

Leadership Summit

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COLORADO LEAGUE of
CHARTER SCHOOLS



Paper to People – Rethinking How We Authorize

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NACSA Resources on From Paper to People: (Required Reading)

1. [Overview](#)
2. [Updating Applications and Reducing Burdens](#)
3. [*The Capacities of Charter School Founding Teams*](#)
4. [Sample Statement of Assurances](#)
5. [Ready To Open Playbook](#)
6. [Quality Practice Project](#)

Shift Rigor from Paper to People



Communities are still seeking new school opportunities and want a role in creating them



Authorizers are the gateway for opening, sustaining and growing exceptional schools that meet these demands



Authorizers excel when they use their leadership, capacity, and professional judgment to holistically evaluate new applications and oversee existing, growing, and replicating schools



More than ever, this must start with PEOPLE

NINE CAPACITIES OF HIGH-QUALITY CHARTER TEAMS

PEOPLE must be put first in evaluating the potential and current effectiveness of a charter school...

...to help authorizers achieve this switch, NACSA identified and created guidance for evaluating nine capacities

Nine Capacities of High/Quality Charter Teams

1. Strategic Focus on Mission
2. Community Commitment
3. Building Coalition
4. Reflective Learning
5. Creative Problem Solving
6. Effective Decision Making
7. Relationship with Success and Failure
8. Team Awareness
9. Knowledge Skills and Execution

Topics Addressed through Assurances

NACSA Sample Document

<https://qualitycharters.app.box.com/s/tx5j5t5edmt8jzo4qhbz5zc9p71r5mta>

Strengths

- ❑ Reduce burdens on applicants and authorizers by removing topics unrelated to school success
- ❑ Accommodate longer Ready to Open (RTO) period
- ❑ Help authorizers evaluate all aspects of applicant
- ❑ Address more issues through assurances, rather than detailed plans
- ❑ Remove “catch 22s”
 - ❑ “No lease without contract” but also “No contract without a lease.”

Questions

1. Authorizer capacity to judge people
2. Authorizer and contractual authority to act later if necessary
3. Do good people and teams reduce need for a good plan or is this an additional set of criteria
4. Charter school/authorizer relationships
5. Local context
 - Law
 - Education Market
 - Localized challenges

Questions

- 1. What issues require plans versus assurances?**
 - Special Education
 - Authority
- 2. Do contracts and law support blocking opening if benchmarks are not met?**
 - Adding new issues and removing or lowering standards for others
 - Human capacity
- 3. Group functionality**
- 4. Historical experience with impressive people with poor plans and execution**

THANK YOU!

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