Preview of Growth Management Plan

Executive Summary

Created in 2011, Nevada's State Public Charter School Authority (SPCSA) is a political subdivision of the State of Nevada and a statewide charter school sponsor. The SPCSA authorizes public charter schools across the state and is responsible for oversight and monitoring of those schools to ensure positive academic outcomes for students and strong stewardship of public dollars. Data published by the Nevada Department of Education demonstrates that schools sponsored by the SPCSA on average outperform public schools statewide. While SPCSA-sponsored schools serve a variety of communities across the state of Nevada, on average, the SPCSA serves a lower percentage of English Learners, Students Qualifying for Free or Reduced-Price Lunch and Students with Disabilities compared to the overall statewide demographics.

Over the next five years, the SPCSA will build upon the strong academic performance across its schools while evolving to serve a higher percentage of students who qualify for Free or Reduced-Price Lunch, students who are English Learners and students who receive Special Education services. Specifically, the SPCSA has established three goals:
- **Goal 1: Provide Families with Access to High Quality Schools**
- **Goal 2: Increase the diversity of students served by SPCSA schools**
- **Goal 3: Ensure that every SPCSA student succeeds - including those from historically underperforming subgroups**

This Growth Management Plan outlines the current performance of SPCSA-Sponsored schools, goals and plans for growth over the next five years and proposed initiatives and actions to achieve the stated goals. Below is an outline of the Plan:

Section One: Growth Management Plan Context

Section Two: The Nevada State Public Charter School Authority Today
    A. Current Educational Models within the State Public Charter School Authority
    B. State Public Charter School Authority School Performance
    C. Demographics of Students Attending State Public Charter School Authority Schools

Section Three: The Academic and Demographic Needs Assessment

Section Four: The Future of State Public Charter School-Authority Sponsored Schools
    A. Five-year Strategic Goals
    B. Planning for Future Growth
        I. Stakeholder Engagement in Planning
        II. Potential Renewal of Existing Schools
        III. Approved Expansions of Existing Schools
        IV. Potential Future Expansions of Existing Schools
        V. New Schools Approved to Open
        VI. Potential Future New Schools

Section Five: The Future of State Public Charter School Authority Operations & Practices

Section One: Growth Management Plan Context

Annually, the Nevada Department of Education rates all public schools statewide on the Nevada School Performance Framework (NSPF). Under the NSPF, 1-star is the lowest rating, 5-stars is the highest rating and 3-stars is considered to be 'adequate.' The most recent star ratings show that a higher proportion of public charter schools sponsored by the State Public Charter School Authority (SPCSA) are achieving 4- and 5-Star ratings than public schools statewide. While recent statewide assessment data from the Nevada Department of Education shows that across every racial and demographic subgroup, students attending SPCSA-sponsored public charter schools outperform their peers on the statewide Smarter Balanced Assessment administered to 3rd to 8th grade students, the demographics of students attending SPCSA-sponsored schools are not consistent with statewide public-school demographics. Specifically, the SPCSA lags behind the state in serving students who qualify for Free or Reduced-Price Lunch, students who are English Learners and students who receive Special Education services. Over the next five years, the SPCSA aims to build upon its current academic success while providing greater access to these subgroups.

Through this Growth Management Plan[1], the SPCSA outlines projected growth, including new charter schools, additional campuses for existing schools, grade level expansion, and anticipated charter renewals. In addition, we consider statewide pupil performance, including data for specific groups and subgroups, and the academic needs of students in geographic areas of the state. Finally, the Plan includes an assessment of policies, procedures, capacity and resources along with potential initiatives and actions to enable the agency to both facilitate and manage the planned growth. All of this will support the SPCSA in maintaining strong academic performance across its schools while evolving to serve a higher percentage of students who qualify for Free or Reduced-Price Lunch, students who are English Learners and students who receive Special Education services.

Section Two: The Nevada State Public Charter School Authority Today

Today, the SPCSA sponsors primarily high performing, 4- and 5-star schools that use a variety of educational models across the state. While there is still room for academic growth across SPCSA schools, the agency sees serving a more representative student population as its most significant opportunity over the coming years. Critical to this goal is ensuring that all students succeed, particularly those from historically underperforming subgroups.

A. Current Educational Models within the State Public Charter School Authority

As stated in NRS 388A.150, the purpose of the SPCSA is to "Authorize charter schools of high-quality throughout this State with the goal of expanding the opportunities for pupils in this State, including, without limitation, pupils who are at risk." By offering a variety of school models, the SPCSA enables Nevada families to choose schools that best align with the needs and interests of their children. Today, SPCSA schools include, but are not limited to, the following models:

- STEM/STEAM Schools
- Dual Enrollment High Schools
- Online or Blended Learning Schools
- Classical Education Schools

- Alternative High Schools Serving Under-Credited Students
- Arts Integration Schools
- A Montessori School
- A Sports Leadership and Management School

**B. State Public Charter School Authority School Performance**

The majority of schools sponsored by the SPCSA are rated as meeting or exceeding expectations. In the 2018-19 school year, over 45% of SPCSA-sponsored schools earned a maximum rating of 5-stars according to the Nevada School Performance Framework (NSPF) and more than 60% of schools earned at least a 4-star rating. The Nevada Department of Education defines a 3-star rating as 'adequate,' or meeting expectations. More than 75% of schools sponsored by the SPCSA have achieved a rating of adequate or higher. The SPCSA has achieved this level of performance through setting clear expectations and implementing rigorous accountability systems.

---

[1] This Growth Management Plan fulfills the requirements outlined in Assembly Bill 462 from the 2019 legislative session.

2018-19 Star Rating Comparison
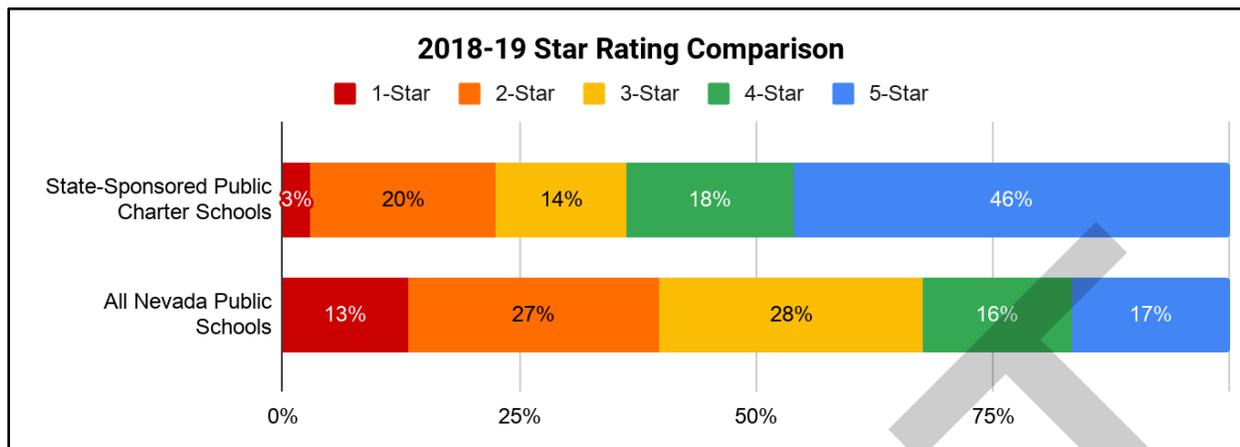
In this graph and all subsequent graphs and data, former Achievement Charter Schools are included in the data for "State-Sponsored Public Charter Schools" beginning with the 2018-19 school year; 9 schools sponsored by the SPCSA and 93 schools statewide did not receive a star rating for the 2018-19 school year; those schools are not included in this graph.

When considering Title I schools, those schools that serve a high percentage of students in poverty, the SPCSA continues to see a greater rate of schools performing above at or above the 3-star performance level. Among Title I schools sponsored by the SPCSA, 28% earned a 5-star rating, 45% earned a rating of 4-stars or better and 73% earned a rating of at least 3-stars.



2018-19 Star Rating Comparison for Title I Schools
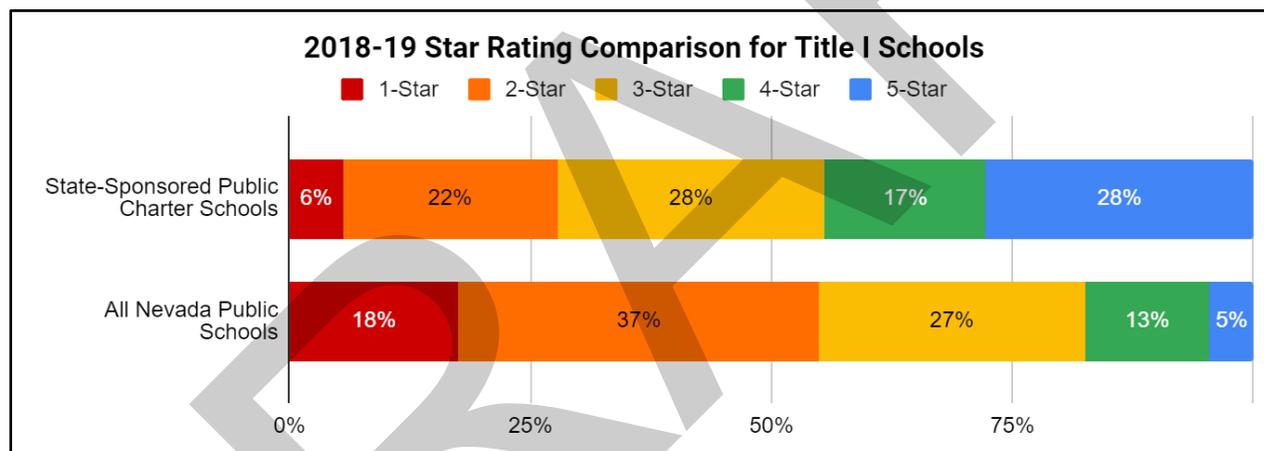
While the vast majority of SPCSA-sponsored schools are meeting or exceeding performance expectations, there are still schools that fall short. According to the NSPF ratings for the 2018-19 school year, approximately 23% of SPCSA-sponsored schools earned a 1 or 2-star rating, indicating that they partially met or did not meet expectations. In instances in which an SPCSA-sponsored school is not meeting academic expectations, the SPCSA responds with appropriate intervention in alignment with Nevada's ESSA Plan. This may include issuing a notice to a school, requiring a school improvement plan, or, in instances of persistent low performance and/or circumstances that undermine the health and safety of students, closing a school. The SPCSA will continue to be transparent about performance expectations and proactive in addressing concerns.

C. Demographics of Students Attending State Public Charter School Authority Schools

As of the October 1, 2018 student count, 42,333 students were enrolled in SPCSA-sponsored schools and 1,512 students were enrolled in Achievement School District schools that have since transitioned to the SPCSA.

Overall, among students enrolled in State-Sponsored charter schools, 35.7% of students qualified for Free or Reduced Lunch, 6.9% of students were English Learners and 8.9% were Students with Disabilities. As shown in the graph to the right, the SPCSA serves a lower percentage of students in these three subgroups, all of which have historically underperformed compared to their peers. The final version of the 2020 Growth Management Plan will include updated enrollment data based on the October 1, 1019 student count.

2018-19 Demographic Comparison

Legend: ■ All Nevada Public Schools ■ State-Sponsored Charter Schools
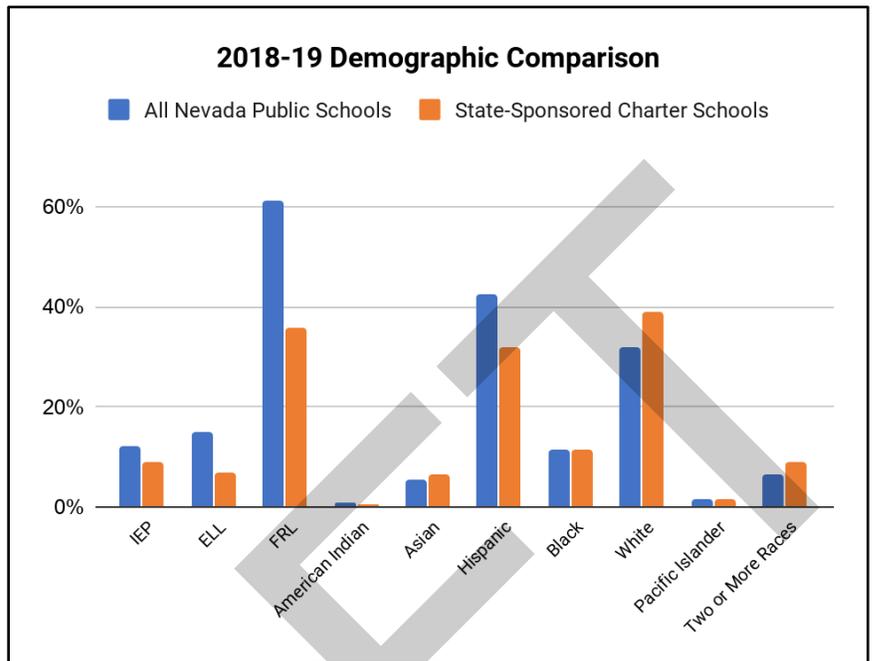
By utilizing the findings of the Academic and Demographic Needs Assessment and implementing strategic oversight measures, the SPCSA aims to fulfill its statutory purpose by cultivating more high-quality public charter schools throughout Nevada and enable equitable access to high performing school options for students of all backgrounds.

Section Three: The Academic and Demographic Needs Assessment

In July of 2019, the State Public Charter School Authority conducted its first annual Academic and Demographic Needs Assessment in alignment with the requirements of Assembly Bill 462 of the 2019 legislative session. This Needs Assessment evaluated the demographics, academic needs and needs of students at risk of dropping out of school across the state of Nevada. The Needs Assessment was developed in collaboration with the Nevada Department of Education (NDE) as well as school districts and will be incorporated into the process for reviewing and approving new public charter schools.

In order to conduct the Needs Assessment, the SPCSA established definitions for demographic and academic needs that are transparent, grounded in student and school performance, and aligned to the state's accountability system. The SPCSA has defined demographic and academic needs as follows:

1. Demographic Needs
   a. Student populations that underperform according to graduation rate, the ACT Assessment, and the Smarter Balanced Assessment (both Math and ELA) for the last three years present a demographic need;

2. Academic Needs
   a. Geographies with 1- and 2-star schools: In zip codes with a 1- or 2-Star school, students are enrolling in schools that are, by definition, inadequate and the addition of a 3, 4 or 5-Star school would provide an alternative for these students;
   b. Students at risk of dropping out: Despite a rapidly improving graduation rate, nearly one in five students does not graduate high school in four years, with certain subpopulations persistently graduating at lower rates than their peers;

Going forward, the approval of any charter application must include a determination that the proposed school meets one or more of the needs defined in the Academic and Demographic Needs Assessment. The SPCSA will evaluate charter applications based upon both the charter application rubric and proposed school's plans to meet statewide academic and demographic needs found by the SPCSA's Needs Assessment, as shown below.

Applicant **does not meet either an academic need or a demographic need**. Applicant may need to revise their academic plan or pick a new location in order to qualify for a recommendation - even if their application otherwise meets the standards set forth by the SPCSA in its application rubric.	Applicant meets one or more academic needs **OR** one or more demographic needs. In that instance, an applicant **may be recommended for approval** contingent upon the details of their application and may be subject to additional contract conditions, so long as their application otherwise meets the standard set forth by the SPCSA in its application rubric.	Applicant meets one or more academic needs **AND** one or more demographic needs. Applicant **will be recommended for approval** so long as their application otherwise meets the standards set forth by the SPCSA in its application rubric.

⟶ **Likelihood applicant is approved**

Moving forward, the SPCSA will collaborate with the Nevada Department of Education (NDE) and school districts statewide to conduct this Academic and Demographic Needs Assessment annually, will review charter applications in consideration of the Needs Assessment findings, and will approve high quality applications that address the needs identified in the Needs Assessment. In reviewing and approving charter applications, the SPCSA will solicit input and feedback from local school districts, municipalities, other key stakeholders, and the public at large.

The final Growth Management Plan will incorporate the full Academic and Demographic Needs Assessment, updated to include the most recent school performance and demographic data from the Nevada Department of Education.

Section Four: The Future of State Public Charter School-Authority Sponsored Schools

A. Five-year Strategic Goals

Aligned to the State Public Charter School Authority's five-year strategic plan, the SPCSA is focused on three primary goals to further the SPCSA vision of equitable access to diverse, high-quality public schools for every Nevada student

Goal 1: Provide Families with Access to High Quality Schools

a. Maintain strong performance on star ratings as follows: 65% four-star or better, 80% three-star or better, no more than 20% two-star, less than 5% one star;

b. Achieve high graduation rates with at least 85% of students graduating within four years;

c. Schools demonstrate strong organization and financial performance with 95% rated as meeting standards on both the organization and financial performance frameworks

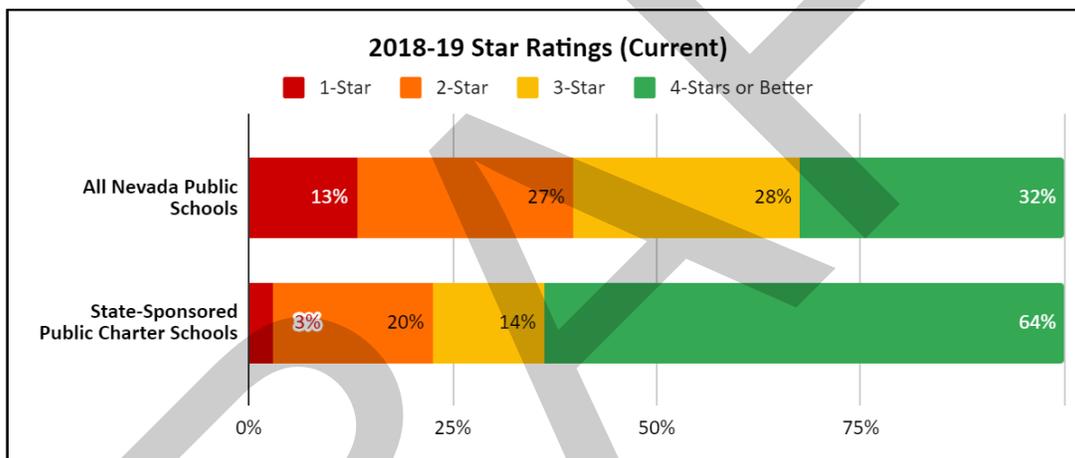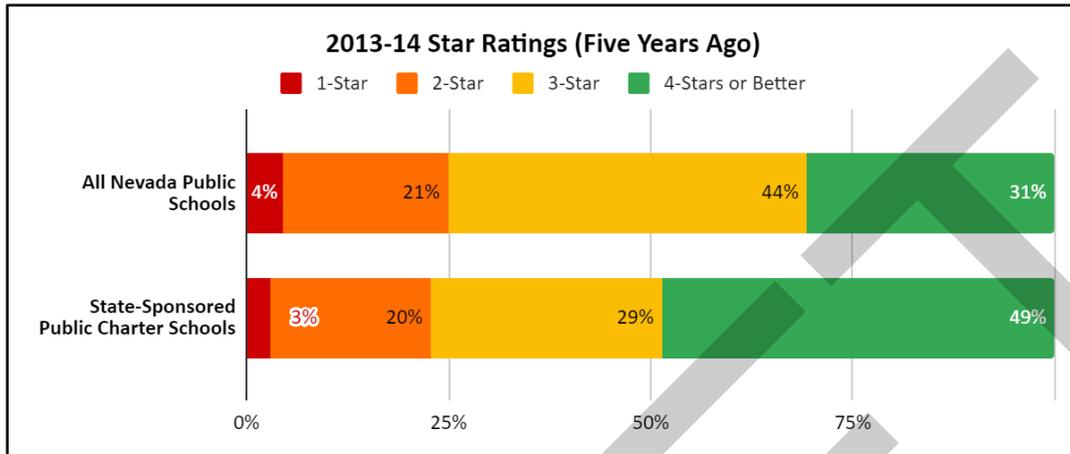**Goal 2: Increase the diversity of students served by SPCSA schools**

a. At the statewide level, the aggregate demographics of the SPCSA will be at least 90% of the state averages for each of the following student subgroups: English Learners, Students Eligible for Free or Reduced-Price Lunch, Students with Disabilities;

b. Within each county in which the SPCSA authorizes schools, the aggregate demographics of the SPCSA schools located within the county will be at least 80% of school district average for each of the following student subgroups: English Learners, Students Eligible for Free or Reduced-Price Lunch, Students with Disabilities

Goal 3: Ensure that every SPCSA student succeeds - including those from historically underperforming subgroups

a. At the statewide level, all SPCSA will achieve SBAC and ACT subgroup proficiency rates above the respective Nevada averages for each of the following student subgroups: English Learners, Students Eligible for Free or Reduced-Price Lunch, Students with Disabilities;

b. At least 80% of SPCSA schools will achieve SBAC and ACT subgroup proficiency rates above their respective county average for each of the following student subgroups: English Learners, Students Eligible for Free or Reduced-Price Lunch, Students with Disabilities

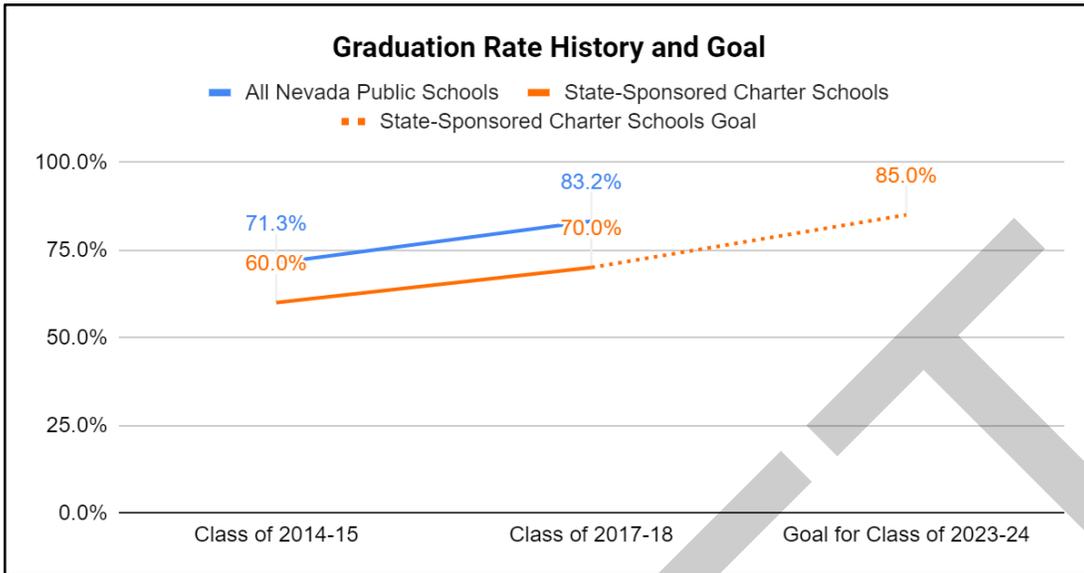*Goal 1: Provide Families with Access to High Quality Schools*

Today, SPCSA-sponsored schools significantly outperform Nevada public schools statewide. The graphs below provide current and historical context regarding school performance.

2013-14 Star Ratings (Five Years Ago)

■ 1-Star ■ 2-Star ■ 3-Star ■ 4-Stars or Better

	1-Star	2-Star	3-Star	4-Stars or Better
All Nevada Public Schools	4%	21%	44%	31%
State-Sponsored Public Charter Schools	3%	20%	29%	49%

2018-19 Star Ratings (Current)

■ 1-Star ■ 2-Star ■ 3-Star ■ 4-Stars or Better

	1-Star	2-Star	3-Star	4-Stars or Better
All Nevada Public Schools	13%	27%	28%	32%
State-Sponsored Public Charter Schools	3%	20%	14%	64%

While overall performance has been strong, there are areas of possible improvement. The SPCSA has set star rating targets for its schools that will reduce the number of 1 and 2-star schools and increase the concentration of SPCSA sponsor schools with a star rating of 3 or higher. The SPCSA aims to reach these targets while simultaneously diversifying the population of its students served to more closely reflect statewide student demographics. The table below establishes five-year goals for the performance of schools sponsored by the State Public Charter School Authority.

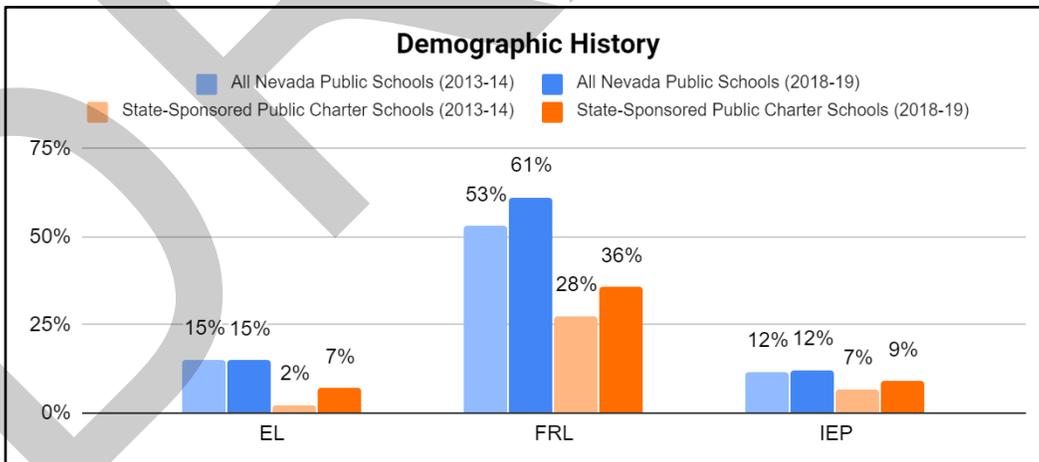|	Percent of schools rated as **1-star** by the NSPF indicating they 'do not meet standards'	Percent of schools rated as **2-star or lower** by the NSPF indicating they have not met standards	Percent of schools are rated **3+ stars** by the NSPF indicating 'adequate' or better performance	Percent of schools rated **4+ stars** by the NSPF indicating 'commendable' or 'superior' schools
Five-year targets (2023-24 school year)	Less than 5%	Less than 20%	80% or more	65% or more

In addition, the SPCSA aims to build on recent improvement in Graduation Rate to attain a 4-year year graduation rate of at least 85%.

Graduation Rate History and Goal

Legend:
- All Nevada Public Schools
- State-Sponsored Charter Schools
- State-Sponsored Charter Schools Goal

Class of 2014-15: 71.3% (All Nevada Public Schools), 60.0% (State-Sponsored Charter Schools)
Class of 2017-18: 83.2% (All Nevada Public Schools), 70.0% (State-Sponsored Charter Schools)
Goal for Class of 2023-24: 85.0% (State-Sponsored Charter Schools Goal)

In line with the responsibility to ensure strong stewardship of public funds, the State Public Charter School Authority annually evaluates the organizational and financial performance of schools. These evaluations are based on organizational and financial performance frameworks which are grounded in statutory and regulatory requirements and incorporate data from each charter holder's annual financial audit. As part of providing families with access to high quality schools, the SPCSA has set a goal that 95% of schools will be rated as meeting standards on both the organization and financial performance frameworks.

Goal 2: Increase the diversity of students served by SPCSA schools

As previously discussed, SPCSA enrollment by subgroup is not consistent with state averages for students Eligible for Free or Reduced Lunch, English Learners, and Students with Disabilities. As the graph below shows, while the percentage of students served in each of these subgroups has increased over the last five years, there is still significant room for improvement. Over the coming five years, therefore, the SPCSA aims to reach enrollment targets with subgroup populations that are more representative of Nevada students statewide. The graph below provides current and historical context regarding the demographics of students served by SPCSA-sponsored schools.

Demographic History

Legend:
- All Nevada Public Schools (2013-14)
- All Nevada Public Schools (2018-19)
- State-Sponsored Public Charter Schools (2013-14)
- State-Sponsored Public Charter Schools (2018-19)

EL: 15% (All NV 2013-14), 15% (All NV 2018-19), 2% (Charter 2013-14), 7% (Charter 2018-19)
FRL: 53% (All NV 2013-14), 61% (All NV 2018-19), 28% (Charter 2013-14), 36% (Charter 2018-19)
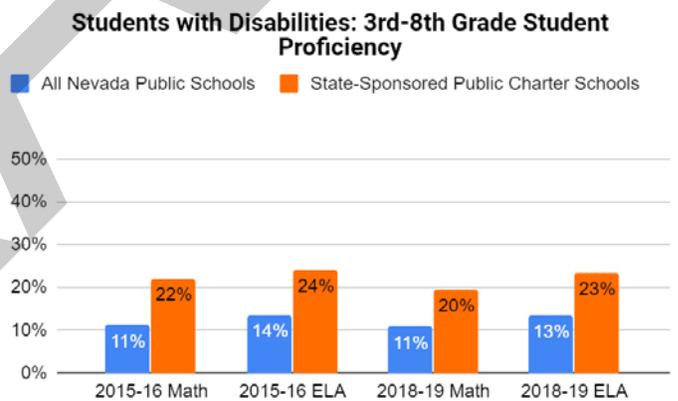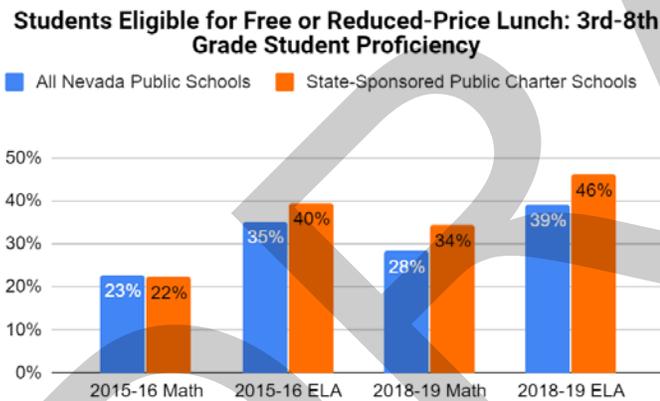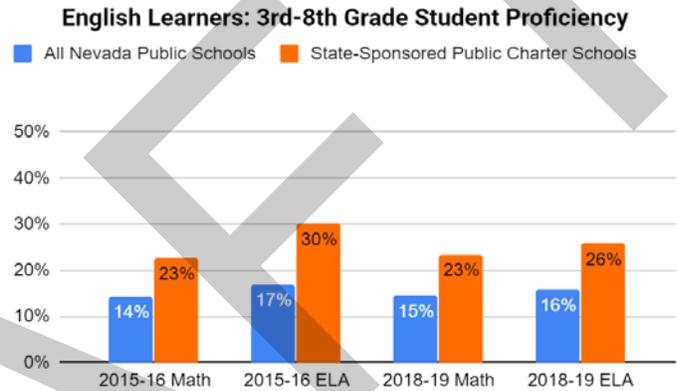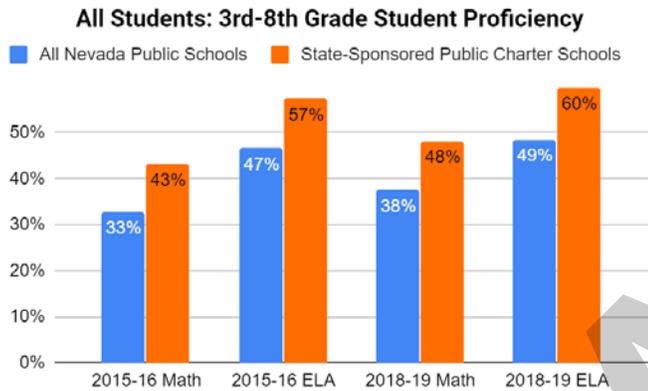IEP: 12% (All NV 2013-14), 12% (All NV 2018-19), 7% (Charter 2013-14), 9% (Charter 2018-19)

By the 2023-24 school year, at the statewide level, the aggregate demographics of the SPCSA will be at least 90% of the statewide rate for each subgroup: Students Eligible for Free or Reduced-Price Lunch, English Learners and Students with Disabilities.

With a commitment to reflecting both statewide and local demographics, by the 2023-2024 school year, within each county in which the SPCSA authorizes schools, the aggregate demographics of the SPCSA schools located within the
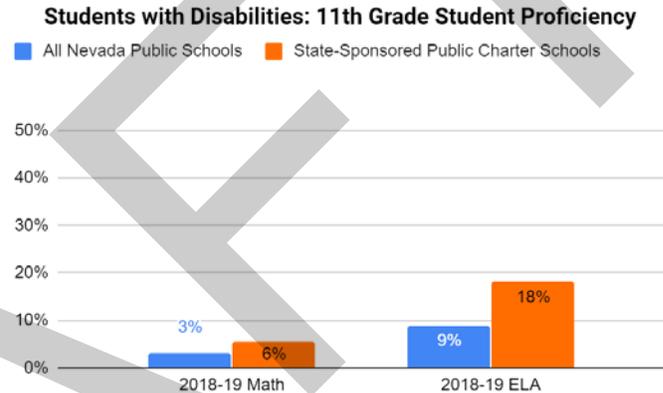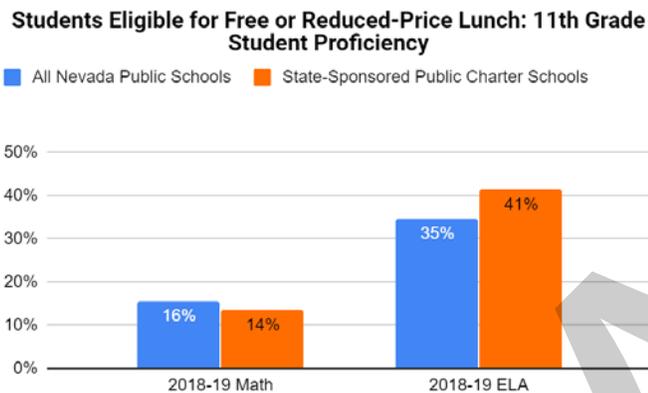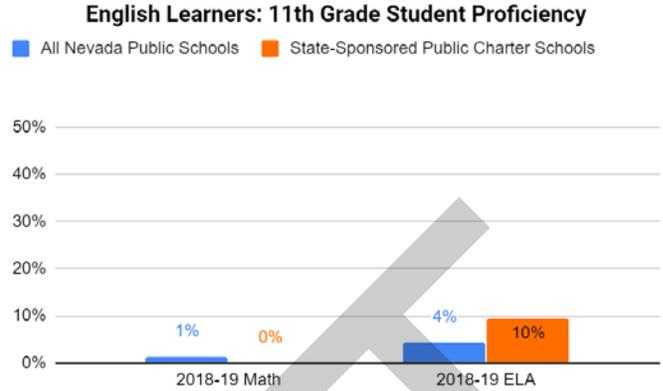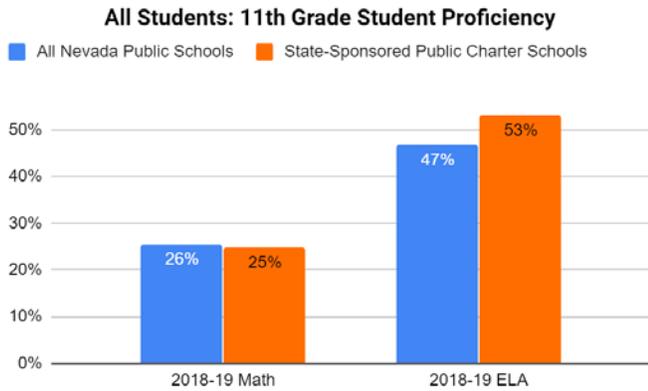
county will be at least 80% of school district average for each of the following student subgroups: English Learners, Students Eligible for Free or Reduced-Price Lunch, Students with Disabilities

Goal 3: Ensure that every SPCSA student succeeds - including those from historically underperforming subgroups

Both statewide and nationally, students Qualifying for Free or Reduced Lunch, English Language Learners, and Students with Disabilities historically underperform relative to their peers. While these achievement gaps exist within SPCSA-sponsored public charter schools, the graphs below show that English Learners, Students Qualifying for Free or Reduced-Price Lunch and Students with Disabilities attending SPCSA-sponsored schools have mostly outperformed respective state averages on the 3rd-8th grade Smarter Balanced Assessment. These graphs include data from the first year that the Smarter Balanced Assessment was administered (2015-16 school year) and the most recent results from the assessment given during the 2018-19 school year.

All Students: 3rd-8th Grade Student Proficiency

English Learners: 3rd-8th Grade Student Proficiency

Students Eligible for Free or Reduced-Price Lunch: 3rd-8th Grade Student Proficiency

Students with Disabilities: 3rd-8th Grade Student Proficiency

While students attending SPCSA-sponsored public charter schools have outperformed their peers across almost all subgroups on the Smarter Balanced assessment, performance on the 11th grade ACT assessment has been mixed. The subsequent graphs provide a comparison between the state averages and the averages for SPCSA-sponsored public charter schools for the most recent school year.

All Students: 11th Grade Student Proficiency

All Nevada Public Schools · State-Sponsored Public Charter Schools

2018-19 Math: 26%, 25%
2018-19 ELA: 47%, 53%

English Learners: 11th Grade Student Proficiency

All Nevada Public Schools · State-Sponsored Public Charter Schools

2018-19 Math: 1%, 0%
2018-19 ELA: 4%, 10%

Students Eligible for Free or Reduced-Price Lunch: 11th Grade Student Proficiency

All Nevada Public Schools · State-Sponsored Public Charter Schools

2018-19 Math: 16%, 14%
2018-19 ELA: 35%, 41%

Students with Disabilities: 11th Grade Student Proficiency

All Nevada Public Schools · State-Sponsored Public Charter Schools

2018-19 Math: 3%, 6%
2018-19 ELA: 9%, 18%

As the SPCSA significantly increases the population of these at-risk subgroups served, the goal is to outperform State and local averages for English Learners, Students Eligible for Free or Reduced-Price Lunch, Students with Disabilities.

To that end, the SPCSA has set the following performance targets for each of these subgroups:

1. At the statewide level, all SPCSA will achieve SBAC and ACT subgroup proficiency rates above the respective Nevada averages for each of the following student subgroups: English Learners, Students Eligible for Free or Reduced-Price Lunch, Students with Disabilities;
2. At least 80% of SPCSA schools will achieve SBAC and ACT subgroup proficiency rates above their respective county average for each of the following student subgroups: English Learners, Students Eligible for Free or Reduced-Price Lunch, Students with Disabilities;
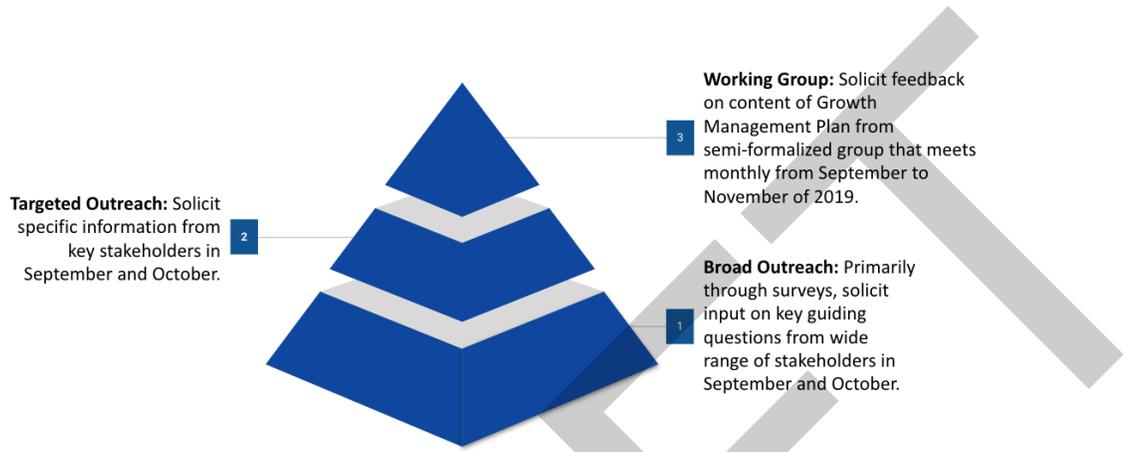
B. Planning for Future Growth

In building a plan to realize these goals, the SPCSA considered the current needs of students throughout Nevada, both through the lens of the Academic and Demographic Needs Assessment and through gathering input from community stakeholders. Specifically, this section will provide projections regarding:

- the charter schools whose charter contracts will expire;
- additional campuses of charter schools;
- charter schools that will expand their grade configuration or otherwise increase enrollment;
- additional campuses of charter schools; and
- new charter schools.

To engage stakeholders on Growth Management Planning, the SPCSA has engaged in a multi-pronged outreach process during the fall of 2019. The purpose of these outreach efforts is to gather input from stakeholders on the needs of Nevada students, and the implications of both for SPCSA growth management planning. An overview of this outreach effort is shown below:

Working Group: Solicit feedback on content of Growth Management Plan from semi-formalized group that meets monthly from September to November of 2019.

Targeted Outreach: Solicit specific information from key stakeholders in September and October.

Broad Outreach: Primarily through surveys, solicit input on key guiding questions from wide range of stakeholders in September and October.

Information collected through stakeholder feedback has informed the projections below, particularly with regard to new schools.

II. Potential Renewal of Existing Schools

Each public charter school operates under a charter contract. The initial term for all charter contracts is six years while subsequent terms can range from three to ten years. In the final year of a charter contract term, the SPCSA evaluates the academic performance, financial solvency and organizational compliance of schools to determine whether to renew the contract. This includes reviewing data and information going back to the inception of the school, including but not limited to: academic, financial and organizational performance ratings; site evaluation report; and regular compliance submissions. The factor most heavily weighted in determining whether to renew a school is academic performance. Specifically, the Authority board holds schools accountable for consistent performance that is 'adequate,' or is 3 star-rated or higher, during the renewal process. Below is a summary of charter contracts that will expire over the next five years and performance of the schools under those contracts. Additional detail is available in Appendix C.

	Contract Ending June 2020[2]	Contract Ending June 2021	Contract Ending June 2022	Contract Ending June 2023	Contract Ending June 2024
# of Charter Contracts Up for Renewal	7	4	6	6	2
% 3+ Star-Ratings for campuses of Contracts Up for Renewal[3]	61%	85%	67%	80%	100%

---

[2] SPCSA Board will be making renewal decisions for contracts ending in June 2020 in late 2019 or early 2020

[3] Based upon current school performance data; note that charter holders may have multiple star ratings

III.   Approved Expansions of Existing Schools

The following charter holders have already been approved by the Authority Board for expansion:

Charter Holder	Location	Type of Expansion	Number of Seats Added
American Preparatory Academy	Clark County	Will add a second campus in Southwest Las Vegas to serve grades K-6 beginning in the 2020-21 school year	640
Nevada State High School	Clark County	Will add two new campuses beginning in the 2020-21 school year, one in Northwest Las Vegas and one in Henderson. Each campus will serve grades 11 and 12.	425
Oasis Academy	Churchill County	Will add 25 students, or one classroom, in each of grades K-8 through a slow growth approach, reaching full scale in 2026-27 school year.	225

New schools frequently choose to gradually expand, often times, adding one grade-level at a time until they reach the intended grade configuration for the school. For those schools, therefore, there is automatic enrollment growth in their initial years of operation until they have reached their final configuration.

Below is a list of schools that were authorized as slow growth schools that will continue to grow over the coming years.

- Futuro Academy is currently K-3 and will add a grade per year until they reach a full K-8 configuration
- Nevada Prep is currently 4-7 and next year will add an 8th grade
- Nevada Rise is currently K-2 and will add a grade per year until they reach a full K-8 configuration
- Mater Academy of Northern Nevada is currently K-7 and next year will add an 8th grade

IV.   Potential Future Expansions of Existing Schools

In order to expand, public charter schools must submit an application to amend their charter contract to the State Public Charter School Authority. There are a variety of ways that a school can expand such as by adding a new campus, adding new grade levels to and existing campus, or increasing the number of students served as their current campus. Regardless of the type of expansion sought, the SPCSA conducts a rigorous review of the current academic, financial and organizational performance along with vetting the proposed plan for expansion outlined in the amendment application. The amendment application process culminates with a recommendation to the Authority Board which ultimately decides whether to grant the expansion amendment.

We surveyed all charter holders currently sponsored by the SPCSA regarding their plans to request an amendment to expand within the next five years. Below are details regarding the types of expansion that schools are considering. Unless

otherwise noted, these schools have not submitted formal requests to amend their contracts and the SPCSA board has not taken any action to approve or deny this potential expansion.

In considering approval of expansions, the SPCSA will be focused on achieving the five-year strategic goals and therefore will consider the degree to which expansion of existing schools will bring the agency closer to its goals.

	Charter holders responding that they are **planning to request an amendment** to expand within the next five years	Charter holders responding that they **may request an amendment** to expand within the next five years
# of Charter Holders considering request for New Campus	11[5]	6
# of Charter Holders considering request for Additional Grade Levels	2[6]	3
# of Charter Holders considering request for Additional Seats	5[7]	5
# of Charter Holders considering request to Reduce Seats	*0*	*2*

Some charter holders are represented multiple times in the table above.

V.   New Schools Approved to Open

The following school has already been approved to open.

School	Location	Year Opening	First Year Enrollment	First Year Grade Configuration	Enrollment at Full Scale	Grade Configuration at Full Scale
Explore Academy	Clark County	2020-21	330	6, 7, 9	700	6-12

Any schools approved at the December 2019 board meeting will be added to this table prior to submission to the Legislative Counsel Bureau.

---

[5] The SPCSA received one amendment application on Oct. 15, 2019 that included a request to add a new campus

[6] The SPCSA received one amendment application on Oct. 15, 2019 that included a request to add new grade levels at an existing campus

[7] The SPCSA received one amendment application on Oct. 15, 2019 that included a request to add students to an existing campus

VI.   Potential Future New Schools

Over the last four years, the SPCSA has approved six new schools across two districts.

	2016	2017	2018	2019
Letters of Intent Received	18	12	37	32
Applications Received	11	6	4	10
Approvals by Authority Board	5	1	0	0[8]

Note that some applicants have submitted letters of intent and may have applied in multiple years.

Over the next five years, the focus will be on realizing the five-year strategic goals and thereby providing equitable access to high quality school options for students across Nevada. To achieve these goals, the SPCSA may add up to four new schools per year over the next five years.

To realize our goal of equitable access to high quality school options, the SPCSA will be focused on approving new schools that are responsive to an identified geographic, academic, or demographic need. On an annual basis, the SPCSA will assess these needs by conducting the Academic and Demographic Needs Assessment and engaging with local stakeholders, particularly those that have contributed to the development of this Plan through the working group. The information gathered will be used to evaluate whether proposed school models meet the needs and demands of the community they propose to serve. In addition, as the SPCSA continues to learn from community stakeholders, this information may lead to changes in our application process in order to more proactively solicit proposals aligned to needs. In this year's working group, for example, stakeholders articulated the following needs:

- Schools that will help to diversify the school models and programs available to students and families
- Schools that are expressly designed to support the needs of at-risk students
- Schools that are culturally responsive (ex. grounded in local community, intentional about school climate and culture, thoughtful about the demographic makeup of the teaching staff and professional development provided to teaching staff)
- Schools that are creating relief from extreme overcrowding

Going forward, the SPCSA will seek opportunities to collaborate with local stakeholders to identify and address specific, localized educational needs. To accomplish these aims the SPCSA has amended the charter application process as shown below:

---

[8] As of the drafting of this document, no applications have been approved in 2019. Any applications approved by the board at the December 2019 meeting will be included in the final version of the Growth Management Plan submitted to the Legislative Counsel Bureau by January 1, 2020.

Former Process
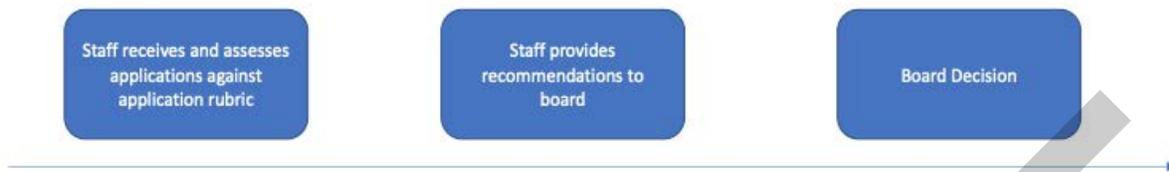
Updated Process
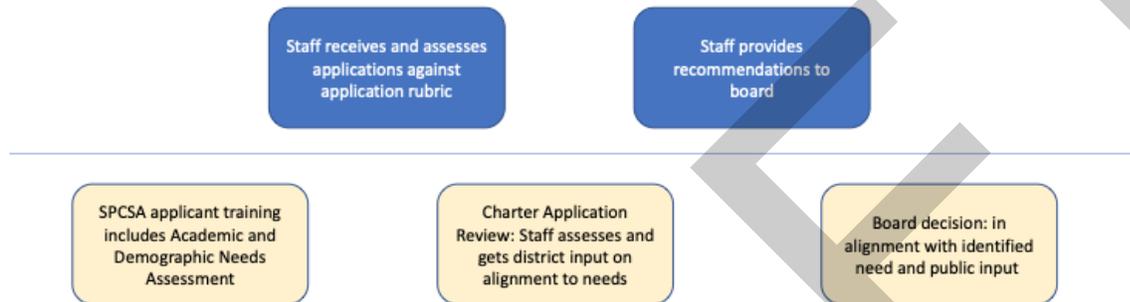
The SPCSA staff review of charter applications and board approval of charter applications will consider the quality of applications. Moving forward, both stages will additionally consider (1) an application's alignment with the findings of the Academic and Demographic Needs Assessment, (2) district input on an application's alignment with the Needs Assessment, and (3) public input on demand for new schools.

Section Five: The Future of State Public Charter School Authority Operations & Practices

To achieve our goals and provide equitable access to high quality public charter schools for students across our state, the SPCSA will evolve its authorizing practices and be responsive to the needs and characteristics of sponsored schools. Below, we provide an overview of the SPCSA's current policies, procedures, capacity, and financial resources that can support our agency in reaching the goals we have outlined in this plan. In addition, we lay out proposed changes we feel could support our agency in facilitating and managing the growth we have planned. The SPCSA is seeking feedback on the changes that we have proposed and on how we can most effectively reach our goals.

		Goal 1: Provide Families with Access to High Quality Schools	Goal 2: Increase the diversity of students served by SPCSA schools	Goal 3: Ensure that all SPCSA students succeed - including those from historically underperforming subgroups
Policies	Existing	• Mandatory termination for schools with 3 consecutive years of 1-star ratings[9] • Optional termination at board discretion for schools with 3 consecutive years of ratings below 3-stars[10] • Annual School Performance Plan required of all schools[11]	• Optional preferential enrollment (weighted lottery[12] and priority enrollment[13]) • Sponsor may require student recruitment materials to be published in multiple languages[14] • Sponsor may require schools to develop a plan to recruit and enroll population similar to local district school[15] • Annual Academic and Demographic Needs Assessment[16] incorporated into authorizing process	• Data required to be disaggregated by racial subgroups and FRL, EL and IEP subgroups[17] • NDE identification of schools in which any subgroup of students is consistently underperforming as Targeted Support and Improvement[18]
	Proposals	• Formalize academic, organizational and financial eligibility standards for expansion • Formalize academic, organizational and financial eligibility standards for renewal and for varying term lengths		

---

[9] NRS 388A.300

[10] NRS 388A.330

[11] NRS 385A.650

[12] R131-16, Section 12

[13] NRS 388A.456

[14] R131-16, Section 8

[15] R131-16, Section 6

[16] Assembly Bill 462, Section 5

[17] ESSA, Section 1111(c)(2)

[18] ESSA, Section 1111(c)(4)

		Goal 1: Provide Families with Access to High Quality Schools	Goal 2: Increase the diversity of students served by SPCSA schools	Goal 3: Ensure that all SPCSA students succeed - including those from historically underperforming subgroups
Procedures	Existing	● Rigorous New School Application process ● Fully codified Site Evaluation Process ● SPCSA Performance Framework (Academic, Financial and Organizational) ● Issuing notices, including additional oversight for schools on notice	● New School Application questions regarding intended community and population to be served ● Academic Framework contains Diversity Component	● New School Applications questions regarding support for at-risk students
	Proposals	● Expansion of National School Lunch Program participation ● Expansion of enrollment preferences for historically underserved populations ● Expansion of transportation options ● Option for more specific Requests for New School Proposals aligned to identified community needs ● Increased transparency around subgroup statistics (ex. Equity Reports) ● Proactive monitoring of enrollment practices for IEP and EL subpopulations ● Leverage existing policies to follow up with schools on efforts to ensure representative demographics ● Formalize School Support and Finance & Operations school visits to include federal program monitoring and technical assistance related to serving subpopulations that have historically underperformed (aligned with increased LEA responsibilities) ● Build out proactive training calendar aligned to prioritize federal program requirements and technical assistance related to serving subpopulations that have historically underperformed (in line with increased LEA responsibilities) ● Build internal protocols and infrastructure associated with serving as a Local Education Agency (monitoring and support)		

		Goal 1: Provide Families with Access to High Quality Schools	Goal 2: Increase the diversity of students served by SPCSA schools	Goal 3: Ensure that all SPCSA students succeed - including those from historically underperforming subgroups
Capacity	Existing	● 7-Member Authorizing team has diverse areas of expertise from finance and auditing to data analysis to school improvement ● 1 authorizing team member tasked with coordinating all new school applications, relying on remainder of authorizing team and other staff members to serve as application leads, reading and scoring applications		● School Support team members have range of school-based experiences, including working with Students with Disabilities ● 1:30 ratio of school support team member to campus
		● 1 team member tasked with coordinating all site evaluations, relying on 4 additional authorizing team members and Executive Director to conduct site evaluations in teams of 2 (~30 site evaluations per year)	● Nevada Department of Agriculture support with National School Lunch Program	● Finance & Operations Team has expertise in state budgeting and managing subgrants ● 4 Team members tasked with grant administration for 11 grants totaling $15 Million annually ● 1 Team member tasked with streamlining business processes ● Nevada Department of Education support with federal and state programs
	Proposals	● Build internal expertise and capacity associated with meeting responsibilities of a Local Education Agency ● Increase the ratio of school support team member to campus by adding team member(s) ● Implement new Grant Management System and Risk based monitoring approach within Finance & Operations team in order to streamline end-to-end grant administration ● Continue to hone expertise across authorizing and school support teams related to high quality instruction, particularly for populations that have historically underperformed ● Add team member(s) to authorizing team or use contractors to reduce strain across staff due to supporting major annual initiatives including Site Evaluations and New School Applications ● Continue to scale human capital in alignment with increases in numbers of schools and students		
Financial Resources	Existing	● Charter School Program grant available to high quality new school applicants through federal subgrants from NDE (grant is currently winding down)		● Federal Funding Support (IDEA, Title I, Title III, Title IV) ● State Grants (SB 178)
	Proposals	● Explore options for future Charter School Program grant to Nevada		

Appendix A: Relevant Excerpt of AB 462

Sec. 3. *1. The State Public Charter School Authority shall establish a plan to manage the growth of charter schools in this State. The plan must set forth the status of existing charter schools and a 5-year projection of anticipated growth in the number of charter schools.*

2. To develop the plan pursuant to subsection 1, the Authority shall determine the projected number of:

(a) New charter schools that the Authority will approve;

(b) Additional campuses of charter schools that the Authority will approve;

(c) Charter schools that will expand the grade levels offered at the charter schools or will otherwise increase enrollment of pupils at the charter schools; and

(d) Charter schools whose charter contracts will expire and the likelihood that the charter contracts will be renewed;

3. In addition to the information described in subsection 2, to develop the plan pursuant to subsection 1, the Authority shall consider:

(a) Information relating to pupils included in the statewide system of accountability for public schools, including, without limitation, information relating to specific groups and subgroups of pupils;

(b) Information relating to the academic needs of pupils in the various geographic areas of the State; and

(c) Any other information the Authority deems necessary to determine whether increasing the number of charter schools or expanding the campuses of existing charter schools will best serve the pupils of this State.

4. The Authority, the Department and each board of trustees of a school district in this State shall collaborate in developing the plan pursuant to subsection 1.

Appendix B: Definitions of Star Ratings

Elementary and Middle School

Category	Policy Descriptors
★★★★★	Recognizes a **superior** school that exceeds expectations for all students and subgroups on every indicator category with little or no exception. A five star school demonstrates superior academic performance and growth with no opportunity gaps. The school does not fail to meet expectations for any group on any indicator. These schools are recognized for distinguished performance.
★★★★	Recognizes a **commendable** school that has performed well for all students and subgroups. A four star school demonstrates satisfactory to strong academic performance for all students. Further, the school is successfully promoting academic progress for all student groups as reflected in closing opportunity gaps. The school does not fail to meet expectations for any group on any indicator. Schools identified for targeted support and improvement are not eligible to be classified as four star school or higher.
★★★	Identifies an **adequate** school that has met the state's standard for performance. The all-students group has met expectations for academic achievement or growth. Subgroups meet expectations for academic achievement or growth with little exception; however, no group is far below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. Schools identified for comprehensive support and improvement are not eligible to be classified as a three star school or higher. Schools identified for targeted support and improvement are eligible to be classified as three star schools.
★★	Identifies a school that has **partially met** the state's standard for performance. Students and subgroups often meet expectations for academic performance or growth but may have multiple areas that require improvement. Areas requiring significant improvement are uncommon. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. A 2 star school in consecutive years is subject to state intervention. Schools identified for targeted support and improvement or comprehensive support and improvement are eligible to be classified as two star schools.
★	Identifies a school that has **not met** the state's standard for performance. Students and subgroups are inconsistent in achieving performance standards. A one-star school has multiple areas that require improvement including an urgent need to address areas that are significantly below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. The school is subject to state inventions.

High School

Category	Policy Descriptors
★★★★★	Recognizes a **superior** school that exceeds expectations for all students and subgroups on every indicator category with little or no exception. A five star school demonstrates superior academic performance and a superior graduation rate. The school does not fail to meet expectations for any group on any indicator. These schools are recognized for distinguished performance.
★★★★	Recognizes a **commendable** school that has performed well for all students and subgroups. A four star school demonstrates satisfactory to strong academic performance for all students. Further, the school's graduation rate meets expectations. The school does not fail to meet expectations for any group on any indicator. Schools identified for targeted support and improvement are not eligible to be classified as four star school or higher.
★★★	Identifies an **adequate** school that has met the state's standard for performance. The all-students group has met expectations for academic achievement. Subgroups meet expectations for academic achievement or show progress with little exception; however, no group is far below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. Schools identified for comprehensive support and improvement are not eligible to be classified as a three star school or higher. Schools identified for targeted support and improvement are eligible to be classified as three star schools.
★★	Identifies a school that has **partially met** the state's standard for performance. Students and subgroups often meet expectations for academic performance but may have multiple areas that require improvement. Areas requiring significant improvement are uncommon. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. A 2 star school in consecutive years is subject to state intervention. Schools identified for targeted support and improvement or comprehensive support and improvement are eligible to be classified as two star schools.
★	Identifies a school that has **not met** the state's standard for performance. Students and subgroups are inconsistent in achieving performance standards. A one-star school has multiple areas that require improvement including an urgent need to address areas that are significantly below standard. The school must submit an improvement plan that identifies supports tailored to subgroups and indicators that are below standard. The school is subject to state inventions.

Appendix C

Contract Expiration	Charter Holder	School Name	2018-19 Star Rating[19]
2020	American Preparatory Academy	American PrepACAD ES	2
2020	American Preparatory Academy	American PrepACAD HS	2
2020	American Preparatory Academy	American PrepACAD MS	5
2020	Beacon Academy	Beacon ACAD HS (Alternative Framework School)	1
2020	Founders Academy	Founders ACAD ES	4
2020	Founders Academy	Founders ACAD HS	3
2020	Founders Academy	Founders ACAD MS	5
2020	Leadership Academy	Leadership ACAD HS	3
2020	Leadership Academy	Leadership ACAD MS	3
2020	Mater Academy	Mater Bonanza ACAD ES	3
2020	Mater Academy	Mater Bonanza ACAD MS	4
2020	Mater Academy	Mater MT Vista ACAD ES	4
2020	Mater Academy	Mater MT Vista ACAD MS	5
2020	Nevada Connections Academy	NV Connections ACAD ES	1
2020	Nevada Connections Academy	NV Connections ACAD HS	1
2020	Nevada Connections Academy	NV Connections ACAD MS	2
2020	Quest Academy	Quest Northwest ES	2
2020	Quest Academy	Quest Northwest MS	3
2021	Alpine Academy	Alpine ACAD HS	3
2021	Elko Institute for Academic Achievement	EIAA ES	2
2021	Elko Institute for Academic Achievement	EIAA MS	5
2021	Equipo Academy	Equipo ACAD HS	4
2021	Equipo Academy	Equipo ACAD MS	5
2021	Silver Sands Montessori	Silver Sands ES	3
2021	Silver Sands Montessori	Silver Sands MS	5
2022	Legacy Traditional	Legacy Cadence ES	2
2022	Legacy Traditional	Legacy Cadence MS	5
2022	Legacy Traditional	Legacy N. Valley ES	2
2022	Legacy Traditional	Legacy N. Valley MS	3
2022	Nevada State High School	NSHS Downtown HS	5

---

[19] Schools may not be rated if they do not yet have a graduation rate or do not yet have students taking the Smarter Balanced Assessment

Contract Expiration	Charter Holder	School Name	2018-19 Star Rating[19]
2022	Nevada State High School	NSHS Henderson HS	5
2022	Nevada State High School	NSHS Summerlin HS	5
2022	Nevada State High School - Meadowood	NSHS Meadowood HS	Not Rated
2022	Nevada State High School - Sunrise	NSHS Sunrise HS	Not Rated
2022	Somerset Academy	Somerset Aliante ES	2
2022	Somerset Academy	Somerset Aliante MS	5
2022	Somerset Academy	Somerset LoneMtn ES	5
2022	Somerset Academy	Somerset LoneMtn MS	5
2022	Somerset Academy	Somerset Losee ES	2
2022	Somerset Academy	Somerset Losee HS	2
2022	Somerset Academy	Somerset Losee MS	2
2022	Somerset Academy	Somerset NLV ACAD ES	2
2022	Somerset Academy	Somerset NLV ACAD MS	4
2022	Somerset Academy	Somerset Skye ES	5
2022	Somerset Academy	Somerset Skye MS	5
2022	Somerset Academy	Somerset SkyPt ES	5
2022	Somerset Academy	Somerset SkyPt HS	2
2022	Somerset Academy	Somerset SkyPt MS	5
2022	Somerset Academy	Somerset Steph ES	5
2022	Somerset Academy	Somerset Steph MS	5
2022	Sports Leadership and Management Academy	SLAM ACAD HS	Not Rated
2022	Sports Leadership and Management Academy	SLAM ACAD MS	3
2023	Discovery Charter School	Discovery HillPt ES	4
2023	Discovery Charter School	Discovery HillPt MS	4
2023	Discovery Charter School	Discovery Mesa ES	2
2023	Discovery Charter School	Discovery Mesa MS	2
2023	Doral Academy of Northern Nevada	Doral North NV ES	5
2023	Doral Academy of Northern Nevada	Doral North NV MS	5
2023	Freedom Classical Academy	Freedom Classical Academy ES	2
2023	Freedom Classical Academy	Freedom Classical Academy MS	4
2023	Imagine at Mountain View	Imagine Mtn View ES	3
2023	Imagine at Mountain View	Imagine Mtn View MS	4

Contract Expiration	Charter Holder	School Name	2018-19 Star Rating[19]
2023	Mater Academy of Northern Nevada	Mater North NV ES	3
2023	Mater Academy of Northern Nevada	Mater North NV MS	5
2023	Oasis Academy	Oasis ACAD ES	5
2023	Oasis Academy	Oasis ACAD HS	5
2023	Oasis Academy	Oasis ACAD MS	5
2024	Honors Academy of Literature	Honors ACAD ES	3
2024	Honors Academy of Literature	Honors ACAD MS	5
2024	Pinecrest Academy	PAN Cadence ES	4
2024	Pinecrest Academy	PAN Cadence HS	Not Rated
2024	Pinecrest Academy	PAN Cadence MS	5
2024	Pinecrest Academy	PAN Horizon ES	4
2024	Pinecrest Academy	PAN Inspirada ES	5
2024	Pinecrest Academy	PAN Inspirada MS	5
2024	Pinecrest Academy	PAN St. Rose ES	4
2024	Pinecrest Academy	PAN St. Rose MS	5