS ☐ AS ☐ DNMS
Detailed plan for ongoing communication with parents.	☐ MS ☐ AS ☐ DNMS
Comprehensive set of criteria for enrolling students that corresponds with a clear, logical, and accessible enrollment plan.	☐ MS ☐ AS ☐ DNMS
Presents a logical and research-based plan to serve homeless and/or migrant students in a distance education setting.	☐ MS ☐ AS ☐ DNMS

Overall Rating: ☐ Meets the Standard (MS) ☐ Approaches the Standard (AS) ☐ Does not Meet the Standard (DNMS) ☐ Not Applicable (N/A)

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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[24] This section is only required for applicants proposing to offer distance education.

[25] NRS 388.820-388.874 and NAC 388.800-388.860

4 Operations Plan

4.1 Board Governance

While most criteria are evaluated through both the written application and capacity interview, several criteria, as indicated with "*" will only be evaluated after the capacity interview.

Criteria	Rating
Proposed governance structure, including delineation of roles and responsibilities between leadership and the board, is likely to ensure effective governance and meaningful oversight of school performance, operations, and financials.	☐ MS ☐ AS ☐ DNMS
The board puts into place a structure that enables it to collect the information it needs to evaluate the performance of the school.	☐ MS ☐ AS ☐ DNMS
Provides evidence that the governing body fulfills (or describes reasonable and detailed plans to ensure that the governing body will fulfill) statutory requirements for board membership[26], including at minimum, one teacher or other person licensed pursuant to chapter 391 of NRS; one teacher or other person licensed pursuant to chapter 391 of NRS or a school administrator; one parent or legal guardian of a pupil enrolled in the charter school who is not a teacher or an administrator at the charter school; and two individuals with knowledge and expertise in one or more of the following areas: accounting, financial services, law, or human resources.	☐ MS ☐ AS ☐ DNMS
Demonstrates that the membership of the governing body embodies (or has clear plans to embody prior to the opening of the school) the wide range of expertise and skills needed to oversee a successful charter school, including but not limited to educational, financial, accounting, legal, and community experience and expertise, as well as special skill sets to reflect school-specific programs, if applicable (e.g., STEM, fine arts, blended learning, alternative programs, etc.).	☐ MS ☐ AS ☐ DNMS
Shows that the governing body is or describes specific strategies to ensure that the governing body will be representative of the identified community and describes plans for ongoing engagement with the community in order to ensure that community voice is meaningfully incorporated into the governing body's decision-making.	☐ MS ☐ AS ☐ DNMS
There are no prohibited familial relationships between charter holder board members, charter holder board members and staff, or charter holder board members and CMO/EMO employees within the third degree of consanguinity or affinity nor any supervisory or business relationships.	☐ MS ☐ AS ☐ DNMS
Proposed conflict of interest policy, ethics policy, and bylaws are reasonable and compliant. Bylaws contemplate a mechanism for removal of governing body members if needed.	☐ MS ☐ AS ☐ DNMS

[26] NRS 388A.320

Provides plans for meaningful, appropriate training for board members on a regular basis. Governance training is provided by experienced, third parties and addresses on-boarding for new members, or when the composition of the board changes. Board training costs are reflected in the budget narrative assumptions and the budget calculations.	☐ MS ☐ AS ☐ DNMS
Describes a reasonable process for resolving student/parent objections.	☐ MS ☐ AS ☐ DNMS
Capacity Interview Criteria:	
The proposed governing board members demonstrate a deep understanding of the educational model, organization's mission, and what mission achievement looks like. *	☐ MS ☐ AS ☐ DNMS
The proposed governing body members demonstrate ownership and a commitment to ensuring the school's success through active engagement in the development of the charter proposal and the capacity interview. *	☐ MS ☐ AS ☐ DNMS
The proposed governing body demonstrates the ability to work together to solve problems. *	☐ MS ☐ AS ☐ DNMS
The proposed governing body members demonstrate that they understand the role of the board in governing the school, including the responsibility for ensuring a high-quality school. *	☐ MS ☐ AS ☐ DNMS
For schools contracting with an EMO or CMO, the governing board demonstrates an understanding of their role in overseeing the EMO/CMO and holding the EMO/CMO accountable for delivering results. *	☐ MS ☐ AS ☐ DNMS ☐ 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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4.2 Leadership Team

While most criteria are evaluated through both the written application and capacity interview, several criteria, as indicated with "*" will only be evaluated after the capacity interview.

Criteria	Rating
The organizational chart clearly indicates all positions, delineating board and leadership roles and lines of authority.	☐ MS ☐ AS ☐ DNMS
The qualifications of the Committee to Form (CMO for CMO Applicants) are demonstrable with empirical data related to student performance, including students from diverse backgrounds and experiences, students with disabilities, English language learners, and other special populations.	☐ MS ☐ AS ☐ DNMS
The qualifications of the Committee to Form (CMO for CMO Applicants) include experience with recruitment, hiring, and development of a highly effective staff.	☐ MS ☐ AS ☐ DNMS
If identified, school leader demonstrates a range of experience serving all students (students with disabilities, English language learners, students in need of remediation, and students above or below grade level) including: • leadership role at a high-performing and/or high growth school, • experience establishing a high-performing culture with students and staff, and • responsibility for significant student achievement gains with demographics similar to the proposed school.	☐ MS ☐ AS ☐ DNMS ☐ N/A
If the school leader is not yet identified, explains the timeframe and the method by which the board will recruit and select a candidate who demonstrates qualifications and competencies aligned with the school's mission and program and has experience working with special populations.	☐ MS ☐ AS ☐ DNMS ☐ N/A
Structure of the school leadership team will allow for effective management of the school and staff and demonstrates appropriate assignment of management roles and distribution of responsibilities for instructional leadership, curriculum, personnel, budgeting, financial management, special education and EL programming, legal compliance, state reporting, external relations, and any unique, school-specific staffing needs.	☐ MS ☐ AS ☐ DNMS
School leadership team job descriptions or resumes identify qualifications and competencies of the administration that align with the school's mission and program and demonstrate capacity to successfully manage the school.	☐ MS ☐ AS ☐ DNMS
Comprehensive plan for coaching, support, and evaluation of school leadership. The board articulates a clear, ambitious, data-driven set of standards and criteria that the school leader must satisfy to keep the school on track to achieve its vision.	☐ MS ☐ AS ☐ DNMS
Capacity Interview Criteria:	
If members of the school leadership team have been identified, they demonstrate deep knowledge of the proposed academic model and an understanding of how the school's mission supports students and families. *	☐ MS ☐ AS ☐ DNMS ☐ N/A

If members of the school leadership team have been identified, they demonstrate the ability to work together to solve problems. This includes seeing opportunities in challenges and an openness to multiple perspectives and strategies that support the school and its students and families. *	☐ MS ☐ AS ☐ DNMS ☐ N/A
If members of the school leadership team have been identified, they demonstrate understanding of their role and the responsibilities they have to the community. This includes demonstrated evidence of engagement with and responsiveness to students, families, and the community. *	☐ MS ☐ AS ☐ DNMS ☐ N/A
If members of the school leadership team have been identified, they demonstrate that they believe that all students can achieve their full potential. *	☐ MS ☐ AS ☐ DNMS ☐ 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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4.3 Staffing Plan

Criteria	Rating
Aligns to the mission, vision, and proposed academic program.	☐ MS ☐ AS ☐ DNMS
Matches the proposed budget and is explicitly aligned to both budget narrative assumptions and to budget calculations.	☐ MS ☐ AS ☐ DNMS
Demonstrates an understanding of expected student population and aligns to the applicant's commitment to meet the needs of special populations and the community the school intends to serve.	☐ MS ☐ AS ☐ DNMS
Ensures sufficient capacity to enable high-quality teacher support/development, student/family support, effective school operations, and compliance with all applicable policies and procedures.	☐ MS ☐ AS ☐ DNMS
Demonstrates reasonable student-teacher ratios based on the proposed model and statutory student-teacher ratios for special education are met (22:1 for students with severe disabilities[27]).	☐ MS ☐ AS ☐ DNMS

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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[27] NAC 388.150

4.4 HUMAN RESOURCES

Criteria	Rating
Articulates recruitment and hiring processes and strategies likely to result in the hiring of high-quality teachers, leaders, and staff reflective of the student body.	☐ MS ☐ AS ☐ DNMS
Describes a feasible compensation structure and rewards/incentives that are likely to attract and retain high-performing teachers.	☐ MS ☐ AS ☐ DNMS
Essential recruitment, hiring, and dismissal functions and processes, such as background checks, payroll, benefits, and employee relations, are clearly described and responsible parties are identified.	☐ MS ☐ AS ☐ DNMS
School performance management system is likely to retain and promote talented staff, allows for re-structuring and removal of staff as needed, creates opportunities for leadership development, and sets clear expectations.	☐ MS ☐ AS ☐ DNMS
School performance management system identifies low-performing teacher or leader performance, provides plans, support, and training for improvement, and provides the steps the school leadership will take in instances of persistent low-performance.	☐ MS ☐ AS ☐ DNMS

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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4.5 Student Recruitment and Enrollment

Criteria	Rating
Recruitment and enrollment plan for year 1 and subsequent years • Leverages proactive, grassroots strategies such as door-to-door visits, open houses, and forums, and community conversations over the internet, social media, or other passive tactics which disproportionately benefit more advantaged populations. • Includes specific plans to ensure equal access to interested families including families in poverty, students zoned to attend 1- and 2-star schools, students with disabilities, EL students, and other at-risk students as defined in the SPCSA's Academic and Demographic Needs Assessment. • Demonstrates an understanding of the identified community. • Is likely to allow the school to enroll a representative student population based on surrounding zoned schools or a mission-specific educationally disadvantaged population.	☐ MS ☐ AS ☐ DNMS
Recruitment and enrollment plan for year 1 and subsequent years includes realistic and appropriate targets, timelines, staff capacity, and monitoring plan to provide confidence that the school will meet its minimum enrollment. *Note, the enrollment audit for new schools which determines initial per pupil funding is conducted on or before June 15 of each year*[28].	☐ MS ☐ AS ☐ DNMS
The application and enrollment process adequately addresses and is compliant with Nevada laws and regulations regarding notification to families within a 2-mile radius during the incubation year[29], application and enrollment timelines[30], lotteries[31], weighted lotteries[32], enrollment preferences[33], and backfilling vacant seats when students withdraw.	☐ MS ☐ AS ☐ DNMS
The planned enrollment numbers for years 1 through 6, including annual growth, is reasonable and supported by a clear rationale.	☐ MS ☐ AS ☐ DNMS
The recruitment and enrollment plan as well as planned enrollment numbers for year 1 and subsequent years are aligned with the staffing plan and budget, including projected recruitment expenses.	☐ MS ☐ AS ☐ DNMS
Demonstrated interest from parents of students in the appropriate grade level to enroll in year 1 and originating in the identified communities or zip codes to be served (approximately 30% of year 1 enrollment). Demand should be demonstrated through meeting sign in sheets or intent to enroll forms that capture, at minimum, parent name, student grade levels, and zip code of residence.	☐ MS ☐ AS ☐ DNMS
Proactive and detailed plan for maintaining engagement with parents of prospective students who have already demonstrated interest and converting interest into actual applications for enrollment.	☐ MS ☐ AS ☐ DNMS

[28] NRS 388A.417
[29] NRS 388A.450
[30] NRS 388A.453(7)
[31] NRS 388A.453(5)
[32] NAC 388A.536
[33] NRS 388A.456

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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4.6 Incubation Year Development

While most criteria are evaluated through both the written application and capacity interview, several criteria, as indicated with "*" will only be evaluated after the capacity interview.

Criteria	Rating
Provides key milestones for the planning year, as well as concrete actions and accountability, which will ensure that the school is ready for a successful launch. Incubation year plan: • Includes necessary activities/milestones to ensure that any program-specific components will be ready to begin on the first day of school. • Includes necessary activities/milestones to ensure the school will be operationally ready to open. • Includes necessary activities/milestones to ensure that the SPCSA Pre-Opening Requirements will be met. *Note it is not necessary to duplicate every SPCSA pre-opening requirement into your incubation year plan. Instead, focus on the activities that will ensure success and the major milestones that must be met.* • Clearly identifies the individuals responsible for leading year 0 initiatives and meeting year 0 milestones.	☐ MS ☐ AS ☐ DNMS
If a third party (including an CMO/EMO) will implement portions of the Year 0 plan, these actions should align to the contract or additional documentation presented later in the application.	☐ MS ☐ AS ☐ DNMS ☐ N/A
Outlines comprehensive leadership development plans that include training aligned with incubation year goals as well as stated academic goals.	☐ MS ☐ AS ☐ DNMS
Outlines the function of any employees in Year 0, as well as the funding source for associated compensation. The staffing outlined for Year 0 will enable the school to reach its Year 0 milestones and goals.	☐ MS ☐ AS ☐ DNMS
Startup expenses are reflected in the budget narrative assumptions and the budget calculations.	☐ MS ☐ AS ☐ DNMS
Capacity Interview Criteria:	
The committee to form demonstrates that they understand the challenges of opening a school and articulate a commitment and understanding of what it will take to ensure a successful launch of the school**. ***	☐ MS ☐ AS ☐ DNMS
The committee to form demonstrates they can work together to solve problems**. ***	☐ MS ☐ AS ☐ DNMS
The committee to form demonstrates they are well versed in the incubation year plan and are committed to following through with the implementation**. ***	☐ MS ☐ AS ☐ DNMS

The committee to form demonstrates that they are actively engaged throughout the application process and plan to maintain active engagement through the incubation year. *	☐ MS ☐ AS ☐ DNMS

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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4.7 SERVICES

Criteria	Rating
Operations plan includes logical plans for all essential and program-specific non-academic services, including, but not limited to transportation, food service, facilities management, nursing, and purchasing processes, and school safety.	☐ MS ☐ AS ☐ DNMS
Articulates a reasonable process and timeline for ensuring school will have information technology infrastructure, equipment, software, and policies to support the school operations and model, including plans for data security and privacy.	☐ MS ☐ AS ☐ DNMS
Operations plan for services and information technology demonstrates sufficient staff/contactor capacity to implement the plan, including clear lines of authority.	☐ MS ☐ AS ☐ DNMS
Costs of services are realistic and align with budget.	☐ MS ☐ AS ☐ DNMS
Articulates metrics and processes for evaluating effectiveness of services.	☐ MS ☐ AS ☐ DNMS

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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4.8 FACILITIES

Criteria	Rating
Facility plans in the short and long-term are reasonable and meet the needs of the projected student population and proposed program.	☐ MS ☐ AS ☐ DNMS
If a facility (including a temporary facility) has been identified: • Evidence that facility will be appropriate for the educational program of the school and adequate for the projected student enrollment. • Projected costs associated with the proposed facility, including purchase price, rent, utilities, insurance, and maintenance, as applicable, are reasonable and supported by evidence. • A sound plan for construction, renovations, or tenant improvements including sufficient funds and a realistic timeline for completion. • A sound plan, which demonstrates an understanding of the local permitting requirements and processes, for ensuring that the facility will have proper permitting to operate as a school. • Evidence that the applicant has engaged with local jurisdiction(s) and municipalities, specifically the applicable planning department/division and traffic department/division. • Assurance that the proposed facility will comply with applicable building codes, health and safety laws, and with the requirements of the American with Disabilities Act (ADA). Charter schools must demonstrate that a facility has been inspected and meets requirements of any applicable building codes, codes for the prevention of fire, and codes pertaining to safety, health, and sanitation 30 days before the first day of school[34].	☐ MS ☐ AS ☐ DNMS ☐ N/A
If a facility (or permanent facility) has not yet been identified: • Description of anticipated facilities needs that will be appropriate for the educational program of the school and adequate for the projected student enrollment. • Inclusion of costs associated with the anticipated facilities needs in the budget including renovation, rent, utilities, insurance, and maintenance. • Evidence to indicate that facilities-related budget assumptions are realistic based on anticipated location, size, etc. • A realistic, timebound plan for selecting and preparing a facility that will meet the programmatic needs and budgetary constraints. • A sound plan, which demonstrates an understanding of the local permitting requirements and processes, for ensuring that the facility will have proper permitting to operate as a school. • A clear, time bound plan to engage with local jurisdiction(s) and municipalities, specifically the applicable planning department/division and traffic department/division. • Assurance that the proposed location will be in compliance with applicable building codes, health and safety laws, and with the requirements of the American with Disabilities Act (ADA). Charter schools must demonstrate that a facility has been inspected and	☐ MS ☐ AS ☐ DNMS ☐ N/A

[34] NRS 388A.360(1)

meets requirements of any applicable building codes, codes for the prevention of fire, and codes pertaining to safety, health and sanitation 30 days before the first day of school[35].	
Demonstrated capacity to manage facility selection, leasing, acquisition, development, renovation, and management, as applicable. If Committee to Form or CMO has identified a facility development partner, Committee to Form or CMO has thorough plans for managing the partner relationship and ensuring that the partner meets expectations.	☐ MS ☐ AS ☐ DNMS
Plans for facility maintenance will ensure that the facility provides a safe and clean learning environment for students.	☐ MS ☐ AS ☐ DNMS

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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[35] NRS 388A.360(1)

5 FINANCIAL PLAN

Criteria	Rating
The financial manager has the appropriate expertise to provide accurate and timely financial information to decision-makers.	☐ MS ☐ AS ☐ DNMS
The school protects mission-critical expenses when faced with budget cuts and commits to maintaining financial viability. The budget does not appropriate for any fund any amount in excess of the budget resources of that fund (in any single year)[36].	☐ MS ☐ AS ☐ DNMS
There is appropriate segregation of financial duties which align to organizational charts, leadership roles and responsibilities, and vendor responsibilities, as applicable.	☐ MS ☐ AS ☐ DNMS
Control systems ensure that only allowable expenses will be made and that all expenses will be coded appropriately.	☐ MS ☐ AS ☐ DNMS
Projections are accurate, conservative, and legally compliant. This includes appropriate allocations for required expenditures such as sponsorship fee[37], Public Employee Retirement System contributions[38], etc.	☐ MS ☐ AS ☐ DNMS
Budget priorities are consistent with the proposed model, including but not limited to educational program, staffing, and facility, and budget priorities are aligned with the proposed enrollment plan, including any enrollment growth.	☐ MS ☐ AS ☐ DNMS
Sufficient detail and specificity of assumptions for all budget line items to allow for the assessment of fiscal viability.	☐ MS ☐ AS ☐ DNMS
Clear understanding of monthly cash flow that demonstrates viability of the school.	☐ MS ☐ AS ☐ DNMS
Current ratio based on proposed budget of at least 1.1 on a monthly basis is either 1.1 or better or is between 1.0 and 1.1 and trending positive from the immediately prior year.	☐ MS ☐ AS ☐ DNMS
The debt-to-asset ratio based on proposed budget is less than 0.9.	☐ MS ☐ AS ☐ DNMS
Sufficient cash reserves to cover operations.	☐ MS ☐ AS

[36] NAC 388A.730(2)
[37] NRS 388A.414
[38] NRS 388A.533

	☐ DNMS
All funds from external sources that are included in the budget are guaranteed with cash in hand or letter of award and grant terms.	☐ MS ☐ AS ☐ DNMS
There is no evidence that the school ever will become insolvent or lack access to the necessary amount of liquidity.	☐ MS ☐ AS ☐ DNMS
Assumptions about facilities in all financial statements correspond to a conservative facility plan and account for possible contingencies.	☐ MS ☐ AS ☐ DNMS

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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6 ADDENDUM[39]

6.1 PAST PERFORMANCE[40]

In addition to the questions asked in this section, SPCSA staff typically contact the Authorizer of existing schools affiliated with the CMO/EMO regarding the past performance of those schools.

Criteria	Rating
Academic Performance data for schools affiliated with the CMO/EMO demonstrate strong performance equivalent to 4- or 5-star performance on the NSPF.	☐ MS ☐ AS ☐ DNMS
Financial Performance data for schools affiliated with the CMO/EMO demonstrate strong performance equivalent to a rating of 'meets standard' on the SPCSA's Financial Performance Framework.	☐ MS ☐ AS ☐ DNMS
Organizational Performance data for schools affiliated with the CMO/EMO demonstrate strong performance equivalent to a rating of 'meets standard' on the SPCSA's Organizational Performance Framework.	☐ MS ☐ AS ☐ DNMS
The CMO/EMO and affiliated schools have no significant audit findings within the last three years.	☐ MS ☐ AS ☐ DNMS
Any legal issues, including contract terminations, are satisfactorily explained.	☐ MS ☐ AS ☐ DNMS ☐ N/A
Any authorizer interventions, compliance violations, performance deficiencies and/or schools that failed to open or did not open on time are explained and were satisfactorily resolved.	☐ MS ☐ AS ☐ DNMS ☐ N/A

Overall Rating: ☐ Meets the Standard (MS) ☐ Approaches the Standard (AS) ☐ Does not Meet the Standard (DNMS) ☐ Not Applicable (N/A)

Strengths of the Applicant's Response:

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[39] This section is only required for CMO applicants applying directly for sponsorship and Committee to Form applicants proposing to contract with a CMO or EMO

[40] Pursuant to NRS 388A.249(2), in reviewing a charter application the SPCSA must consider the "academic, financial and organizational performance of any charter schools that currently hold a contract with the proposed operators, including, without limitation, a Charter Management Organization or Educational Management Organization, of the proposed charter school."

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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6.2 Scale Strategy

Criteria	Rating
Well defined, thoughtful, strategic vision and five-year growth plan for developing new schools in Nevada and/or elsewhere, as applicable. Includes number and types of schools, proposed opening years, all currently identified communities and an explanation of how they were selected, and projected numbers of students.	☐ MS ☐ AS ☐ DNMS
Meaningful focus on expansion in Nevada and commitment of organizational resources to support quality school openings and operations.	☐ MS ☐ AS ☐ DNMS
CMO/EMO criteria for evaluating readiness for expansion are comprehensive and demonstrate high expectations for academic, financial, and organizational performance. Evidence is provided that that CMO/EMO is ready to expand according to the articulated criteria for evaluating readiness.	☐ MS ☐ AS ☐ DNMS
The plan to scale the model to Nevada is thorough, realistic, and adequately resourced at both the CMO/EMO and school levels.	☐ MS ☐ AS ☐ DNMS
Plans for sourcing and training potential school leaders, including qualifications and competencies, is aligned with the mission and programs.	☐ MS ☐ AS ☐ DNMS
Previous scale-up endeavors are shown to have been successful with student performance data and organizational financial data (if applicable).	☐ MS ☐ AS ☐ DNMS
Includes plan to infuse Nevada school(s) with the essential elements of CMO/EMO model.	☐ MS ☐ AS ☐ DNMS

Overall Rating: ☐ Meets the Standard (MS) ☐ Approaches the Standard (AS) ☐ Does not Meet the Standard (DNMS) ☐ Not Applicable (N/A)

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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6.3 Network Capacity

Criteria	Rating
CMO/EMO has sufficient infrastructure and staff capacity (or plan to develop same) to support the proposed network of schools, including shared services and the costs associated with them.	☐ MS ☐ AS ☐ DNMS
Organization charts clearly indicate lines of authority between the board, CMO/EMO, and schools.	☐ MS ☐ AS ☐ DNMS
Clearly describes the roles and responsibilities of the CMO/EMO leadership team.	☐ MS ☐ AS ☐ DNMS
Sufficient evidence is provided that the staffing plan for the CMO/EMO can support the proposed scale strategy.	☐ MS ☐ AS ☐ DNMS

Overall Rating: ☐ Meets the Standard (MS) ☐ Approaches the Standard (AS) ☐ Does not Meet the Standard (DNMS) ☐ Not Applicable (N/A)

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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6.4 School Management Contracts

Criteria	Rating
If applicable, clear rationale for selection of the CMO/EMO.	☐ MS ☐ AS ☐ DNMS ☐ N/A
Clear, appropriate delineation of roles and responsibilities between the management organization and the school. The functions table presented in this section should align to the contract.	☐ MS ☐ AS ☐ DNMS
Demonstrates capacity and commitment of the governing board to oversee the CMO/EMO effectively: • Plan for board to monitor/evaluate the CMO/EMO's performance. • Appropriate internal controls guide the relationship. • Describes how the governing board will ensure fulfillment of performance expectations. • There are no prohibited familial relationships between charter holder board members and CMO/EMO employees (including relatives) nor any supervisory or business relationships between charter holder board members and CMO/EMO employees (including relatives)[41]. Any real or perceived conflict is disclosed and adequately addressed.	☐ MS ☐ AS ☐ DNMS
Clearly outlines the roles/responsibilities of the CMO/EMO in the year prior to the school's opening. Services and supports during year 0 are documentation in the management contract or another agreement to ensure that governing board can hold CMO/EMO accountable for delivery of services.	☐ MS ☐ AS ☐ DNMS
If the administrative head of the charter school or any key personnel of the charter school are directly employed by the CMO/EMO, there are provisions to ensure board approval of the individual(s) selected for this/these roles[42]. Structures are in place to ensure that the governing board can hold the administrative head and any key personnel employed by the CMO/EMO accountable.	☐ MS ☐ AS ☐ DNMS ☐ N/A
Clearly defined contract terms[43] including the following: • The duration of the proposed contract, • A clear description of the fees to be paid to the proposed CMO/EMO and a clear description of the services that the proposed CMO/EMO will be providing to the proposed charter school, • A description of the roles and responsibilities of the proposed governing body of the charter school, the employees of the proposed charter school, and the proposed CMO/EMO, • A clear description of the oversight responsibilities of the proposed governing body over the proposed CMO/EMO and how the proposed governing body will evaluate the performance of the proposed CMO/EMO, and • Any renewal or termination provisions.	☐ MS ☐ AS ☐ DNMS

[41] NAC 388A.525(2)
[42] NAC 388A.580(4). Though permissible, this arrangement is unusual.
[43] NRS 388A.246(36)

Costs for services are justified, reasonable, and commensurate with the services provided. The management contract does not authorize the payment of fees to the CMO/EMO which are not attributable to the actual services provided[44].	☐ MS ☐ AS ☐ DNMS
Complies with Nevada laws and regulations[45] regarding contracts between charter schools and contractors, including EMOs and CMOs, including but not limited to: • Contract with CMO/EMO is subordinate to the charter contract, • Initial contract term is no more than two years, • Contract with CMO/EMO does not give the CMO/EMO direct control of educational services, financial decisions, the appointment of members of the governing body, or the hiring and dismissal of an administrator or financial officer of the charter school or proposed charter school, and • Contract with CMO/EMO does not include any automatic renewal terms. • The contract does not allow for any form of leverage – including but not limited to severance fees and facilities ownership – by which the CMO/EMO can ensure renewal of their contract.	☐ MS ☐ AS ☐ DNMS

Overall Rating: ☐ Meets the Standard (MS) ☐ Approaches the Standard (AS) ☐ Does not Meet the Standard (DNMS) ☐ Not Applicable (N/A)

Strengths of the Applicant's Response:

-

Weaknesses of the Applicant's Response:

-

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

-

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

-

[44] NRS 388A.393

[45] NRS 388A.393 and NAC 388A.580

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6.5 Charter Management Organizations Applying for Sponsorship Directly[46]

Criteria	Rating
The application clearly and logically explains the extent to which the governance model of the Charter Management Organization requires a waiver from the governance provisions of the charter school law pursuant to NRS 388A.243.	☐ MS ☐ AS ☐ DNMS
If the Charter Management Organization is from another state, the application provides a comprehensive, actionable plan to ensure that the board will balance fidelity to its mission with appropriate input and oversight from Nevada residents.	☐ MS ☐ AS ☐ DNMS ☐ N/A
If the non-profit's current board will govern the charter school, the application outlines clear, logical, and comprehensive steps to transform its board membership to meet statutory requirements in NRS 388A.320, mission, and bylaws to assume its new duties.	☐ MS ☐ AS ☐ DNMS ☐ N/A
If a new board has been formed, the application clearly delineates the new board's relationship to the existing non-profit board and the governance responsibilities of both entities as it relates to the proposed school.	☐ MS ☐ AS ☐ DNMS ☐ N/A

Overall Rating: ☐ Meets the Standard (MS) ☐ Approaches the Standard (AS) ☐ Does not Meet the Standard (DNMS) ☐ Not Applicable (N/A)

Strengths of the Applicant's Response:

-

Weaknesses of the Applicant's Response:

-

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

-

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

-

[46] This section is only required for CMO applicants applying directly for sponsorship.

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