

Exhibit 1

Exhibit 1

NEVADA STATE PUBLIC CHARTER SCHOOL AUTHORITY

September 28, 2018

Nevada Department of Education
700 East 5th Street
Board Room
Carson City, Nevada

Nevada Department of Education
9890 South Maryland Parkway
2nd Floor Board Room
Las Vegas, Nevada

MINUTES OF THE MEETING

BOARD MEMBERS PRESENT:

In Las Vegas:

Jason Guinasso
Melissa Mackedon
Jeff Hinton
Sheila Moulton
Nora Luna

In Carson City:

None

BOARD MEMBERS ABSENT:

Randy Kirner

AUTHORITY STAFF PRESENT:

In Las Vegas:

Patrick Gavin, Executive Director
Mark Modrcin, Director of Authorizing
Brian Scroggins, Deputy Director
Selcuk Ozdemir, Education Programs Supervisor
Michael Dang, Management Analyst IV

In Carson City:

Danny Peltier, Management Analyst I

LEGAL STAFF PRESENT:

In Las Vegas:

Ryan Herrick, General Counsel, State Public Charter School Authority

In Carson City:

Aisheh Quiroz, Legal Assistant, State Public Charter School Authority

AUDIENCE IN ATTENDANCE:

In Las Vegas:

Nick S.
Taft Morley
John Solarczyk
Ryan Reeves
Africa Sanchez
Jessica Barr
Ben Salkowe
Heidi Arbuch
Yolanda Flores
Bridget Peevy
Crystal Thiriot
Adam A.
Omer Arikan
Colin Bringhurst
Ercan Aydogdu
Tambre Tondryk
Carrie Buck
Trevor Goodsell
Andrea Damore
Matt Avsar
An Tran
Nicholas Tripician
Lola Brooks
R. Gourrier
Dan Tafoya
Candis Cope
John Hawk

In Carson City:

Amanda Safford
Prim Walters

CALL TO ORDER; ROLL CALL; PLEDGE OF ALLEGIANCE; APPROVAL OF AGENDA

Agenda Item 1 – Call to Order, Roll Call, and Pledge of Allegiance

Chairman Guinasso called the meeting to order, after a brief delay due to technical problems, with attendance as reflected above.

Agenda Item 2 – Public Comment

Agenda Item 3 – Approval of the August 24, 2018 Action Minutes.

Member Corbett arrived during this agenda item.

Member Moulton moved to approve the August 24 minutes. Member Hinton seconded. The motion carried unanimously.

Agenda Item 4 – Brian Scroggins, Deputy Director of the SPCSA, recognized for receiving the the “2018 Volunteer of the Year” Award.

Member Luna arrived during this agenda item.

Chair Guinasso commended Deputy Director Scroggins for his work within the Las Vegas community in the days following the events of October 1, 2017. Mr. Scroggins was asked to be part of an Incident Command Team following the shooting. He directed spiritual care and assisted in the opening of the Vegas Strong Resiliency Center.

Mr. Scroggins spoke briefly on the importance of being active in the community. He reflected that his position in the community as well as in the SPCSA has enabled him to better support schools and students.

Agenda Item 5 – Financial Performance Framework Update.

Management Analyst IV, Mike Dang, briefly updated the Board regarding Staff’s progress on the Financial Performance Framework. Mr. Dang reminded the Board what transpired at the August 24, 2018 meeting (see the August 24, 2018 meeting minutes). He then explained what Staff has accomplished to-date: re-engaged with experts and peer Authorizers from around the country regarding how to best improve the existing Financial Performance Framework. Staff continues to review information from various states. Staff has modified the data collection method by including six years of measures rather than only one year. It also more clearly distinguishes between the operating and capital activity.

National expert, Jim Ford, who appeared at the last meeting, reviewed the progress on the Financial Performance Framework and was pleased with the modifications. He commended Staff for addressing the concerns of stakeholders and experts. He stated that the process Staff has used to improve the Framework might be something to look at as far as industry Best Practices. He also said he might share it at NACSA.

Staff is preparing a recommendation to present to the Board at the November 2, 2018 meeting with possible action taking place at the November 30, 2018 meeting. However, Mr. Dang suggested that the Board might wish to defer action on the subject until after the schools’ annual

audits are done (December 1, 2018). Staff is planning to use both Frameworks to be able to compare and contrast the two methods to better inform the Board's decision.

Agenda Item 6 – Legal Compliance Questionnaire.

(Due to scheduling conflicts with outside experts, this agenda item was taken out of order)

Director Gavin invited experts to give comment regarding this agenda item. He explained that the Legal Compliance Questionnaire is part of the accountability measures for the schools' Organizational Framework. He explained that this was intended to be a "soft rollout" and that the schools' auditors were meant to fill out what they could but acknowledged that that could have been better communicated.

Chair Guinasso stated that he believes something like requiring auditors to complete a checklist regarding our schools is a policy issue that should have been brought before the Board. He expressed frustration that he did not know about the questionnaire existed until the schools and auditors came to the last meeting and expressed their concerns about it. He asked Director Gavin why he decided to send out this questionnaire on his own and inquired whether he discussed the "Legal Compliance Questionnaire" with General Counsel or CPAs or School Leaders prior to sending it out to the schools. He asked what authority Director Gavin has to act on this matter. Chair Guinasso stated that he went to the statutes and looked at the Executive Director authority versus the Board authority. NRS 388a.196 clearly defines the duties of the Executive Director but does not give him the authority to make policy changes without Board approval. He agreed that the Questionnaire is important, but that the respective responsibilities of the Board and the Executive Director need to be clearly laid out for everyone. He asked Mr. Herrick to give a presentation regarding this matter at a subsequent Board meeting.

Director Gavin stated that the Questionnaire was intended to ensure compliance with policy that the Board has already approved. He then explained that the Executive Director is subject to Legislative Letters of Intent as part of a larger monitoring system. Chair Guinasso asked what this Legislative Letter of Intent is, as he has not seen it but has heard about it several times. He stated that if we had issued a Notice to one of our schools and they did not share that information with their governing body, the Authority Board would be upset. Similarly, Legislation would be upset to know that the Executive Director did not share the Legislative Letter of Intent with the Board. He expressed that he would like to see the letter and address any deficiencies in the Authority's performance as a Board. He asked Staff to agendize this item.

Director Gavin asked the guests to introduce themselves and give some of their background information.

Kiumars Arzani is a retired teacher, past Charter school operator, managing partner at CSMC, which offers back office support for schools in California, and Nevada.

Don Soifer is from Nevada Action for School Options, also a past, current, and recovering Authorizer.

DeAnna Rowe is the Executive Director of BASIS Charter School in Arizona, and former Executive Director of the Arizona State Board for Charter Schools.

Mr. Soifer spoke first and explained that the best practice he has seen implemented was a collaborative task force process. He expressed that he looks forward to seeing a collaborative effort to improve and implement the Compliance Questionnaire.

Mr. Arzani stated that he had done the same audit at his school for several years and appreciated that it gives the schools an opportunity to see where their deficiencies are in the area of compliance. He also highlighted the extraordinary cost of implementing such a substantial audit but noted that he considered it worth the money.

Ms. Rowe explained that developing oversight and accountability is a challenge for authorizers and that including stakeholders in the development of this procedure is critical. When Arizona developed their Compliance Questionnaire, they solicited input from stakeholders as well as auditors regarding the financial components of the questions.

Director Gavin asked that there be an ongoing conversation about improving the Organizational Framework for our schools.

Mr. Soifer reiterated the idea that a collaborative effort with the schools and advised having a discussion on ways to meet the federal requirements in a manner that satisfies all parties.

Chair Guinasso asked that the Compliance Questionnaire be re-tooled with input from stakeholders, in much the same way as the Financial Performance Framework has been reworked.

Chair Guinasso opened up public comment for this agenda item.

Trevor Goodsell of Academica asked that the implementation of the Questionnaire be delayed a year due to the way it is written. It needs to be written in a way that does not ask the auditors to complete and sign something they are not comfortable signing.

Director Gavin explained that he has a meeting planned with accountants and hopes to discuss the Questionnaire with them. He stated that schools should try to complete the questionnaire as much as possible.

Chair Guinasso asked that schools complete as much as possible on the questionnaire but asked that they make notes of what is and isn't possible for them to answer. He stated that the

questionnaire is not mandatory at this time. He asked staff to come up with a plan or a process to improve the compliance questionnaire and report back at a later meeting.

Agenda Item 7 – Legacy Traditional School – US Department of Education, Office of Civil Rights Complaint Resolution

Director Gavin updated the Board regarding the OCR complaint against Legacy Traditional School. The school's uniform policy, particularly regarding hair, was found to conflict with the cultural practices of two of their students. The students' parents filed a complaint with the Office of Civil Rights. Legacy has cooperated with the OCR, has updated their uniform policy, and has held training for staff members.

Candy Farthing, Legacy Traditional Superintendent, who was not present at the time the complaint was made, assured the Board that Legacy has updated its policy and procedures in light of the complaint and communication from the OCR.

Member Hinton read a statement he prepared for this agenda item. His comments are included as an attachment with these minutes.

Member Corbett spoke about the importance of diversifying our portfolio. He asked that the diversity conversation be placed on the Long-Range Calendar, though he mentioned that the request has been made before and the conversation has yet to happen.

General Counsel, Ryan Herrick, addressed the Board's concern that this problem might be more systemic across the portfolio. Mr. Herrick informed the Board that SPCSA Staff is increasing the amount of oversight regarding discriminatory practices at our schools. Staff is preparing a presentation about these changes for the November meeting.

Staff wants to respect the autonomy of our schools, but not when it comes to discriminatory practices.

Member Luna brought up a point regarding accessibility for parents who are speakers of foreign languages. Schools are required to make reasonable accommodations to ensure meaningful access to services, but often there is no trained interpreter present when one is needed.

Director Gavin pointed out that diversity has been a problem since he was hired, in 2014. He answered that finding trained interpreters is a problem not just for our schools, but for all schools and districts.

Chair Guinasso echoed others' concerns that diversity has been talked about for years but has yet to be addressed. He suggested putting some kind of diversity benchmarks in place to track our progress. He asked that this topic be placed on the Long-Range calendar.

Vice Chair Mackedon pointed out that schools already face a great deal of scrutiny for discriminatory practices and she didn't want the Board to get the impression that there is no accountability happening in regard to these matters.

Agenda Item 8 – Nevada School Performance Framework (“NSPF”) Ratings

- a. Dr. Selcuk Ozdemir gave a brief overview of the NSPF ratings for SPCSA-sponsored schools. His presentation is included in the supporting documents for the September 28, 2018 Board meeting.
- b. NSPF Ratings and Staff recommendations:
 1. Notices of Commendation. Staff recommended that letters of commendation be issued to high-performing SPCSA-sponsored charter schools and those schools that are returning to good standing.
 - a. American Preparatory Academy (middle school)
 - b. Coral Academy of Science Las Vegas (Sandy Ridge)
 - c. Doral Academy of Nevada (Red Rock)
 - d. Doral Academy of Nevada (Cactus)
 - e. Doral Academy of Northern Nevada
 - f. Oasis Academy
 - g. Pinecrest Academy of Nevada (Cadence)
 - h. Pinecrest Academy of Nevada (Horizon)
 - i. Pinecrest Academy of Nevada (Inspirada)
 - j. Pinecrest Academy of Nevada (St. Rose)

Member Mackedon Motioned to accept Staff's recommendation that the above schools be issued Notices of Commendation for earning 5-star ratings under the NSPF for 2018. Member Corbett seconded. The motion carried unanimously.

- k. Equipo Academy
- l. Mater Academy of Nevada (Mountain Vista)
- m. Silver Sands Montessori
- n. Discovery Charter School

Member Moulton moved to accept Staff's recommendation to return the above schools to good standing due to their improved academic performance. Member Mackedon seconded the motion. The motion carried unanimously.

2. Notices of Concern. Staff recommends that the following charter schools be issued Notices of Concern due to receiving a one-or-two-star rating and/or a participation warning or penalty.
 - a. Mater Academy of Northern Nevada
 - i. Principal Prim Walters spoke briefly regarding steps she and her Staff are taking to improve Mater North's performance next year. They have teamed up with Mater Las Vegas and are working toward

- a more rigorous plan to improve and close gaps. She has asked for grant money for Staff development for Staff to travel to high-performing Mater schools in Las Vegas and Florida.
- ii. Member Moulton moved to accept the recommendation of Staff to issue a Notice of Concern to Mater Academy of Northern Nevada. Member Luna seconded. The motion carried unanimously.
- b. Mater Academy of Nevada (Bonanza)
- i. Lead Principal Renee Fairless, spoke on the measures she and her Staff are taking to improve Bonanza Campus. She echoed what Ms. Walters said about reaching out the greater Mater family for ideas on improvement. They are going to double up on Math and ELA and have more tutoring opportunities available to students.
 - ii. Dan Triana, Board Member of Mater Academy, also spoke on behalf of Mater Academy.
 - iii. Member Moulton moved to accept the recommendation of Staff to issue a Notice of Concern to Mater Academy of Nevada. Member Corbett Seconded. The motion carried unanimously.
- c. Freedom Classical Academy (f.k.a American Leadership Academy)
- i. Jeremy Christensen, Executive Director of Freedom Classical Academy, spoke on the steps he and his Staff are taking to improve the performance of FCA students. This is their second year of operation and they serve a diverse population. He has struggled with Staffing but is confident that his Staff is now better suited to serve the students they have.
 - ii. Member Moulton moved to accept the recommendation of Staff to issue a Notice of Concern to Freedom Classical Academy. Member Mackedon seconded. The motion carried unanimously.
- d. Leadership Academy of Nevada
- i. Bryon Richardson, Executive Director of Leadership Academy of Nevada, summarized Leadership Academy's past performance ratings and brought the Board up-to-debate. Mr. Richardson explained that Leadership intends to change EMO providers because their current EMO does not support the changes they want to make to their academic program. The school's governing Board has decided not to renew its contract with their EMO when their contract expires on June 30th of 2019. The school is actively working to develop a new curriculum and learning model that is more aligned with Nevada standards.
 - ii. Member Moulton moved to accept the recommendation of Staff to issue a Notice of Concern to Leadership Academy of Nevada. Member Mackedon seconded. The motion carried unanimously.
- e. Learning Bridge Charter School

- i. Kristy Sedlacek, Administrator of Learning Bridge Charter School, joined the meeting remotely and explained that her sixth grade had been rated as part of the elementary school instead of part of the middle school, which significantly impacted the elementary school's rating. She has contacted NDE and the sixth grade will be considered part of the middle school going forward. She also cited high teacher turnover as a contributing factor and has sought support from other school leaders.
 - ii. Member Moulton moved to accept the recommendation of Staff to issue a Notice of Concern to Learning Bridge Charter School. Member Luna seconded. The motion carried unanimously.
 - f. Legacy Traditional School
 - i. Candy Farthing, Legacy Traditional School Superintendent, explained that her school has also had a lot of teacher and administrator turnover in the last year. They are dedicating themselves to improving their Growth and ELL measures.
 - ii. Member Moulton moved to accept the recommendation of Staff to issue a Notice of Concern to Legacy Traditional School. Member Corbett seconded. The motion carried unanimously.
 - g. Somerset Academy of Las Vegas (North Las Vegas)
 - i. Jenny Martinez, principal of Somerset North Las Vegas, spoke on behalf of the school and explained that they have been working closely with Academica to understand what their shortcomings are and how to improve them. They are examining their data and changing their model accordingly.
 - ii. Member Moulton moved to accept the recommendation of Staff to issue a Notice of Concern to Somerset Academy of Las Vegas. Member Luna seconded. The motion carried unanimously.
 - h. Sports Leadership and Management Academy
 - i. Dan Triana, principal of SLAM, spoke on what he and his Staff are doing to improve and have reached out to schools in Florida for mentorship. They are improving their ELL and Special Education programs and working on Staff development.
 - ii. Member Moulton moved to accept the recommendation of Staff to issue a Notice of Concern to Sports Leadership and Management Academy. Member Mackedon seconded. The motion carried unanimously.

Chair Guinasso addressed the schools who received a participation warning or penalty as part of their NSPF. Dr. Ozdemir explained the state and federal participation requirements that have to be met. There is a 95% participation requirement across the whole school as well as 95% participation in each of twenty-two subgroups.

Dr. Ozdemir explained that schools that had not met the 95% participation requirement for the 16-17 school year received a Participation Warning as part of their NSPF report. On the second year that the school fails to meet the participation requirement, they will see a reduction of up to nine index points from their Academic Achievement score on their NSPF report. The 17-18 school year was the first year the penalty has been implemented. Schools that fail to meet the requirement for a third year face a reduction of up to 25 index points next year.

Ben Salkowe, principal of Equipo Academy, spoke regarding the warning his school received last year. He stated that the warning was buried on the last page of the document and not prominent enough.

Member Mackedon pointed out that the data validation process was significantly more transparent this year than it was last year and that there is no reason to rely on last year's data, as this year's data contained several errors. She said it would be unfair to remove the affected schools from good standing on the basis of the participation penalty because the process was not transparent or well-implemented.

Chair Guinasso explained that Member Mackedon's point was what made him want to address the participation penalty schools separately from the Notice of Concern schools. He reminded the Board that Notices have consequences for the schools, such as if a school is trying to get a loan or submit an amendment request. The school not being in good standing has far-reaching implications that are disproportional to the offense.

Mr. Salkowe spoke on behalf of Equipo Academy and explained the problem his school faced with meeting the participation requirement. It came down to one student (7% of that subgroup at Equipo, giving them a 93% participation rate for that subgroup) who transferred into Equipo in the middle of the year.

Ercan Ayogdu, Executive Director of Coral Academy, Las Vegas, explained that his school also had a subgroup problem. One former student was coded incorrectly, and another student's parents refused to let their child take the test. Member Mackedon agreed that parental refusal can be a significant problem when it comes to satisfying the participation requirement across the subgroups.

Bryon Richardson, principal of Leadership Academy, explained that it is a challenge meeting the participation requirement as a virtual school. He also stated that his school only has 150 kids in the middle school, so any students missing the test can significantly impact the participation rate. He echoed Mr. Salkowe's earlier point regarding the inadequacy of the warning the schools received last year.

Chair Guinasso asked Mr. Herrick whether the Board may choose to issue something less than a Notice of Concern to the schools who received a participation warning or penalty. He asked if they might instead issue letters to the schools explaining the warning and penalty and the consequences of continuing to fail to meet the requirement.

Mr. Herrick cautioned that the schools need to understand the severity of the consequences they could face next year but agreed that the Board can choose to send a letter instead of issuing a formal Notice of Concern.

Chair Guinasso reiterated that he believes issuing Notices of Concern to these schools for receiving a participation warning or penalty is too heavy-handed an approach.

Member Luna commented that the Board can't have a double standard for different schools in the portfolio. She stated that these are the standards the Board has set, and it's unfair *not* to issue Notices of Concern when schools don't meet that standard.

Chair Guinasso again stated that he did not want to take action at this meeting that would remove these schools from good standing and have them face even further consequences.

Chair Guinasso moved that rather than approve Staff's recommendation to issue Notices of Concern to Equipo Academy, Leadership Academy, and Coral Academy Las Vegas, Nevada Virtual Academy and Nevada Connections Academy who failed to meet the participation requirement, that the Board instead issue an informal letter putting those schools on notice that they have not met the participation requirement and the consequences related thereto. Member Corbett seconded the motion. The motion carried with a vote of 5 to 1, with Member Luna voting no.

3. Notices of Breach

- a. Staff recommends that a Notice of Breach be issued to Founders Academy for receiving a two-star rating.
 - i. Principal Ronald Fick spoke on behalf of Founders Academy. He explained that Founders is working to better align their model with Nevada Standards in order to boost their students' success and NSPF rating.
 - ii. Member Mackedon moved to accept the recommendation of Staff to issue a Notice of Breach to Founders Academy of Las Vegas. Member Moulton seconded. The motion carried unanimously.

4. Other Action

- a. Nevada Connections Academy. Elementary, middle, and high schools each received a one-star rating under the NSPF. Staff recommends issuing a notice of continuing breach with regard to the elementary school, a notice of concern regarding the middle school, and a notice of concern regarding the high school. Chair Guinasso expressed his disappointment with the school's performance and their ongoing struggle to meet the standard the SPCSA expects. He reiterated that NCA is not on a trajectory that will enable it to be renewed next year.
 - i. Member Mackedon moved to accept Staff's recommendation to issue a notice of ongoing breach to NCA's elementary school, a notice of concern to its elementary school, and a notice of concern to its high school. Member Hinton seconded. The motion carried unanimously.
- b. Nevada Virtual Academy. NVA did not meet the benchmarks set forth in the stipulated agreement, and consequently its elementary school will be closing at the end of this school year. Kara Hendricks, counsel for NVA, spoke on

the school's behalf and reiterated their commitment to honor the stipulated agreement and working to improve the remaining grade levels.

- i. Member Mackedon moved to accept Staff's recommendation to notify Nevada Virtual Academy regarding its failure to meet or exceed the benchmarks outlined in the stipulated agreement in regard to its elementary school and issue a Notice of Concern to its middle school in regard to its academic underperformance. Member Moulton seconded. The motion carried unanimously.

Agenda Item 9 – ACT Aspire

Pat Hickey, Executive Director of CSAN, spoke regarding the ACT Aspire. He asked Renee Fairless, Bridget Phillips, and Candy Farthing to give the school leaders' perspective on the issue.

Ms. Farthing, of Legacy Traditional School, briefly addressed the history of the ACT Aspire and acknowledged that schools need to have some way to measure accountability even when there is an SBAC testing error that causes schools not to receive a star rating. Ms. Farthing noted, however, that now that the SBAC is being properly implemented it is worth taking a look at some of the challenges schools are facing in administering the ACT Aspire.

Ms. Phillips, of Doral Academy, gave insight into some of the strengths as well as challenges schools face with the ACT Aspire. One strength is that it helps prepare students for college and careers. A challenge is that it does not align at all with Common Core, so there is a disconnect between what is being taught and what is being assessed. Additionally, there are differences in how the test is administered (timed vs. untimed) which does not facilitate accurate assessment.

Ms. Fairless, of Mater Academy, shared the concern that schools are spending the majority of their time either preparing for or taking standardized tests. The ACT Aspire adds more layers to this already cumbersome endeavor. She also noted that when there are so many tests that do not align with one another, it is challenging to provide adequate instruction for students to succeed in all of these different tests. She asked that the Authority consider the value of each of these assessments and determine whether it is necessary to continue administering them if they are not serving students' and schools' best interests.

Ms. Phillips offered some solutions. One was to administer the test to high school students in tenth grade. Another solution might be to use current data from the NSPF to assess schools for accountability purposes.

Chair Guinasso thanked the school leaders for their input. He asked Director Gavin whether the ACT Aspire is being used for accountability by the SPCSA.

Director Gavin stated that the ACT Aspire is intended as insurance. Chair Guinasso asked if the data from the ACT Aspire is being used for anything. It is not.

Chair Guinasso asked for the ACT Aspire action item to be agendaized for a future meeting.

Agenda Item 10 – Long-Range Board Calendar

This agenda item was continued to the next meeting.

Agenda Item 11 – Public Comment #2

None.

Agenda Item 12 – Adjournment

The meeting was adjourned at 4:40 pm

Jeffrey A. Hinton Ed.S, NBPTS
Board Member SPCSA
09/28/2018

Chairman Guinasso, members of the board and SPCSA staff, I know that we have many agenda items today, several of which will focus on the success of the schools in this board's portfolio so I will keep my comments brief, I have prepared a written statement because I want my remarks to be absolutely clear to all stakeholders. As a 17 year educator in the CCSD and current classroom teacher, Nevada Teacher of the Year and member of this board I understand the importance of student achievement, I've dedicated my professional life to that end, I also understand the need for all of Nevada's public schools, both traditional and charter, to educate our students to the best of our ability without regard to race, religion, gender, sexual orientation, gender identity, culture or heritage. That is why I was alarmed to see Legacy Traditional School involved in a US Department of Education, Office of Civil Rights complaint, and while that complaint was resolved and Legacy Traditional School is now compliant with federal law, I can't help but wonder if this was an isolated issue or does it point to a larger problem within Nevada's public charter school community, and more importantly how can we know?

At the CSAN conference last week Dr. Nancy Brune, Executive Director of the Guinn Center for Policy Priorities, pointed out that Nevada's public charter schools need to diversify to more accurately reflect Nevada's student population. This has been an ongoing concern for this Board, I understand that this is a multi-faceted problem that is contingent upon on many variables, however, in my opinion, this goal can only be reached if this Board is absolutely clear that discrimination in any form will not be tolerated by any school in this Board's portfolio. Families are not going to send their students to schools where they do not feel welcome and respected.

I understand that public charter schools, in keeping with the original mission of educational innovation, have autonomy in their selection of curriculum, pedagogy and governance, but they absolutely do not have the autonomy to discriminate. If the intention of the SPCSA is to make sure that every student in Nevada has access to a high quality education than we must be very clear in our position that discrimination in any form will not be tolerated.

Thank you

Exhibit 2

Exhibit 2



Nevada State Board of Accountancy

Nevada State Board Of Accountancy
1325 Airmotive Way Ste 220
Reno, NV 89502
Ph: 775-786-0231
www.nvaccountancy.com

RECEIVED SEP 20 2018 NVCPA

Nevada Society of CPAs
5422 Longley Lane, Suite A
Reno, NV 89511
Ph: 775-826-6800
www.nvadacpa.org

September 18, 2018

Patrick Gavin, Executive Director
State Public Charter School Authority
1749 North Stewart Street Suit 40
Carson City, NV 89706
pgavin@spsc.a.nv.gov

Steve Canavero, PhD, Superintendent
State of Nevada Department of Education
700 East Fifth Street
Carson City, NV 89701
scanavero@doe.nv.gov

RE: Legal Compliance Questionnaire

Dear Mr. Gavin and Dr. Canavero,

The Nevada Society of Certified Public Accountants (CPAs) and the Nevada State Board of Accountancy, are, respectively, the primary professional organization and regulator of CPAs practicing in the State of Nevada. On behalf of our membership and CPA licensees performing charter school audits in Nevada, we express concerns regarding the Charter School Legal Compliance Questionnaire required by the Nevada State Public Charter School Authority (the Authority). Our objective in making this communication is to ensure that our members and licensees are not required by law or regulation to perform services or issue reports that are in violation of applicable professional standards or regulations that govern such services and reports.

The Charter School Legal Compliance Questionnaire (the Questionnaire) will soon be required to be completed in conjunction with a financial statement audit to "determine whether a charter school is complying with applicable legal requirements." *Government Auditing Standards* require an auditor to test compliance of legal requirements related to the financial statements. We would like to call to the attention of the Authority that CPAs are generally not empowered to make such "determinations," *per se*. Except when engaged as consultants, they perform attestation engagements, at various service levels, that are intended to add credibility to the assertions of others, often referred to as the responsible party, such as client management. The highest form of assurance a CPA can provide as a result of an attestation service is called an "opinion," and thus, should not be characterized as an outright "determination."

Much of the Questionnaire relates to areas outside of the financial reporting arena, for example, compliance with services to English language learners, protecting student information, diversity standards and personnel record retention. Professional standards and regulations applicable to services of CPAs provide for performing engagements and reporting on such nonfinancial matters, principally in the Statements on Standards for Attestation Engagements (SSAEs or "the standards") issued by the American Institute of Certified Public Accountants (AICPA) but in various ways are significantly in conflict with the published instructions to the Questionnaire.

Those instructions state that evidence may be obtained through various methods including client assertion but that “client assertion alone is not adequate evidence to support “Yes” answers to the questionnaire.” In many cases, a CPA would not likely have the appropriate competencies to gather necessary evidence beyond a client assertion of the type contemplated by this process.

For a CPA to venture outside of the professional standards and outside his or her professional competencies in performing requested services could put the CPA in violation of attestation standards, the AICPA Code of Professional Conduct and certain legal regulations applicable to licensees. CPAs must adhere to these standards and codes to maintain the public trust and protection as well as to keep their license in good standing with regulatory agencies.

For example, many of the questions on the Questionnaire appear to require an auditor to come to conclusions that may likely border on the formation of a legal opinion, which a (non-attorney) CPA is not competent or allowed to do.

The instructions to the Questionnaire use the terms “agreed upon procedures” (which is a defined term of art embedded in the SSAEs, which are appropriately referenced in the instructions) interchangeably with “prescribed minimum agreed upon procedures.” The clear implication of this is that the agreed-upon procedures referred to in the instructions are meant to fit the definition and that the engagement should be conducted in accordance with those standards.

This standard defines an agreed-upon procedures engagement as “...one in which a practitioner is engaged to issue, or does issue, a practitioner’s report of findings based on specific agreed-upon procedures applied to subject matter for use by specified parties.”

The standards also contain the following provisions:

- “[S]pecified parties [not the practitioner] determine the procedures they believe to be appropriate to be applied by the practitioner. Because the needs of specified parties may vary widely, the nature, timing, and extent of the agreed-upon procedures may vary, as well; consequently, the specified parties assume responsibility for the sufficiency of the procedures because they best understand their own needs. ...[A] report on agreed-upon procedures is in the form of procedures and findings,”¹
- “The procedures agreed upon ... should specify the nature, timing, and extent of the procedures,”² and
- “The practitioner should not agree to perform procedures that are open to varying interpretations. The terms of uncertain meaning (such as general review, limited review, check, or test) should not be used in describing the procedures unless such terms are defined within the agreed-upon procedures.”³

Many jurisdictions have devised methods for verifying compliance with legal and regulatory requirements. The Governmental Accounting Standards Board (GASB), recognizing the administrative and application difficulties of a fully comprehensive method, have determined that it is sufficient for an auditor to be

¹ AT-C Section 215.02

² AT-C Section 215.17.

³ AT-C Section 215.19.

familiar with the financial implications of non-compliance and to provide a report stating that during the performance of the audit engagement, the auditor did not become aware of any non-compliance, or report the nature of any non-compliance discovered.

Some governments, again recognizing the impracticality of a fully comprehensive approach, have chosen a proper agreed-upon procedures approach to verifying compliance under which the regulator identifies the compliance features for which non-compliance is of concern and sets forth what procedures should be performed by the auditor to satisfy the overseeing government that the client is in compliance. This may include inquiries of the overseeing or client government's legal counsel where applicable. With this agreed-upon procedures method, it is the overseeing government, not the auditor, who is determining the procedures and their sufficiency for the intended regulatory purposes.

We observed several items in the instructions to and the Questionnaire that appear to be in conflict with the foregoing AICPA definition of agreed-upon procedures and related engagement performance and reporting requirements. Under the approach that would be required by the Questionnaire, as it is now constituted, it would not be consistent with an agreed-upon procedures engagement conducted under the standards. The Authority has identified the compliance features with which they are concerned (which appears to be all of them) and provided only vague performance guidance with regard to what the auditor should do to verify compliance. Under the standards, as currently in place,⁴ however, all users of a CPA's agreed-upon procedures report must agree to the specific procedures to be applied and acknowledge full responsibility for the adequacy of such procedures for their intended purpose.

The approach required by the Questionnaire is more like what is generally referred to as a compliance examination, which, like an audit, is a higher level of attestation service that is also provided for under the standards, that leads to positive assurance (in the form of an opinion), but which requires far more time and, therefore, is far more expensive, than agreed-upon procedures.

The principal difference is that under the portion of the standards applicable to examinations, an auditor is required to be completely responsible to determine the appropriate nature, timing, and extent of the procedures to be performed as necessary to support the opinion to be issued in the report. Whereas, under the approach described in the Questionnaire, an auditor would be forced to apply judgment to perform procedures only vaguely specified by the instructions and would then be required to produce a positive conclusion (or "determination") which, in the auditor's judgment, those procedures may very well not support.

Furthermore, to properly apply the Questionnaire's approach, and be sufficiently comfortable in supporting the mandated type of conclusion, an auditor may likely deem it necessary to consult with legal and other experts to interpret and appropriately apply the subject statutes and regulations since the Authority has not taken responsibly for the sufficiency of the vaguely described procedures for its regulatory purposes.

The comprehensive nature of the Questionnaire is also of concern. The Questionnaire requires 100% compliance in multiple areas. It has been noted that, perhaps, the intent is that the audit sample must be

⁴ It should be noted that there is currently an AICPA proposal outstanding that when finalized and effective would significantly change the requirements of the governing standard, SSAE 18. The Authority should be mindful of the need to alter the Questionnaire and related instructions to accommodate such changes timely.

100% compliant but that is not clear from the wording within the document. Upon request, we can cite additional details of other areas that are unclear.

In addition to bringing the Questionnaire and related instructions into compliance with the standards, as cited above, we hereby request that the Authority make timely changes to the Questionnaire to include only those matters that are within the recognized areas of competency for CPAs (for example, thus eliminating any need for legal considerations or other specialized qualifications).

We urgently request that implementation of the Questionnaire be delayed until all inconsistencies with the professional standards that govern the actions of CPAs in Nevada have been addressed and appropriately resolved.

We appreciate your attention to this matter and welcome any questions you may have.

Sincerely,



Justin Thomsen, CPA
Chairman
Nevada Society of CPAs



Anna Durst, CPA
Chief Executive Officer
Nevada Society of CPAs



Brian Wallace, CPA
President
NV Board of Accountancy



Viki Windfeldt
Executive Director
NV Board of Accountancy

Exhibit 3

Exhibit 3

NEVADA STATE PUBLIC CHARTER SCHOOL AUTHORITY SITE EVALUATION HANDBOOK

*A reference for leaders at state-authorized charter schools in Nevada
October 2018*



Nevada State Public Charter School Authority

Nevada SPSCA
Carson City Office
1749 North Stewart Street Suite 40
Carson City, Nevada 89706
775-687-9174

Las Vegas Office
9890 S. Maryland Pkwy.
Suite 200B
Las Vegas, NV 89183

<http://charterschools.nv.gov/>

TABLE OF CONTENTS

Overview	page 3
Purpose of Visits	page 4
Types of Visits	page 4
Current Visit Needs	page 7
Visit Process	page 8
Our Measures	page 9
Preparing for the Visit	page 10
During the Visit	page 14
After the Visit	page 18
Appendices	page 20

OVERVIEW

This handbook serves as a reference for state-authorized schools on the topic of Site Evaluations. Routine visits, particularly Site Evaluations, are a critical accountability component to the oversight of schools by the Nevada State Public Charter School Authority (SPCSA) and are fundamental to charter schools' autonomy. As approved by the Legislature [NRS-388A.150] the Authority is to *“provide oversight to the charter schools that it sponsors to ensure that those charter schools maintain high educational and operational standards, preserve autonomy and safeguard the interests of pupils and the community.”*

Site Evaluations allow the SPCSA to assess schools' student achievement, progress to goals, and fulfillment of their mission, vision, and educational program outlined in their charter. Improving the learning of pupils, and, by extension, the public education system; increased opportunities for learning and access to quality education; and a more thorough and efficient system of accountability for student achievement in Nevada, are all foundational elements of the SPCSA's mission and the legislative intent of charter schools and are central elements of the Authority's on-going evaluation of charter schools.

The SPCSA conducts multiple visits throughout schools' charter terms. These include pre-opening readiness checks, site evaluations, and support visits. The types, frequency, and purpose of each visit is outlined in this guide. During Site Evaluations, typically conducted in Years 1, 3, and 5 of a school's charter terms, multiple pieces of evidence are gathered through classroom observations; focus groups and interviews with key stakeholders such as families, staff, and governing board members; data collection and analysis; document review; and ongoing accountability measures. All evidence is considered and examined through the lens of the Academic Framework and provided criteria, which communicate the expectations of schools in two components that are the focus of Site Evaluations: academic performance and organizational effectiveness. Financial stability is also considered and focused on through ongoing oversight. The cumulative evidence through multi-year oversight measures become part of the record that informs the SPCSA's staff renewal recommendations to the Authority Board. The Board of the Nevada State Public Charter School Authority makes all final charter renewal decisions.

The philosophy behind the Authority's approach to Site Evaluations, as outlined throughout this guide, as well as the practical approach the SPCSA takes for visits, stem from best practices of charter school authorizers and are grounded in the role of an authorizer as providing oversight that allow schools to operate continuously with high levels of autonomy. The Nevada SPCSA has designed its Site Evaluation protocols on the recommendations of the National Association of Charter School Authorizers, as well as the researched best practices of numerous authorizers, specifically the Colorado Charter School Institute; District of Columbia Public Charter School Board; Massachusetts Department of Elementary and Secondary Education; and the SUNY Charter Schools Institute.

The Authority Board and staff recognize the many challenges and responsibilities of schools and school leaders through the course of the year and appreciates the collaboration and cooperation on all visits, especially Site Evaluations. This document has been designed to provide practical and thorough information about Site Evaluations to ensure all stakeholders, particularly charter school leaders and their governing teams, know what to

expect and how to best prepare and to ensure efficiency of on-site visits. Familiarity with the protocols, practices, and procedures will help ensure smooth, non-disruptive, effectual visits by the SPCSA staff. Included in Appendix A is a check-list for school leaders that supports their preparation for Site Evaluations.

PURPOSE OF VISITS

The purpose of Authority visits depends on the nature of the visit. In most cases, it is to exercise oversight, gather formal and anecdotal evidence that supports the Authority's monitoring of its schools, and document progress toward goals outlined in schools' charter to ensure accountability as a state-authorized, public school. Focus is on the academic performance and organizational effectiveness of the school, as well as adherence to the approved charter and charter contract with the Authority. In other visits, it is to support schools under the SPCSA's auspices and help schools reach their goals. We want schools, especially those we authorize, to succeed. Our work, whether through evaluative or support visits, is designed to help schools do their best for students and ensure schools are able to continuously operate at high levels of performance. We want all schools to succeed, and ensuring compliance with charter, state, and federal law, as well as consistent academic achievement, helps support schools' continuation. While the SPCSA also focuses on financial viability during the Site Evaluations, the emphasis is on the school's operations, instruction, and compliance components. Evidence gathered during Site Evaluations is ultimately used by the staff in its recommendations for renewal and by the Authority for a renewal decision.

Site Evaluations or Support Visits can occur at any point during a charter's terms, and the Authority visits each school at least once a year for either/both a Support Visit or Site Evaluations. While evaluative visits can occur in any year of the charter, typically they occur in Years 1, 3, and 5 to best support schools' stage of development and the renewal process of Year 6. Schools in receipt of a 'Notice of Concern' or 'Notice of Breach' are likely to have a Site Evaluation visit in any year, and these notices may prompt more frequent visits and/or intentional oversight. The Authority strives for consistency in its processes and aims to support schools' autonomy, but the SPCSA also reserves the right to conduct oversight and compliance checks in any year of a school's operations.

Specific types of visits are outlined below, along with frequency and duration.

TYPES OF VISITS

Pre-Opening Readiness Checks

Prior to the opening of a new school, the Authority conducts a pre-opening visit within two weeks prior to the first day of instruction; schools are provided with a pre-opening readiness checklist within 30 days of authorization, and a pre-opening call takes place within 45 days prior to the first day of instruction. The checklist provides a comprehensive inventory of the tasks and deadlines to ensure a successful school opening.

The purpose of this visit, which should take between two and three hours to conduct, is to for the Authority to inspect and review the school. The Pre-Opening Readiness Check allows the school to demonstrate the work that has been done to prepare for a successful school opening. The Pre-Opening visit includes three parts: tour of the school facility; school

demonstration of how the Pre-Opening Readiness Checklist items have been met; and discussion of the school's development.

Initial Site Evaluations

Authority staff on the Authorizing team conducts this Year 1 visit to ensure the new school has a strong start that sets it up for long-term success. The staff assesses the school early to identify any challenges that could be detrimental to the school meeting its goals and/or fulfilling mission, vision, and academic program outlined in the Authority-approved charter.

The visit lasts 0.5 to 1 school days and is focused on the academic performance and organizational effectiveness components of the school, and includes classroom observations, focus groups, and detailed data analysis of student achievement. The visiting team uses established criteria, performance frameworks, and metrics to inform its observations and focus groups. These visits are initiated by the Authority, and a written report is provided to the school with feedback, findings, and recommendations. These visits provide evidence for recommendations to the Board for decision making and ongoing support for a school.

Site Evaluations

The Authority typically does not conduct evaluative oversight visits to each school annually. Rather, the Authority focuses on evaluative visits in Year 1 (Initial Site Evaluations), Year 3, and Year 5. The Authority relies on the School Support team's annual support visits, as well as ongoing compliance reporting, to inform the Authorization team's understanding of schools' progress and performance. Schools with a proven track record and that are consistently recognized as 4- or 5-star schools may have fewer evaluative visits. Conversely, schools that have shown inconsistent student achievement, have consistently underperformed, and/or have received notices of concern/breach, may have additional oversight through visits.

During Evaluation Visits, which last 1 to 2 school days, the Authorization team of the SPCSA focuses on the academic performance and organizational effectiveness components of the school, and includes classroom observations, focus groups, and detailed data analysis of student achievement. The visiting team uses rubrics, performance frameworks, and metrics to inform its observations and focus groups. These visits are initiated by the Authority, and a written report is provided to the school with feedback, findings, and recommendations. These visits provide evidence for renewal and recommendations to the Board for decision making.

Support Visits

Support visits are on-going annually and led by the Authority's School Support division. They are designed to help schools with specific needs and targeted support (i.e., Special Education, McKinney Vento). These are conducted through informal and formal building walk throughs, visits, and participation or observation at PDs, and they are initiated at both the school's request and by the School Support team of the Authority.

These visits can be brief (i.e., 1 hour for a meeting or campus walk through) or take place over an entire school day. Data, anecdotal evidence, and observation notes from these visits

provide the entire Authority staff with a deeper understanding of the school’s performance, progress, and potential, and may be included in any reports and recommendations to the Authority Board.

Pre-Renewal Site Evaluations

In the later months of Year 5, prior to anticipated renewal applications in Year 6, the Authority conducts these evaluative visits with schools that have shown inconsistent student achievement or have consistently underperformed. The Pre-Renewal Site Evaluation provides the Authority and the school an opportunity to identify urgent needs and critical changes that would strengthen the school’s application for renewal.

The focus for the Authorization team of the SPCSA is on the academic performance and organizational effectiveness of the school, with an emphasis on analysis for recommendation for renewal.

These visits last 1-2 school days and include classroom observations, focus groups, and detailed data analysis of student achievement. The visiting team uses rubrics, performance frameworks, and metrics to inform its observations and focus groups. These visits are initiated by the Authority, and a written report is provided to the school with feedback, findings, and recommendations. These visits provide evidence for renewal and recommendations to the Board for decision making.

Renewal Site Evaluations

The Authority conducts these evaluative visits during the renewal process for schools in Year 6. Similar to visits in Years 1, 3, and 5, the Renewal Visit is designed to assess the school’s accomplishment of goals outlined in its charter, student achievement, and overall success.

The focus for the Authorization team of the SPCSA is on the academic performance and organizational effectiveness of the school, with an emphasis on analysis for recommendation for renewal. These visits provide schools with another opportunity to showcase their compliance, achievement, and accomplishments in favor of renewal.

These visits last 1-2 school days and include classroom observations, focus groups, and detailed data analysis of student achievement. The visiting team uses rubrics, performance frameworks, and metrics to inform its observations and focus groups. These visits are initiated by the Authority, and a written report is provided to the school with feedback, findings, and recommendations. These visits provide evidence for renewal and recommendations to the Board for decision making.

Figure 1: Types of Visits

Type of Visit	Occurrence	Purpose
Pre-Opening Readiness Check	Within 2 weeks of first day of instruction	Determine school’s readiness for first day of instruction
Initial Site Evaluation	Year 1, typically fall or early winter	Ensure new school has a strong start that sets it up for long-term success; Identify any challenges that

		could be detrimental to the school meeting its goals
Type of Visit	Occurrence	Purpose
Site Evaluations	Year 3 [Years 1, 3, 5]	Evaluate school's progress, student achievement, and alignment to mission
Support Visits	On-going, annual	Provide specific and targeted support to schools based on their needs
Pre-Renewal Site Evaluation	Year 5, late winter or spring	Opportunity to identify key needs and urgent changes for schools that have shown inconsistent student achievement or have been consistently underperforming
Renewal Site Evaluation	Year 6, during renewal process early fall	Assess the school's accomplishment of goals outlined in its charter, student achievement, and overall success for purposes of renewal

CURRENT VISIT NEEDS

Based on the Authority's current portfolio of schools, including five schools in Year 5 and facing renewal in 2019, the following schedules is proposed for visits the 2018-19 school through the next six years.

Schools in receipt of a 'Notice of Concern' or 'Notice of Breach' may be added to the calendar for a Site Evaluation visit in any year. For schools with multiple campuses, Authority team members will identify the most fitting campus(es) to visit in a given year and communicate with those school leaders. The table below is a provisional outline of visits by the SPCSA, subject to change based on identified needs by the Authority and/or Board.

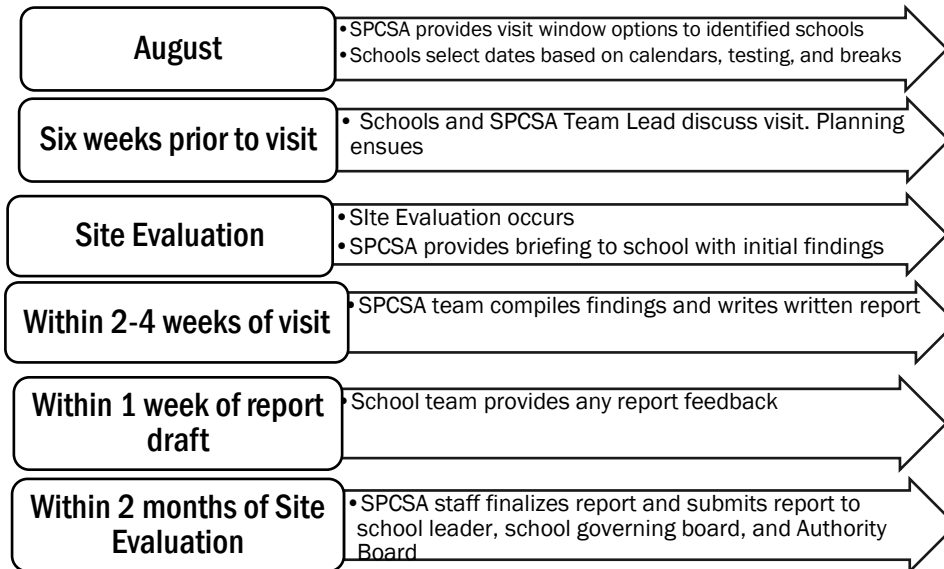
Figure 2: Provisional Outline of Visits, draft

School	Charter Expires	Renewal Year	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Alpine Academy College Prep HS	06.30.2021	2020-21	Year 4	Year 5	Year 6	Year 1R	Year 2	Year 3
American Preparatory - LV	06.30.2020	2019-20	Year 5	Year 6	Year 1R	Year 2	Year 3	Year 4
Beacon Academy of Nevada	06.13.2020	2019-20	Year 5	Year 6	Year 1R	Year 2	Year 3	Year 4
Coral Academy	06.30.2019	2018-19	Year 6	Year 1R	Year 2	Year 3	Year 4	Year 5
Discovery Charter [receivership]	06.23.2023	2022-23	Year 2	Year 3	Year 4	Year 5	Year 6	Year 1R
Doral Academy	06.30.2019	2018-19	Year 6	Year 1R	Year 2	Year 3	Year 4	Year 5
Doral Academy of Northern Nevada	06.23.2023	2022-23	Year 2	Year 3	Year 4	Year 5	Year 6	Year 1R

School	Charter Expires	Renewal Year	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
Elko Institute for Academic Achievement	06.30.2021	2020-21	Year 4	Year 5	Year 6	Year 1R	Year 2	Year 3
Equipo Academy	06.30.2021	2020-21	Year 4	Year 5	Year 6	Year 1R	Year 2	Year 3
Founders Academy	06.30.2020	2019-20	Year 5	Year 6	Year 1R	Year 2	Year 3	Year 4
Freedom Classical (formerly ALA-NLV)	06.30.2022	2021-22	Year 3	Year 4	Year 5	Year 6	Year 1R	Year 2
Honors Academy of Literature	06.30.2024	2023-24	Year 1R	Year 2	Year 3	Year 4	Year 5	Year 6
Imagine School at Mountain View	06.13.2023	2022-23	Year 2	Year 3	Year 4	Year 5	Year 6	Year 1R
Leadership Academy of Nevada	06.30.2020	2019-20	Year 5	Year 6	Year 1R	Year 2	Year 3	Year 4
Learning Bridge Charter School	06.30.2019	2018-19	Year 6	Year 1R	Year 2	Year 3	Year 4	Year 5
Legacy Traditional	06.30.2022	2021-22	Year 3	Year 4	Year 5	Year 6	Year 1R	Year 2
Mater Academy of Las Vegas	06.30.2020	2019-20	Year 5	Year 6	Year 1R	Year 2	Year 3	Year 4
Mater Academy of Northern Nevada	06.18.2023	2022-23	Year 2	Year 3	Year 4	Year 5	Year 6	Year 1R
Nevada Connections Academy	06.30.2020	2019-20	Year 5	Year 6	Year 1R	Year 2	Year 3	Year 4
Nevada State High School	06.30.2022	2021-22	Year 3	Year 4	Year 5	Year 6	Year 1R	Year 2
Nevada Virtual Academy	06.30.2019	2018-19	Year 6	Year 1R	Year 2	Year 3	Year 4	Year 5
Oasis Academy	06.13.2023	2022-23	Year 2	Year 3	Year 4	Year 5	Year 6	Year 1R
Pinecrest Academy	06.30.2024	2023-24	Year 1R	Year 2	Year 3	Year 4	Year 5	Year 6
Quest Prep [receivership]	06.30.2020	2019-20	Year 5	Year 6	Year 1R	Year 2	Year 3	Year 4
Silver Sands Montessori	06.30.2021	2020-21	Year 4	Year 5	Year 6	Year 1R	Year 2	Year 3
Somerset Academy	06.30.2022	2021-22	Year 3	Year 4	Year 5	Year 6	Year 1R	Year 2
Sports Leadership and Management Academy (SLAM)	06.30.2022	2021-22	Year 3	Year 4	Year 5	Year 6	Year 1R	Year 2

VISIT PROCESS

The process for a Site Evaluation can take about three to nine months, depending on when the visit occurs. From the initial outreach, which will typically take place at the beginning of the school year, to schedule the visit, to the final report being submitted to the school, the school's board, and the Authority Board, the process can take time. The following diagram outlines the complete Site Evaluation process. Please note, the SPCSA is conducting this process and process with multiple schools through the course of the year.



OUR MEASURES

Using the Academic Framework as the foundational guide, the SPCSA also uses pre-established, clear criteria for Site Evaluations, centered on the academic performance and organizational effectiveness, with a focus on fidelity to the school's charter and its execution.

Resulting site visit reports will contain findings or observations related to the outlined criteria (Appendix B). Findings provide an objective description of the school's performance, as defined by the criteria. Findings synthesize the SPCSA team's analysis of collected data. The Authority uses a ratings scale to summarize a school's performance against the criteria. Ratings provide a concrete summary of a school's performance at the time of the Site Evaluation. In the site visit report, each criterion will be accompanied by a rating: Distinguished, Proficient, Basic, Unsatisfactory. Schools' goals for rating should be at least 'proficient.'

Figure 3: Rating Scale

Rating	Description
Distinguished	The school consistently demonstrates this criterion and is a potential exemplar in this area.
Proficient	The school substantially demonstrates this criterion though minor concerns are noted.
Basic	The school demonstrates some aspects of this criterion but not others and/or moderate concerns are noted.
Unsatisfactory	The school does not demonstrate the criterion and/or significant concerns are noted.

The site visit report will identify examples of the school demonstrating/not demonstrating the criteria and which justifies the ratings. For criteria in need of improvement, the Authority will offer solutions grounded in best practice and/or aligned with the school’s mission, vision, and academic program as outlined in its charter.

PREPARING FOR THE VISIT

Given Nevada schools’ calendars and established best practices, the SPCSA typically conducts Site Evaluations between the end of September and April. Pre-Renewal Site Evaluations are scheduled later in the year to allow schools with inconsistent performance to better demonstrate strong operations, while allowing time to address any urgent matters in advance of Year 6 renewal application. Renewal Site Evaluations take place in the fall of Year 6, both prior to and during the window for the renewal application process.

Initial Site Evaluations generally take place in the fall or early winter of a school’s first year to best support a strong opening of the school and help troubleshoot any operational challenges that could impact the long-term success of the school.

The Authority recognizes that the time of year of a visit may have an impact on the quality of instruction and efficiency of operations, and the SPCSA takes timing into consideration during observations and when drawing conclusions based on evidence gathered during a visit. Schools should maintain their regular schedule and daily routines for Site Evaluations and visits.

Scheduling the visit

Prior to Site Evaluation, the SPCSA staff coordinates with school leaders, or their designated contact, to plan visit dates. When planning Site Evaluations, we consider a variety of factors, including holidays, testing schedules, field trips, and school professional development days, as well Authority staff availability. SPCSA staff provides a window of potential dates to schools, based on staff calendars, known school factors, and visit purpose (i.e., Initial Site Evaluation, Pre-Renewal Site Evaluation). As the Authority staff works collaboratively with schools to accommodate their schedules and preferences, planned visits days are generally not changed or rescheduled unless a serious conflict arises. Once a school leader knows the

day(s) of a Site Evaluation, s/he should share that information with the staff, board, and other stakeholders to begin preparation for the visit.

Points of Contact

For Site Evaluations, including Initial Site Evaluations and Renewal Site Evaluations, the primary point of contact for the Authority is the Director of Authorizing. S/he may assign a staff member as Team Lead for the visit, but schools' initial point of contact should be the Director of Authorizing.

For the school, the SPCSA will first contact the school leader (i.e., the Head of School, Principal). It is at the school leader's discretion to identify a different primary point person from the school with whom the SPCSA will coordinate the site visit and communicate that person's name and contact information to the SPCSA staff.

Team Structure

The Site Evaluation team is led by a member of the SPCSA's Authorization team. The team leader coordinates and facilitates the visit, which may include staff members from other SPCSA teams and/or external consultants. Factors such as academic achievement, fiscal soundness, school size, and school location will be considered when assembling the site visit team, as well as team members' expertise in fiscal management, governance, school leadership, curriculum, and instruction.

Visit Schedule

Based on best practices of authorizers, the SPCSA's Site Evaluations will generally take place over the course of 1 to 2 days, depending on the size, structure, and location of the school. Evaluators will conduct focus groups/interviews, observe operations and instruction, and review requested documents. The team's schedule also will allow for a debrief to discuss preliminary findings.

The Site Evaluation schedule and plan will be developed using school-provided teacher and daily schedules and will typically start an hour before the start of instruction and go until at least 1.5 hours after instruction. The team leader will coordinate with the school's primary point person to arrange specific times for the team's arrival and departure based on the school's daily schedule.

A sample 1-day Site Evaluation visit may look like the following, but is subject to change based on the needs of the school and the purpose of the visit:

Figure 4: Sample 1-Day Site Evaluation Schedule

TIME	ACTION
7 a.m.	SPCSA team arrives and settles into designated space
7:15 a.m.	SPCSA team pre-briefing
7:30 a.m.	SPCSA Team: Overview with Admin and Leadership Team
7:50 a.m.	<ul style="list-style-type: none"> • SPCSA Team A: Observes morning arrival process outside and entryway • SPCSA Team B: Observes in common space (i.e., cafeteria) and classrooms
8:10 a.m. – 10:10 a.m.	<ul style="list-style-type: none"> • Team A: Observe in Middle School • Team B: Observe in Elementary School
10:15 a.m. – 11:00 a.m.	SPCSA Team: Document Review
11 a.m. - 11:30 a.m.	<ul style="list-style-type: none"> • Team A: Student Roundtable • Team B: Personal lunch/break
11:30 a.m. – 12 p.m.	<ul style="list-style-type: none"> • Team A: Personal lunch/break • Team B: Observe lunch/operations
12 – 12:30 p.m.	SPCSA Team Debrief
12:30 p.m. – 2 p.m.	<ul style="list-style-type: none"> • Team A: Observe in Elementary School • Team B: Observe in Middle School
2:00 p.m. – 2:45 p.m.	<ul style="list-style-type: none"> • Team A: Roundtable with Admin and Leadership Team • Team B: Roundtable with select Governance Team members
2:45 p.m. – 3:15 p.m.	<ul style="list-style-type: none"> • Team A: Interview with Special Education and ELL team members • Team B: Document Review
3:15 p.m. – 4:00 p.m.	<ul style="list-style-type: none"> • EPP Team A: Staff Focus Group (no admin) • EPP Team B: Family Focus Group
4:00 p.m. – 4:15 p.m.	SPCSA Team Debrief
4:15 p.m. – 4:30 p.m.	<ul style="list-style-type: none"> • EPP Team Lead/Team A: Debrief with Admin & School Leader • EPP Team B: Clean Up
4:30 p.m.	SPCSA Team Departure

Pre-Visit Submissions

Prior to the visit, there are a variety of documents the SPCSA Site Evaluation team needs in order to prepare for and plan the visit. These documents also help familiarize the Authority team with the organizational structure, academic programs, and instructional schedule of the school to maximize their time on campus and create the most efficient schedule for the Site Evaluation. The school's point person will coordinate with the Authority team lead to determine submission process and due dates.

When providing pre-visit documents, schools need to ensure they are the most current and accurate. Schools should provide updated documents to the SPCSA should they change between initial submission and the Site Evaluations (i.e., staff rosters). We recognize the time schools will spend compiling pre-visit materials; complete and timely submissions ensure an efficient visit with minimal requests of the staff and disruptions of instruction on the day of the visit.

Whenever possible, SPCSA staff will use documents schools post in EpiCenter as part of the Reporting Requirements, provided they are the most recent and current for the Site Evaluation. Schools are encouraged to use and share existing documents, rather than create just for Site Evaluations.

Required documents for pre-visits submissions include:

- **Staff Directory:** Provide a complete staff directory, including staff members' names, roles, room assignments. The directory should also include non-instructional staff and any consultants/contracted employees, such as Speech Pathologist or cafeteria workers.
- **Organizational Chart:** Submit a chart that includes *all* instructional and non-instructional staff and accurately illustrates the school's reporting structure. The Org Chart does not need to include staff by name; it should reflect all positions, current titles, and relationships between management/governance and any CMO/EMO.
- **Teacher Roster and Certification:** Using the template provided in Appendix E, complete the Teacher Roster and Certification form, identifying each current teacher's certification, content/grade area, and years of experience. The Authority recognizes that staffing changes occur from the beginning of the year through the school year, and the Site Evaluation Team Lead and school leader will discuss these changes in a pre-visit call so the SPCSA can best understand the current staffing strengths and challenges prior to their visit.
- **Teacher Schedules:** Provide schedules that indicate where each teacher will be throughout the day and what subject/grade s/he teaches within each block of the day. Please also indicate any non-instructional time, such as prep period, lunch, coaching meeting, team meetings. To allow the SPCSA to create the most efficient schedule for the Site Evaluation, please clarify class names and locations, such as Harvard or "The Lions" by providing an explanatory key.
- **Assessment List and Calendar:** Provide a list and calendar for all diagnostic, formative, and summative assessments administered by each grade level throughout the year.
- **Professional Development Calendar:** Submit a calendar of all professional development opportunities provided to the staff throughout the year. If possible, please include a rationale or objective for each PD session, i.e., "Schoolwide Management 101 – August 2018: To align on schoolwide behavior and management expectations and consequences to ensure consistency for students and staff."
- **Site Evaluation Data Collection Form:** Complete and submit the Authority's Site Evaluation Data Collection Form, the template for which will be provided. An example of this form is including in Appendix D.

Logistics

The SPCSA team requests the following from the school site for the duration of their Site Evaluation:

- **On-site Point Person:** The school should designate someone, typically the school leader, to serve as the liaison for the Authority team. This person should be available throughout the visit to troubleshoot issues that may arise, such as document location or schedule changes. The on-site point person should be able to answer questions and provide information about the school to the visiting team.
- **Meeting Space:** The Site Evaluation team will need a private meeting space (i.e., small conference room) from which to run point for the duration of the Site Evaluation. We recognize that charters often have limited space and that Authority staff taking over a room for at least a full day can be disruptive to some staff. However, a private meeting space is critical to the successful and thorough conduct of the Site Evaluation and will be used for team discussions, document review, and interviews with members of the school community.
 - **Access to WIFI and power outlets:** The Authority staff will use their laptops extensively through the visit and will need access to power outlets when in the assigned meeting space. Please ensure that adequate access is provided, including extension cords and power outlets. Please have guest WiFi access ready, with a log in and password provided to the Team Lead upon arrival to the school.
- **Meals/Food Delivery:** SPCSA may ask schools to provide the team with the names of or lunch menus from nearby restaurants that deliver. The team will coordinate logistics around meal delivery and team members will cover costs; it is against state policy for state-sponsored schools to provide meals for SPCSA staff.

Team Lead will address any other logistical requests with the school point person, such as an LCD projector or a nursing space, as they arise through the planning stages for the Site Evaluation.

DURING THE VISIT

Site Evaluation team members will observe throughout the school, including morning arrival and lunch; conduct classroom observations in all grade levels and/or content areas; interview teachers, administrators, governance team members, support staff, students, and families; and conduct document reviews. All of the gathered data provides evidence to SPCSA and allows the team to generate conclusions and findings on the school's effectiveness with the execution of its charter and its achievement of the school's mission, goals, and purpose as outlined in the charter.

Classroom Observations

In order to get a full picture of the instructional practices, student achievement, and the school's execution of his academic program detailed in its charter, the SPCSA Site Evaluation team conducts extensive observations. Classroom observations provide in-depth

understanding of instructional delivery, curriculum implementation, and student learning, while Operational observations, such as morning arrival, lunch, and transitions provide insight into the practices and procedures of the school that impact and influence instruction.

During their time in classroom, evaluation team members observe instruction, teacher action, student action, classrooms, and inspect curriculum resources, student work (both on display and in journals, folders, etc.). Evaluators may talk with students and/or teachers but never during instruction; team members are conscious of not interrupting instruction or disrupting regular routines in the classrooms.

Teachers should have lesson plans, grade books, artifacts of student work, and other relevant documents readily available and in an area accessible/labeled so as evaluators do not need to interrupt to find them. Teachers are not obligated to greet or respond to visitors in any way; teachers and students should adhere to regular routines and practices. Part of the purpose of classroom observations is to get an accurate representation of the day-to-day practices of schools; changes to routines or teaching methods often have unintended negative consequences, and teachers should follow their regular habits.

SPCSA team members will use a Classroom Observation template and rubric designed by the Authority staff to ensure consistent alignment across state-authorized schools, as well as for familiarity with the tool. However, evaluation teams may ask for the school's observation templates in their document review to better understand how schools observe, evaluate, and assess instructional delivery, as well as how the schools' observation methods are used in coaching, teacher evaluation, and professional development.

Document Review

Visiting site evaluators examine a broad range of documents during visits. The Family Educational Rights and Privacy Act (FERPA) permits the Authority and its staff, as the school's authorizer, as an LEA, to inspect student records, including student performance data, Individualized Education Plans (IEPs), and discipline records during a Site Evaluation. Any external members of the SPCSA team will have signed a legally binding confidentiality agreement that ensure student privacy.

Documents for the onsite review should be placed in the site visit team's room in an organized, easy-to-access manner (i.e., labeled binders, folders). For documents that are too large or impractical to print, the school should arrange electronic access for at least two team members (to be designated during pre-visit logistics). Team members will have a designated time to review the requested documents, though documents should be ready by the start of the team's visit. Evaluators may ask the school leader and/or designated point person for orientation around some documents. Team members may also ask for additional documents, not originally provided, particularly when pursuing a particular line of inquiry. In order to minimize the work in preparing these documents for the visit, and to allow the Authority to better understand the school's actual operations, please provide existing documents, when possible

Requested on-site documents for review are found in Appendix C. Additional items may be requested during the logistical planning for the visit based on school needs, performance, and/or previous evaluations.

Interviews/Focus Groups

Interviews and Focus Groups provide first-hand and distinct feedback from stakeholders of the school. Parents, teachers and staff, governing board members, and students all have a variety of perspectives from their involvement with the school. Therefore, it is important to collect anecdotal and factual evidence from these stakeholders. Additionally, staff in critical roles such as Special Education coordinator or ELL instructor, provide a unique lens into the overall educational program and supports for diverse populations.

Interviews and Focus Groups are conducted by members of the Site Evaluation team and depending on the size and availability of the team, may include one to three team members. Interviews are typically individual or two people, while a Focus Group is up to 10 people within a given category (i.e., parents of enrolled students). The SPCSA Team Lead will work with the school's point person on the number of focus groups, the criteria for participation, and the amount of time needed. Interviews and Focus Groups typically take 45 to 60 minutes but may be abbreviated if the team finds they have conclusive evidence for their findings. To ensure a holistic picture of the school's population and stakeholders' experience, criteria for Focus Groups for parents/families and students will ensure a range of time enrolled at school, student skill level (i.e., students from both special education and gifted programs), grade levels, and socio-economic status (as identified by the school through Free/Reduced lunch status).

Questions for participants are standard across Site Evaluations, to ensure objectivity, with a few questions specific to the context of the school and developed due to observations, document reviews, or other collected data during the Site Evaluation.

Interviews/Focus Groups will be conducted with the following stakeholders:

- **School Leader/Administrative Team:** Depending on school context and previously-identified need, an individual interview with the school leader or a small focus group with the Administrative team will be conducted. The SPCSA team will ask question and address issues related to the day's observations and visit, instruction and curriculum, student achievement, student engagement, school, culture, Special Education, discipline, operations, and the overall educational program.
- **Teachers/Staff:** SPCSA team will provide criteria for participation to ensure a range of representation based on grade levels, content areas, years of teaching, years employed at the school, and certified/classified staff. SPCSA will ask questions related to instruction, culture, student achievement, discipline, and the school's overall education plan.

- **Governing Board:** In addition to other objectives, board members will address fiscal questions and questions specific to the charter. Board members will self-select into focus group, ensuring multiple board members participate but not so many as to violate any state open meeting law.
- **Students:** Heterogeneously grouped 3rd – 8th graders randomly selected by schools from given criteria (i.e., low achieving, high achieving, enrolled since Kindergarten, newly enrolled student, EL student). Questions will center around the school's learning practices and opportunities, school discipline, and school culture.
- **Parents of Enrolled Students:** Randomly selected by schools from given criteria (i.e., parent/guardians from across grade levels and years of enrollment at school). Questions will center around the school's learning practices and opportunities, school discipline, and school culture.
- **Selected staff members based on role:** Critical school roles, such as a Special Education coordinator or ELL coordinator, offer a unique perspective on student supports for diverse populations and the implementation of the school's educational program for *all* students.

School Leader Briefing

At the end of the visit, the Team Lead and select members of the SPCSA team will conduct a briefing with the school leader and anyone else s/he invites to the discussion, such as a board member. The SPCSA Team Leader shares the team's initial analysis, providing preliminary findings and any recommendations for immediate implementation. SPCSA Team Lead also outlines the next steps in the Site Evaluation process.

Figure 5: Components of Site Evaluations

Component	Purpose
SPCSA Team Pre-Briefing	Allows SPCSA Team Lead to welcome the team, provide relevant documents (such as school map, schedule, e.g.), reviews the purpose and context of the visit, reviews the school's code of conduct and procedures (i.e., no cell phones in hallways), and answers questions about the day from team members. School staff will not be present for this pre-briefing.
SPCSA Team Overview w/Admin and Leadership Team	Provides opportunity for school leaders to review purpose of visit, clarify any questions, address team SPCSA questions, and preview the scope of the day. The SPCSA Team Lead also reviews the team's schedule for the day, and the school leader provides any additional information about the school relevant to the day's visit.
Classroom Observations	Guided by the school's common practices, classroom observations allow SPCSA staff to examine instruction and curriculum delivery, student engagement, and supports for diverse learners. Visitors will collect lesson plans, review student work, and ask teachers and students questions without disrupting instruction.
Operations Observations	Observing operations components such as morning arrival, lunch, and school wide transitions provides insight into the school's culture. Team members can analyze these systems to assess their impact on instruction and the overall efficiency of school's procedures.
Document Review	Offers visitors an opportunity to examine policies and practices, i.e., student-family handbook or lesson plans, and assess alignment with school's charter, mission, and vision. Provides a fuller picture of the day-to-day operations informs the evaluators' understanding of the school.
Student Roundtable	Allows students, the biggest stakeholder of schools, the opportunity to provide their perspective on learning practices and opportunities, school discipline, and school culture. Criteria for participation will be provided to the school, which will identify and facilitate logistics around participation. To ensure a mix of perspectives, criteria will be based on a range of students' grades/ages, skill levels, and time enrolled at school.
Focus Groups/Interviews	Provides perspectives and feedback from key stakeholders, including families, teachers, governing board members, and staff in critical roles, such as Special Education coordinator or ELL Coordinator. Criteria for participation will be provided to the school, which will identify and facilitate logistics around participation. Team members will guide the conversations to include specific evidence and data from participants, with questions tailored specific to each school and its current context.

Component	Purpose
SPCSA Team Debrief	Allows SPCSA team members to identify trends from the Site Evaluation and compile initial trends to share with school administration and leadership. Mid-visit debrief allows team to troubleshoot anything related to the visit and identify priority areas for remaining time on campus.
School Leader Briefing	SPCSA Team Leader shares the team’s initial analysis with the school leader, and another administrators/school staff the school identifies for the briefing. This short, oral report provides the school with a summary of initial findings and immediate recommendations, as well as outlines the next steps in the Site Evaluation process.

AFTER THE VISIT

Site Evaluation Report

At the end of the visit, the SPCSA Team Lead and other team members will share a brief oral report with the school leadership. The team may present critical and urgent findings to the school leadership. However, a more thorough report will be developed within 2-4 weeks of the team’s visit.

After the Site Evaluation, the SPCSA staff prepares a written report, “Site Evaluation: Year (X) Report,” based on the team’s findings as a result of observations, document review, focus groups and interviews, and data analysis. This report provides findings, recommendations, and critical evaluation of the overall school program, not a specific teacher, staff member, grade level, or content area. The SPCSA will not use names in its reports, but may refer to specific positions when warranted, such as a discussion of instructional leadership or coordination of the Special Education program.

The Team Lead will facilitate the process for collecting individual team members’ data, observation notes, and findings following an established team protocol and assign a team member to be the lead in drafting the Site Evaluation Report. Members of the Site Evaluation will review the report to ensure it is factually accurate and reflects the collective discoveries from the Site Evaluation. The Team Lead incorporates the team’s corrections and notes following a review and issues the report the school. The school has one week to respond to any factual errors, suggest corrections, and/or request a meeting with the Team Lead to discuss. The school may also choose to submit a response to the SPCSA’s findings, to be included with the report in the public domain. The final report, and any related rebuttals, are submitted to the school’s leadership and governing teams, the Authority Board, and into public record via Authority board meetings and website.

APPENDIX A: Site Evaluation Checklist for School Leaders

The following checklist outlines the prework and preparation for Site Evaluations by the SPCSA staff.

➤ **Upon receipt of the Site Evaluation notice email/letter**

- Check the suggested site visit date(s). Is it a regularly school day without testing, field trips, or early release?
- Confirm the suggested date(s) by the deadline provided. Please email your confirmation to the SPCSA Team Lead for your school's Site Evaluation. If the proposed date creates a conflict or hardship for your school, call the SPCSA point person to find a mutually agreeable date.
- Upon confirmation of the site visit date(s), share the visit date and Site Evaluation details with the school's governing board, staff, and other relevant stakeholders.
- Plan to attend the Site Evaluation call six weeks prior to the visit

➤ **Six weeks prior to the Site Evaluation**

- Participate in call with SPCSA Team Lead to clarify questions, understand visit purpose and protocols, discuss criteria for participants in interviews/focus groups, and coordinate any remaining logistics.
- Lead the staff in preparing for the visit. This includes talking with the school's board, teachers and staff, families, and students about what to expect from the SPCSA's visit. Inform teachers that classroom observations will take place, but that the purpose of these observations is to collect evidence for school wide trends not to evaluate individual teachers.
- Review the Site Evaluation Protocol and share it with relevant members of the school community.
- Begin gathering required documents for pre-visit submission:
 - Staff Directory [label as SchoolName.StaffDirectory.SchoolYear]
 - Organizational Chart [label as SchoolName.OrgChart.SchoolYear]
 - Teacher Roster and Certification [label as SchoolName.TeacherRoster.SchoolYear]
 - Teacher Schedules [label as SchoolName.TeacherSchedule.SchoolYear]
 - Assessment List and Calendar [label as SchoolName.Assessments.SchoolYear]
 - Site Evaluation Data Collection Form [label as SchoolName.DataCollection.SchoolYear]

➤ **Four weeks prior to the Site Evaluation**

- Send the gathered required pre-visit documents to the SPCSA Team Lead, using provided naming conventions. Work with Team Lead to clarify any submissions.
- Begin coordinating participants for the focus groups, as discussed in previous call.
- Begin working with the SPCSA Team Lead, school community, and Board to determine the schedule for the visit. This will likely take several iterations to finalize.

➤ **Two weeks prior to the Site Evaluation**

- Work with the Team Lead to finalize the visit schedule.
- Make final logistical preparations, including designation of room for visiting team and focus group participation

➤ **One week prior to the Site Evaluation**

- Speak with the Team Lead to finalize all logistical and schedule details. This includes parking details, options for lunch ordering (see “logistics” in the handbook), securement of private space for SPCSA team use, and clarification of all required pre-visit documents.
- Confirm all focus group participants. Submit a completed Focus Group template, provided by the SPCSA to the Team Lead. Arrange any necessary coverage of staff participants.
- Begin to gather documents and materials for the onsite document review.

➤ **One day before the Site Evaluation**

- Distribute the SPCSA’s visit schedule to the school community, including janitorial staff, school security, and other personnel
- Ensure all requested materials are available, organized, and clearly labeled in the team’s private meeting space.
- Have teachers post the schedule for their classroom for the day of the visit on the door of their classroom.
- Remind teachers to make requested documents (i.e., lesson plans, grade books, student work) available in a clearly marked spot in their classroom.
- Determine which stakeholders will attend the end of day Briefing.

➤ **During the Site Evaluation**

- Ensure the team’s meeting room is labeled and remains private for the duration of the visit.
- Ensure that Focus Group/Interview rooms are labeled remain private while they are being conducted.
- Make sure point person is available to the visiting team for a morning overview and end of day briefing, as well as any follow-up, troubleshooting, or requests for additional information/documents.
- Bring concerns/questions to the Team Lead as they arise.

➤ **After the Site Evaluation**

- Work with the SPCSA team and school’s leadership team to review and provide factual corrections or other feedback on the Site Evaluation Report.
- If deemed necessary, prepare and submit a response to the final report. This response will be included in the report and public domain.
- Share the final, public report with the school’s board, staff, parents, and other stakeholders.

APPENDIX B: Site Evaluations Performance Criteria

Using the Academic Framework as the foundational guide, the SPCSA also uses a specific scale for Site Evaluations with clear criteria around academics and organizational components, and a focus on fidelity to the school’s charter and its execution.

Resulting site visit reports will contain findings or observations related to the outlined criteria, below. Findings provide an objective description of the school’s performance, as defined by the criteria. Findings synthesize the SPCSA team’s analysis of collected data. The Authority uses a ratings scale to summarize a school’s performance against the criteria. Ratings provide a concrete summary of a school’s performance at the time of the Site Evaluation. In the site visit report, each criterion will be accompanied by a rating: Distinguished, Proficient, Basic, Unsatisfactory.

Figure 3: Rating Scale

Rating	Description
Distinguished	The school consistently demonstrates this criterion and is a potential exemplar in this area.
Proficient	The school substantially demonstrates this criterion though minor concerns are noted.
Basic	The school demonstrates some aspects of this criterion but not others and/or moderate concerns are noted.
Unsatisfactory	The school does not demonstrate the criterion and/or significant concerns are noted.

ACADEMIC		
Component	Criterion	Considerations
Mission and Key Design Elements	The school shows fidelity to its mission, vision, and charter. The school implements key design elements of its academic program and substantially meets its accountability plan goals, as described in its charter.	<ul style="list-style-type: none"> Do all stakeholders share a common and consistent understanding of the school’s mission and key design elements? Is the school operating in a manner that shows fidelity to its mission and its approved charter? Has the school fully implemented the key design elements of the approved charter?
Student Performance	The school consistently meets state student performance standards as defined by the statewide accountability system.	<ul style="list-style-type: none"> What star-level is this school? What percentage of students are proficient in reading and math? What is the demographic breakdown of scores – are at-risk and diverse needs students achieving at similar rates? Are students meeting goals, as outlined in charter?
Instructional Delivery	The school consistently delivers high-quality instruction that meets the needs of all students and provides an academic program	<ul style="list-style-type: none"> Do classrooms and/or focus groups reflect that the school has a common

	that encourages the use of different and innovate teaching methods. Diverse student needs are met through differentiation and support.	<p>understanding of high-quality instruction for all students?</p> <ul style="list-style-type: none"> • Does observed instruction reflect high expectations for all students? • Does instruction foster student engagement? • Are classroom environments conducive to learning? • What qualitative/quantitative data does the school use? <p>Do teachers report that PD is effective, relevant, and applicable for their instruction and student impact?</p> <ul style="list-style-type: none"> • What interventions, supports, and resources does the school provide to meet the needs of diverse learners, including those with special needs and EIs?
Curriculum	The school demonstrates substantial effectiveness in its use of Common Core state-standard aligned curriculum. The curriculum directly supports the school's academic program, as outlined in its approved charter or charter amendments.	<ul style="list-style-type: none"> • Is curriculum aligned to state standards? • Is the curriculum regularly reviewed and revised to ensure quality and effectiveness? • Is the curriculum vertically aligned to ensure quality and effectiveness? • Does the curriculum support opportunities for all students, including diverse learners?
Access and Equity	The school demonstratively increases the opportunities for learning and ensures access to quality education for students eligible to attend the school.	<ul style="list-style-type: none"> • Do teachers demonstrate, both in observations and focus groups, a responsibility for the learning of all students, including diverse learners? • Do the school's policies and practices, including disciplinary, volunteering, transportation, and enrollment, encourage all students/families to seek out this public school? • Has the school updated and received approval for its recruitment and retention plan to include deliberate, specific strategies that the school uses to ensure the ongoing provision of equity before, during, and after enrollment? • Has the school made efforts to enroll a student population that is demographically comparable to the local district's population?
Culture and Family Engagement	The school supports students' social and emotional health in a safe and respectful learning environment that engages families.	<ul style="list-style-type: none"> • Is the school environment physically and emotionally safe for students? • Does the school have structures in place that promote and create a respectful learning environment?

		<ul style="list-style-type: none"> • What support and resources are provided to support students physically, socially, and emotionally? • Does the school staff identify and coordinate with community services as needed? • Does the school work to effectively communicate with families? How? • Does school leadership and staff regularly provide families with information on student status and academic progress? • Do families report, in focus groups e.g., satisfaction with the school and sufficient opportunities to engage with the school?
--	--	--

ORGANIZATIONAL		
Component	Criterion	Considerations
Compliance	The school is in compliance with the terms of its charter and applicable state and federal laws and regulations. The school substantially meets deadlines for required submission of documents (Epicenter).	<ul style="list-style-type: none"> • Does the school consistently submit required documents on time to the Authority? • Does the school follow state and federal laws and regulations with fidelity? • Is the school in compliance with its charter and charter contract with the SPCSA?
Staff Culture	The school demonstrates substantial sustainment of a well-functioning organizational structure and creates a professional working climate for all staff.	<ul style="list-style-type: none"> • Does the school clearly define and delineate roles for school stakeholders, leadership, and staff? • Does the school have effective school leader that implements a clearly defined mission and set of goals? • Does the school provide teachers and staff with regularly and frequent opportunities for collaboration and professional development?
Governance Capacity	The Board demonstrates substantial aptitude for its role. Members of the Board act as public agents authorized by the state and provide competent and appropriate governance to ensure the success and sustainability of the school.	<ul style="list-style-type: none"> • Are board members active and engaged in fulfilling tier legal and fiduciary responsibilities and obligations to the school, including following Open Meeting Law, following the board's bylaws, and approving appropriate school policies to ensure compliance with requirements? • Does the board demonstrate appropriate oversight of the school's leader, financial health, progress toward goals, and alignment with the mission while remaining a governing authority? • Does the school have clear, well-understood, and followed systems for

		<p>decision-making and communication among all members of the school community?</p> <ul style="list-style-type: none">• Does the board engage in strategic and continuous improvement planning by setting and regularly monitoring progress relative to goals/priorities that are aligned with the school's mission, vision, and core values?
--	--	---

APPENDIX C: Required Documents for Document Review

Schools need to have these documents ready for review by the Site Evaluation team during the visit.

Documents for the onsite review should be placed in the site visit team’s room in an organized, easy-to-access manner (i.e., labeled binders, folders). For documents that are too large or impractical to print, the school should arrange electronic access for at least two team members (to be designated during pre-visit logistics). Team members will have a designated time to review the requested documents, though documents should be ready by the start of the team’s visit.

Provided	Item	Purpose
	Map of School: Provide a basic floor plan that evaluators can use to locate classrooms and offices. This does not need to be a formal blueprint, but classrooms should be labeled	To allow visiting team members to navigate campus and find rooms without interrupting school staff
	Core Curriculum documents: Present documents that demonstrate a comprehensive curriculum aligned to state standards, such as curriculum frameworks or maps, scope and sequences, pacing guides, unit plans, and lesson plans. These documents should include those used by teachers in their planning. If the school uses commercial curriculum, i.e., textbooks or prepared labs, provide examples of their alignment to the school’s curriculum and to state standards.	Provide insight into the school’s curriculum; evaluators can better follow instruction during observations and assess for alignment to state standards; helps observers understand the context of instruction as related to curriculum
	ELD Curricular Materials: Provide any ELD/ESL materials and curriculum that support EL learners	Provide insight into the school’s ELD instruction and support for EL students
	Lesson Plans: Provide copies of English Language Arts and math lesson plans from all teachers who will teach these subjects during the Site Evaluation. All teachers should have lesson plans readily available in an easily-identifiable location in their classrooms.	Observers can better follow instruction during observations and assess for alignment to state standards; Lesson plans can provide answers to evaluators’ questions without the interruption of instruction or disturbing teacher
	Assessment Documents: Provide examples of the school’s key assessments, such as interim or unit tests. Any documents, tools, and results that demonstrate the school’s systems for collecting and analyzing data should also be provided. Other documents may include sample data binders, rubrics, item analysis, action plans, and/or report cards. The school leader (and any Assessment coordinator)	Provide insight into the school’s assessments and data analysis; allows evaluators to consider rigor and alignment of assessments to standards and instruction

	should be ready to explain the evaluative team how the staff uses the assessment data.	
	Student Writing Samples: Provide writing samples from each student in one representative class from each grade level. All teachers should have student work readily available in an easily-identifiable location in their classrooms (i.e., on bulletin boards, in labeled folders).	Demonstrate student mastery and progress toward goals and achievement; allow observers to evaluate rigor and grade-level expectations through student work product
	<p>Evaluations: Provide all protocols for evaluations of teachers, administrators, school leaders, and the school's governing Board. If applicable, evaluations of the school's CMO/EMO should also be provided.</p> <ul style="list-style-type: none"> • Teachers/Staff: This can include formal evaluation documents, teacher self-assessments, or summative evaluation documents. • Administrators: Provide all evaluations of instructional leaders and other senior staff, and the criteria used, e.g. annual goals, job descriptions, bonus requirements. • School Leaders: Provide the board's evaluation of school leaders who report directly to it and the criteria used to assess leadership performance. • CMO/EMO: If the school has a charter or educational management organization, provide copies of the board's evaluation of the company. 	Allow evaluators to assess the school's standards and bar of achievement for staff; provide insight into the way schools conduct and use evaluations that may be useful to other schools within the Authority's auspices; ensure adherence to charter and charter contract with regards to staff evaluations and employment practices
	Professional Development Documentation: Current professional development calendar/agendas	Provide insight regarding staff development and support; ensure adherence to charter and charter contract with regards to staff development; allow observers to see school's focus for its staff and how it addresses student through staff support
	Recruitment Materials: Current recruitment materials, including the school's application and/or intent to enroll form; any brochures or fliers; lottery forms. Please include samples of recruitment materials translated into other languages.	Ensure compliance with charter, state, and federal regulations related to public schools; provides insight to evaluators regarding community outreach and family engagement
	Special Education and ELL Policy and Procedure Manuals: Copy of the policies and procedures manuals for special education and ELL	Provide insight into the school's support for EL students and students in Special Education; ensure compliance with charter, state, and federal regulations

APPENDIX D: Site Evaluation Data Collection Form

School Name						Date		
STUDENT ENROLLMENT						AT-RISK STUDENTS		
Grade	Current enrollment	Enrollment at beginning of school year	Number of currently enrolled students returning from last year	Number of students who have left since the beginning of the school year	Average number of students per class	Number of students with IEPs receiving academic services		
						Number of students with IEPs receiving related services only		
						Number of students declassified from special education last year		
						Number of students who are English language learners		
K						ATTENDANCE AND DISCIPLINE		
Grade 1							Last Year	This Year
Grade 2								
Grade 3						Total Days of Instruction last year		
Grade 4						Average daily attendance rate		
Grade 5						Number of in-school suspensions		
Grade 6						Number of out-of-school suspensions		
Grade 7						Number of expulsions		
Grade 8						FACULTY RETENTION		
Grade 9						Number of teachers on roster at the end of last academic year		
Grade 10						Number of teachers who returned from last year		
Grade 11						Number of teachers from last year promoted to non-instructional positions		
Grade 12						Number of teachers from last year who were not rehired this school year		
Total						Number of teachers who left during this school year		
Number of students on waitlist from last spring's lottery*						Number of teachers who were terminated during this school year		
Grades in which the school enrolls new students						Number of vacant instructional positions		
Completed by						Title		

APPENDIX E: Teacher Roster and Certification Form¹

SCHOOL _____ SITE EVALUATION DATE: _____

Person Completing Form Name: _____ Title _____ Date _____

Directions for this form

Enter the name of each lead teacher in the school and provide the requested information in each column. If needed, you may add additional rows or use a second sheet. Enter the number of non-certified teachers at the bottom (include these teachers in the list and list as 'uncertified'. This form should include General Education classroom teachers and any teachers and staff in Special Education. Please be as specific as possible, as demonstrated in the example of the first row.

Teacher LAST Name	Teacher FIRST Name	Grade/Subject	Certified [Yes/No]	Certification Type	Certification Status	Certification Issue Date	Certification Expiration Date	Total Years Teaching Experience	Years Teaching at this School
<i>Example</i>	<i>Jane</i>	<i>1st</i>	<i>Yes</i>	<i>Early Childhood</i>	<i>Professional</i>	<i>May 2009</i>	<i>n/a</i>	<i>8</i>	<i>3</i>

¹ Per NRS 388A.518

Exhibit 4

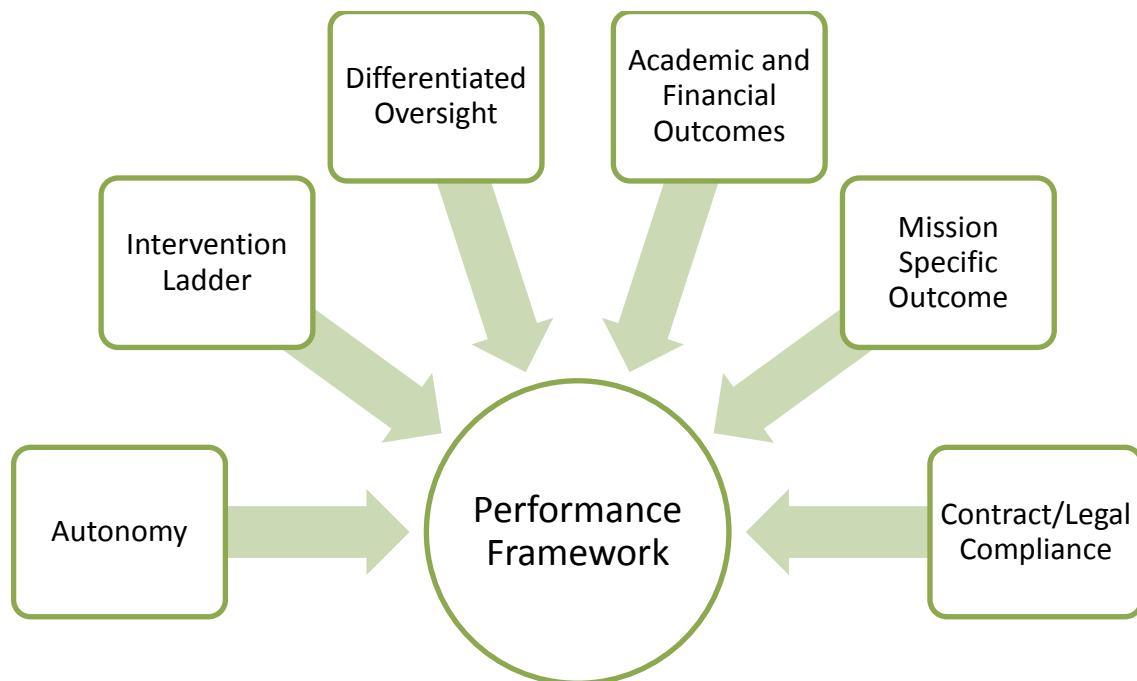
Exhibit 4

Charter School Performance Framework

Objective:

To provide charter school boards and leaders with clear expectations, fact-based oversight, and timely feedback while ensuring charter autonomy.

- Clear standards, timely feedback, and maximum transparency
- Objective information for schools, students, and families
- Differentiated oversight including incentives for charter schools designated as quality
- Comprehensive information to guide charter renewal determinations



Section 1: Introduction

This document describes the Charter School Performance Framework, the accountability mechanism for all charter schools sponsored by the State Public Charter School Authority (Authority).

This document provides:

- A conceptual overview of the Charter School Performance Framework (the body of the document); along with
- The specifics regarding Performance Framework implementation, and the academic, financial, organizational and mission specific performance standards.

In addition to establishing performance criteria for charter schools, the Charter School Performance Framework also ensures that the Authority is accountable to charter schools.

The Authority is accountable for implementing a rigorous and fair oversight process that respects the autonomy that is vital to charter school success. This mutual obligation drives the Charter School Performance Framework – a collaborative effort with the common mission of improving and influencing public education in Nevada by sponsoring public charter schools that prepare all students for college and career success and by modeling best practices in charter school sponsorship.

Charter School Performance Framework Authority Obligations

- Clearly communicate standards and expectations to schools;
- Conduct a transparent, consistent, and predictable oversight process;
- Conduct an oversight process that is respectful of schools' autonomy;
- Emphasis on student outcomes rather than compliance and process;
- Provide fact-based feedback to schools and communities indicating where schools stand relative to performance framework standards and expectations.

Section 2: Objective of the Charter School Performance Framework

Through its mission, the Authority has the responsibility to ensure its sponsored schools prepare all students for college and career success and to model best practices in charter school sponsorship.

The Authority acknowledges that charter schools need autonomy in order to develop and apply the policies and educational strategies that maximize their effectiveness.

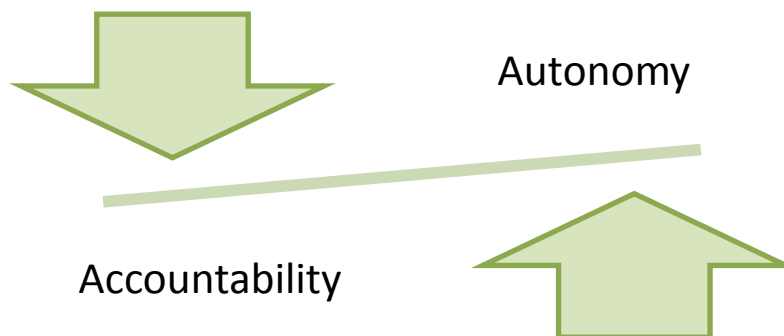
The Charter School Performance Framework balances these two considerations.

The objective of the Charter School Performance Framework is to provide charter school boards and leaders with clear expectations, fact-based oversight, and timely feedback while ensuring charter school autonomy.

In addition to achieving this objective, the Performance Framework should deliver important secondary benefits:

- Incentives for charter schools designated as quality that regularly achieve their academic, financial, organizational, and mission specific performance standards;
- Comprehensive information for data-driven and merit-based charter renewal and contract revocation/termination;
- Differentiated oversight based on each school's performance and maturity;
- Maximum transparency so all stakeholders can understand where charter schools are meeting or exceeding performance standards, and where they are failing to achieve performance standards; and
- Objective information for students and families who want to learn more about the charter schools in their community.

The Performance Framework describes methods that seek the optimal balance between oversight and autonomy, while delivering the secondary benefits important to each targeted stakeholder. The Performance Framework is a dynamic process subject to continuous review and improvement.



Section 3: Performance Framework Components

The Performance Framework provides for the evaluation of schools based on their ability to operate as sound, independent entities that successfully serve all students. The Authority has selected components that strike the balance between easy-to-submit documents and data that provide fact-based insight on school performance.

Routine Year Round Submissions

During the year, schools are required to submit a variety of documents to the Authority and the Department of Education. It is vital that this information is submitted by the given due date. These required submissions are often linked to funding allotments or federal reporting requirements. See the Reporting Requirements Manual for greater detail on each requirement and its function.

Academic, Financial, Organizational and Mission Specific Indicators

Academic – Academic achievement determinations for all schools will be based on student progress over time (growth), student achievement (status), and college and career readiness.

Financial – The near term fiscal health of schools is assessed through four measures: 1) Current Ratio; 2) Unrestricted Days Cash on Hand; 3) Enrollment Forecast Accuracy; and 4) Debt Default. The fiscal sustainability of schools is assessed through four different measures: 1) Total Margin; 2) Debt to Asset Ratio; 3) Cash Flow; and 4) Debt Service Coverage Ratio. These measures will be evaluated quarterly and a profile published annually based on each school’s audited financial statements.

Organizational – Defines the operational standards to which a charter school should be accountable to its sponsor and the public. It is designed to treat all schools as though they are the same only in terms of meeting minimum legal and ethical requirements.

Mission Specific – The Authority may, upon request of the governing body of a charter school, include additional rigorous, valid and reliable performance indicators that are specific to the mission of the charter school and complementary to the existing framework measures.

Annual Review

The annual review is a process that compiles data from the routine year-round submissions; academic, financial, organizational and mission specific indicators and oversight to provide an evaluation of school performance. In the annual review, each school will receive an academic and financial profile, an organizational overview of compliance, and a review of mission specific indicators

Annual reviews will be provided to charter school boards and school leaders each fall following the release of the State’s star ratings. We are committed to clearly communicating information from the annual review to families, schools, and the public. These reviews will also be posted on the Authority website.

Mid-Term Review

The mid-term review is a process that compiles all annual reviews and provides a three year longitudinal evaluation of school performance. The mid-term review includes a site visit to gather qualitative data that complements the quantitative findings. The results of the mid-term review provide stakeholders with a multi-year analysis of school performance and status of the school related to expectations at time of renewal.

Section 4: Performance Framework Process Description

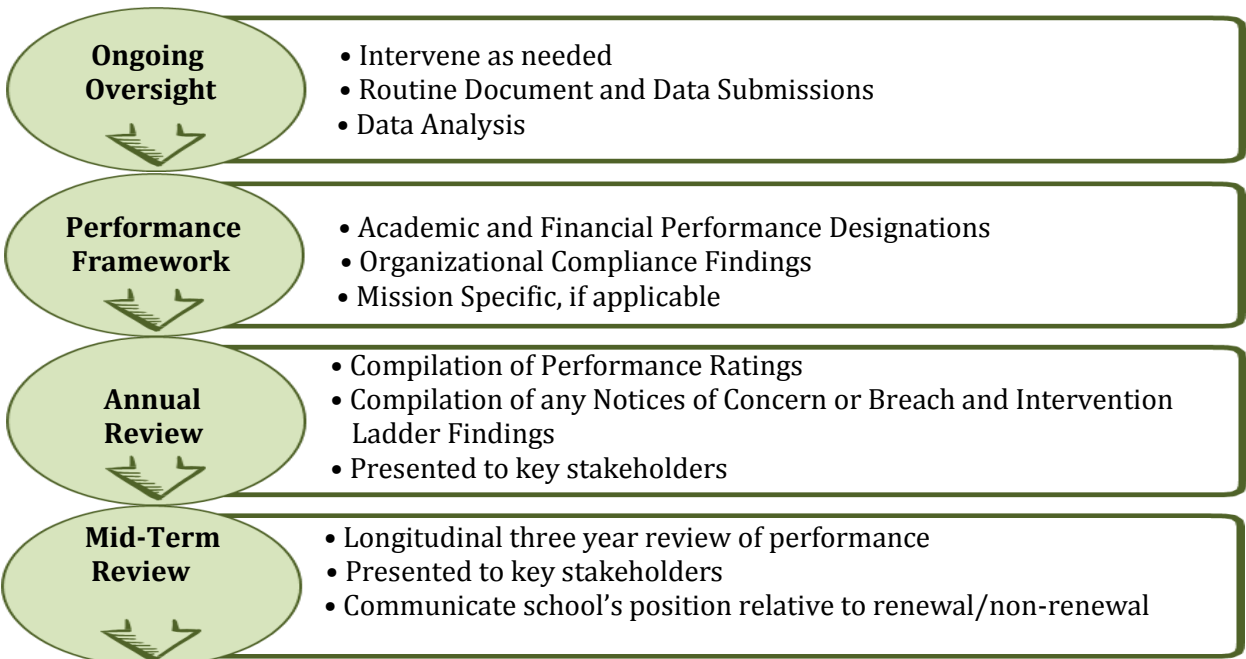
The Authority has studied best practices to develop the Performance Framework process depicted in this flowchart. Throughout the school year, every charter school will submit scheduled documents and data that enable us to assess their compliance with laws and regulations, and their progress in achieving important school milestones.

The routine year round submissions are indicated in the Reporting Requirements Manual.

The Authority believes in conducting its oversight in a manner that is respectful of school autonomy and differentiated based upon charter school performance and maturity. Charter schools with a track record of compliance and performance do not need the same level of oversight as charter schools without such a track record. The Authority's oversight plan includes the opportunity for schools during their first three years of operation, based on compliance and performance, to transition from demonstrated compliance to assumed compliance.

Every charter school will receive an Annual Review and a three year Mid-Term review. The reviews analyze a school's academic, financial, organizational, and mission specific performance along with information collected from the ongoing oversight processes. The parameters of these analyses are indicated in detail in Appendix A, "Detailed Academic Performance Indicator Descriptions", Appendix B, "Detailed Financial Performance Indicator Descriptions", and Appendix C, "Detailed Organizational Performance Indicator Descriptions." The mission specific indicators will be finalized at the beginning of the second school year using the first school year as the baseline.

Site visits afford a sponsor with an opportunity to appreciate a qualitative aspect of the school not directly measured in ways other than observation or personal interaction. The Authority has two types of official site visits: Mid-Term Review and Targeted. The Mid-Term Review site visit is guided by a clear purpose and rubric that complements the quantitative findings. A Targeted site visit is driven by specific circumstances where the frequency and intensity of the visit will depend upon a particular circumstance.



Section 5: Intervention Ladder

Occasionally, the routine Performance Framework process will result in adverse findings. Charter schools may fall out of compliance on important legal or contractual requirements. Academic standards may not be met. Financial sustainability may become an issue. When these situations occur, the Authority may need to intervene.

Level 1: Notice of Concern

A school enters Level 1 upon receiving a Notice of Concern.



Level 2: Notice of Breach

A school enters Level 2 when it fails to comply with a material term or condition of its charter contract.



Level 3: Intent to Revoke

A school enters Level 3 when it fails to meet its requirements or schedule to remedy a Notice of Breach.

All schools begin outside of the intervention ladder and are considered to be in Good Standing. Schools in good standing receive non-intrusive regular oversight and submissions tracking. Schools must meet performance targets and expectations including compliance and maintain open communication with us in exchange for this level of non-intrusive oversight.

Schools can enter Level 1 of the intervention ladder if the Authority receives a verified complaint of material concern, or if regular oversight generates significant questions or concerns. We will communicate with school leaders, parents, and any other necessary stakeholders to verify complaints. We will contact the Board president and school leaders to issue a formal Notice of Concern. The Notice of Concern contains specific actions and due dates required to remedy the concern. Upon remedying the concern, the school returns to Good Standing. If the concern is not remedied in the time allotted, the school progresses to Level 2 of the intervention ladder.

At Level 2, the school is issued a Notice of Breach. The Notice of Breach outlines the actions necessary to cure the breach. A school can enter the ladder at Level 2 if it fails to comply with a material term or condition of its charter contract. Once a Notice of Breach is issued, the Authority monitors the school's implementation of the steps required to cure the breach. Once the school has met the Notice of Breach requirements, they exit from Level 2 and return to Good Standing.

Failure to meet the requirements specified in the Notice of Breach will result in entry to Level 3, charter school revocation/termination review. The review may include additional visits to the school or an in-depth audit to assess financial and organizational health. Schools in Level 3 are at risk of contract revocation/termination. Schools may also progress on the ladder to Level 3 if they receive repeated Notices of Breach in the same school year. Findings from the Intent to Revoke will determine whether a school enters into revocation/termination proceedings or is granted a revised Notice of Breach, returning to Level 2.

In unfortunate cases, data gathered from the Performance Framework process can be used to directly initiate charter school revocation/termination proceedings. The Authority recognizes the severity of this process and will use this right only in the case of persistent shortcomings or a grave incident that threatens the health, safety, or welfare of children.

Section 6: High-Stakes Decisions

The Authority will consider the collective record of a school’s academic, financial, organizational and mission specific performance when making high-stakes decisions, though the academic performance will be the most important factor in most decisions.

Contract Renewal

The Performance Framework provides information necessary for merit-based charter renewal decisions. Decisions will be made in accordance with statute and regulation and based on longitudinal information over a school’s charter term. Once a school is recommended for renewal and approved by the Authority the school will receive a renewal term length of six years as defined by law.

Performance Expectation

- Academic: Schools seeking renewal must be designated “Adequate” or above on the Authority Academic Framework plus receive a three-star rating or above on the Nevada School Performance Framework in the preceding school year.
- Financial: Schools must be rated as financially sustainable.
- Organization: Schools must be considered compliant with the material terms and conditions of its charter contract.

Streamlined Renewal

Schools designated as quality schools by the Authority may qualify for the streamlined renewal process. Quality schools are schools ranked on the Authority Academic Framework as “Exceeds” or “Exceptional” and on the Nevada School Performance Framework as a four or five-star school.

Contract Termination

The following performance outcomes may be cause for revocation/termination of a school’s charter:

- Persistent Underperformance: A school with any combination of “Unsatisfactory” or “Critical” designations on the Authority Framework and two-star or one star ranking on the Nevada School Performance Framework for three consecutive academic reporting cycles.

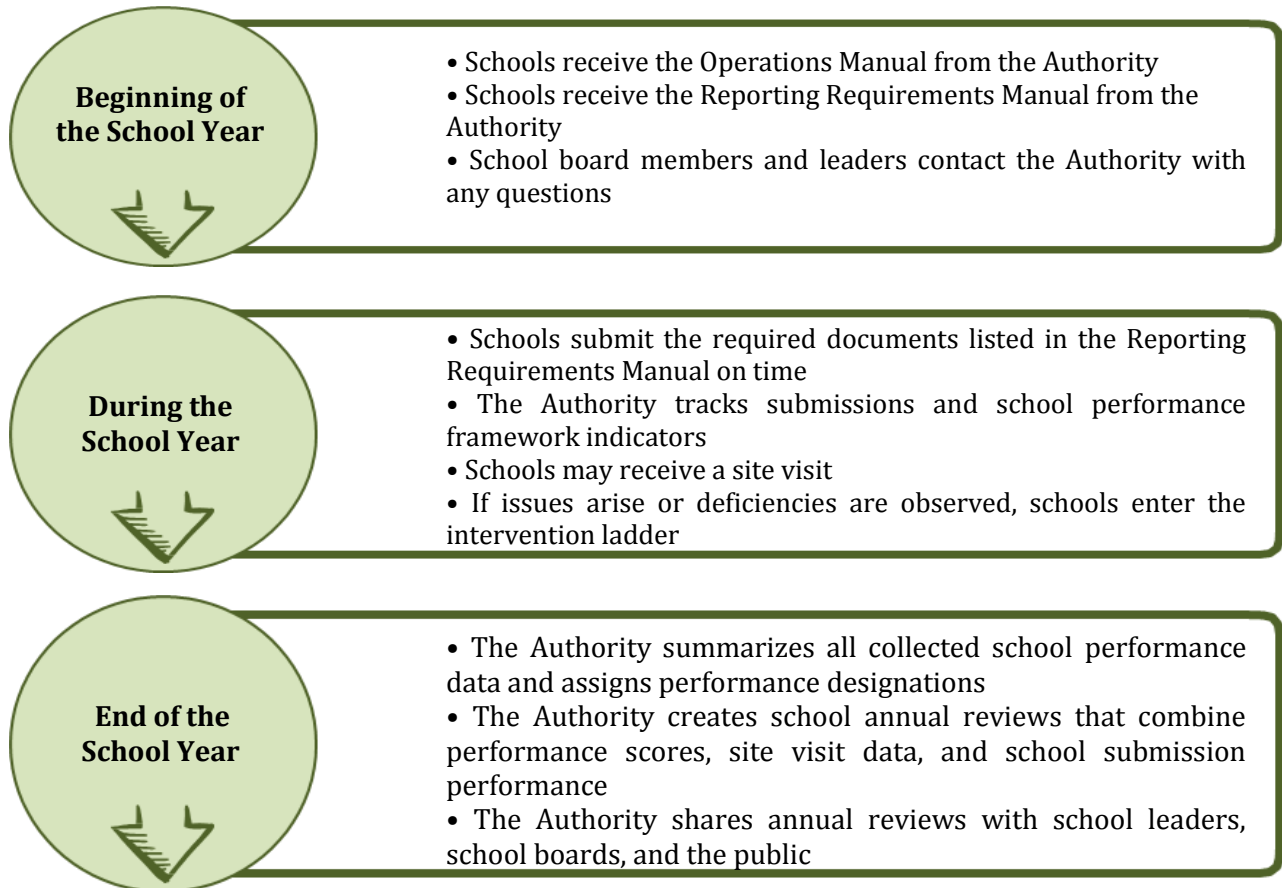
Auto-Termination

As defined by law, starting with the 2013-2014 school year, a charter school must be closed after obtaining three consecutive ratings of one-star on the Nevada School Performance Framework.

Performance Framework Ranking/Designation				
Designation	NSPF		Authority	Timeframe
Contract Renewal Expectation	3-stars or above	AND	“Adequate” or above	Preceding Year
Quality	4-star or 5-star	AND	“Exceptional” or “Exceeds	Preceding Year
Contract Termination	Any combination of 1-star or 2 star	AND	Any combination of “Unsatisfactory” & “Critical”	Three consecutive years
Auto-Termination	1-star			Three consecutive years starting in 2013-2014

Section 7: Performance Framework Timeline

The Performance Framework is implemented according to an annual timeline. The goals of the timeline: a) to set clear expectations for the Authority interaction with schools; while b) standardizing the oversight process.



Schools should contact the Authority at any time for additional support on and information about meeting any of the Performance Framework components.

Appendix A: Detailed Academic Performance Indicator Descriptions

Designations			Points awarded for designation
Quality	Exceptional	EX	97.5
	Exceeds	EC	85.5
Meets Standard	Adequate	AD	62.5
Does Not Meet Standard	Approaches	AP	37.5
	Unsatisfactory	U	15
	Critical	C	2.5
	Missing or not applicable	NA	

Designations		Minimum score for designation	Maximum score for designation
Quality	EX	95	100
	EC	75	94.9
Meets Standard	AD	50	74.9
Does Not Meet Standard	AP	25	49.9
	U	5	24.9
	C	0	4.9

Indicator	Growth	Status	
Weight	60.00%	40.00%	

Elementary

Indicator	Growth	Status	
Weight	60.00%	40.00%	

Middle School

Indicator	Growth	Status	College & Career Readiness
Weight	40.00%	30.00%	30.00%

High School

2.1 Student Progress Over Time (Growth)

2.1.a Are schools making adequate progress based on the school’s Median Student Growth Percentiles in reading?	
Exceptional:	$\geq 95^{\text{th}}$ percentile
Exceeds:	$\geq 75^{\text{th}}$ percentile and $< 95^{\text{th}}$ percentile
Adequate:	$\geq 50^{\text{th}}$ percentile and $< 75^{\text{th}}$ percentile
Approaches:	$\geq 25^{\text{th}}$ percentile and $< 50^{\text{th}}$ percentile
Unsatisfactory:	$\geq 5^{\text{th}}$ percentile and $< 25^{\text{th}}$ percentile
Critical:	$< 5^{\text{th}}$ percentile

2.1.b Are schools making adequate progress based on the school’s Median Student Growth Percentiles in math?	
Exceptional:	$\geq 95^{\text{th}}$ percentile
Exceeds:	$\geq 75^{\text{th}}$ percentile and $< 95^{\text{th}}$ percentile
Adequate:	$\geq 50^{\text{th}}$ percentile and $< 75^{\text{th}}$ percentile
Approaches:	$\geq 25^{\text{th}}$ percentile and $< 50^{\text{th}}$ percentile
Unsatisfactory:	$\geq 5^{\text{th}}$ percentile and $< 25^{\text{th}}$ percentile
Critical:	$< 5^{\text{th}}$ percentile

2.1.c Are schools making adequate growth based on the percentage of students meeting AGP in reading?	
Exceptional:	$\geq 95^{\text{th}}$ percentile
Exceeds :	$\geq 75^{\text{th}}$ percentile and $< 95^{\text{th}}$ percentile
Adequate:	$\geq 50^{\text{th}}$ percentile and $< 75^{\text{th}}$ percentile
Approaches:	$\geq 25^{\text{th}}$ percentile and $< 50^{\text{th}}$ percentile
Unsatisfactory:	$\geq 5^{\text{th}}$ percentile and $< 25^{\text{th}}$ percentile
Critical:	$< 5^{\text{th}}$ percentile

2.1.d Are schools making adequate growth based on the percentage of students meeting AGP in math?	
Exceptional:	$\geq 95^{\text{th}}$ percentile
Exceeds:	$\geq 75^{\text{th}}$ percentile and $< 95^{\text{th}}$ percentile
Adequate:	$\geq 50^{\text{th}}$ percentile and $< 75^{\text{th}}$ percentile
Approaches:	$\geq 25^{\text{th}}$ percentile and $< 50^{\text{th}}$ percentile
Unsatisfactory:	$\geq 5^{\text{th}}$ percentile and $< 25^{\text{th}}$ percentile
Critical:	$< 5^{\text{th}}$ percentile

2.1.e Using Adequate Growth results, are schools meeting AGP in reading when compared with the traditional schools that charter school student would otherwise attend? **The difference between the AGP of the charter and the weighted AGP of the traditional school is:**

Exceptional:	≥ 20
Exceeds:	> 10 and < 20
Adequate:	≥ 0 and < 10
Approaches:	≥ -10 and < 0
Unsatisfactory:	≥ -20 and < -10
Critical:	< -20

2.1.f Using Adequate Growth results, are schools meeting AGP in math when compared with the traditional schools that charter school student would otherwise attend? **The difference between the AGP of the charter and the weighted AGP of the traditional schools is:**

Exceptional:	≥ 20
Exceeds:	≥ 10 and < 20
Adequate:	≥ 0 and < 10
Approaches:	≥ -10 and < 0
Unsatisfactory:	≥ -20 and < -10
Critical:	< -20

2.1.g Are students in sub-groups (FRL, ELL, IEP) making adequate growth based on the percentage of students meeting AGP in reading?

Exceptional:	$\geq 95^{\text{th}}$ percentile
Exceeds:	$\geq 75^{\text{th}}$ percentile and $< 95^{\text{th}}$ percentile
Adequate:	$\geq 50^{\text{th}}$ percentile and $< 75^{\text{th}}$ percentile
Approaches:	$\geq 25^{\text{th}}$ percentile and $< 50^{\text{th}}$ percentile
Unsatisfactory:	$\geq 5^{\text{th}}$ percentile and $< 25^{\text{th}}$ percentile
Critical:	$< 5^{\text{th}}$ percentile

2.1.h Are students in sub-groups (FRL, ELL, IEP) making adequate growth based on the percentage of students meeting AGP in math?

Exceptional:	$\geq 95^{\text{th}}$ percentile
Exceeds:	$\geq 75^{\text{th}}$ percentile and $< 95^{\text{th}}$ percentile
Adequate:	$\geq 50^{\text{th}}$ percentile and $< 75^{\text{th}}$ percentile
Approaches:	$\geq 25^{\text{th}}$ percentile and $< 50^{\text{th}}$ percentile
Unsatisfactory:	$\geq 5^{\text{th}}$ percentile and $< 25^{\text{th}}$ percentile
Critical:	$< 5^{\text{th}}$ percentile

2.2 Student Achievement (Status)

2.2.a Are students achieving proficiency on state examinations in reading?

Exceptional:	$\geq 95^{\text{th}}$ percentile
Exceeds:	$\geq 75^{\text{th}}$ percentile and $< 95^{\text{th}}$ percentile
Adequate:	$\geq 50^{\text{th}}$ percentile and $< 75^{\text{th}}$ percentile
Approaches:	$\geq 25^{\text{th}}$ percentile and $< 50^{\text{th}}$ percentile
Unsatisfactory:	$\geq 5^{\text{th}}$ percentile and $< 25^{\text{th}}$ percentile
Critical:	$< 5^{\text{th}}$ percentile

2.2.b Are students achieving proficiency on state examinations in math?

Exceptional:	$\geq 95^{\text{th}}$ percentile
Exceeds:	$\geq 75^{\text{th}}$ percentile and $< 95^{\text{th}}$ percentile
Adequate:	$\geq 50^{\text{th}}$ percentile and $< 75^{\text{th}}$ percentile
Approaches:	$\geq 25^{\text{th}}$ percentile and $< 50^{\text{th}}$ percentile
Unsatisfactory:	$\geq 5^{\text{th}}$ percentile and $< 25^{\text{th}}$ percentile
Critical:	$< 5^{\text{th}}$ percentile

2.2.c Using proficiency rates, are schools achieving proficiency in reading when compared with the traditional schools that charter school student would otherwise attend? **The difference between the proficiency rate of the charter school and the weighted proficiency rate of the traditional schools is:**

Exceptional:	≥ 30
Exceeds:	≥ 15 and < 30
Adequate:	≥ 0 and < 15
Approaches:	≥ -15 and < 0
Unsatisfactory:	≥ -30 and < -15
Critical:	< -30

2.2.d Using proficiency rates,, are schools achieving proficiency in math when compared with the traditional schools that charter school student would otherwise attend? **The difference between the proficiency rate of the charter school and the weighted proficiency rate of the traditional schools is:**

Exceptional:	> 30
Exceeds:	≥ 15 and < 30
Adequate:	≥ 0 and < 15
Approaches:	≥ -15 and < 0
Unsatisfactory:	≥ -30 and < -15
Critical:	< -30

2.2.e Are students in sub-groups (FRL, ELL, IEP) achieving proficiency on state examinations in reading?	
Exceptional:	$\geq 95^{\text{th}}$ percentile
Exceeds:	$\geq 75^{\text{th}}$ percentile and $< 95^{\text{th}}$ percentile
Adequate:	$\geq 50^{\text{th}}$ percentile and $< 75^{\text{th}}$ percentile
Approaches:	$\geq 25^{\text{th}}$ percentile and $< 50^{\text{th}}$ percentile
Unsatisfactory:	$\geq 5^{\text{th}}$ percentile and $< 25^{\text{th}}$ percentile
Critical:	$< 5^{\text{th}}$ percentile

2.2.f Are students in sub-groups (FRL, ELL, IEP) achieving proficiency on state examinations in math?	
Exceptional:	$\geq 95^{\text{th}}$ percentile
Exceeds:	$\geq 75^{\text{th}}$ percentile and $< 95^{\text{th}}$ percentile
Adequate:	$\geq 50^{\text{th}}$ percentile and $< 75^{\text{th}}$ percentile
Approaches:	$\geq 25^{\text{th}}$ percentile and $< 50^{\text{th}}$ percentile
Unsatisfactory:	$\geq 5^{\text{th}}$ percentile and $< 25^{\text{th}}$ percentile
Critical:	$< 5^{\text{th}}$ percentile

2.3: Career and College Readiness

2.3.a Based on scores obtained from EXPLORE and PLAN, are students making adequate growth for being college ready by the time they graduate?	
Exceptional:	Average growth for all students in Math would be ≥ 3 points Average growth for all students in English would be ≥ 3 points
Exceeds:	Average growth for all students in Math would be ≥ 2.3 points and < 3 points Average growth for all students in English would be ≥ 2.4 and < 3 points
Adequate:	Average growth for all students in Math would be ≥ 2 points and < 2.3 points Average growth for all students in English would be ≥ 2 points and < 2.4 points
Approaches:	Average growth for all students in Math would be ≥ 1.5 points and < 2 points Average growth for all students in English would be ≥ 1.5 points and < 2 points
Unsatisfactory:	Average growth for all students in Math would be ≥ 1 point and < 1.5 points Average growth for all students in English would be ≥ 1 point and < 1.5 points
Critical:	Average growth for all students in Math would be < 1 point Average growth for all students in English would be < 1 point

2.3.b Are students on target for being college ready by the time they graduate as measured by the EXPLORE and PLAN college readiness bench marks in English and Math?

English

Exceptional: $\geq 76\%$

Exceeds $\geq 66\%$ and $< 76\%$

Adequate: $\geq 56\%$ and $< 66\%$

Approaches: $\geq 46\%$ and $< 56\%$

Unsatisfactory: $\geq 36\%$ and $< 46\%$

Critical: $< 36\%$

Math

Exceptional: $\geq 45\%$

Exceeds $\geq 35\%$ and $< 45\%$

Adequate: $\geq 25\%$ and $< 35\%$

Approaches: $\geq 15\%$ and $< 25\%$

Unsatisfactory: $\geq 5\%$ and $< 15\%$

Critical: $< 5\%$

2.3.c Are students graduating from high school?

- Based on a four-year adjusted cohort graduation rate
- Based on a five-year adjusted cohort graduation rate

Exceptional: $\geq 95^{\text{th}}$ percentile

Exceeds: $\geq 75^{\text{th}}$ percentile and $< 95^{\text{th}}$ percentile

Adequate: $\geq 50^{\text{th}}$ percentile and $< 75^{\text{th}}$ percentile

Approaches: $\geq 25^{\text{th}}$ percentile and $< 50^{\text{th}}$ percentile

Unsatisfactory: $\geq 5^{\text{th}}$ percentile and $< 25^{\text{th}}$ percentile

Critical: $< 5^{\text{th}}$ percentile

2.3.d Do students have the content and skill knowledge needed to succeed beyond high school?

Exceptional:

Exceeds:

Adequate:

Approaches:

Unsatisfactory:

Critical:

Appendix B: Detailed Financial Performance Indicator Descriptions

The Financial Performance Framework is composed of both near term and sustainability indicators, each having four measures. It is important to note that the Framework is not designed to evaluate a school's spending decisions. It does not include indicators of strong financial management practices, which are laid out in the organizational performance framework. The Financial Performance Framework analyzes the financial *performance* of a charter school, not its processes for managing that performance.

Near Term	Indicator
1.a. Current Ratio: Current Assets divided by Current Liabilities	Measure
Meets Standard: <input type="checkbox"/> Current Ratio is greater than 1.1 or <input type="checkbox"/> Current Ratio is between 1.0 and 1.1 <i>and</i> one-year trend is positive (current year ratio is higher than last year's)	Metric
Note: For schools in their first or second year of operation, the current ratio must be greater than 1.1.	Target
Does Not Meet Standard: <input type="checkbox"/> Current Ratio is between 0.9 and 1.1 Or <input type="checkbox"/> Current Ratio is between 1.0 and 1.1 <i>and</i> one-year trend is negative	
Falls Far Below Standard: <input type="checkbox"/> Current ratio is less than 0.9	

Near Term Measures

1) ***The current ratio depicts the relationship between a school's current assets and current liabilities.***

Overview: The current ratio measures a school's ability to pay its obligations over the next twelve months. A current ratio of greater than 1.0 indicates that the school's current assets exceed its current liabilities, thus indicating ability to meet current obligations. A ratio of less than 1.0 indicates that the school does not have sufficient current assets to cover its current liabilities and is not in a satisfactory position to meet its financial obligations over the next 12 months.

Source of Data: Audited balance sheet.

Near Term
Current Assets divided by Current Liabilities
Meets Standard: <input type="checkbox"/> Current Ratio is 1.1 or greater. or <input type="checkbox"/> Current Ratio is between 1.0 and 1.1 <i>and</i> one-year trend is positive. Note: For schools in their first or second year of operation, the current ratio must be greater than 1.1.
Does Not Meet Standard: <input type="checkbox"/> Current Ratio is between 0.9 and .99 Or <input type="checkbox"/> Current Ratio is between 1.0 and 1.1 <i>and</i> one-year trend is negative.
Falls Far Below Standard: <input type="checkbox"/> Current ratio is less than 0.9

2) The unrestricted days cash on hand ratio indicates how many days a school can pay its operating expenses without another inflow of cash.

Overview: The unrestricted days cash ratio defines whether or not the school has sufficient cash to meet its day-to-day obligations.

Source of Data: Audited balance sheet and income statement.

Near Term
Unrestricted Cash divided by (Total Expenses/365)
<p><i>Meets Standard:</i></p> <p><input type="checkbox"/> 60 Days Cash or more</p> <p>or</p> <p><input type="checkbox"/> Between 30 and 60 Days Cash <i>and</i> one-year trend is positive</p> <p>Note: For schools in their first or second year of operation, they must have a minimum of 30 Days Cash.</p>
<p><i>Does Not Meet Standard:</i></p> <p><input type="checkbox"/> Days Cash is between 15 and 29 days</p> <p>Or</p> <p><input type="checkbox"/> Days Cash is between 30 and 60 days <i>and</i> one-year trend is negative</p>
<p><i>Falls Far Below Standard:</i></p> <p><input type="checkbox"/> Less than 15 Days Cash</p>

3) Enrollment forecast accuracy tells authorizers whether or not the school is meeting its enrollment projections, thereby generating sufficient revenue to fund ongoing operations.

Overview: The enrollment forecast accuracy depicts actual versus projected enrollment. A school budgets based on projected enrollment but is funded based on actual enrollment; therefore, a school that fails to meet its enrollment targets may not be able to meet its budgeted expenses.

Source of Data:

- Projected enrollment – Charter school board-approved enrollment budget for the year in question.
- Actual enrollment.

Near Term
Actual Enrollment divided by Enrollment Projection in Board-Approved Budget
<p><i>Meets Standard:</i></p> <p><input type="checkbox"/> Enrollment Forecast Accuracy equals or exceeds 95% in the most recent year <i>and</i> equals or exceeds 95% each of the last three years</p> <p>Note: For schools in their first or second year of operation, Enrollment Forecast Accuracy must be equal to or exceed 95% for each year of operation.</p>
<p><i>Does Not Meet Standard:</i></p> <p><input type="checkbox"/> Enrollment Forecast Accuracy is between 85% and 94% in the most recent year</p> <p>or</p> <p><input type="checkbox"/> Enrollment Forecast Accuracy is 95% or greater in the most recent year <i>but does not</i> equal or exceed 95% or greater each of the last three years</p>
<p><i>Falls Far Below Standard:</i></p> <p><input type="checkbox"/> Enrollment Forecast Accuracy is less than 85% in the most recent year</p>

4) Debt default indicates if a school is not meeting debt obligations or covenants.

Overview: This metric addresses whether or not a school is meeting its loan covenants and/or is delinquent with its debt service payments.

Source of Data: Notes to the audited financial statements.

Near Term
<i>Meets Standard:</i> <input type="checkbox"/> School is not in default of loan covenant(s) and is not delinquent with debt service payments
<i>Does Not Meet Standard:</i> <input type="checkbox"/> Not Applicable
<i>Falls Far Below Standard:</i> <input type="checkbox"/> School is in default of loan covenant(s) or is delinquent with debt service payments

Sustainability Measures

1) Total margin measures the deficit or surplus a school yields out of its total revenues; in other words, whether or not the school is living within its available resources

Overview: The total margin measures if a school operates at a surplus (more total revenues than expenses) or a deficit (more total expenses than revenues) in a given time period. The aggregated three-year total margin is helpful for measuring the long-term financial stability of the school by smoothing the impact of single-year fluctuations on the single year total margin indicator.

Source of Data: 3 years of audited income statements

Sustainability
Net Surplus divided by Total Revenue
Aggregated Total Margin:
Total 3 Year Net Surplus divided by Total 3 Year Revenues
<p><i>Meets Standard:</i></p> <p><input type="checkbox"/> Aggregated Three-Year Total Margin is positive <i>and</i> the most recent year Total Margin is positive or</p> <p><input type="checkbox"/> Aggregated Three-Year Total Margin is greater than -1.5%, the trend is positive for the last two years, <i>and</i> the most recent year Total Margin is positive</p> <p>Note: For schools in their first or second year of operation, the aggregate Total Margin must be positive.</p>
<p><i>Does Not Meet Standard:</i></p> <p><input type="checkbox"/> Aggregated Three-Year Total Margin is greater than -1.5%, but the trend is negative.</p>
<p><i>Falls Far Below Standard:</i></p> <p><input type="checkbox"/> Aggregated Three-Year Total Margin is less than -1.5% or</p> <p><input type="checkbox"/> Current year Total Margin is less than -10%</p>

2) The debt to asset ratio measures the amount of liabilities a school owes versus the assets they own; the extent to which the school relies on borrowed funds to finance its operations.

Overview: The debt to asset ratio compares the school’s liabilities to its assets. Simply put, the ratio demonstrates what a school owes against what it owns. A lower debt to asset ratio generally indicates stronger financial health.

Source of Data: Audited balance sheet

Sustainability
Total Liabilities divided by Total Assets
<p><i>Meets Standard:</i></p> <p><input type="checkbox"/> Debt to Asset Ratio is less than 0.90</p>
<p><i>Does Not Meet Standard:</i></p> <p><input type="checkbox"/> Debt to Asset Ratio is between 0.90 and 1.0</p>
<p><i>Falls Far Below Standard:</i></p> <p><input type="checkbox"/> Debt to Asset Ratio is greater than 1.0</p>

3) The cash flow measure indicates a school's change in cash balance from one period to another.

Overview: Cash flow indicates the trend in the school's cash balance over a period of time. This measure is similar to days cash on hand, but indicates long-term stability versus near-term. Since cash flow fluctuations from year-to-year can have a long-term impact on a school's financial health, this metric assesses both three year cumulative cash flow and annual cash flow.

Source of Data: 4 years of audited balance sheets

Sustainability
<p>Three-Year Cash Flow = (Prior Year 3 Total Cash) – (Year 0 Total Cash)</p> <p>One-Year Cash Flow = (Prior Year 1 Total Cash) – (Year 0 Total Cash)</p>
<p><i>Meets Standard:</i></p> <p><input type="checkbox"/> Three-year cumulative cash flow is positive <i>and</i> cash flow is positive each year. or</p> <p><input type="checkbox"/> Three-year cumulative cash flow is positive, cash flow is positive in two of three years, <i>and</i> cash flow in the most recent year is positive.</p> <p>Note: For schools in their first or second year of operation, they must have positive cash flow.</p>
<p><i>Does Not Meet Standard:</i></p> <p><input type="checkbox"/> Three-year cumulative cash flow is positive, but the trend is negative.</p>
<p><i>Falls Far Below Standard:</i></p> <p><input type="checkbox"/> Three year cumulative cash flow is negative.</p>

4) The debt service coverage ratio indicates a school's ability to cover its current year debt obligations.

Overview: This ratio measures whether or not a school can pay the principal and interest due on its debt based on the current year's net income. Depreciation expense is added back to the net income because it is a non-cash transaction and does not actually cost the school money. The interest expense is added back to the net income because it is one of the expenses an entity is trying to pay, which is why it is included in the denominator.

Source of Data:

- Net income: audited income statement
- Depreciation expense: audited cash flow statement
- Interest expense: audited cash flow statement
- Principal and interest obligations: provided from the school

Sustainability
(Net Income + Depreciation + Interest Expense)/(Principal and Interest Payments)
<p><i>Meets Standard:</i></p> <p><input type="checkbox"/> Debt Service Coverage Ratio is equal to or exceeds 1.10</p>
<p><i>Does Not Meet Standard:</i></p> <p><input type="checkbox"/> Debt Service Coverage Ratio is less than 1.10</p>
<p><i>Falls Far Below Standard:</i></p> <p><input type="checkbox"/> Blank</p>

Appendix C: Detailed Organizational Performance Indicator Descriptions

I. Educational Program

1. Essential terms of the charter agreement

- a. The school complies with the essential terms of the education program as stated in the charter.
- b. The school, if intended primarily for at-risk pupils, complies with NRS 386.500 and NAC 386.150(9) regarding serving at-risk pupils.

2. Education requirements

- a. The school complies with NRS 386.550(1)(i) and NRS 389.018(1) by providing instruction in the core academic subjects.
- b. The school complies with NRS 386.550(1)(i) by providing the courses of study required for promotion or graduation.
- c. The school complies with NRS 386.550(1)(f) and NAC 386.350(7) regarding amount of instructional time.
- d. The school complies with NRS 386.583 regarding academic retention requirements.
- e. The school complies with applicable promotion and graduation requirements.
- f. The school complies with applicable statutes and regulations regarding the state's adopted curriculum content standards.
- g. The school complies with NRS 386.550(1)(g) and Chapters 389 of NRS and NAC regarding state assessments and testing practices.
- h. The school complies with all applicable requirements regarding programming and reporting resulting from federal or non-DSA state funding including Title I, Title IIa, and Title III.

3. Students with disabilities

- a. The Charter School assures that it will adopt procedures that align with state and federal requirements in the following areas: [special education].

4. English Language Learner Students

- a. Proper steps for identification of students in need of ELL services.
- b. Appropriate and equitable delivery of services to identified students.

- c. Appropriate accommodations on assessments.
- d. Evaluation of ELLs': English Language Progress and Attainment (Exiting from program-Proficiency), and content Achievement.
- e. Ongoing monitoring of exited students (for 2 years after program exit).
- f. Assess the success of the ELL program and modify it where needed.
- g. Collection and Reporting of Timely and Accurate Data upon Request of the NDE/SPCSA.

II. Financial Management and Oversight

1. Financial Reporting and compliance

- a. The school complies with NAC 387.625, NAC 387.775(5), NAC 387.775(6) and NAC 387.775(9) regarding completion and on-time submission of the annual independent audit and corrective action plans, if applicable.
- b. The school complies with NRS 386.570 regarding all money received must be deposited in a financial institution in this state.
- c. The school complies with NRS 386.550, NAC 387.720 and NAC 387.725 regarding the adoption of a budget.
- d. The governing body of the school complies with NRS 387.303 regarding the annual report of budget.
- e. The governing body of the school complies, in writing, with NRS 386.573 regarding orders for payment of money.
- f. The school has submitted required expenditure reporting to In\$ite (Schoolnomics Consulting Services) required by the Legislative Counsel Bureau as authorized by **NRS 218E.625 and NRS 386.605**: yes/no.

2. Financial management and oversight

- a. An unqualified audit opinion in an annual independent audit as required by NAC 387.625 and NAC 387.775.
- b. An annual independent audit, as required by NAC 387.625 and NAC 387.775, devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses.

- c. An annual independent audit, as required by NAC 387.625 and NAC 387.775 that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report.
- d. The school's governing body has adopted written financial policies.
- e. Internal control consideration as a basis for design of the annual independent audit in conformity with NAC 387.625 and NAC 387.775.
- f. Financial Transaction Testing in conformity with NAC 387.625 and NAC 387.775.

III. **Governance and Reporting**

1. **Governance and reporting**

- a. Board policies adopted by the board and housed in AOIS' Permanent Files, if such policies have been adopted by the board and submitted into AOIS.
- b. NRS 386.520, Board bylaws as approved by the sponsor.
- c. NRS 386.550, Open Meeting Law.
- d. NRS 386.549, Conducting at least quarterly meetings.
- e. NRS 386.549, Salary for meeting attendance.
- f. NRS 386.549, Submission of signed and notarized affidavit for board service.
- g. NRS 386.549, Board composition/required membership.
- h. NAC 387.770(3), Designation of the person responsible for the maintenance of property, equipment and inventory records.
- i. NRS 386.605, Annual report of accountability.
- j. NRS 385.357(6), Plan to improve the achievement of pupils.

2. **Management accountability**

- a. NAC 386.405(5), Evaluation of any EMO with which the school has contracted, per the written performance agreement between the board and the EMO if applicable.
- b. NAC 386.405(6), Provision by the EMO, if applicable, of the financial report.
- c. NAC 386.410(5), Evaluation of the performance of each entity with whom the board has entered into a contract, including the school administrator.

- d. NAC 386.405(4), If applicable, approval of the appointment of key personnel who are directly employed and provided to the school by an EMO.

3. Reporting requirements

- a. The school complies with reporting requirements as described in the AOIS Reporting Requirements Manual including those related to the AOIS Permanent Files.
- b. The school complies with reporting requirements related to an authorizer-imposed corrective action plan or notice of concern, if applicable.

IV. Students and Employees

1. Rights of students

- a. The school's lottery method, maintenance of an enrollment waiting list, and enrollment practices are consistent with guidance provided by the Authority on its website.
- b. The school's enrollment recruiting and advertising comply with the school's charter school application as stated in Required Element A.7.4 and elsewhere.
- c. The school collects, protects and uses student information appropriately.
- d. The school complies with NRS 386.555 regarding the prohibition of support by or affiliation with religion or religious organizations.
- e. The school complies with NRS 386.585 and NRS 392.4655-.4675 regarding school discipline.

2. Attendance goals

- a. The school complies with NAC 386.350 regarding attendance.

3. Staff credentials

- a. The school complies with NRS 386.590 regarding staff credentialing.

4. Employee rights

- a. The school complies with NRS 386.595 regarding employee rights.

5. Background checks

- a. The school complies with NRS 386.588 regarding criminal history of employees.

V. School Environment

1. Facilities and transportation

- a. Have current fire, building, health and asbestos inspection documents and approvals, including the certificate of occupancy, been submitted into AOIS in compliance with NAC 386.170?
- b. The school complies with NAC 386.215 regarding insurance coverage by submitting into AOIS the current Affidavit for Provision of Insurance Coverage.
- c. The school complies with Section C.4 of its charter school application and NRS 392.300-392.410 regarding pupil transportation.

2. Health and safety

- a. The school complies with NRS 389.065 (sex education); NRS 391.207-391.208 (nursing services); NRS 392.420, 392.425, 392.430, 392.435, 392.437, 392.439, 392.443, 392.446, and 392.448 (school health and safety); and NAC 389.2423, 389.2938, 389.381, and 389.455.
- b. The school complies with NRS 392.616 regarding establishment of a crisis and emergency response development committee.
- c. The school complies with NRS 392.624 regarding annual review and update of the NRS 392.620 plan for responding to a crisis or emergency.

3. Information management

- a. The school complies with the Family Educational Rights and Privacy Act (FERPA), the Protection of Pupil Rights Amendment, and the Military Recruiter Provisions of the NCLB Act of 2001.
- b. The school complies with applicable state or federal freedom of information requirements.
- c. The school complies with applicable student record transfer requirements.
- d. The school complies with applicable requirements for the proper and secure maintenance of testing materials.

VI. Additional Obligations

1. Additional obligations

- a. The school and its governing body comply with the terms and conditions of its charter.

- b.** The school complies with NAC 386.342 and NAC 387.770 regarding inventory documentation.
- c.** The school (applicable only to high schools) complies with NRS 386.550(1)(m) and NAC 386.350(10) regarding notification of accreditation status.
- d.** The school complies with NRS 386.550(1)(c) and Section C.2 of its charter school application regarding fees.
- e.** The school complies with requirements regarding maintenance of personnel records.
- f.** The school complies with NAC 386.345(2) and NRS 332.800 regarding purchasing and prohibition of board member interest in contracts.
- g.** The school complies with NRS 392.040 regarding age of enrollment in grades K, 1 and 2.

Exhibit 5

Exhibit 5

BRIAN SANDOVAL
Governor

STATE OF NEVADA

PATRICK GAVIN
Executive Director



STATE PUBLIC CHARTER SCHOOL AUTHORITY

**1749 North Stewart Street Suite 40
Carson City, Nevada 89706-2543
(775) 687 - 9174 • Fax: (775) 687 – 9113**

To: Interim Finance Committee
Through: Tiffany Greenameyer, Executive Branch Budget Officer II, Governor's Finance Office
From: Patrick Gavin, Executive Director
Subject: 2017 Legislative Session Letter of Intent – Progress of New Authorizer Unit
Date: August 1, 2018

In response to the Letter of Intent resulting from testimony during the 2017 Legislative Session, the State Public Charter School Authority (SPCSA) reports the following for the period of January 1, 2018 to June 30, 2018:

1. Eliminating the backlog in reviewing charter applications –

The SPCSA has eliminated the backlog of reviewing charter applications received prior to this reporting period.

2. Conducting required site visits –

Staff on the School Support team have completed supportive site visits for all SPCSA-sponsored charter schools except the Elko Institute for Academic Achievement. Staff expect to schedule and complete a supportive visit to this school during the next reporting period.

The agency has continued work on developing a legally defensible evaluative site visit protocol for existing and prospective schools. The evaluative site visit process is a core component of the performance framework. Staff have continued to contact a number of authorizers to discuss best practice in site visit approaches. Additionally, staff have engaged in productive discussions with a third-party evaluator and technical assistance provider hired by the Nevada Department of Education (NDE). That third-party has been tasked by NDE, in its role as sponsor of sponsors, with developing sample tools, including elements of a recommended model site visit, which the SPCSA will consider as it develops the overall framework and the evaluative site visit protocol component.

3. Revising the academic and organizational framework –

At the SPCSA Board meeting on June 28, 2018, the Board directed agency staff to substantially revise the financial framework. This direction will significantly delay the upcoming revisions to the academic and organizational framework. Nevertheless, in regards to the organizational framework, the Education Programs Director has commenced work with staff in updating the SPCSA Reporting Requirements Manual and the agency has completed the organizational audit questionnaire developed in response to

Section 19(5)(b)(4) of R131-16 both of which are key components of ensuring performance under the organizational framework and the primary mechanism for ensuring consistent enforcement of applicable laws, regulations, and policies. As noted above, staff has completed some preliminary research on elements of the academic framework, such as the site visit protocol. The SPCSA also experienced unanticipated workload that delayed framework research due to the immense amount of research and preparation required to support recommendations to the SPCSA Board regarding the Notice of Intent to Terminate a school's charter contract; the unanticipated decision of a charter school to surrender its charter contract; and the direction of the Board to review multiple improvement plans submitted by charter schools that received Notices of Breach or Intent to Terminate and make recommendations to the Board on conditions that would allow those schools to remain in operation.

The most critical driver of the academic framework remains the Nevada School Performance Framework (NSPF), which was not finalized during the reporting period. Final procedures for the NSPF from NDE are critical path items in the development of SPCSA's legally defensible academic framework, the SPCSA anticipates commencing the revamping of the framework upon notification of final approval from NDE.

4. Eliminating the backlog in written correspondence to applicants recommended for denial –

During this reporting period, the SPCSA fully eliminated the backlog in written correspondence to applicants recommended for denial of a charter school application.

5. Completing reviews to ensure consistent enforcement of applicable laws, regulations and policies –

The Staff Attorney and Education Programs Director have continued work to implement consistent, equitable review processes. Progress includes the work described above in item #3, but the newly approved Management Analyst IV was not filled again until after this reporting period and that incumbent will still need to be trained and educated on the laws, regulations, and policies.

Exhibit 6

Exhibit 6

BRIAN SANDOVAL
Governor

STATE OF NEVADA

PATRICK GAVIN
Executive Director



STATE PUBLIC CHARTER SCHOOL AUTHORITY

**1749 North Stewart Street Suite 40
Carson City, Nevada 89706-2543
(775) 687 - 9174 • Fax: (775) 687 - 9113**

To: Interim Finance Committee
Through: Tiffany Greenameyer, Executive Branch Budget Officer, Governor's Finance Office
From: Patrick Gavin, Executive Director
Subject: 2017 Legislative Session Letter of Intent – Progress of New Authorizer Unit
Date: February 1, 2018

In response to the Letter of Intent resulting from testimony during the 2017 Legislative Session, the State Public Charter School Authority (SPCSA) reports the following for the period of July 1, 2017 to December 31, 2017:

1. Eliminating the backlog in reviewing charter applications –

The SPCSA has completed vital first steps in hiring the newly approved Staff Attorney and Education Programs Director (start dates were October 13, 2017 and November 13, 2017, respectively). Both incumbents reviewed and assisted SPCSA staff in providing final recommendations at the December meeting of the Authority Board. Additionally, both the Staff Attorney and Education Programs Director reviewed all outstanding charter school amendment applications that were received during the fall 2017 amendment cycle and all good cause amendment applications that were submitted outside of deadlines set forth in regulation. Staff recommendations were presented at the January 2018 meeting of the Authority Board.

The SPCSA is also consulting with applicants who submitted Notices of Intent but did not submit applications based on concerns from the SPCSA. The agency's focus on clearing the previous backlog resulted in less availability of resources to conduct applicant trainings and provide technical assistance during the application development period.

Given this progress, the Authority has effectively eliminated the backlog of reviewing charter applications.

2. Conducting required site visits –

The newly approved Management Analyst IV started January 8, 2018. SPCSA staff is currently in the hiring process for the newly approved Education Programs Supervisor position, with selection of a candidate anticipated by the end of February. Because the Management Analyst

IV and Education Programs Supervisor positions are vital to the development and implementation of the site visit process, this work is still in its infancy.

3. Revising the academic and organizational framework –

Deficiencies in the Financial Performance Framework were corrected with approval of revisions at the October meeting of the Authority Board. Given the start dates of the newly approved Management Analyst IV and Education Programs Supervisor, revisions to the academic and organizational framework were not completed during this reporting period. Additionally, the Nevada Department of Education (NDE) made substantial revisions to existing regulations related to financial audits and organizational performance with the adoption of R131-16AP, which was approved by the Legislative Commission on December 21, 2017. These changes will substantially impact the upcoming revisions to the Organizational Framework. It is important to note that anticipated changes in NDE's Nevada School Performance Framework (NSPF) for high schools may not be finalized and approved by the United States Department of Education during the January 1, 2018 to June 30, 2018 period. This critical path item may delay the revisions to the SPCSA's Academic Performance Framework. Nevertheless, the Education Programs Director has commenced work with other staff and NDE personnel to identify and prioritize changes within the framework.

4. Eliminating the backlog in written correspondence to applicants recommended for denial –

The SPCSA denied one backlogged public charter school application at the Authority Board meeting on December 8, 2017. The SPCSA approved one backlogged application at the October 23, 2017 meeting and another backlogged application at the December 8, 2017 meeting. The review of all amendment applications received during the fall amendment cycle was substantially completed by December 31, 2017; staff recommendations were presented for consideration at the January 26, 2018 meeting. Written correspondence was sent to the lead contacts of each school on December 19 and 20, 2017. SPCSA staff has developed internal protocols to ensure that timely communication to all applicants recommended for denial occurs shortly after a Board meeting wherein the Board voted deny the application.

Regarding the backlog in providing written correspondence to charter applicants, six (6) applicants have yet to receive written correspondence. The remainder of the applications which were part of the reported counts during the 2017 Legislative Session were closed out to the mutual satisfaction of both parties.

5. Completing reviews to ensure consistent enforcement of applicable laws, regulations and policies –

The Staff Attorney and Education Programs Director have collaborated to begin implementation of consistent, equitable review processes. Measurable progress will not commence until the newly approved Management Analyst IV and Education Programs Supervisor positions are trained and educated on the laws, regulations, and policies.