

STATE PUBLIC CHARTER SCHOOL AUTHORITY



2019 Renewal Report for American Preparatory Academy
Per [NRS 388A.285](#) and [NAC 388A.415](#)

Issued June 28, 2019

CHARTER SCHOOL RENEWAL REPORT CONTENTS

1. School Overview
 - a. Address
 - b. Location
 - c. Governing Board Composition
 - d. Academic Data Overview (NSPF Reports included as Appendix A)
 - e. Enrollment History

2. Summary of Issued Notices and Identified Deficiencies
 - a. Academic
 - b. Financial

3. Summary of the Overall Performance of the Charter School
 - a. Site Evaluation Summary (full report included as Appendix B)

4. Requirements for the Renewal Application

5. Criteria to be used to make a determination regarding renewal

Appendix A: Nevada School Performance Framework Reports

Appendix B: Site Evaluation Report – March 26, 2019

1. **School Overview**

a. Address:

- i. 8377 West Patrick Lane Las Vegas, NV 89113

b. Campus Location:

- i. Clark County

c. Governing Board Members

- i. President – Lee Iglody
- ii. Vice President – Vacant
- iii. Treasurer – Jonathan Gardner
- iv. Secretary – Rachel Lillian
- v. Member – Ernie Elliot

Board Member information based on Epicenter Board Center

d. Academic Data Overview¹

The following data was compiled from the ratings generated by the Nevada State Performance Framework (NSPF) during the current charter term.

Year	NSPF Rating
2015	Elementary: N/A Middle School: N/A High School: N/A
2016	No star ratings published
2017	Elementary: 4 Star Middle School: 5 Star High School: N/A
2018	Elementary: 5 Star Middle School: 5 Star High School: N/A ²

Year	Graduation Rate
2017 - 2018	64.29%

¹ For schools applying for a second or third charter term, NAC 388A.415 provides that the State Public Charter School Authority will give the academic performance of pupils a greater weight than that assigned to it on the first renewal. SPCSA staff will include academic performance data for any previous charter term for the Authority’s consideration.

²In order for a high school to be rated under the NSPF, it must meet the minimum n-size requirements and earn points in all of the following indicators and/or measures: Academic Achievement and Graduation (4-year ACGR). A school that does not meet the minimum n-size requirements will receive a “Not Rated” classification.

e. Enrollment History

The following data was compiled from the Validation Day for the last five school years, or the years within the current charter contract.

Grade Level	Total Amount Across All Existing Campuses - Number of Students				
	2014-15	2015-16	2016-17	2017-18	2018-19
Pre-K	-	-	-	-	-
K	73	168	100	100	99
1	64	171	164	99	103
2	60	130	165	165	99
3	59	161	165	165	165
4	34	213	132	161	165
5	31	162	197	132	166
6	28	124	162	196	132
7	20	94	118	183	199
8	23	65	90	136	198
9	18	77	58	81	132
10	-	29	55	60	85
11	-	-	28	47	66
12	-	-	-	29	48
Total	410	1424	1434	1554	1657

2. Summary of Issued Notices and Identified Deficiencies

a. Academic

The Authority has not issued any Academic Notices to American Preparatory Academy – Las Vegas.

b. Financial

The Authority has not issued any Financial Notices to American Preparatory Academy – Las Vegas.

c. Organizational

The Authority has not issued any Organizational Notices to American Preparatory Academy – Las Vegas.

3. Summary of the Overall Performance of American Preparatory Academy

American Preparatory Academy (APA) is currently rated as a 5 star elementary school program and a 5 star middle school program according to the 2017 – 2018 NSPF ratings. While Authority staff anticipates that there will be an NSPF rating for the APA High School for the 2018 – 2019 school year, no ratings currently exist. It is noteworthy that the school has not earned less than a 4 star rating for the elementary or middle school during the current charter term according to the NSPF.

The APA elementary school program was rated as a 4 and 5 star school in 2017 and 2018, respectively. As noted in the NSPF guidance document, a 4 star school is categorized as 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. A five star school is described as superior, exceeding expectations for all students and subgroups on every indicator category with little or no exception and does not fail to meet expectations for any group on any indicator. A copy of the NSPF report for the APA elementary school program for the 2017 – 2018 school year is included as Appendix A within this report.

The middle school program, by virtue of its 5 star rating the last two years, also fares very well compared to performance expectations and standards. The school has achievement and growth scores that are almost always above state performance expectations, and this level of performance is almost always above the SPCSA average proficiency rate within the portfolio in both math and ELA. Like the elementary school program, a copy of the NSPF report for the APA middle school program for the 2017 – 2018 school year is also included as Appendix A within this report.

While there are no high school NSPF ratings for the APA high school program, there was data provided by the Nevada Department of Education the last two years. The 2017 – 2018 graduation rate for APA was 64.29%. The high school NSPF rating for APA will likely become available in September 2019. See Appendix A for more details.

With regards to the financial performance and viability of the school, SPCSA staff has no concerns about the overall health and viability of the school.

The organizational health and performance of the school has been strong over the current charter term. The school has not received any notices regarding organizational performance.

Finally, SPCSA staff conducted a site evaluation of APA on March 26, 2019. SPCSA staff found many positive takeaways during the evaluation, including a positive school culture that reflects the mission of the school, strong operational systems and protocols that reinforce skills and content as well as many robust mechanisms that support teacher development. SPCSA staff also identified some areas of growth for the school to prioritize, including the implementation of higher-level questioning techniques, promoting daily classroom objectives and an intentional effort to serve more at-risk students in future years. It should be noted that while site evaluations are important accountability tool, SPCSA staff places a stronger emphasis on student results and performance. A one-day site evaluation does not eclipse the annual performance rating for a school that captures the work of an entire academic year. See Appendix B for more details on the APA site evaluation.

4. Requirements for the Renewal Application

Applicants for renewal will receive an application template to populate and return to Authority staff between October 1 – October 15, 2019. This template will be provided to schools no later than July 31, 2019, and will align to the requirements set forth in [NRS 388A.285](#) and [NAC 388A.415](#).

Schools which are contemplating material amendments, e.g. changes to the mission statement, grade levels served, enrollment, facilities expansion, academic program, instructional delivery, management agreement, etc. will be permitted to submit such amendment requests in the event that the school is renewed. Schools are permitted to draft such amendment requests during the renewal process for filing immediately following the renewal decision but the SPCSA Board will not give weight to such materials or testimony related to any contemplated changes during the renewal process. The inclusion of amendment materials will result in the return of the renewal application and a request for resubmission of a compliant and complete application from SPCSA staff.

It is the responsibility of the school to ensure that the content is accurate and reflects information provided by NDE and the SPCSA. Any discrepancies between the data submitted and data previously provided by NDE or the SPCSA will result in a request for resubmission of a compliant and complete application from SPCSA staff.

Schools are required to submit the agenda and draft minutes for the meeting where the governing body voted to approve the submission of the renewal application into the appropriate areas in Epicenter prior to filing the renewal application. Failure to submit the agenda and draft minutes into the appropriate areas in Epicenter prior to filing the renewal application will result in the return of the renewal application and a request for resubmission of a compliant and complete application from SPCSA staff. The inclusion of the agenda and draft minutes with the renewal application will result in the return of the renewal application and a request for resubmission of a compliant and complete application from SPCSA staff.

5. Criteria to be used for Making a Renewal Decision

As stated on the previous page, renewal decisions for schools are based on historic performance data as evidenced by both the Nevada State Performance Framework as well as the SPCSA Performance Framework. Historical anecdotes or unsolicited data, e.g. leadership changes or past programmatic adjustments, may be included in the report but will be given less weight when considered by the Authority in making renewal decisions. Additionally, renewal decisions will be based on the overall financial and organizational health of the public charter school. Evidence from both the financial framework and financial audits will be used to assess the overall financial health of a school. The Epicenter platform will be used to inform the assessment of the organizational health of a school, and to help determine whether or not the school is compliant under local, state and federal law.

For schools applying for a third charter term, [NAC 388A.415](#) provides that the State Public Charter School Authority will give the academic performance of pupils a greater weight than that assigned to it on the first renewal. SPCSA staff will include academic performance data for any previous charter term for the Authority's consideration.

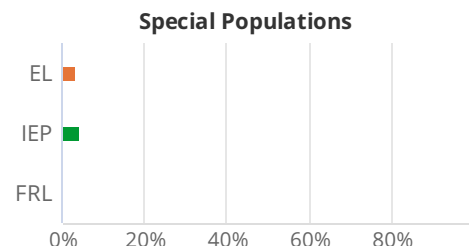
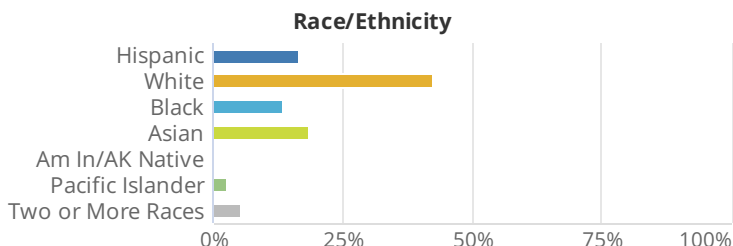
Appendix A

School Year 2017-2018 Nevada School Rating for American Preparatory Academy LV



School Type: Charter SPCSA
 School Level: Elementary School
 Grade Levels: 0K-12
 District: State Public Charter School Authority
 Website: <http://vegas.americanprep.org>

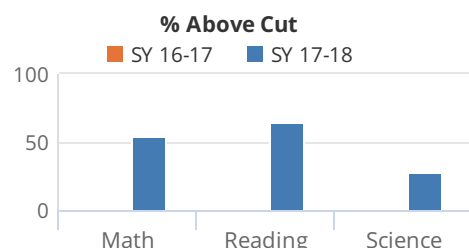
Total Index Score: 88
 School Designation:
 8377 West Patrick Lane
 Las Vegas, NV 89113
 Phone: 702-970-6800



Academic Achievement



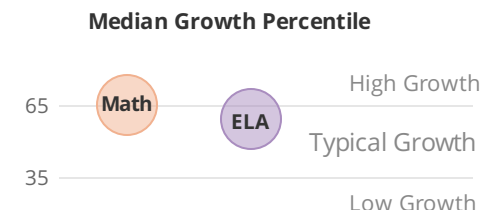
	% Above Cut	% District
Math CRT	54.3	52.8
ELA CRT	64.2	58.6
Science CRT	27.6	35.3
<i>Pooled Average</i>	56.4	52.9
Read by Grade 3	53.7	56.2



Student Growth



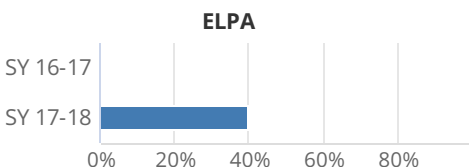
	% SY 17-18
Math CRT MGP	65.0
ELA CRT MGP	59.0
Math CRT AGP	61.3
ELA CRT AGP	68.2



English Language



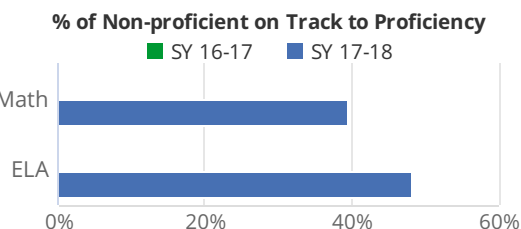
	% of EL Meeting AGP	% District
ELPA	40.0	42.5



Closing Opportunity Gaps



	% Non-proficient	% Meeting AGP
Math CRT	~35%	39.6
ELA CRT	~45%	48.3



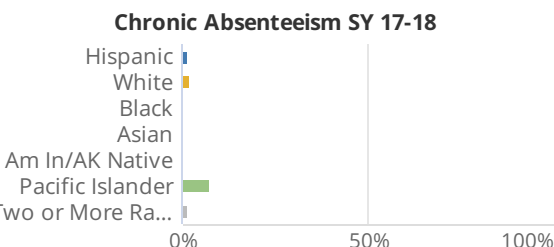
Student Engagement



*Bonus points included

	% Chronically Absent	% District
Chronic Absenteeism	1.6	10.1

	% Participation	Met Target
Climate Survey	96.6	YES



Student CRT Proficiency

	% Above the Cut								
	% Math	% District	% 2018 Math MIP	% ELA	% District	% 2018 ELA MIP	% Science	% District	% 2018 Science MIP
American Indian/Alaska Native	-	44.8	30.9	-	58.3	39.5	-	9	N/A
Asian	69	75.2	67.2	74.5	76.2	74.1	32	49.2	N/A
Black/African American	41	30.6	28.8	53.6	40.5	39.6	9.5	14.6	N/A
Hispanic/Latino	37	40.2	36.5	50	48	45.5	14.2	22.5	N/A
Pacific Islander	53.3	48.3	45.6	60	52.6	55.7	-	32	N/A
Two or More Races	64.8	59	52.9	73	67.1	62.6	-	46.6	N/A
White/Caucasian	58.2	61.1	57.2	68.5	65	65.7	37	43.8	N/A
Special Education	23.5	29.2	24.8	29.4	29.3	26.3	-	19.4	N/A
English Learners Current + Former	58.1	37.4	32.4	62.1	38.9	38.4	20.5	15.2	N/A
English Learners Current	13.3	25.5		6.6	22.8		-	4.8	N/A
Economically Disadvantaged	-	33.1	35.7	-	40.4	44	-	17.3	N/A

Grade 3 ELA

	% Above the Cut	
	% ELA	% District
American Indian/Alaska Native	-	66.6
Asian	70	74.5
Black/African American	41.6	34.2
Hispanic/Latino	48.4	47.1
Pacific Islander	-	38.8
Two or More Races	-	64.3
White/Caucasian	53.5	62.6
Special Education	41.1	29.4
English Learners Current + Former	46.6	33
English Learners Current	-	21.8
Economically Disadvantaged	-	37.5

Student Growth

	Student Growth Percentile			
	Math MGP	ELA MGP	Math AGP	ELA AGP
American Indian/Alaska Native	-	-	-	-
Asian	71	58.5	78.2	72.6
Black/African American	52.5	63	40	58.5
Hispanic/Latino	61	52.5	41.2	55
Pacific Islander	-	-	-	-
Two or More Races	61.5	50	60	70
White/Caucasian	70	62.5	68.3	76.1
Special Education	49	46	31.2	26.6
English Learners Current + Former	63	64	61.5	65.8
English Learners Current	-	-	-	-
Economically Disadvantaged	-	-	-	-

Closing Opportunity Gap

	% of non-proficient Students meeting AGP	
	% Math AGP	% ELA AGP
American Indian/Alaska Native	-	-
Asian	57.8	60.8
Black/African American	27.7	42.4
Hispanic/Latino	32.6	37.1
Pacific Islander	-	-
Two or More Races	30.7	50
White/Caucasian	42.2	53.7
Special Education	18.1	9
English Learners Current + Former	37.5	47.9
English Learners Current	20	30.7
Economically Disadvantaged	27.2	47.3

Chronic Absenteeism

	% Chronically Absent	% District
American Indian/Alaska Native	-	14.5
Asian	0	4.9
Black/African American	0.7	14.5
Hispanic/Latino	1.8	11.5
Pacific Islander	7.4	12.6
Two or More Races	1.8	9
White/Caucasian	2.3	9
Special Education	5.8	11.3
English Learners Current + Former	N/A	N/A
English Learners Current	2.5	10.4
Economically Disadvantaged	0	15.9

What does my school rating mean?

Note: Some NSPF reports were updated on December 15, 2018 to reflect updated SBAC Mathematics scores.

5 Star school: 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.

What do the performance indicators mean?

Academic Achievement--Student Proficiency

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment.

Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the State assessments.

Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments).

English Language Proficiency

English Language Proficiency is a measure of English Learners achieving English Language proficiency on the State English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles to determine if English Language Learners are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit English language status in five years.

Student Engagement

Student Engagement is a measure of Chronic Absenteeism and Climate Survey Participation. Research shows that attendance matters and that chronic absenteeism places students at risk of failure. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school sponsored activities are not considered absent for the purposes of this calculation.

Climate Survey

The Climate Survey is a state survey administered to students in certain grades across the state. Schools meeting or exceeding the 75% participation threshold can receive bonus points. Two additional bonus points included within Student Engagement section.

Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the student growth percentiles (SGP) in a school. A school's Median Growth Percentile (MGP) is determined by rank ordering all the SGPs in the school from lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the State assessment in three years.

Closing Opportunity Gaps/Equity

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's State assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile. This is a measure of gap between proficient and non-proficient students.

Star Rating



Index Score

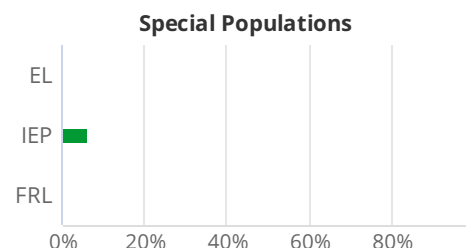
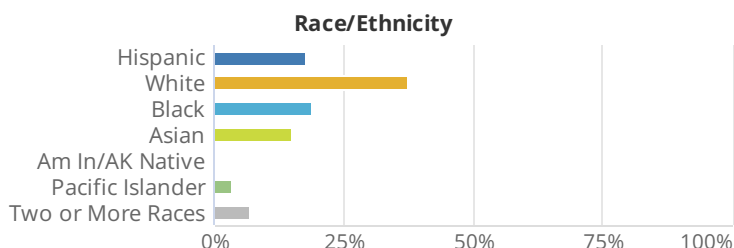
at or above 84
at or above 67, below 84
at or above 50, below 67
at or above 27, below 50
below 27

School Year 2017-2018 Nevada School Rating for American Preparatory Academy LV



School Type: Charter SPCSA
 School Level: Middle School
 Grade Levels: 0K-12
 District: State Public Charter School Authority
 Website: <http://vegas.americanprep.org>

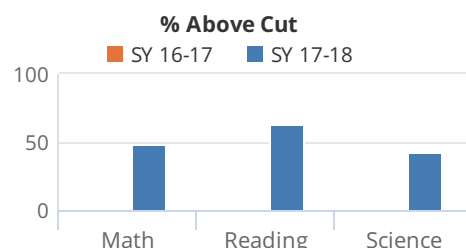
Total Index Score: 84.22
 School Designation:
 8377 West Patrick Lane
 Las Vegas, NV 89113
 Phone: 702-970-6800



Academic Achievement



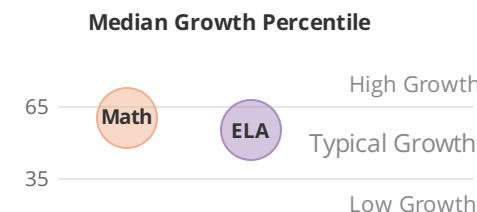
	% Above Cut	% District
% Math CRT	48.6	36.8
% ELA CRT	63.4	56.1
% Science CRT	42	45.2
% Pooled Average	53.5	46.3



Student Growth



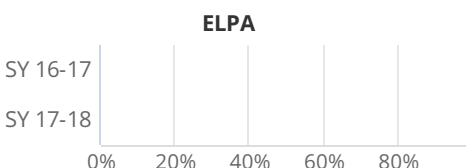
	% SY 17-18
Math CRT MGP	60.0
ELA CRT MGP	55.0
Math CRT AGP	52.2
ELA CRT AGP	61.9



English Language



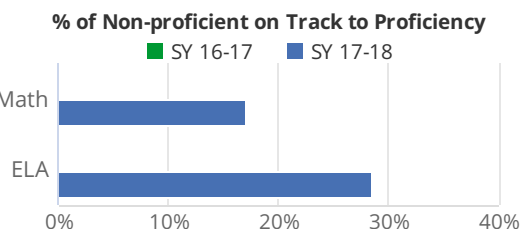
	% of EL Meeting AGP	% District
ELPA	-	32.4



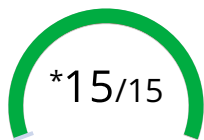
Closing Opportunity Gaps



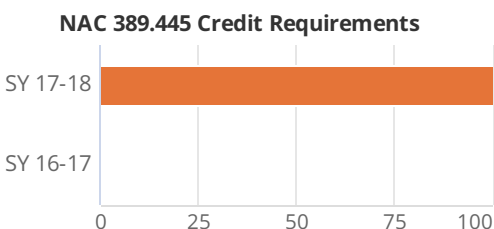
	% Non-proficient	% Meeting AGP
Math CRT	~15%	17.1
ELA CRT	~25%	28.6



Student Engagement



	% School	% District
Chronic Absenteeism	3.7	11.1
Academic Learning Plans	76.7	97.5
NAC 389.445 Credit Requirements	100	91.5
Climate Survey	93.5	Met Target YES



*Bonus points included

Student CRT Proficiency

	% Above the Cut								
	Math	District	2018 Math MIP	ELA	District	2018 ELA MIP	Science	District	2018 Science MIP
American Indian/Alaska Native	-	26.5	24.6	-	57.1	40.5	-	38.1	N/A
Asian	79.1	64.1	56.4	87.5	77.3	74.6	58.3	62.2	N/A
Black/African American	23.4	17.7	19.5	37.5	38.4	34.5	11.5	25	N/A
Hispanic/Latino	29.8	26.1	25.5	61.3	46.3	42.2	24	34.9	N/A
Pacific Islander	36.3	34.9	33.6	36.3	53.2	50.7	-	42.8	N/A
Two or More Races	62.5	41.5	37.5	58.2	61	59.2	-	51.6	N/A
White/Caucasian	57.1	44.4	44.4	72.2	63.5	64.6	51	54	N/A
Special Education	30	11.5	14.3	45	20.7	17.8	-	14.6	N/A
English Learners Current + Former	49.3	22.2	16	63	34.8	20.3	39.2	25.7	N/A
English Learners Current	-	8.5		-	15.8		-	9.3	N/A
Economically Disadvantaged	-	21.7	25.5	-	41.5	41.4	-	30.7	N/A

Student Growth

	Student Growth Percentile			
	Math MGP	ELA MGP	Math AGP	ELA AGP
American Indian/Alaska Native	-	-	-	-
Asian	69	59	86.3	90.9
Black/African American	46	51	26.6	35.4
Hispanic/Latino	55	50	35.2	56.8
Pacific Islander	-	-	-	-
Two or More Races	71.5	46	75	54.1
White/Caucasian	61	60	57.4	71.2
Special Education	59	55	38.8	47.3
English Learners Current + Former	59	60	53.4	65.7
English Learners Current	-	-	-	-
Economically Disadvantaged	-	-	-	-

Closing Opportunity Gap

	Percent of non-proficient Students meeting AGP	
	% Math AGP	% ELA AGP
American Indian/Alaska Native	-	-
Asian	50	-
Black/African American	5.5	21.2
Hispanic/Latino	13.7	40
Pacific Islander	-	-
Two or More Races	-	-
White/Caucasian	17.3	36.3
Special Education	-	-
English Learners Current + Former	14.2	36.3
English Learners Current	-	-
Economically Disadvantaged	13.7	20.8

Student Engagement

	% Chronically Absent		% Academic Learning Plans		% NAC 389.445 Credit Requirements	
	School	District	School	District	School	District
American Indian/Alaska Native	-	16.9	-	98	-	85
Asian	2	3.6	89.5	98.4	100	99.4
Black/African American	3.1	12.9	74.5	96.3	100	85.4
Hispanic/Latino	5	11.7	69.4	97.5	100	89.4
Pacific Islander	18.1	11.9	63.6	95.9	-	91
Two or More Races	0	12	78.2	97.3	-	91.7
White/Caucasian	3.3	10.9	77.1	97.8	100	93.4
Special Education	22.2	15.3	71.4	96.8	-	89
English Learners Current + Former	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current	0	8.5	-	98.2	-	85.6
Economically Disadvantaged	-	14.3	-	98.2	-	85.6

What does my school rating mean?

Note: Some NSPF reports were updated on December 15, 2018 to reflect updated SBAC Mathematics scores.

5 Star school: 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.

What do the performance indicators mean?

Academic Achievement--Student Proficiency

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set that determine the achievement level needed to be proficient on the assessment.

Student Proficiency is determined by calculating the percent of students in the school who met (Level 3) and exceed standards (Level 4) on the State assessments.

Points are earned based on a pooled average (total number of students proficient on all three assessments divided by total number of students taking all three assessments).

English Language Proficiency

English Language Proficiency is a measure of English Learners achieving English Language proficiency on the State English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles to determine if English Language Learners are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit English language status in five years.

Student Engagement

Student Engagement is a measure of Chronic Absenteeism, Academic Learning Plans, NAC 389.445 Credit Requirements and Climate Survey Participation.

Research shows that attendance matters and that chronic absenteeism places students at risk of failure. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason, including excused, unexcused or disciplinary absences. Students who are absent due to school sponsored activities are not considered absent for the purposes of this calculation.

Academic Learning Plan reflects the percent of students at the school with an academic learning plan. Public schools, under NRS 388.165 and 388.205, are required to develop an academic learning plan for each student. Including this measure in the Nevada Accountability System signifies the state's commitment to college and career readiness for all students.

The NAC 389.445 Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school.

Climate Survey

The Climate Survey is a state survey administered to students in certain grades across the state. Schools meeting or exceeding the 75% participation threshold can receive bonus points. Two additional bonus points included within Student Engagement section.

Student Growth

Student growth is a measure of performance on the state assessments over time.

- Student Growth Percentile (SGP) is a measure of student achievement over time and compares the achievement of similar subgroups of students from one test administration to the next. An SGP from 35 to 65 is considered typical growth.
- Median Growth Percentile (MGP) is a summary of the student growth percentiles (SGP) in a school. A school's Median Growth Percentile (MGP) is determined by rank ordering all the SGPs in the school from lowest to highest and finding the median or middle number.
- Adequate Growth Percentile (AGP) describes the amount of growth a student needs to remain or become proficient on the State assessment in three years.

Closing Opportunity Gaps/Equity

Closing Opportunity Gaps is a measure of non-proficiency. This measure includes students who were non-proficient on the previous year's State assessment and determines if those students in the current assessment administration succeeded in meeting their Adequate Growth Percentile. This is a measure of gap between proficient and non-proficient students.

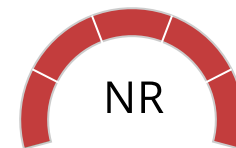
Star Rating



Index Score

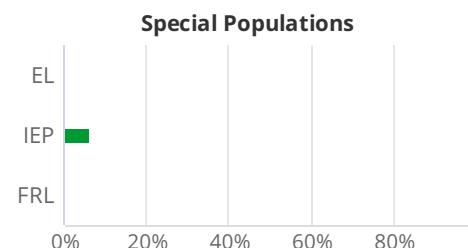
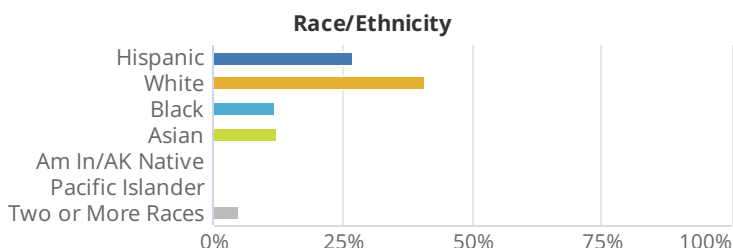
at or above 80
at or above 70, below 80
at or above 50, below 70
at or above 29, below 50
below 29

School Year 2017-2018 Nevada School Rating for American Preparatory Academy LV



School Type: Charter SPCSA
 School Level: High School
 Grade Levels: 0K-12
 District: State Public Charter School Authority
 Website: <http://vegas.americanprep.org>

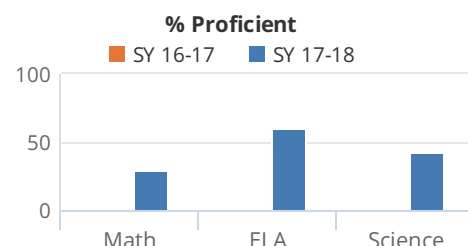
Total Index Score: 79.27
 School Designation:
 8377 West Patrick Lane
 Las Vegas, NV 89113
 Phone: 702-970-6800



Academic Achievement



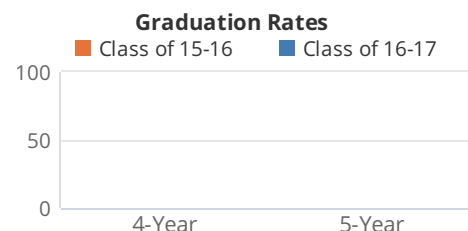
	% Proficient	% District
CCR Math	29.1	23.8
CCR ELA	60.4	44.5
Nevada High School Science	42.1	33.1



Graduation



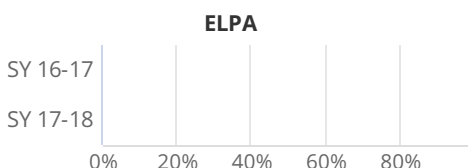
Graduation Rate	% School	% District
4-Year	N/A	65.2
5-Year	N/A	66.9



English Language Proficiency



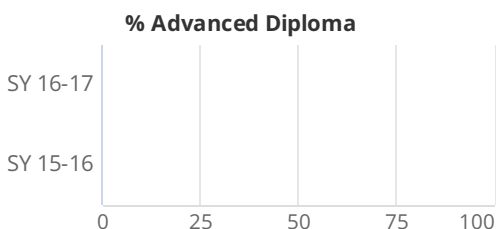
	% of EL Meeting AGP	% District
ELPA	-	26.8



College and Career Readiness



	% School	% District
Post-Secondary Preparation Participation	75	38.3
Post-Secondary Preparation Completion	28.5	24.7
Advanced Diploma	N/A	23.4

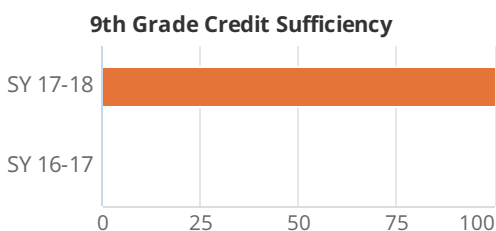


Student Engagement



*Bonus points included

	% School	% District
9th Grade Credit Sufficiency	100	87.3
Chronic Absenteeism	8.4	21.0
Climate Survey	87.2	YES



Academic Achievement

	% Above the Cut					
	Math	Math MIP	ELA	ELA MIP	Science	Science MIP
American Indian/Alaska Native	-	19.07	-	33.43	-	N/A
Asian	-	47.65	-	63.27	-	N/A
Black/African American	-	14.12	-	27.78	-	N/A
Hispanic/Latino	29.4	18.87	64.7	33.15	25	N/A
Pacific Islander	-	25.54	-	46.05	-	N/A
Two or More Races	-	33.64	-	55.86	-	N/A
White/Caucasian	25	41.31	58.3	60.26	53.8	N/A
Special Education	-	7.77	-	11.27	-	N/A
English Learners Current + Former	36.3	10.02	54.5	13.18	-	N/A
English Learners Current	-	6.96	-	6.9	-	N/A
Economically Disadvantaged	-	20.01	-	34.37	-	N/A

Graduation Rates

Graduation Measures	% 4-year	% 4-year MIP	% 5 year	% 5 year MIP
American Indian/Alaska Native	N/A	73.9	N/A	75.9
Asian	N/A	93.1	N/A	95.1
Black/African American	N/A	67.7	N/A	69.7
Hispanic/Latino	N/A	79.7	N/A	81.7
Pacific Islander	N/A	82.3	N/A	84.3
Two or More Races	N/A	81.3	N/A	83.3
White/Caucasian	N/A	84.2	N/A	86.2
Special Education	N/A	64.7	N/A	66.7
English Learners Current + Former	N/A	81.7	N/A	83.7
Economically Disadvantaged	N/A	76.8	N/A	78.8

College and Career Readiness

	Post-Secondary Preparation		Advanced Diploma	
	% Participation	% Completion	% School	% District
American Indian/Alaska Native	-	-	N/A	-
Asian	-	-	N/A	46.2
Black/African American	-	-	N/A	20
Hispanic/Latino	-	-	N/A	14.8
Pacific Islander	-	-	N/A	14.2
Two or More Races	-	-	N/A	27.9
White/Caucasian	76.9	46.1	N/A	24.5
Special Education	-	-	N/A	9.8
English Learners Current + Former	N/A	N/A	N/A	27.5
English Learners Current	-	-	N/A	27.5
Economically Disadvantaged	-	-	N/A	18.2

What does my school rating mean?

Note: Some NSPF reports were updated on December 15, 2018 to reflect updated SBAC Mathematics scores.

In order for a high school to be rated, it must meet the minimum n-size requirements and earn points in at least the following indicators and/or measures: Student Achievement, Graduation. For this school, the minimum requirement have not been met.

What do the performance indicators mean?

Academic Achievement-Student Proficiency

Academic Achievement is a measure of student performance based on a single administration of the State assessment. Cut scores are set to determine the achievement level needed to be proficient on the assessment.

Points are earned based on the percent of students proficient in the areas of English Language Arts (ELA), Math and Science based on assessment scores.

English Language Proficiency

English Language Proficiency is a measure of English Learners achieving English Language proficiency on the State English Language Proficiency assessment, WIDA.

The NSPF includes Adequate Growth Percentiles (AGP) to determine if English Language Learners are meeting the goal toward English Language Proficiency.

Students meeting their growth targets should be on track to become English proficient and exit English Language Learner status in five years.

Student Engagement

Student Engagement is a measure of 9th Grade Credit Sufficiency and Chronic Absenteeism.

Ninth-grade credit sufficiency represents the percent of students earning at least five (5) credits by the end of the first year of high school.

Research shows attendance matters and chronic absenteeism places students at risk of academic failure. Chronic absenteeism is defined as missing 10 percent, or more, of school days for any reason including excused, unexcused or disciplinary absences. Students who are absent due to school sponsored activities are not considered absent for the purposes of this calculation.

Climate Survey Bonus

The Climate Survey is a State Survey administered to students in certain grades across the State. Schools meeting or exceeding the 75% participation threshold can receive bonus points. Two additional bonus points are reflected in the Student Engagement section.

Graduation

The cohort graduation rate is determined through the adjusted cohort graduation rate (ACGR) process and follows federal guidelines for computing the rate. This process usually results in preliminary graduation rates in October, with disaggregated rates determined in December.

Because these dates are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lags one year behind the other accountability data in the school rating system.

College and Career Readiness

The college and career readiness indicator is made up of three measures. These include the percent of students:

- participating in post-secondary preparation programs
- completing post-secondary preparation programs
- earning an Advanced Diploma*

Post-secondary preparation programs includes Advanced Placement (AP), International Baccalaureate, Dual Credit/Dual Enrollment and Career and Technical Education.

Dates a for Advanced Diploma are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lags one year behind the other accountability data in the school rating system.

Star Rating



Index Score

at or above 82
 at or above 70, below 82
 at or above 50, below 70
 at or above 27, below 50
 below 27

Appendix B



**Nevada State Public
Charter School
Authority**

To: Lee Iglody, Board President, American Preparatory Academy – Las Vegas
Rachelle Hulet, District Administrative Director, American Preparatory Academy – Las Vegas
From: Mark Modrcin, Director of Authorizing, State Public Charter School Authority
CC: Jason Guinasso, Chair, State Public Charter School Authority
Rebecca Feiden, Executive Director, State Public Charter School Authority
Date: May 15, 2019
Re: Site Evaluation Report for American Preparatory Academy – Las Vegas

**SITE EVALUATION REPORT
American Preparatory Academy – Las Vegas**

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, 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 and evaluations throughout schools' charter terms. The cumulative evidence through multi-year oversight measures become part of the record that help inform recommendations put forth by SPCSA staff, specifically renewal recommendations to the Authority Board. The Board of the Nevada State Public Charter School Authority makes all final charter renewal decisions. Site Evaluations are just one criteria considered for renewal; student achievement, financial prudence, and fulfillment of the program outlined in the approved charter are also evaluated by the Authority when making renewal decisions.

Attached is the Site Evaluation Report for American Preparatory Academy – Las Vegas, which was conducted by Mark Modrcin and Mike Dang on March 26, 2019. The school is currently in its 5th year of its 1st charter term, which expires on June 30, 2020.

Please contact the Team Lead for this Site Evaluation, Mark Modrcin, with any questions.

SITE EVALUATION REPORT: AMERICAN PREPARATORY ACADEMY – LAS VEGAS

Campus Name: Patrick Campus

Grade Levels: K – 12

School Leader: Rachelle Hulet

Purpose of Site Evaluation: Year 5, first charter term

Date of Authorization: July 2014

Evaluation Date: Tuesday, March 26, 2019

Conducted By: Mark Modrcin & Mike Dang

SUMMARY OF SITE EVALUATION

The mission of American Preparatory Academy – Las Vegas is to provide an orderly, safe and nurturing learning environment wherein content-rich, efficient curriculum and research-based instructional methodologies are utilized to ensure that every student achieves academic success and develops good character based on concrete measurements.

During our Site Evaluation, the team observed this mission being lived out on campus through the following:

- Students are exposed to rigorous curriculum that is challenging and engaging. Observed classrooms featured students that were attentive to the lessons and actively participating, especially in elementary classrooms as evidenced by chorale responses. This reinforces the school's mission of providing a content-rich environment.
- The school had clear, established systems in place to incorporate checks for understanding within lessons and to prevent the loss of learning time. Classrooms were orderly and efficient, with teachers operating with a noticeable sense of urgency.
- Teachers are invested in the success of their students and feel supported in their mission to ensure that all achieve academic success. Specifically, teachers spoke to the frequent coaching that occurs on-site and the many professional development opportunities as key factors that make them feel supported as they work with students to drive to improvement.

Site Evaluation team members observed instruction in the core subject areas of math, science, history/government, English/Language Arts and character development. Staff observed students in elementary, middle and high school grades. On average, each classroom evaluation was approximately 22 minutes. Evaluators were able to observe lessons at the beginning, middle and end of periods.

Observers noted consistency of school wide expectations, procedures and practices throughout the school day. Specifically, elementary students recited choral responses in almost every classroom as checks for understanding. Students also appeared actively engaged and familiar with expectations in each classroom as there were no behavior issues in observed classrooms and the vast majority of students appeared on task during classroom lessons. Daily objectives were sometimes posted in classrooms, but it was difficult for observers to understand how some classrooms were assessing or planned to assess student progress against that specific objective during their lessons.

I. CLASSROOM ENVIRONMENT

Classroom Environment	Evidence Observed	School-wide Rating
Creating an Environment of Respect and Rapport	The majority of teachers have established a positive learning environment through clear systems and respectful interactions. The climate in classrooms was respectful of students, and the tone of teachers was positive both in the delivery of content and in response to students.	Distinguished Proficient Basic Unsatisfactory Not Observed
Establishing a Culture of Learning	Elementary classrooms were rated highly within this indicator as there was a strong culture for learning that seemed genuine. Students and teachers demonstrated a commitment to the subject matters as evidenced by the choral responses and high levels of student engagement in most classrooms. The unique staffing structure at APA also contributes to a strong culture of learning as multiple adults are supporting learning in most elementary classrooms.	Distinguished Proficient Basic Unsatisfactory Not Observed
Managing Classroom Procedures	Classroom procedures were seamless at the elementary level, with students assuming some responsibility for their functioning. This was evidenced by students consistently following posted classroom expectations. This was less true at the secondary level as there were more instances of students off-task. In rare cases, this was not addressed by teachers.	Distinguished Proficient Basic Unsatisfactory Not Observed
Managing Student Behavior	In all but a few cases, teachers were aware of any student behavior issues and they were addressed in a respectful manner. Teachers and students are aware the school's behavior expectations and follow them the vast majority of the time.	Distinguished Proficient Basic Unsatisfactory Not Observed

II. INSTRUCTIONAL OBSERVATION

Instructional Observation	Evidence Observed	School-wide Rating
Communicating with Students	Teacher communication with students, both verbal and written, was very clear and attempted to address any pitfalls students may have about the content of the lesson. Many lessons, however, did not have a posted objective. When it was posted, it was often unclear as was the path forward to achieve the objective, which prevented this rating from being distinguished. Teacher explanations of content were clear and direct. Two examples of this occurred when teachers provided age-appropriate, detailed descriptions of igneous rocks and World War II to first graders and high school students, respectively.	Distinguished Proficient Basic Unsatisfactory Not Observed
Using Questioning and Discussion Techniques	Some, but not all, teachers consistently used higher-level questions to facilitate discussions within classrooms. For example, one high school classroom started with basic historical questions about when the attack on Pearl Harbor occurred	Distinguished Proficient Basic Unsatisfactory Not Observed

	and who it involved, but then asked students to differentiate this event from the European theater and justify America's decision to enter the war. Student participation was high in almost every classroom, helping buoy this rating. School leadership and teachers should prioritize implementing higher-level questions in all lessons across grade levels.	
Engaging Students in Learning	Students were engaged throughout the majority of lessons and the activities, materials and content within classrooms was age and grade-level appropriate. Observers noted that at least 75% of all students were engaged in each classroom. It was unclear if the materials were scaffolded to support the diverse needs of some students.	Distinguished Proficient Basic Unsatisfactory Not Observed
Using Assessment in Instruction	Teachers excelled at monitoring student performance in addition to providing feedback on student work and their mastery of content throughout lessons. However, the specific objective in some classrooms was unclear making it difficult to provide a rating in this section above proficient.	Distinguished Proficient Basic Unsatisfactory Not Observed

III. OPERATIONS

Instructional Observation	Evidence Observed	School-wide Rating
Mission-driven Operations	Routines are designed with the mission of the school and students in mind. Systems were established and had clearly been practiced and ingrained in teacher and student behavior for many months as their execution was seamless. The school also has a large operations staff to ensure that teachers and students are well-supported and focus on teaching and learning.	Distinguished Proficient Basic Unsatisfactory Not Observed
Managing Schoolwide Procedures	Routines and procedures are implemented with little confusion or disruption to the classroom or school. This is a particular strength of the elementary school compared to the secondary school where routines were implemented with less consistency. For example, almost all elementary classrooms include CFUs intermittently throughout lessons. Correct responses elicit applause or positive support from classmates. Elementary students also consistently abide by SLANT ¹ , where they are sitting in their chairs, attentive, and tracking the teachers throughout instruction.	Distinguished Proficient Basic Unsatisfactory Not Observed
Maintaining a Safe Environment	The school has strong safety systems as evidenced by cameras, implementing safety drills on a routine basis and safety posters easily visible. Students commented that they feel very safe on campus.	Distinguished Proficient Basic Unsatisfactory Not Observed

¹ SLANT is classroom strategy and an acronym standing for: Sit up, Lean forward, Ask and answer questions, Note important points and Track the speaker.

IV. FOCUS GROUP SUMMARY

Group	Number of Participants	Duration
Governing Board Members	2 of 5	45 minutes
School Leadership Team	5	45 minutes
Parents / Families	6	45 minutes
Students	12	45 minutes
School Staff (w/teachers)	12	45 minutes

Site Evaluation team members conducted five Focus Groups, one each with the following groups: Governing Board, school leadership team, parents/families, students, and school Staff. Participants were asked a series of questions, including common questions across all Focus Groups, with a range of 5 to 15 questions, depending on the group. The staff focus group included a mix of instructional and non-instructional staff. Instructional staff consisted of both elementary and secondary.

In general, the following themes developed from each of the following Focus Groups:

Governing Board

- The Governing Board understands the mission of the school and noted during the focus group that they are actively engaged in the progress and success of the school. Members participating in this focus group indicated that they receive academic updates at each board meeting, and when results or data are trending in the wrong direction, there is extensive conversation around the plan moving forward. Governing Board members identified specific assessments (DIBELS) and the dashboard systems as key methods in which they are kept apprised of the school's academic trajectory.
- Governing Board members applauded the training and systems installed by the contracted educational management organization (APA), noting that the feedback from teachers regarding professional development, classroom cameras and observations by the Utah-based employees are informative and critical in their development.
- Parallel to the comments offered during the student focus group, Governing Board members believe that the small group setting for classrooms and extracurricular activities are critical ingredients to the success of APA. One member said that "these activities are important in preparing students to be active participants in their community", which ties to the mission of the school.

School Leadership Team

- The leadership team at APA spoke to a unique staffing model at APA to address the challenges related to teacher recruitment and retention in Nevada. School leaders have found that their best source of high-quality instructors is those that are familiar with the school's model and mission. To capitalize on this, the school brings in paraprofessionals and aspiring teachers to work as instructors in hourly positions, assisting licensed classroom teachers on a daily basis. These individuals often times accept full-time roles in future years once they are licensed and familiar with the APA model.
- The school leadership team believes in consistent, high-quality professional development, and works to make sure that it is effective and responsive to the needs of teachers. APA teachers receive pre-service training from their contracted EMO prior to the start of the school year to reinforce school system expectations. Ongoing training occurs throughout the school year on timely topics to reinforce instructional practices and student supports. At the end of the year, the staff spends approximately one week reviewing the year and making plans for the following year using data and anecdotes about what was successful.

- Consistent school-wide expectations are a priority the administration, and this is evident to observers in classrooms. School Leaders emphasized that classrooms should include agendas for the class period, teacher-led instruction, choral responses, students following the SLANT strategy and daily homework.

Parents / Families

- Parents and family members praised the school for its positive culture and the responsiveness of staff to student and family needs. In particular, parents noted that there are seemingly minor actions, such as shaking hands with students as they enter the classroom or receiving a greeting from teachers they do not know. More than one parent said that these actions set APA teachers apart. All focus group participants confirmed that they feel very welcome at the school.
- When asked how their students felt connected to their teachers and classes, members of this focus group shared that teachers are very responsive to classroom needs and students' interests outside of APA. One parent shared that a teacher has taken time out of their day to see their student participate in after-school activities, and most teachers know how children spend their time outside of class.

Students

- Students value the small school environment, positive school culture and extracurricular activities available to them at this school. Multiple students within the focus group noted that they appreciate that teachers are very responsive to their needs and that they care about their success. Said one student: *“Teachers don’t just say they care about us, they mean it. I can tell this is true because they do not let us fail and are willing to work with us individually if necessary.”* Another student offered this: *“When I don’t have the best day, my teachers know when I may need help or when I’m sad. I have been here for five years and some of the teachers are still here from when I started. These teachers know me and that makes me comfortable.”*
- All students commented that there are high expectations related to student performance, and this includes completing homework on a regular basis. Younger students shared that they receive homework regularly, and older students confirmed that the homework load grows as students progress to higher grades.
- Students feel very safe at APA, noting that there are cameras in almost every room and that safety procedures and drills are taken seriously. One student noted that they appreciate how serious the APA staff takes student safety issues.

School Staff

- School staff indicated that the administrative team maintains an ‘open door’ policy and is always willing to address concerns and hear feedback. There was a general appreciation of the grade level team meetings that occur weekly followed by the elementary and secondary grade meetings later in the week. The secondary team specifically noted that having an assistant director to assist with discipline and parent issues has been a welcome change.
- The coaching systems implemented at APA keep teacher development front and center. Teachers are formally observed regularly—approximately once every other month—and coaching is always available. Teachers expressed their gratitude for the clarity within the rating system and how feedback is constructive instead of punitive.
- Overall, staff was content with the resources they are allocated and the opportunities made available to them for professional development. There is a clear desire among staff to engage and work with the network of schools based in Utah, including observing their instruction and school days to glean best practices.

V. OVERALL STRENGTHS OF PROGRAM

a. Positive culture that reflects the mission and vision of the school

Casual interactions with staff members as well as the multiple focus groups for staff, students and parents revealed a very positive school culture. There is a strong sense of family prevalent at the school, morale appears high and both students and staff seem very happy with the school and their choices to be here. SPCSA staff attributes this as a critical element to the success of the school. Additionally, teachers are open and appeared eager to identify their weaknesses and problem-solve collaboratively for the betterment of students and the school.

b. Strong systems and protocols that reinforce skills and classroom content

As referenced in the classroom observation section, the elementary school has strong systems and uniform expectations that students and staff leverage extensively to check for understanding and mastery of content. SPCSA staff was impressed with the songs, rhymes and student ownership of these systems. They appear to be effective in their purpose and execution. SPCSA staff believes that the school should continue to leverage these systems and look to implement similar systems at the secondary level.

c. Teachers are supported both in and out of the classroom and through a robust professional development program

APA employs a unique staffing structure that appears to successfully increase the level of support teachers receive. Instructors are assigned to most classrooms, especially at the elementary level. These individuals function as aides or paraprofessionals to the lead teacher, providing extra support for students during lessons throughout the day. The school also has scheduled meetings throughout each week to enhance collaboration between teachers as well as to share best practices. Finally, APA implements extensive professional development before, throughout and after the end of the school year to build capacity and reflect on future growth opportunities. SPCSA staff is confident that each of these mechanisms has contributed to the positive culture and strong systems throughout the school.

VI. RECOMMENDATIONS & ACTION ITEMS

a. Leverage higher-level questioning techniques within classrooms

The evaluation team was impressed by the level of rigor within almost every classroom as evidenced by the topics and content covered during observations. Despite the rigorous content, the school should continue to push teachers to use higher level questions during instruction so as to examine and monitor student progress against the intended objectives. SPCSA staff observed few teachers using higher order questions that ask students to analyze, evaluate and/or synthesize material. Many questions were asked of entire classes and were met with chorale responses. This is an excellent foundation and builds student recall but does not require students to think at higher levels. SPCSA staff also saw few classroom objectives posted, making it difficult to understand expectations at the end of lessons.

Recommendation

During end-of-year professional development or beginning of the year training for the 2019 – 20 school year, school leadership should work with teachers to review Bloom’s Taxonomy

and Depth of Knowledge questions so that they can be intentionally included in lesson plans for the upcoming school year. Higher level questions are most effective when they are planned for, and SPCSA staff encourages APA teachers to intentionally include higher-level questions in their lesson plans so that they can be included more frequently. This will increase the rigor for all students as they will be asked to compare, analyze and synthesize on topics and content.

b. Push teachers to post and follow actionable objectives for daily lessons

In most observed classrooms, the posted objective lacked specificity and was not clearly actionable. SPCSA staff found the content delivered during all lessons to be aligned to the posted objective, but the target objective for individual lessons was unclear and rarely included actions to determine whether or not students were on track to master the stated objective. In most observations, there was not a mechanism used by teachers to formally assess student progress against this objective.

Recommendation

During end-of-year professional development or summer training for the 2019 – 2020 school year, school leadership should work with teachers to build capacity to write actionable daily objectives. SPCSA staff suspects the vast majority of teachers can pick up on this very quickly, and that once teachers develop and refine their ability to craft daily objectives that are actionable, individuals and grade level teams will be able to further enhance their lesson delivery. Actionable objectives should also lead to more timely data for teachers.

c. Serve more at-risk students in future years, especially under an expanded charter

As reported on the Site Evaluation Data Collection Form, APA currently serves 79 students with an IEP, has declassified 7 students from Special Education over the last year, and serves 28 students who are English language learners. These numbers are far below the averages for the state of Nevada, Clark County School District, and the SPCSA portfolio averages.

Action Item

Develop a plan prior to September 1, 2019 to increase the diversity of APA prior to the 2020 – 21 school year. This plan may include pursuing an aggressive school marketing and recruitment plan across the Las Vegas metropolitan area to different student demographics, phasing in the National School Lunch Program and/or implementing a weighted lottery at the Patrick campus for admissions in the 2020 – 21 school year. The SPCSA recognizes the value of having diverse schools that are representative of the community in which they are located and appreciates APA proposing weighted lottery for the second campus to open in the fall of 2020. SPCSA staff is requesting that similar actions be taken at the Patrick campus in the coming months so that demographics more closely mirror those of the community.

d. Provide SPCSA staff with copies of secondary curriculum

APA was unable to provide copies of the curriculum used for grades 6 – 12 during the Site Evaluation document review. While staff trusts that the curriculum at the school is high-quality and rigorous based on the classroom observations throughout the day, staff would like to review this information.

Action Item

Provide SPCSA Authorizing staff with copies of the secondary curriculum within 1 week of when this report is issued. SPCSA staff can be available to pick up this material should it be more cost-effective to place on a flash drive.

Note

SPCSA School Support Team members will follow-up on each of these recommendations during their next site visit, unless otherwise noted.

###