

# Nevada Connections Academy's Response to the 2019 Renewal Report

August 12, 2019

Nevada Connections Academy (NCA) submits this response to the 2019 Renewal Report issued by Authority Staff on June 28, 2019. While NCA has received notices of breach and concern in 2018 related to the 1-star rating of its elementary and middle school under the Department of Education's Nevada School Performance Framework (NSPF) for the 2017-2018 school year and not meeting the 95% participation threshold overall and for subgroups, NCA has worked diligently on instituting measures to improve its performance in these areas. While the emphasis in Staff's Renewal Report is on the school's performance under the NSPF, it should be noted the state legislature acknowledges virtual schools are different as evidenced by recent (June 2019) passage of SB441 which acknowledged the lack of adequate policy supports to help ensure virtual school success. The legislature recognizes that measuring outcomes in virtual schools and brick-and-mortar schools are quite different. NCA looks forward to engaging with NDE as it begins the regulation process for virtual schools to ensure that students and families can have the best opportunities for a successful K-12 education.

Additionally, missing from the Renewal Report was NCA's ratings under the Authority's Charter School Performance Framework in 2013 and 2014. Under the Authority's Charter School Performance Framework, incorporated in NCA's charter contract pursuant to NRS388A.273, NCA received an Authority rating of "Adequate" in 2013 and "Approaches" in 2014 and was rated as in "Good Standing" by the Authority for both of those years.<sup>1</sup>

NCA takes exception with statement in the Renewal Report that "[p]rior to the 2017-2018 school year, performance ratings for Nevada Connections Academy were relatively similar." As NCA has received three years of star ratings thus far (and only two years of ratings for the high school), negatively characterizing the school's performance in prior years is misleading. For the 2014-2015 school year, the middle school received a 4-star rating, and the elementary school and high school each received a 2-star rating. Nevada did not issue star ratings for the 2015-2016 school year. For the 2016-2017 school year, the middle school received a 3-star rating, the high school did not receive a rating, and only the elementary school received a 1-star rating. NCA received its lowest ratings under the NSPF for the 2017-2018 school year.<sup>2</sup> Thus, with the variance in star ratings over the years, it is not appropriate to characterize NCA's performance prior to 2017-2018 as "relatively similar" to its performance in 2017-2018.

Although Staff's Renewal Report concludes NCA's overall NSPF ratings for the previous three years of history currently available<sup>3</sup> has trended downward, the impact of measures implemented as part of the Elementary School Improvement Plan and the High School Graduation Rate Improvement Plan remains to be seen. The elementary school program's rating for 2018-2019 will reflect less than one year

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<sup>1</sup> See attached Charter School Performance Framework Reports for 2013 and 2014.

<sup>2</sup> NCA notes that for the 2017-2018 school year, the middle school program would have received a 2-star rating but for not meeting testing participation threshold in place at the time (or if the testing participation rules in 2018-2019 had been applied).

<sup>3</sup> Of the three years of NSPF ratings currently available (2014-2015, 2016-2017 and 2017-2018), there are three years of ratings for the elementary and middle school and only two years of ratings for the high school.

of implementation of the measures approved in the Elementary School Improvement Plan as students were measured in the spring before the end of the school year. The high school program's performance ratings for the 2018-2019 school year will not reflect the high school's graduation rate for that year as that data is not available until December, but instead will reflect graduation rate for the previous 2017-2018 school year. NCA's graduation rate has improved almost 20% in one year, but with graduation rates under the NSPF being reported on a one-year lag, it is practically impossible for NCA's high school program to improve its star rating for 2018-2019.

### High School Improvement Plan

NCA's implementation of its High School Graduation Rate Improvement Plan has been a success. The school not only achieved the Authority's graduation rate targets for the 2018 and 2019 cohorts, they exceeded those targets. This remarkable performance by NCA cannot be understated. Under the plan, the school saw its graduation rate increase 18.7 percentage points in one school year, jumping from 45.04% in 2016-2017 to 63.77% in 2017-2018. Based on preliminary data for 2018-2019, it's expected that this upward trend will continue, and the school will see its graduation rate increase over the previous year. It is also important to note that NCA students that remain in the school since 6<sup>th</sup> grade have a graduation rate of 95%. NCA objects to the characterization by Authority Staff in the Renewal Report that the high school program "has struggled to maintain an adequate four-year adjusted cohort graduation rate" based on its recent graduation rates.

### Elementary School Improvement Plan

At the beginning of the 2018-2019 school year, NCA implemented an Elementary School Improvement Plan that was approved by the Authority in August 2018. While the plan is still in its infancy, its first year of implementation has resulted in improvements which the school is continuing to build upon. The ELA curriculum Lexia ReadingCore5 was expanded to all NCA students in grades K-5 for the 2019-2020 school year based on the success of its initial rollout to a select group of NCA students the previous year. At the beginning of the 2018-2019 school year 69% of first graders were working at or above grade level and by the end of April 2019, 83% of first graders were working at or above grade level. This, in addition to other curriculum improvements that have been instituted, allow customization to a student's academic strengths and weaknesses.

The curriculum additions adopted as part of the plan have enabled the school to provide more supports to address the specific needs of individual students. NCA has also improved its Response to Intervention (RtI) process to better identify specific needs of students so they receive the support necessary to enable them to maximize their academic proficiency. Also, as part of the plan, teachers have received more robust professional development on the curriculum and resources available so that student learning is maximized. Moreover, the NCA Board requires monthly updates on students in "alarm" and "approaching alarm" status, specifying the percent and discrete number of students that are falling behind. For students with these designations, NCA increases the number of contacts to the family to get the students caught up.

### *Continuing Improvements in Professional Learning Communities (PLCs)*

All teachers at NCA participate in a Professional Learning Community (PLC). Teachers in each PLC spend their initial meetings studying the most recent student test data and this in-depth look at student data reveals areas of success and areas of concern. Teachers use this information to decide where they need to focus for the upcoming year (i.e., Are there areas where students performed well? Are there areas that need more concentration?) as well as develop SMART goals for these areas. SMART goals are a critical component to the program's success, as they focus on areas where students struggle and allow teachers to measure the success of their work throughout the year, which enables them to adjust throughout the year rather than waiting to evaluate the effects once the year is complete.

### *NCA Teacher Training and Professional Learning*

NCA recognizes that positive student outcomes rely on a qualified and dedicated teaching staff equipped with the right tools, training, and motivation. As teaching in a virtual environment requires specific skills, NCA provides extensive initial and ongoing professional development for its teachers. NCA provides a systematic approach to professional learning for all teachers and each year, teachers are required to participate in ten professional development days and complete assigned professional learning activities. Professional development activities include presenters with various backgrounds and areas of content expertise conduct live tutorial sessions on a rotating basis throughout the school year. Topics for professional learning sessions support core standards for facilitating student learning, align to the school year cycle, and are driven by the belief that all students can and must learn.

Among the most significant recent professional learning opportunities for NCA's teachers have been sessions on both trauma and poverty-informed teaching. These learning opportunities have been critical in developing NCA's staff to best support the social-emotional and academic needs of its students. NCA will continue to dive even deeper into both trauma and poverty-informed teaching in the 2019-2020 school year, as these populations continue to increase at NCA. In addition, NCA's teachers have all completed training in the Math, We Got This! Program designed to foster a comprehensive culture shift in how students view math. This is a multi-faceted approach that has been used to help foster a 'growth mindset' in both teachers and students. NCA student survey data shows that for many students, math is intimidating, difficult, and causes a struggle. The vision is to create a full-scale cultural shift toward math acceptance that leads to math love.

### *Learning Coach Trainings*

NCA families have access to a number of national Connections Academy LiveLesson sessions to Learning Coaches throughout the school year to assist in supporting their students with language arts. Continued emphasis on the use of these tools are another helpful resource for improvement. NCA also hosts regular Q&A on-line sessions for any interested Learning Coaches to pop in and ask any questions they may have. Importantly, each Learning Coach receives a personal call from a teacher at the beginning of the year to ensure the Learning Coach is equipped with the information and tools that are necessary to ensure the success of the student. Teachers and staff are also available every day throughout the year to provide support to Learning Coaches and answer any questions.

## *Response to Intervention*

While NCA has been using multiple strategies to provide struggling students with effective and timely interventions for quite some time, NCA retrained all teachers on the multi-tiered instructional approach in the 2018-2019 school year to make sure that all teachers are up-to-date on all strategies and available resources for students. All students in the school receive Tier I supports, and if more are required, the supports are more target and specific to the students' needs (Tier II). If data indicate this more intense isn't effective, the students are referred to Tier III, or intensive supports/contracts provided through a Positive Behavior Support Plan (PBSP) overseen by a Board-Certified Behavior Analyst (BCBA). NCA retrained all teachers in the Response to Intervention (RtI) program and their role in helping students. Teachers also received training on interpreting data to make instructional decisions, documenting their work with students as part of the Personal Learning Plan (PLP), implementing strategies for differentiating instruction, identifying the most appropriate supplemental instructional programs (SISPs) for students, and supporting students who are not progressing or not engaged in the instructional program. Teachers work closely with Learning Coaches to discuss the needs of their students, the RtI process, and any SISPs that might be assigned. NCA will continue to refine and improve the RtI process in the 2019-2020 school year.

### Authority Staff's Site Visit Conducted on Jan. 24, 2019

NCA's Amended Charter Contract provides that the Authority shall visit NCA at least once as a component of the Mid-Term evaluation as defined in the Charter School Performance Framework and that the Authority may, at its discretion, conduct formal, targeted school visits. The opportunity for feedback from the Authority and performance improvement cannot be understated. The site visit that occurred on January 24, 2019 was the first time any site visit had been conducted by Authority Staff during this charter term.<sup>4</sup> While the Site Evaluation Report identified areas for improvement, it should be noted that the evaluators did not attend any mandatory instructional sessions where most of NCA's students' learning takes place. Rather than observing the virtual learning experience from a student's perspective or sitting with a teacher for insight into how NCA teachers conduct mandatory lessons, Authority Staff attended optional LiveLesson sessions and based their evaluation solely on those optional instructional sessions. This is a disservice to NCA, its students and families.

### The Nevada School Climate / Social Emotional Learning Survey

The Nevada School Climate / Social Emotional Learning Survey (NV-SCSEL) measures students' perspectives in two domains of school climate- engagement and safety. The NV-SCSEL Survey also measures students' perceptions of their own social and emotional competencies. NCA achieved its highest participation rate for this survey in the 2018-2019 school year at over 40%. Most impressively, NCA scores were more favorable than both state and SPCSA school averages in all domains at each of the three school levels- elementary, middle, and high school. These results indicate that, on average,

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<sup>4</sup> Had Authority Staff conducted previous site visits to NCA as part of fulfilling its oversight responsibilities, the school would have had additional opportunity to receive feedback and make modifications sooner.

NCA students' perceptions of their engagement, safety (both physical and emotional), and social emotional competence are higher than those of their peers at other public schools.

### Summary

The measures outlined above are some of the steps NCA has taken in the recent past to improve its performance. NCA meets the needs of families across the state for a wide variety of reasons, including students who work at a different pace than their peers, students who were bullied at a previous school, families who are looking for a different option other than their zoned public school, families requiring a great deal of travel during the year, students or parents with medical issues requiring prolonged hospital care or frequent doctor's visits, and students with accommodations that make it difficult to be successful in a traditional classroom. Given these distinguishing reasons families choose NCA, the population of students that NCA serves is highly mobile. Many students enroll with NCA for a short period of time to address a short-term issue or challenge (academically, socially or personally) and return to their previous school once they have navigated the issue; other students find NCA the perfect fit and remain enrolled.

NCA's transiency rates are more than double those of the State and the Authority.<sup>5</sup> Extensive research exists on the adverse effects of students moving from one school to another, with up to two years lost in transition. While NCA is continuing to grapple with the effects this has on its ratings under the NSPF, particularly the growth metrics, which account for 55% of the total score, NCA is optimistic that with the continued professional development of its staff, tailoring of the improvement plans for maximum effectiveness, and close monitoring by the NCA Board, its performance will continue to improve.

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<sup>5</sup> See Transiency Report downloaded from <http://nevadareportcard.nv.gov/>

**BRIAN SANDOVAL**  
*Governor*

**STATE OF NEVADA**

**STEVE CANAVERO**  
*Director*



**STATE PUBLIC CHARTER SCHOOL AUTHORITY**

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Nevada Connections Academy

Sent Via Email

Dear Steve Werlein:

In June 2013, the State Public Charter School Authority (SPCSA) Board adopted a Charter School Performance Framework (Framework), which provides charter school boards and leaders with clear expectations, fact-based oversight, and timely feedback while ensuring charter autonomy. Through the Framework we monitor SPCSA-sponsored charter school performance in the following areas: Organizational, Financial and Academic.

According to the adopted Framework, annual academic performance reviews will be provided to charter school boards and school leaders each fall following the release of the State's star ratings. Occasionally, the routine annual review of academic performance will result in an adverse finding of academic underperformance or alternatively, findings of exceptional performance. In the case of an adverse finding of academic underperformance, the school will move out of Good Standing and enter the first level of the intervention ladder (i.e., receive a Notice of Concern). In the case of exceptional performance, the school will receive the Quality School designation. Please reference the following tables to understand how your school's academic performance compares to the Authority's designations.

<b>Annual Framework Designation</b>			
<b>Designation</b>	<b>NSPF</b>		<b>Authority Rating</b>
Quality	4-star or 5-star	AND	"Exceptional" or "Exceeds"
Good Standing	Any combination of 2-star, 3-star, or 4-star	AND	"Approaches" or above
Academic Underperformance	Any combination of 1-star or 2-star	AND	"Unsatisfactory" or "Critical"

<b>Authority Rating</b>		<b>School Score</b>
Exceptional	<b>EX</b>	$\geq 95$
Exceeds	<b>EC</b>	$\geq 75$ and $< 95$
Adequate	<b>AD</b>	$\geq 50$ and $< 75$
Approaches	<b>AP</b>	$\geq 25$ and $< 50$
Unsatisfactory	<b>U</b>	$\geq 5$ and $< 25$
Critical	<b>C</b>	$< 5$

The 2012-2013 Authority Profile for NV Connections Academy is currently available in Bighorn. NV Connections' profile can be accessed using the following path: [Bighorn](#) > [Files](#) > [State Charter School Documents](#) > [184045 NV Connections Academy](#) > Authority Framework. You will find two documents in the Authority Framework folder—an excel file with the 2012-2013 zoned school comparison and a PDF of the profile and zoned school report results. The zoned school report was compiled using 10<sup>th</sup> grade HSPE Math and Reading proficiency scores for high school levels and adequate growth percentages for the elementary and middle school levels. These scores were pulled from the validated proficiency and growth files used for the NSPF report.

During the 2011-2012 validation round for the Authority academic profile, NV Connections earned a total of 48.43 points resulting in an Authority rating of “Approaches”. For 2012-2013, NV Connections earned 50.78 total points elevating the Authority rating to “Adequate”. NV Connections is commended for reaching the SPCSA’s adopted standard and is considered to be in **Good Standing**.

Authority staff are available to meet and discuss any aspect of the Academic Profile, Charter School Performance Framework, and/or the Nevada School Performance Framework – please contact Danny Peltier to schedule a time that is convenient for everyone.

Sincerely,

Steve Canavero, PhD  
Director, State Public Charter School Authority

Copy: Jamie Castle, Governing Board President

**BRIAN SANDOVAL**  
*Governor*

**STATE OF NEVADA**

**PATRICK GAVIN**  
*Director*



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The 2013-2014 Academic Profile for Nevada Connections Academy is currently available in Bighorn. Nevada Connection's profile can be accessed using the following path: [Bighorn](#) > [Files](#) > [State Charter School Documents](#) > [18405 NV Connections Academy](#) > [Authority Framework](#). You will find one document in the Authority Framework folder which includes the 2013-2014 academic profile and zoned school report results. The zoned school report was compiled using 10th grade HSPE Math and Reading proficiency scores for high school levels and adequate growth percentages for the elementary and middle school levels. These scores were pulled from the validated proficiency files used for the NSPF report.

During the 2011-2012 validation round, NV Connections earned a total of 48.43 points resulting in a rating of "Approaches." For 2012-2013, NV Connections earned a total of 50.78 points, resulting in an Authority rating of "Adequate". For 2013-2014, NV Connections earned a total of 42.14 points, resulting in an Authority rating of "Approaches". Although the aggregate score of 42.14 is below the Authority's adopted standard of 50 points, NV Connections is considered to be in **Good Standing**.

Authority staff are available to meet and discuss any aspect of the Academic Profile, Charter School Performance Framework, and/or the Nevada School Performance Framework – please contact Danny Peltier to schedule a time that is convenient for everyone.

Sincerely,

Patrick Gavin

Director, State Public Charter School Authority

Copy: Jamie Castle, Governing Board President

## Students

PY = reported for prior school year

Name	Accountability Year	Organization Code	Transiency
			Transiency Rate**
State	2017-2018	00	23
State - 00	2013-2014	00	26.7
State - 00	2014-2015	00	26.5
State - 00	2015-2016	00	27.5
State - 00	2016-2017	00	23.9
State Charters	2017-2018	18	22.6
State Public Charter Schools - 18	2013-2014	18	27.1
State Public Charter Schools - 18	2014-2015	18	22.6
State Public Charter Schools - 18	2015-2016	18	27.2
State Public Charter Schools - 18	2016-2017	18	23.6
Alpine Academy - 18412	2013-2014	18412	N/A
Alpine Academy - 18412	2014-2015	18412	49
Alpine Academy - 18412	2015-2016	18412	28.4
Alpine Academy - 18412	2016-2017	18412	N/A
Alpine Academy High School	2017-2018	76412	34.4
Amer Leadership Academy	2017-2018	38435	20.8
American Prep Academy	2017-2018	50431	0
American Prep Academy - 18431	2014-2015	18431	N/A
American Prep Academy - 18431	2015-2016	18431	19.6

Name	Accountability Year	Organization Code	Transiency
			Transiency Rate**
American Prep Academy - 18431	2016-2017	18431	9.1
Argent Preparatory Academy	2017-2018	83400	143.6
Beacon Academy of Nevada	2017-2018	89409	58.2
Beacon Academy of Nevada - 18409	2013-2014	18409	59.1
Beacon Academy of Nevada - 18409	2014-2015	18409	48.9
Beacon Academy of Nevada - 18409	2015-2016	18409	68.1
Beacon Academy of Nevada - 18409	2016-2017	18409	45
CASLV Centennial Academy	2017-2018	87310	14
CASLV Nellis AFB Academy	2017-2018	87311	45.8
CASLV SandyRidge Academy	2017-2018	87312	4.6
CASLV Tamarus Academy	2017-2018	87313	4.9
CASLV Windmill Academy	2017-2018	87314	4.4
Coral Acad of Sci Academy - 18407	2013-2014	18407	6.9
Coral Acad of Sci Academy - 18407	2014-2015	18407	6.8
Coral Acad of Sci Academy - 18407	2015-2016	18407	4.6
Coral Acad of Sci Academy - 18407	2016-2017	18407	11.9
DCS - 18417	2013-2014	18417	10.7
DCS - 18417	2014-2015	18417	10.4
DCS - 18417	2015-2016	18417	10.8
DCS - 18417	2016-2017	18417	10
Discovery Charter Hillpnt	2017-2018	61417	13.9
Discovery Charter Mesa	2017-2018	61415	25.8
Doral Academy - 18426	2013-2014	18426	N/A
Doral Academy - 18426	2014-2015	18426	4
Doral Academy - 18426	2015-2016	18426	6.4

Name	Accountability Year	Organization Code	Transiency
			Transiency Rate**
Doral Academy - 18426	2016-2017	18426	7.6
Doral Academy Cactus	2017-2018	55200	2.8
Doral Academy Fire Mesa	2017-2018	55201	7.4
Doral Academy Northern Nevada	2017-2018	66436	14.9
Doral Academy Red Rock	2017-2018	55202	4.8
Doral Academy Saddle	2017-2018	55203	N/A
Doral Academy West Pebble	2017-2018	55204	9.1
EIAA	2017-2018	68410	N/A
Elko Institute - 18410	2013-2014	18410	25
Elko Institute - 18410	2014-2015	18410	17.5
Elko Institute - 18410	2015-2016	18410	21.8
Elko Institute - 18410	2016-2017	18410	21.4
Equipo Academy	2017-2018	48433	13
Equipo Academy School - 18433	2015-2016	18433	9
Equipo Academy School - 18433	2016-2017	18433	16.6
Founders Academy of Las Vegas	2017-2018	51430	22.1
Founders Academy of Las Vegas - 18430	2014-2015	18430	17.4
Founders Academy of Las Vegas - 18430	2015-2016	18430	17.5
Founders Academy of Las Vegas - 18430	2016-2017	18430	12
Honors Academy of Literature	2017-2018	57424	21.4
Honors Academy of Literature - 18424	2013-2014	18424	22.7
Honors Academy of Literature - 18424	2014-2015	18424	34.2
Honors Academy of Literature - 18424	2015-2016	18424	N/A
Honors Academy of Literature - 18424	2016-2017	18424	24.3
Imagine School Mountain View	2017-2018	74418	15.2

Name	Accountability Year	Organization Code	Transiency
			Transiency Rate**
Imagine Schools at Mountain Vi - 18418	2013-2014	18418	N/A
Imagine Schools at Mountain Vi - 18418	2014-2015	18418	N/A
Imagine Schools at Mountain Vi - 18418	2015-2016	18418	22.3
Imagine Schools at Mountain Vi - 18418	2016-2017	18418	14.4
Leadership Academy of Nevada	2017-2018	52429	35.7
Leadership Academy of Nevada - 18429	2014-2015	18429	N/A
Leadership Academy of Nevada - 18429	2015-2016	18429	21.8
Leadership Academy of Nevada - 18429	2016-2017	18429	37.1
Learning Bridge	2017-2018	54428	8
Learning Bridge - 18428	2013-2014	18428	18.5
Learning Bridge - 18428	2014-2015	18428	N/A
Learning Bridge - 18428	2015-2016	18428	0
Learning Bridge - 18428	2016-2017	18428	N/A
Mater Academy Bonanza	2017-2018	49433	14
Mater Academy Mountain Vista	2017-2018	49432	55
Mater Academy Northern Nevada	2017-2018	44437	37.8
Mater Academy of Nevada - 18432	2014-2015	18432	N/A
Mater Academy of Nevada - 18432	2015-2016	18432	15.9
Mater Academy of Nevada - 18432	2016-2017	18432	10.2
Nevada Connections Academy	2017-2018	85405	53.4
Nevada Connections Academy - 18405	2013-2014	18405	47.6
Nevada Connections Academy - 18405	2014-2015	18405	43.3
Nevada Connections Academy - 18405	2015-2016	18405	73.6
Nevada Connections Academy - 18405	2016-2017	18405	62.5
Nevada State High School - 18401	2013-2014	18401	N/A

Name	Accountability Year	Organization Code	Transiency
			Transiency Rate**
Nevada State High School - 18401	2014-2015	18401	12.2
Nevada State High School - 18401	2015-2016	18401	17.5
Nevada State High School - 18401	2016-2017	18401	13.4
Nevada Virtual Academy	2017-2018	86404	44.1
Nevada Virtual Academy - 18404	2013-2014	18404	33.7
Nevada Virtual Academy - 18404	2014-2015	18404	32.8
Nevada Virtual Academy - 18404	2015-2016	18404	46.7
Nevada Virtual Academy - 18404	2016-2017	18404	63.2
North Valley	2017-2018	39438	6.6
NSHS Downtown	2017-2018	81101	27.3
NSHS Henderson	2017-2018	81103	12
NSHS Summerlin	2017-2018	81102	11.3
Oasis Academy	2017-2018	65414	N/A
Oasis Academy - 18414	2013-2014	18414	N/A
Oasis Academy - 18414	2014-2015	18414	4.1
Oasis Academy - 18414	2015-2016	18414	8.7
Oasis Academy - 18414	2016-2017	18414	3.1
PAN Cadence Academy	2017-2018	58423	16.7
PAN Horizon Academy	2017-2018	58422	18
Pinecrest Academy Inspirada	2017-2018	58425	8.9
Pinecrest Academy of Nevada - 18423	2013-2014	18423	5.5
Pinecrest Academy of Nevada - 18423	2014-2015	18423	16.2
Pinecrest Academy of Nevada - 18423	2015-2016	18423	18.8
Pinecrest Academy of Nevada - 18423	2016-2017	18423	12
Pinecrest Academy St Rose	2017-2018	58427	9.9

Name	Accountability Year	Organization Code	Transiency
			Transiency Rate**
Quest Academy - 18408	2013-2014	18408	N/A
Quest Academy - 18408	2014-2015	18408	N/A
Quest Academy - 18408	2015-2016	18408	20.2
Quest Academy - 18408	2016-2017	18408	19.9
Quest Academy Bridger	2017-2018	72408	39.3
Quest Academy Northwest	2017-2018	72416	26.6
Quest Academy West Alexander	2017-2018	72424	41.2
Silver Sands Montessori	2017-2018	78411	5.6
Silver Sands Montessori - 18411	2013-2014	18411	N/A
Silver Sands Montessori - 18411	2014-2015	18411	N/A
Silver Sands Montessori - 18411	2015-2016	18411	16.1
Silver Sands Montessori - 18411	2016-2017	18411	6
SLAM Academy	2017-2018	47434	16.8
SLAM Academy - 18434	2016-2017	18434	22.8
Somerset Academy Lone Mountain	2017-2018	59121	4.4
Somerset Academy Losee	2017-2018	59120	6.4
Somerset Academy of Las Vegas - 18419	2013-2014	18419	0
Somerset Academy of Las Vegas - 18419	2014-2015	18419	7.2
Somerset Academy of Las Vegas - 18419	2015-2016	18419	4.5
Somerset Academy of Las Vegas - 18419	2016-2017	18419	6.7
Somerset Academy Sky Pointe	2017-2018	59122	7
Somerset Academy Stephanie	2017-2018	59123	8.3
Somerset NLV Academy	2017-2018	59119	10.4
SSCS - 18400	2013-2014	18400	N/A
SSCS - 18400	2014-2015	18400	70.3

Name	Accountability Year	Organization Code	<b>Transiency</b> Transiency Rate**
SSCS - 18400	2015-2016	18400	60,9
SSCS - 18400	2016-2017	18400	82,7

 Show Footers