STATE PUBLIC CHARTER SCHOOL AUTHORITY

2022 Renewal Report for
Nevada Connections Academy
Per NRS 388A.285 and NAC 388A.415

Issued June 30, 2022

1. **School Overview**

   a. Addresses:
      i. 555 Double Eagle Court Suite 2000 Reno, NV 89521

   b. County, Campus Locations and Enrollment Caps:
      i. Washoe
      ii. 2022-2023 Enrollment Cap –
         i. 9th and 10th grades: 850 students (combined for 9th and 10th grades)
         ii. 11th grade: 509
         iii. 12th grade: 252
         iv. TOTAL: 1,611

   c. Governing Board Members
      i. President – Scott Harrington
      ii. Treasurer – Tom Prutzman
      iii. Member – Jamie Castle
      iv. Member – Christine Williams
      v. Member – Kimberly Stephens
      vi. *Member – Vacant*
      vii. *Member – Vacant*
      Board Member information based on Epicenter Board Center

d. Academic Data Overview[1] - NRS 388A.285(1)(a)
The following data were compiled from the ratings generated by the Nevada State Performance Framework (NSPF) during the past four years.

Year	NSPF Ratings[2]
2017 – 2018	Elementary School: 1 star Middle School: 1 star High School: 1 star
2018 – 2019	Elementary School: 1 star Middle School: 2 stars High School: 1 star
2019 – 2020	Elementary School: 1 star Middle School: 2 star High School:1 star
2020 - 2021	High School: 1 star[3]

4-Year Graduation Rate (if applicable)

Class of	Percent of Students Graduating in 4 Years
2017 – 2018	63.8
2018 – 2019	69.9
2019 – 2020	80.3
2020 – 2021	86.1

The SPCSA Academic Performance Framework was updated and approved on June 28, 2019. Due to the COVID-19 pandemic and the waiver granted by the US Department of Education, the first two years of results under this framework were for informational purposes only. Reports for the 2019 – 2020 and 2020 – 2021 school year are included in the Appendix of this document.

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[1] For schools applying for a third charter term and beyond, 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.

[2] Due to COVID-19, the Nevada Department of Education (NDE) did not calculate Nevada School Performance Framework (NSPF) school ratings for the 2019-20 or 2020-21 school years and instead applied NSPF school ratings from the 2018-2019 school year to both the 2019-20 and 2020-21 school years.

[3] Nevada Connections Academy's elementary and middle school were closed at the end of the 2019-20 school year.

e. Financial Data Overview - NRS 388A.285(1)(a)

Year	Findings & Framework Results
2017 – 2018	Meets Standard
2018 – 2019	Meets Standard
2019 – 2020	Meets Standard
2020 – 2021	Meets Standard

f.   Organizational Data Overview - NRS 388A.285(1)(a)

Year	Findings & Framework Results
2017 – 2018	Meets Standard
2018 – 2019	Meets Standard
2019 – 2020	Meets Standard
2020 – 2021	Meets Standard

g. Enrollment History

The following data were compiled from the NDE October 1 validation day for the last five school years, or the years within the current charter contract. To protect student privacy, rates associated with FRL, IEP, and ELL populations less than 10 students are displayed with an asterisk (*), and extreme values less than 5 or greater than 95 percent are shown as <5.0 and >95.0, respectively. N/A indicates the population did not exist.

Total Enrollment (Number of Students) Across All Existing Campuses					
Grade	2017-18	2018-19	2019-20	2020-21	2021-22
Pre-K	0	0	0	0	0
K	86	109	139	0	0
1	99	112	146	0	0
2	110	141	153	0	0
3	98	141	177	0	0
4	122	161	192	0	0
5	176	190	237	0	0
6	181	261	249	0	0
7	291	359	331	0	0
8	352	447	445	0	0
9	444	456	390	363	173
10	504	372	490	394	407
11	399	287	333	366	274
12	337	211	186	252	259
Total	3199	3247	3468	1375	1114

Student Group Enrollment Rates											
Year	Enrollment	Asian	Black	White	Hisp.	Amer. Ind.	Two or More	Pac. Isl.	FRL	IEP	ELL
2017-18	3199	2.9	11.0	50.2	23.5	0.8	10.2	1.1	35.1	8.4	<5.0
2018-19	3247	2.6	12.2	46.9	24.8	0.7	11.1	1.5	50.8	9.2	<5.0
2019-20	3468	2.5	14.3	43.4	26.1	1.0	11.1	1.3	53.4	10.3	<5.0
2020-21	1375	2.4	11.2	48.5	26.9	1.0	8.5	1.1	46.7	9.8	<5.0
2021-22	1114	2.6	12.2	44.8	28.1	1.0	9.6	1.3	46.8	11.8	<5.0

2021-22 Student Group Enrollment Rates for State, SPCSA, and Local County School District			
Entity	FRL	IEP	ELL
State of Nevada	78.2	12.1	13.7
SPCSA	43.4	9.8	8.8

2. Summary of Issued Notices and Identified Deficiencies – NRS 388A.285(1)(b)

The Authority Board has issued the following Notices to Nevada Connections Academy (NCA):

    a. *Academic*

        i. A Notice of Ongoing Breach for the Elementary school on October 19, 2018. This is attached as Appendix E.

        ii. A Notice of Concern for the Middle School on October 19, 2018. This is attached as Appendix F.

        iii. A Notice of Concern for the High School on October 19, 2018. This is attached as Appendix G.

        iv. A Notice of Ongoing Breach for the Middle school on October 21, 2019. This is attached as Appendix H.

        v. A Notice of Breach for the High School on October 21, 2019. This is attached as Appendix I.

    b. *Financial*

The Authority Board has not issued any Financial Notices to NCA this charter term.

    c. *Organizational*

The Authority Board has not issued any Organizational Notices to NCA this charter term.

    d. *Site Evaluations*

SPCSA staff has not identified deficiencies during a site evaluation at NCA, although several strong recommendations were issued as a result of the most recent site evaluation at the school on November 4, 2021.

Each Notice and/or deficiency identified during a site evaluation listed above constitutes a deficiency in school performance pursuant to NRS 388A.285(1)(b).

3. **Summary of the Overall Performance of Nevada Connections Academy (NCA)**

Nevada Connections Academy (NCA) has appeared before the Authority Board on a number of occasions to speak to past performance as well as ongoing work at the high school level. While the school previously included grades K-12, currently, Nevada Connections serves grades 9 – 12, and that grade configuration has been in place since the 2020 – 21 school year under the current charter contract.

Prior to the current contract, the Authority issued a number of Notices as a result of the academic performance of the elementary, middle, and high school programs during the 2017 – 2018 school year. The elementary, middle and high school programs all earned a 1-star rating according to the NSPF. Guidance documents for the NSPF identify a 1-star school as not meeting state standards for performance. Overall, students and subgroups were not achieving performance standards. Prior to the 2017-2018 school year, performance ratings for Nevada Connections Academy were relatively similar.

The Authority also issued a number of Notices as a result of the academic performance of all three programs during the 2018 – 2019 school year. The elementary and high school programs earned a 1-star rating according to the 2019 NSPF ratings. Guidance documents for the NSPF identify a 1-star school as not meeting state standards for performance. Overall, students and subgroups were not achieving performance standards. The middle school program earned a 2-star rating for the same year, representing an increase over the prior year. Guidance documents for the NSPF identify a 2-star school as one 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. Additionally, it's important to note that previously, the school had one of the lowest graduation rates of any SPCSA sponsored school. However, Nevada Connections has shown improvement under the four-year adjusted cohort graduation rate and now exceeds the statewide graduation rate, as evidenced by the data presented on page 4 of this report. While the state has not released Star Ratings since the 2018 – 2019 school year, the improved graduation rate provides some evidence of progress since the most recent ratings.

Notices regarding the academic performance of the school can be found as Appendices E – I within this report.

As a result of these interventions, and as previously stated, the school has operated grades 9 – 12 only under the current contract which began for the 2020 – 21 school year. Under this contract, the school may serve up to 850 students in grades 9 and 10, combined and may serve students in grades 11 and 12 who matriculate through the school, but may not enroll any new students into the 11th or 12th grade. This current contract was the result of a mutually agreed upon settlement that was reached between NCA and the Authority. More information regarding the NSPF as well as the reports for Nevada Connections can be found in Appendix A.

With regard to the financial performance and viability of the school, SPCSA has had some concerns about the overall health and viability of the school. In fiscal year 2021, SPCSA staff has noted that the school has failed to meet performance standards under some measures. However, additional context provided by the school, coupled with the reduction in enrollment starting in the same year, did not result in the Authority issuing any performance notices. Copies of the financial performance framework results can be found as Appendix J and Appendix K within this report.

The organizational health and performance of the school has been strong over the current charter term. Nevada Connections Academy was found to be 'Meeting Standards; for both the 2019 – 2020 and 2020 – 2021 school years according to the SPCSA Organizational Framework. Copies of these results can be found as Appendix L and Appendix M within this report.

Finally, SPCSA staff has conducted three site evaluations of Nevada Connections over the last several years. SPCSA staff found a few positive takeaways during the most recent evaluation,

including the improving high school graduation rate, the implementation of a flipped model of instruction, and continued enhancements within the school's College and Career Readiness Program. SPCSA staff also identified some areas of growth for the school to prioritize. These areas include a focus on improving academic ratings under the Nevada School Performance Framework (NSPF), improving formative assessment implementation along with learning targets, feedback and student goal setting as well as more intentional efforts to diversify instructional approaches, among other items. 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 Appendices B, C and D for more details on the Nevada Connections Academy site evaluation.

4. Requirements for the Renewal Application – NRS 388A.285(1)(c)

Applicants for renewal will receive an application template to populate and submit to Authority staff between October 1 – October 15, 2022[4]. This template will be provided to schools no later than July 31, 2022.

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 showing a school board's approval will result in the return of the renewal application and a request for resubmission of a compliant and complete application from SPCSA staff.

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[4] NRS 388A.285(3)

5. **Criteria to be used for Making a Renewal Decision – NRS 388A285(1)(d)**

As stated on the previous page, renewal decisions for schools operating under charter contracts are based on historic academic, organization, and financial performance data as evidenced by both the Nevada School 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 application but will be given less weight when considered by the Authority in making renewal decisions. In accordance with NAC 388A.415(10) academic performance of pupils as measured by the SPCSA's Academic Performance Framework and the Nevada School Performance Framework will be given the greatest weight in the renewal decision. Renewal decisions will also 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 the public charter school. The SPCSA Organizational Performance Framework will be the primary tool used to inform the assessment of the organizational health of a school. It bears repeating, however, that historical academic performance, as evidenced by the Nevada School Performance Framework and the SPCSA's Academic Performance Framework will be given the greatest weight.

For schools applying for a third charter term and beyond, 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.

Finally, it is noteworthy that SB 451 from the 80th Legislative Session (2019), now codified in NRS 388A285(6) allows the Authority to renew charter schools for variable lengths, from three to ten years. If a school is recommended for renewal, SPCSA staff will generally recommend a six-year term for schools that consistently meet performance expectations according to the Nevada School Performance Framework and the SPCSA's Academic Performance Framework. Schools that exceed expectations may be recommended for a term longer than six years. If recommended for renewal, schools that do not consistently meet expectations are likely to be recommended for a term of less than six years.
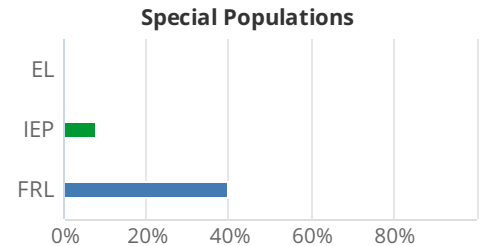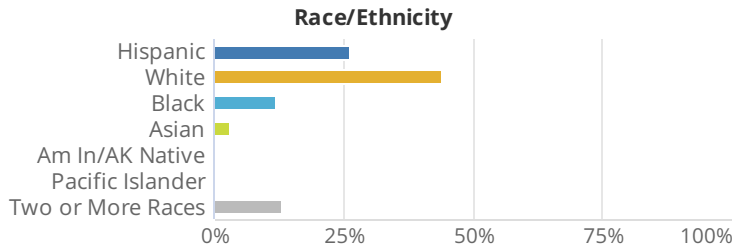
Appendix A

School Year 2017-2018 Nevada School Rating for
Nevada Connections Academy

School Type: Charter SPCSA Virtual
School Level: Elementary School
Grade Levels: 0K-12
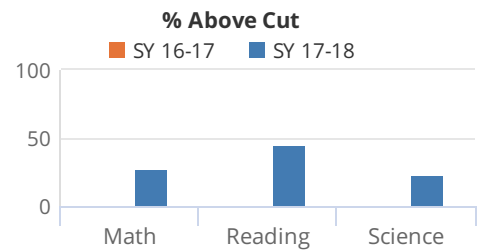District: State Public Charter School Authority
Website: http://www.connectionsacademy.com/

Total Index Score: 18.89
School Designation: CSI
555 Double Eagle Ct Ste 2000
Reno, NV 89521
Phone: 775-826-4200

Race/Ethnicity

- Hispanic
- White
- Black
- Asian
- Am In/AK Native
- Pacific Islander
- Two or More Races

Special Populations

- EL
- IEP
- FRL

Academic Achievement

*0/25

Participation Penalty

	% Above Cut	% District
Math CRT	27.8	52.8
ELA CRT	46.0	58.6
Science CRT	23.3	35.3
Pooled Average	34.4	52.9
Read by Grade 3	38.5	56.2

% Above Cut

SY 16-17 ▪ SY 17-18
Math, Reading, Science

Student Growth

10/35
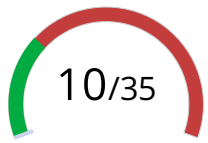
	% SY 17-18
Math CRT MGP	41.0
ELA CRT MGP	41.5
Math CRT AGP	25.9
ELA CRT AGP	43.6

Median Growth Percentile

High Growth
Typical Growth
Low Growth
Math — ELA

English Language

N/A
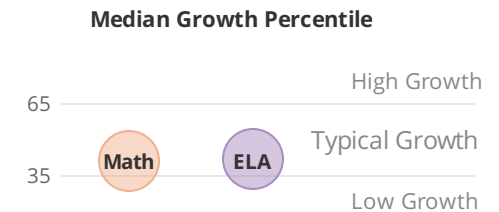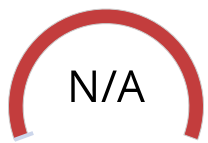
	% of EL Meeting AGP	% District
ELPA	-	42.5

ELPA

SY 16-17
SY 17-18

Closing Opportunity Gaps

5/20

% Non-proficient	% Meeting AGP
Math CRT	21.4
ELA CRT	28.7

% of Non-proficient on Track to Proficiency

SY 16-17 ▪ SY 17-18
Math, ELA

Student Engagement

2/10
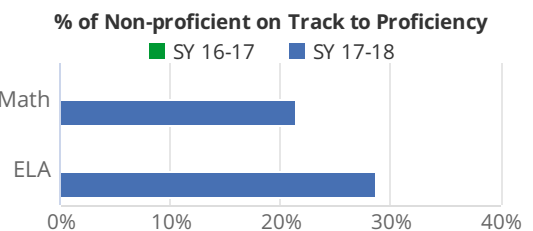
	% Chronically Absent	% District
Chronic Absenteeism	20.4	10.1

	% Participation	Met Target
Climate Survey	64.5	NO
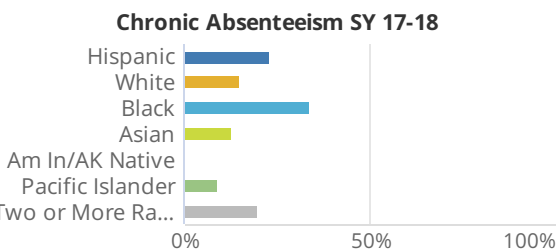
Chronic Absenteeism SY 17-18

- Hispanic
- White
- Black
- Asian
- Am In/AK Native
- Pacific Islander
- Two or More Ra...

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	45.4	75.2	67.2	54.5	76.2	74.1	-	49.2	N/A
Black/African American	5.5	30.6	28.8	38.8	40.5	39.6	5.8	14.6	N/A
Hispanic/Latino	32.4	40.2	36.5	44.5	48	45.5	21.2	22.5	N/A
Pacific Islander	-	48.3	45.6	-	52.6	55.7	-	32	N/A
Two or More Races	22.8	59	52.9	48.6	67.1	62.6	35.7	46.6	N/A
White/Caucasian	32.1	61.1	57.2	48.2	65	65.7	26	43.8	N/A
Special Education	10.7	29.2	24.8	17.8	29.3	26.3	6.2	19.4	N/A
English Learners Current + Former	-	37.4	32.4	-	38.9	38.4	-	15.2	N/A
English Learners Current	-	25.5		-	22.8		-	4.8	N/A
Economically Disadvantaged	22.1	33.1	35.7	45.1	40.4	44	22.2	17.3	N/A

Grade 3 ELA

	% Above the Cut	
	% ELA	% District
American Indian/Alaska Native	-	66.6
Asian	-	74.5
Black/African American	-	34.2
Hispanic/Latino	35	47.1
Pacific Islander	-	38.8
Two or More Races	-	64.3
White/Caucasian	44.8	62.6
Special Education	-	29.4
English Learners Current + Former	-	33
English Learners Current	-	21.8
Economically Disadvantaged	27.2	37.5

Student Growth

	Student Growth Percentile			
	Math MGP	ELA MGP	Math AGP	ELA AGP
American Indian/Alaska Native	-	-	-	-
Asian	46	42.5	30	40
Black/African American	25.5	45	9	54.5
Hispanic/Latino	51	41	34.7	47.8
Pacific Islander	-	-	-	-
Two or More Races	37	33	24	44
White/Caucasian	37.5	42	26	39.5
Special Education	48	38	16	24
English Learners Current + Former	-	-	-	-
English Learners Current	-	-	-	-
Economically Disadvantaged	31.5	45.5	21.7	46.1

Closing Opportunity Gap

	% of non-proficient Students meeting AGP	
	% Math AGP	**% ELA AGP**
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	6.2	30
Hispanic/Latino	24	23.5
Pacific Islander	-	-
Two or More Races	14.2	10
White/Caucasian	25.4	34
Special Education	11.7	12.5
English Learners Current + Former	-	-
English Learners Current	-	-
Economically Disadvantaged	14.5	22.9

Chronic Absenteeism

	% Chronically Absent	**% District**
American Indian/Alaska Native	-	14.5
Asian	12.9	4.9
Black/African American	34.1	14.5
Hispanic/Latino	22.9	11.5
Pacific Islander	9	12.6
Two or More Races	20	9
White/Caucasian	15.3	9
Special Education	26.9	11.3
English Learners Current + Former	N/A	N/A
English Learners Current	-	10.4
Economically Disadvantaged	26	15.9

What does my school rating mean?

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

1 Star school: 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.

Participation Penalty: Schools where assessment participation rates are below 95% for the overall student group or any subgroup and failing to meet the weighted average calculated participation rate of 95 percent over the most recent two to three years for a second consecutive year are assessed a penalty of 9 index points off the total points earned for Academic Achievement. If the original points earned in AA was 9 or less, the school is credited zero points in AA.

Comprehensive Support and Improvement Designation (CSI): Low performing schools, schools with persistently low performing subgroups and high schools with graduation rates below 67% are designated to be CSI schools.

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
Nevada Connections Academy

School Type: Charter SPCSA Virtual
School Level: Middle School
Grade Levels: 0K-12
District: State Public Charter School Authority
Website: http://www.connectionsacademy.com/

Total Index Score: 26.11
School Designation: CSI
555 Double Eagle Ct Ste 2000
Reno, NV 89521
Phone: 775-826-4200

Race/Ethnicity

Special Populations

Academic Achievement

*4/25
*Participation Penalty
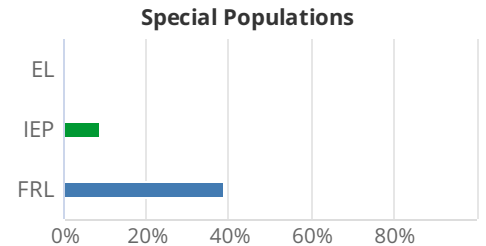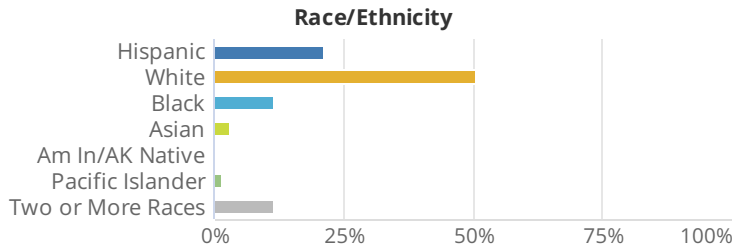
	% Above Cut	% District
% Math CRT	25.5	36.8
% ELA CRT	47.7	56.1
% Science CRT	39.2	45.2
% Pooled Average	37.1	46.3

% Above Cut

Student Growth

11.5/30
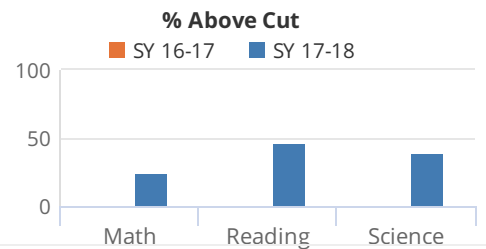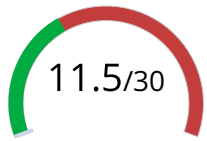
	% SY 17-18
Math CRT MGP	41.0
ELA CRT MGP	40.0
Math CRT AGP	27.8
ELA CRT AGP	46.9

Median Growth Percentile

English Language

N/A
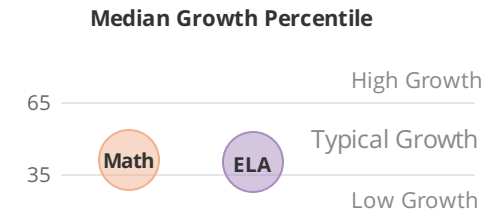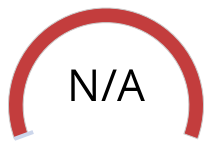
	% of EL Meeting AGP	% District
ELPA	N/A	32.4

ELPA

Closing Opportunity Gaps

7/20

% Non-proficient	% Meeting AGP
Math CRT	15
ELA CRT	15.4

% of Non-proficient on Track to Proficiency

Student Engagement

1/15
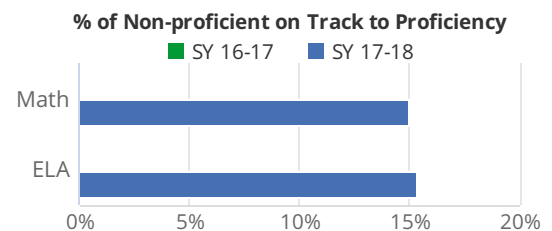
	% School	% District
Chronic Absenteeism	29.7	11.1
Academic Learning Plans	91.1	97.5
NAC 389.445 Credit Requirements	72.7	91.5

	% Participation	Met Target
Climate Survey	69.0	NO
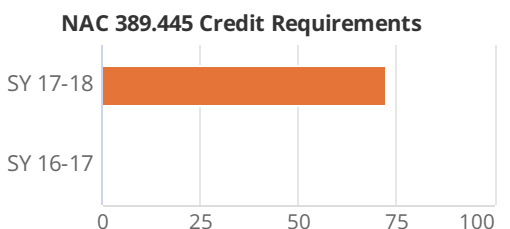
NAC 389.445 Credit Requirements

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	25	64.1	56.4	56.2	77.3	74.6	40	62.2	N/A
Black/African American	14	17.7	19.5	29.6	38.4	34.5	11.5	25	N/A
Hispanic/Latino	25.3	26.1	25.5	52.2	46.3	42.2	42.5	34.9	N/A
Pacific Islander	10	34.9	33.6	40	53.2	50.7	-	42.8	N/A
Two or More Races	15.2	41.5	37.5	48.6	61	59.2	39.3	51.6	N/A
White/Caucasian	30.8	44.4	44.4	49.3	63.5	64.6	42.9	54	N/A
Special Education	6.1	11.5	14.3	14.2	20.7	17.8	12	14.6	N/A
English Learners Current + Former	-	22.2	16	-	34.8	20.3	-	25.7	N/A
English Learners Current	-	8.5		-	15.8		-	9.3	N/A
Economically Disadvantaged	19.1	21.7	25.5	41.7	41.5	41.4	31.5	30.7	N/A

Student Growth

	Student Growth Percentile			
	Math MGP	ELA MGP	Math AGP	ELA AGP
American Indian/Alaska Native	-	-	-	-
Asian	37	32	26.6	60
Black/African American	39	34.5	15.6	30.7
Hispanic/Latino	50	44	30	49.5
Pacific Islander	30	27	20	50
Two or More Races	40	37	13.7	50.9
White/Caucasian	38.5	40.5	32.2	47.4
Special Education	35	37	4.6	11.3
English Learners Current + Former	-	-	-	-
English Learners Current	-	-	-	-
Economically Disadvantaged	41	35	21.7	39.3

Closing Opportunity Gap

	Percent of non-proficient Students meeting AGP	
	% Math AGP	% ELA AGP
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	5.7	16
Hispanic/Latino	18.3	14.5
Pacific Islander	-	-
Two or More Races	7.4	15.7
White/Caucasian	17.3	16
Special Education	0	6.9
English Learners Current + Former	0	-
English Learners Current	-	-
Economically Disadvantaged	6.7	12.1

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	17.6	3.6	100	98.4	100	99.4
Black/African American	39	12.9	89.6	96.3	60.5	85.4
Hispanic/Latino	33.3	11.7	88.1	97.5	62.9	89.4
Pacific Islander	23.8	11.9	85.7	95.9	-	91
Two or More Races	30	12	94.2	97.3	72	91.7
White/Caucasian	26	10.9	92.2	97.8	77.3	93.4
Special Education	35.6	15.3	88.2	96.8	51.2	89
English Learners Current + Former	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current	-	8.5	93.9	98.2	62.7	85.6
Economically Disadvantaged	35.1	14.3	93.9	98.2	62.7	85.6

% Chronically Absent | % Academic Learning Plans | % NAC 389.445 Credit Requirements
School | District | School | District | School | District

What does my school rating mean?

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

1 Star school: 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.

Participation Penalty: Schools where assessment participation rates are below 95% for the overall student group or any subgroup and failing to meet the weighted average calculated participation rate of 95 percent over the most recent two to three years for a second consecutive year are assessed a penalty of 9 index points off the total points earned for Academic Achievement. If the original points earned in AA was 9 or less, the school is credited zero points in AA.

Comprehensive Support and Improvement Designation (CSI): Low performing schools, schools with persistently low performing subgroups and high schools with graduation rates below 67% are designated to be CSI schools.

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

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.

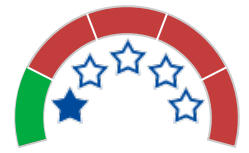| Star Rating	Index Score
★★★★★	at or above 80
★★★★	at or above 70, below 80
★★★	at or above 50, below 70
★★	at or above 29, below 50
★	below 29

additional bonus points included within Student Engagement
section.

School Year 2017-2018 Nevada School Rating for
Nevada Connections Academy

School Type: Charter SPCSA Virtual
School Level: High School
Grade Levels: 0K-12
District: State Public Charter School Authority
Website: http://www.connectionsacademy.com/

Total Index Score: 12.78
School Designation: CSI
555 Double Eagle Ct Ste 2000
Reno, NV 89521
Phone: 775-826-4200

Race/Ethnicity

- Hispanic
- White
- Black
- Asian
- Am In/AK Native
- Pacific Islander
- Two or More Races

(0% – 100%)

Special Populations

- EL
- IEP
- FRL

(0% – 80%)

Academic Achievement

7.5/25
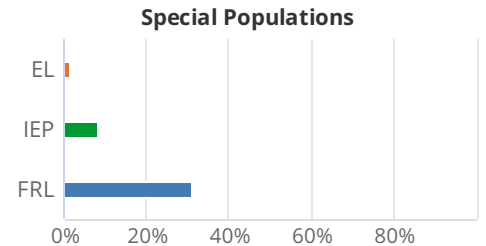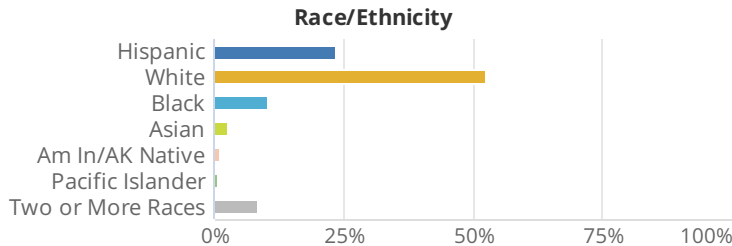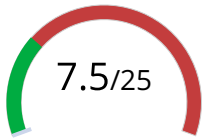
	% Proficient	% District
CCR Math	11	23.8
CCR ELA	28.7	44.5
Nevada High School Science	34.3	33.1

% Proficient
SY 16-17 | SY 17-18

(Math, ELA, Science)

Graduation

0/30
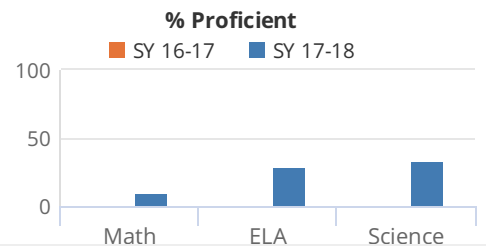
Graduation Rate	% School	% District
4-Year	45	65.2
5-Year	49	66.9
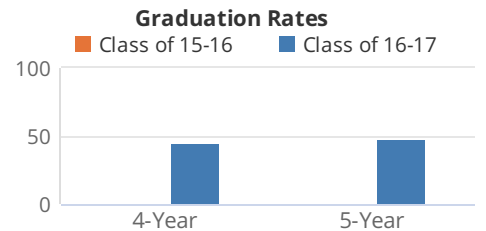
Graduation Rates
Class of 15-16 | Class of 16-17

(4-Year, 5-Year)

English Language Proficiency

N/A

	% of EL Meeting AGP	% District
ELPA	-	26.8

ELPA
SY 16-17
SY 17-18

(0% – 80%)

College and Career Readiness

2/25
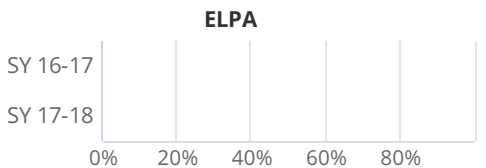
	% School	% District
Post-Secondary Preparation Participation	11.5	38.3
Post-Secondary Preparation Completion	0.5	24.7
Advanced Diploma	4.7	23.4

% Advanced Diploma
SY 16-17
SY 15-16

(0 – 100)

Student Engagement

2/10
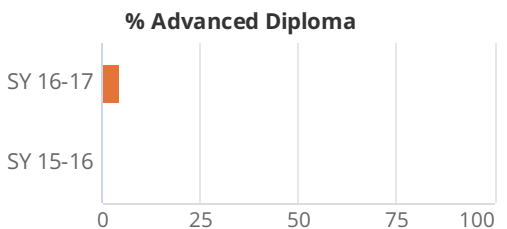
	% School	% District
9th Grade Credit Sufficiency	81.7	87.3
Chronic Absenteeism	32.5	21.0

	% Participation	Met Target
Climate Survey	64.4	NO

9th Grade Credit Sufficiency
SY 17-18
SY 16-17

(0 – 100)
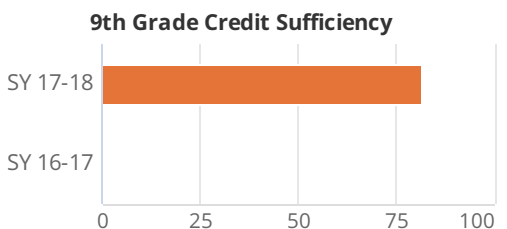
Academic Achievement

			% 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	4.7	14.12	11.9	27.78	16.6	N/A
Hispanic/Latino	4.5	18.87	20.6	33.15	36.5	N/A
Pacific Islander	-	25.54	-	46.05	-	N/A
Two or More Races	10	33.64	30	55.86	40.8	N/A
White/Caucasian	15.8	41.31	34.1	60.26	35.3	N/A
Special Education	0	7.77	4.3	11.27	17.1	N/A
English Learners Current + Former	-	10.02	-	13.18	-	N/A
English Learners Current	-	6.96	-	6.9	-	N/A
Economically Disadvantaged	7.3	20.01	22	34.37	30.4	N/A

Graduation Rates

Graduation Measures	% 4-year	% 4-year MIP	% 5 year	% 5 year MIP
American Indian/Alaska Native	-	73.9	-	75.9
Asian	62.5	93.1	-	95.1
Black/African American	33.3	67.7	25	69.7
Hispanic/Latino	40.1	79.7	56.4	81.7
Pacific Islander	30.7	82.3	-	84.3
Two or More Races	37.8	81.3	37	83.3
White/Caucasian	49.6	84.2	52.2	86.2
Special Education	36	64.7	40.5	66.7
English Learners Current + Former	40.6	81.7	27.2	83.7
Economically Disadvantaged	36.1	76.8	38	78.8

College and Career Readiness

	Post-Secondary Preparation		Advanced Diploma	
	% Participation	**% Completion**	**% School**	**% District**
American Indian/Alaska Native	-	-	-	-
Asian	-	-	20	46.2
Black/African American	12.9	0	6.2	20
Hispanic/Latino	7.3	0	1.8	14.8
Pacific Islander	-	-	-	14.2
Two or More Races	13.3	0	7.1	27.9
White/Caucasian	12.1	0.4	4.5	24.5
Special Education	3.8	0	0	9.8
English Learners Current + Former	N/A	N/A	0	27.5
English Learners Current	-	-	0	27.5
Economically Disadvantaged	8.6	0	5.3	18.2

Student Engagement

	% 9th Grade Credit Sufficiency Measure		% Chronically Absent	
	School	District	School	District
American Indian/Alaska Native	-	87.5	50	30
Asian	90.9	94.7	29.6	11.9
Black/African American	73.5	82.6	41.7	27
Hispanic/Latino	81.4	87	38.4	24.2
Pacific Islander	-	86.4	20	25
Two or More Races	80	88.6	31.2	20.7
White/Caucasian	83	87.8	28	18.3
Special Education	72.7	79	39.5	27.4
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	77.7	82.4	50	29.3
Economically Disadvantaged	77.7	82.4	37.6	27.7

*95% Participation on State Assessments

	% Math	% ELA
All Students	100	100
American Indian/Alaska Native	-	-
Asian	-	-
Black/African American	100	100
Hispanic/Latino	100	100
Pacific Islander	-	-
Two or More Races	100	100
White/Caucasian	100	100
Special Education	100	100
English Learners Current + Former	-	-
English Learners Current	-	-
Economically Disadvantaged	100	100

Post-Secondary Preparation Program Information

	Advanced Placement (AP)		Dual Credit/Dual Enrollment		International Baccalaureate		Career and Technical Education	
	Participation (%)	Completion (%)	Participation (%)	Completion (%)	Participation (%)	Completion (%)	Participation (%)	Completion (%)
American Indian/Alaska Native	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-
Black/African American	12.9	0	0	0	0	0	0	0
Hispanic/Latino	6	0	1.2	0	0	0	0	0
Pacific Islander	-	-	-	-	-	-	-	-
Two or More Races	13.3	0	0	0	0	0	0	0
White/Caucasian	12.1	0.4	0	0	0	0	0	0
Special Education	3.8	0	0	0	0	0	0	0
English Learners Current + Former	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current	-	-	-	-	-	-	-	-
Economically Disadvantaged	8.6	0	0	0	0	0	0	0

What does my school rating mean?

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

1 Star school: 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.

Comprehensive Support and Improvement Designation (CSI): Low performing schools, schools with persistently low performing subgroups and high schools with graduation rates below 67% are designated to be CSI schools.

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.
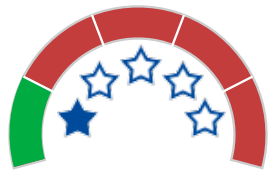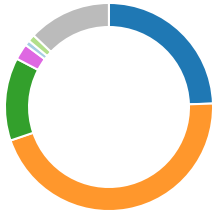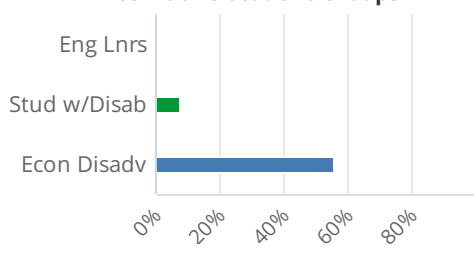
Star Rating	Index Score
★★★★★	at or above 82
★★★★	at or above 70, below 82
★★★	at or above 50, below 70
★★	at or above 27, below 50
★	below 27

Nevada Connections Academy

School Level:	Elementary School
Grade Levels:	0K-12
District:	State Public Charter School Authority
School Address:	555 Double Eagle Ct Ste 2000 Reno, NV 89521

21.6
Total Index Score

School Type: *Charter SPCSA Virtual*
School Designation: *CSI*
95% Assessment Participation: *Met*

Student Race/Ethnicity

45%	White
12.8%	Bl/Afr Am
24.3%	Hisp/Latino
2.5%	Asian
0.8%	Am Ind/AK Nat
1.1%	Pac Isl
12.8%	Two or More

School Performance History

School Year	Index Score/ Star Rating
2017-2018	18.8 ★
2016-2017	N/A N/A

Alternative Student Groups

Eng Lnrs, Stud w/Disab, Econ Disadv

What does my school rating mean?

One-Star school: 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.

How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?

Below 27	★
At or above 27 but less than 50	★★
At or above 50 and less than 67	★★★
At or above 67 and less than 84	★★★★
At or above 84	★★★★★

CSI designation: This school is one of the lowest performing schools in the state. CSI schools cannot receive more than a two-star rating in the year they are first designated. See the CSI designation report for more information.

2018-2019 School Performance

Academic Achievement Indicator
5/25

Measure	School Rate	District Rate
Pooled Proficiency	31.6	54
Math Proficiency	27.1	54.5
ELA Proficiency	40.5	60.1
Science Proficiency	21.6	34.7
Read-by-Grade-3 Proficiency	28.3	56.7
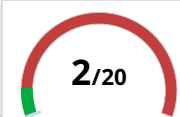
Growth Indicator
4.5/35

Measure	School Median	District Median
Math MGP	32	55
ELA MGP	34	52

Measure	School Rate	District Rate
Met Math AGP Target	24.6	49.7
Met ELA AGP Target	40	59.7

English Language Proficiency Indicator
N/A

Measure	School Rate	District Rate
Met EL AGP Target	-	56.7

Closing Opportunity Gaps Indicator
2/20

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	12	27.8
Prior Non-Proficient Met ELA AGP Target	25.3	39.2

** Reduction in Chronic Absenteeism (CA): Received 1 points in Student Engagement for reducing CA rate by 10% or more over prior year.

Climate Survey Participation is not a point-earning measure.

5/25

Academic Achievement

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 Smarter Balanced, Nevada Science, and Nevada Alternate 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). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Pooled Proficiency Points Earned: 3/20

	2019 %	2019 % District	2018 %	2018 % District
Pooled Proficiency	31.6	54	34.4	52.9

Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	27.1	54.5	48.5	27.8	52.8	45.8
American Indian/Alaska Native	-	45.7	34.3	-	44.8	30.9
Asian	61.5	75.5	68.8	45.4	75.2	67.2
Black/African American	5	31.3	32.3	5.5	30.6	28.8
Hispanic/Latino	22	44.6	39.6	32.4	40.2	36.5
Pacific Islander	-	48.7	48.3	-	48.3	45.6
Two or More Races	27.6	58.2	55.3	22.8	59	52.9
White/Caucasian	33.2	62.2	59.3	32.1	61.1	57.2
Special Education	8.5	27.3	28.6	10.7	29.2	24.8
English Learners Current + Former	-	42.2	35.8	-	37.4	32.4
English Learners Current	-	32.3		-	25.5	
Economically Disadvantaged	19	39.7	39	22.1	33.1	35.7

Math Assessments
% Proficient
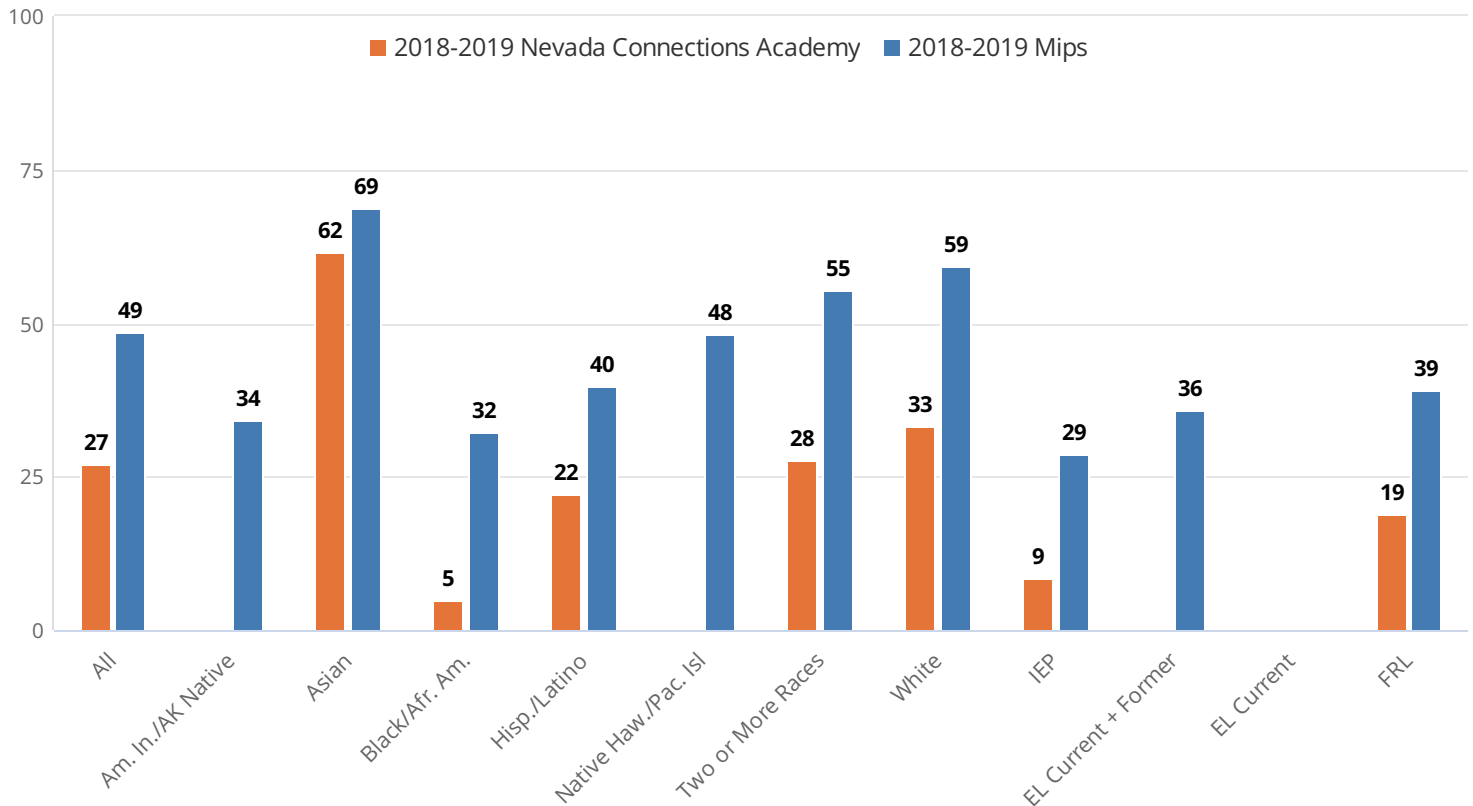
5/25   **Academic Achievement**

ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	40.5	60.1	57	46	58.6	54.7
American Indian/Alaska Native	-	62.5	42.5	-	58.3	39.5
Asian	84.5	78.5	75.4	54.5	76.2	74.1
Black/African American	33.2	40.8	42.6	38.8	40.5	39.6
Hispanic/Latino	33.7	51.1	48.2	44.5	48	45.5
Pacific Islander	-	51.7	57.9	-	52.6	55.7
Two or More Races	42.5	63.7	64.4	48.6	67.1	62.6
White/Caucasian	40.8	66.7	67.4	48.2	65	65.7
Special Education	5.5	26.6	30	17.8	29.3	26.3
English Learners Current + Former	-	42.2	41.4	-	38.9	38.4
English Learners Current	-	29.3		-	22.8	
Economically Disadvantaged	31.6	45.3	46.8	45.1	40.4	44

**ELA Assessments
% Proficient**
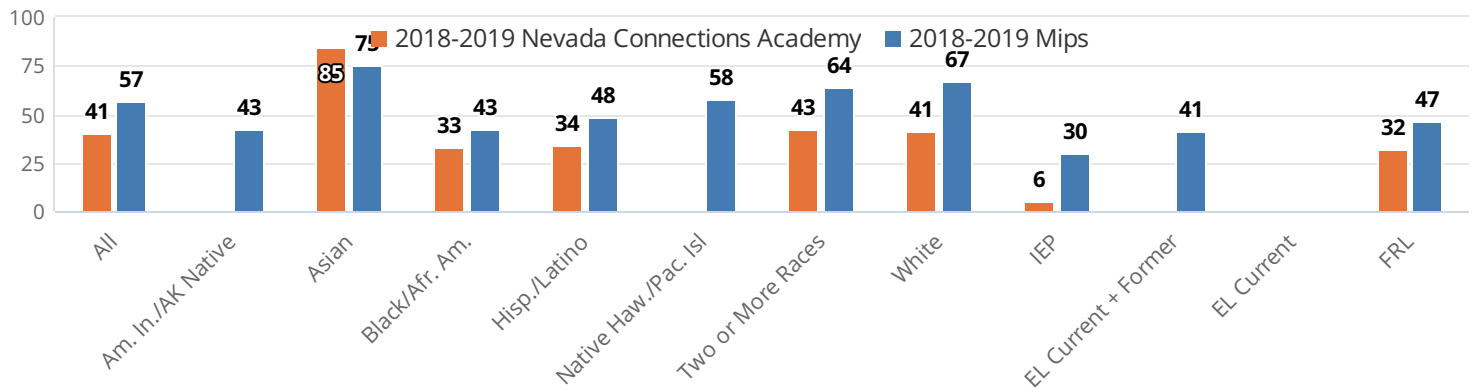
Science Proficient

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	21.6	34.7	23.3	35.3
American Indian/Alaska Native	-	25	-	9
Asian	-	50.5	-	49.2
Black/African American	15.6	16.6	5.8	14.6
Hispanic/Latino	16.6	25.8	21.2	22.5
Pacific Islander	-	26.1	-	32
Two or More Races	11	37.6	35.7	46.6
White/Caucasian	26.3	42.7	26	43.8
Special Education	14.1	12.5	6.2	19.4
English Learners Current + Former	-	24.1	-	15.2
English Learners Current	-	7.2	-	4.8
Economically Disadvantaged	22.5	23.8	22.2	17.3

**Science Assessments
% Proficient**
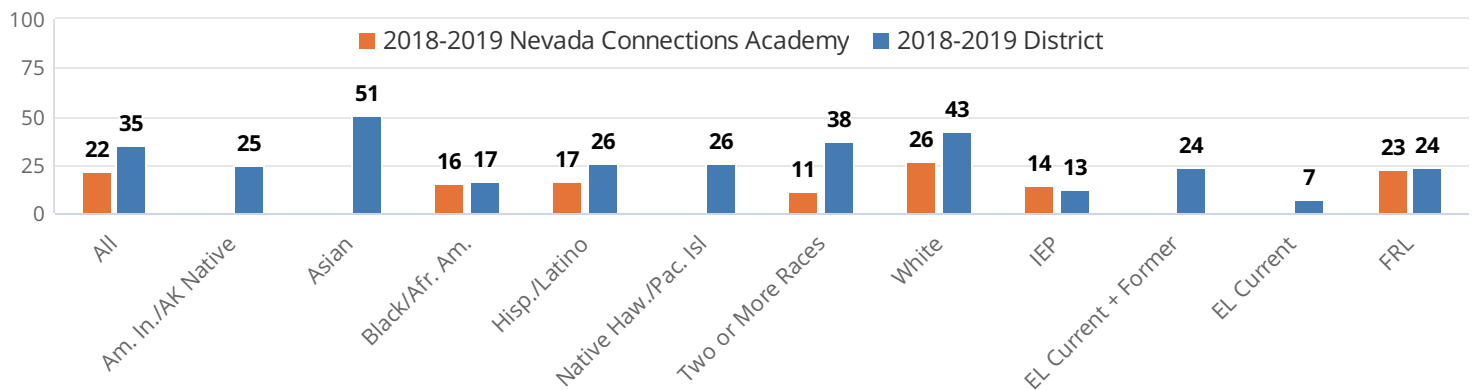
5/25 **Academic Achievement**

Read by Grade 3 Proficient

Read by Grade 3 Points Earned: 2/5

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	28.3	56.7	38.5	56.2
American Indian/Alaska Native	-	38.3	-	66.6
Asian	-	75.7	-	74.5
Black/African American	-	38.5	-	34.2
Hispanic/Latino	25	47.5	35	47.1
Pacific Islander	-	50.7	-	38.8
Two or More Races	37.5	63.1	-	64.3
White/Caucasian	28	62.6	44.8	62.6
Special Education	-	26.3	-	29.4
English Learners Current + Former	-	43.6	-	33
English Learners Current	-	36.1	-	21.8
Economically Disadvantaged	21.8	43.2	27.2	37.5

Read by Grade 3 % Proficient

Bar chart: **2018-2019 Nevada Connections Academy** (orange) and **2018-2019 District** (blue)

Group	NCA	District
All	28	57
Am. In./AK Native		38
Asian		75
Black/Afr. Am.		39
Hisp./Latino	25	48
Native Haw./Pac. Isl		51
Two or More Races	38	63
White	28	63
IEP		26
EL Current + Former		44
EL Current		36
FRL	22	43
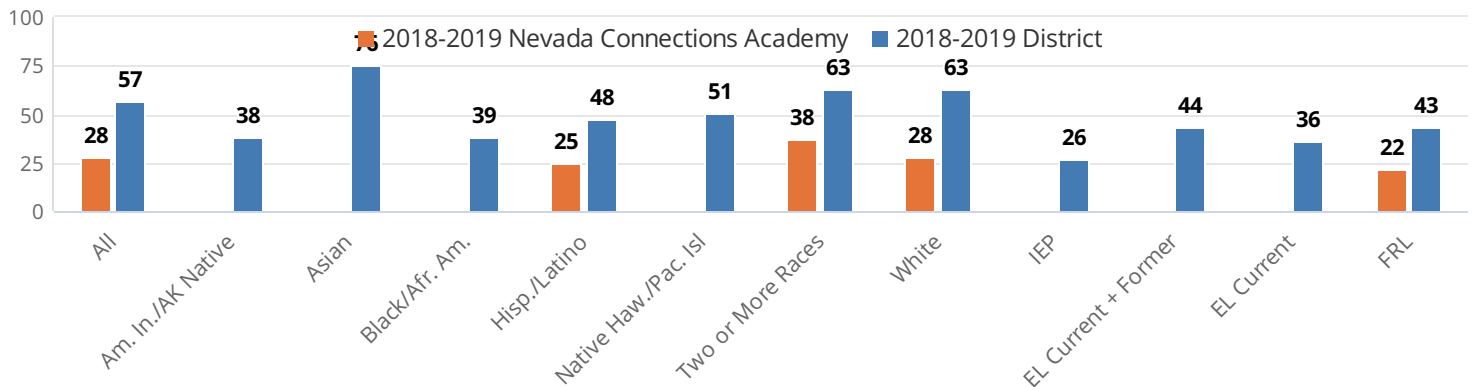
The Measure of Academic Progress (MAP) is administered to students in Kindergarten through the 3rd grade and is a measure of progress toward the goal of reading proficiency by the 3rd grade. The information below represents the performance of students on this assessment. Students scoring above the 40th percentile have a higher likelihood of achieving reading proficiency by the 3rd grade. For this assessment, student growth above 60 is considered above average (green), growth from 41 through 60 (including 60) is considered typical (white), and growth at or below 40 is considered below average (red).

Grade Level	Percent Above the 40th Percentile	Student Growth Score
2nd Grade	69.6	32
1st Grade	63.9	28
Kindergarten	N/A	N/A

5/25   **Academic Achievement**

Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a "participation warning" but will have no points deducted. A second consecutive year of flags will result in a school receiving a "participation penalty" and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty: 0   **Yellow indicates 95% participation requirement not met.**

Groups	2019 % Math	2019 % ELA	2018 % Math	2018 % ELA
All Students	92.7%	92.9%	94.9%	94.7%
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	91.4%	92.7%	94.5%	94.5%
Hispanic/Latino	90%	90.7%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	>=95%	>=95%	>=95%	93.8%
White/Caucasian	94%	93.7%	94.3%	94.3%
Special Education	90.9%	92.4%	>=95%	93.8%
English Learners Current + Former	N/A	N/A	-	-
English Learners Current	-	-	-	-
Economically Disadvantaged	91.5%	91.7%	93.7%	93.2%

'N/A' indicates that this population was not present.   '*' indicates that the data was not available.   '-' indicates data not presented for groups fewer than 10.

4.5/35 **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 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 SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the 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. This is the minimum SGP a student must meet or exceed to be on track to target.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

MGP Growth Data

Math MGP Points Earned: 1/10   ELA MGP Points Earned: 1/10

Groups	2019 Math MGP	2019 District Math MGP	2019 ELA MGP	2019 District ELA MGP	2018 Math MGP	2018 District Math MGP	2018 ELA MGP	2018 District ELA MGP
All Students	32	55	34	52	41	53	41.5	49
American Indian/Alaska Native	-	55.5	-	67	-	49	-	54
Asian	30	58	39	59	46	61.5	42.5	62
Black/African American	23	48	38	43.5	25.5	45	45	44
Hispanic/Latino	36.5	54	38	51	51	49	41	48
Pacific Islander	-	43	-	46	-	56	-	46
Two or More Races	48	53	37.5	50	37	53	33	51.5
White/Caucasian	33.5	57	28.5	54	37.5	55	42	49
Special Education	32	51	38	42	48	49	38	40.5
English Learners Current + Former	-	59	-	53	-	49	-	52
English Learners Current	-	56	-	49	-	43.5	-	44
Economically Disadvantaged	31	53	30.5	47	31.5	46	45.5	46

AGP Growth Data

Math AGP Points Earned: 1/7.5   ELA AGP Points Earned: 1.5/7.5

Groups	2019 Math AGP	2019 District Math AGP	2019 ELA AGP	2019 District ELA AGP	2018 Math AGP	2018 District Math AGP	2018 ELA AGP	2018 District ELA AGP
All Students	24.6	49.7	40	59.7	25.9	48.6	43.6	55.5
American Indian/Alaska Native	-	50	-	75	-	22.6	-	57.1
Asian	40	66.4	70	73.5	30	69.9	40	70.7
Black/African American	0	30.1	40	43.5	9	28.8	54.5	41.3
Hispanic/Latino	26	43	45.6	54.2	34.7	37.8	47.8	47.7
Pacific Islander	-	40.3	-	48.3	-	48.2	-	55.2
Two or More Races	21.3	50.2	28.5	59.3	24	51.2	44	60.7
White/Caucasian	31.6	56.1	37.7	65	26	53.7	39.5	58.7
Special Education	10.5	28.3	26.3	34.5	16	29.5	24	30.5
English Learners Current + Former	-	43.8	-	48.1	-	35.2	-	44.6
English Learners Current	-	34.7	-	37.6	-	23.3	-	32.2
Economically Disadvantaged	19.3	38.2	32.3	47.7	21.7	29.8	46.1	42.2

For additional information, please see https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/.

'N/A' indicates that this population was not present.   '*' indicates that the data was not available.   '-' indicates data not presented for groups fewer than 10.

Nevada Connections Academy

N/A

English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs 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. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: 10/NA

	2019 number of ELs Meeting AGP	2019 % of EL Meeting AGP	2019 % District	2018 number of ELs Meeting AGP	2018 % of EL Meeting AGP	2018 % District
ELPA	-	-	56.7	-	-	42.5

% English Learners Meeting AGP on WIDA

Legend: ■ 2018-2019 Nevada Connections Academy ■ 2018-2019 District

(Bar chart showing "All" group: District = 57)

For additional information, please see https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/.

'N/A' indicates that this population was not present.   '*' indicates that the data was not available.   '-' indicates data not presented for groups fewer than 10.

Closing Opportunity Gaps

2/20

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 target. Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Math AGP Points Earned: 1/10   **ELA AGP Points Earned: 1/10**

Groups	2019 % Meeting AGP Math	2019 % District Math	2019 % Meeting AGP ELA	2019 % District ELA	2018 % Meeting AGP Math	2018 % District Math	2018 % Meeting AGP ELA	2018 % District ELA
All Students	12	27.8	25.3	39.2	21.4	27	28.7	36.5
American Indian/Alaska Native	-	20	-	-	-	14.1	-	43.7
Asian	-	38.5	-	52.3	-	48.6	-	53.5
Black/African American	0	20	20	26.5	6.2	16.5	30	30.3
Hispanic/Latino	16.6	26	33.2	37	24	22.6	23.5	32.6
Pacific Islander	-	25	-	35.5	-	38.3	-	41
Two or More Races	15	27.3	11.6	36.2	14.2	31.1	10	41.3
White/Caucasian	15.5	32.2	25	45.7	25.4	31.5	34	38.7
Special Education	6.2	16.3	17.6	22.3	11.7	15.5	12.5	19.1
English Learners Current + Former	N/A	N/A	N/A	N/A	-	N/A	-	N/A
English Learners Current	-	24.1	-	31.6	-	16.8	-	31.3
Economically Disadvantaged	9.3	23	16.1	32.2	14.5	20	22.9	29.8

'N/A' indicates that this population was not present.   '*' indicates that the data was not available.   '-' indicates data not presented for groups fewer than 10.

**8/10

Student Engagement

Chronic absenteeism is a measure of Student Engagement. Research shows that attendance is tied to student achievement. 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. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Chronic Absenteeism
Chronic Absenteeism Points Earned: 7/10

Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	10	8	20.4	10.1
American Indian/Alaska Native	-	2.3	-	14.5
Asian	3.7	4.2	12.9	4.9
Black/African American	14.4	11	34.1	14.5
Hispanic/Latino	15.5	9.4	22.9	11.5
Pacific Islander	18.1	13	9	12.6
Two or More Races	6.2	7.4	20	9
White/Caucasian	7	6.9	15.3	9
Special Education	13.6	11.5	26.9	11.3
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	6.2	-	10.4
Economically Disadvantaged	12.1	11.1	26	15.9

Reducing Chronic Absenteeism by 10% Points Earned: 1

Chronic Absenteeism Rate (%)

■ 2018-2019 Nevada Connections Academy   ■ 2018-2019 District

'N/A' indicates that this population was not present.   '*' indicates that the data was not available.   '-' indicates data not presented for groups fewer than 10.

School Designation	NSPF Designation Year	Exit Evaluation
CSI		

What is a Comprehensive Support and Improvement (CSI) Designation?

Schools with a CSI designation meet the following criteria:

- Among the lowest-performing rated schools (bottom 5th percentile of adjusted NSPF index scores)
- One-star rated school
- High schools with a four-year adjusted cohort graduation rate below 67% (rating not needed) or
- School that did not exit a Targeted Support and Improvement (TSI) and/or Additional Targeted Support and Improvement (ATSI) Designation after a three-year improvement plan.

A school designated as CSI cannot be classified higher than a two-star school in the designation year--the year the school is first designated. A school designated as CSI must work with their LEA to develop a plan to exit the CSI designation within three years. The plan must be approved by NDE. The school is evaluated for exit at the end of this three year period.

Why did this school receive a CSI Designation?

CSI Criteria Met in Designation Year	N/A

What is required for exit from the CSI Designation and how is the school progressing toward exit?

To exit a CSI designation, a school must achieve a three-star rating and have sustained improvement in index scores over the most recent three years of their identification. CSI schools must also meet both CSI and TSI exit criteria to exit from the CSI designation.

The table below displays the school's progress toward achieving exit from CSI. In "Improvement Year 3", the school must have met the exit criteria outlined above to exit the CSI Designation.

Criteria	Designation Year	Improvement Year 1	Improvement Year 2	Improvement Year 3
Star Rating	N/A	TBD	TBD	TBD
Index Score	N/A	TBD	TBD	TBD
TSI Criteria Met	N/A	N/A	N/A	TBD
Graduation Rate	N/A	N/A	N/A	N/A

Nevada Connections Academy

School Level:	Middle School
Grade Levels:	0K-12
District:	State Public Charter School Authority
School Address:	555 Double Eagle Ct Ste 2000 Reno, NV 89521

40
Total Index Score

School Type: *Charter SPCSA Virtual*
School Designation: *CSI*
95% Assessment Participation: *Met*

Student Race/Ethnicity

44.7%	White
13.1%	Bl/Afr Am
25.1%	Hisp/Latino
2.2%	Asian
0.5%	Am Ind/AK Nat
1.6%	Pac Isl
12.1%	Two or More

School Performance History

School Year	Index Score/ Star Rating
2017-2018	26.1 ★
2016-2017	N/A N/A

Alternative Student Groups

Eng Lnrs
Stud w/Disab
Econ Disadv

0% 20% 40% 60% 80%

What does my school rating mean?

Two-Star school: 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.

How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?

Below 29	★
At or above 29 but less than 50	★★
At or above 50 and less than 70	★★★
At or above 70 and less than 80	★★★★
At or above 80	★★★★★

CSI designation: This school is one of the lowest performing schools in the state. CSI schools cannot receive more than a two-star rating in the year they are first designated. See the CSI designation report for more information.

2018-2019 School Performance

10/25

Academic Achievement Indicator

Measure	School Rate	District Rate
Pooled Proficiency	32.7	50.2
Math Proficiency	21.3	42.6
ELA Proficiency	45.3	59.6
Science Proficiency	29.3	44.7

10.5/30

Student Growth Indicator

Measure	School Median	District Median
Math MGP	38	58
ELA MGP	47	56
	School Rate	**District Rate**
Met Math AGP Target	22.1	44.3
Met ELA AGP Target	47.7	61.3

N/A

English Language Proficiency Indicator

Measure	School Rate	District Rate
Met EL AGP Target	-	38.3

4/20

Closing Opportunity Gaps Indicator

Measure	School Rate	District Rate
Prior Non-Proficient Met Math AGP Target	7.9	21.8
Prior Non-Proficient Met ELA AGP Target	19.8	32.7

** Reduction in Chronic Absenteeism (CA): Received 1 points in Student Engagement for reducing CA rate by 10% or more over prior year.

Climate Survey Participation is not a point-earning measure.

10/25

Academic Achievement

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 Smarter Balanced, Nevada Science, and Nevada Alternate 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). Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Pooled Proficiency   Pooled Proficiency Points Earned: 10/25

	2019 %	2019 % District	2018 %	2018 % District
Pooled Proficiency	32.7	50.2	37.1	46.3

Math Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	21.3	42.6	36.5	25.5	36.8	33.2
American Indian/Alaska Native	-	22.6	28.4	-	26.5	24.6
Asian	22.6	66.2	58.6	25	64.1	56.4
Black/African American	6.4	24.1	23.5	14	17.7	19.5
Hispanic/Latino	21.6	31.8	29.3	25.3	26.1	25.5
Pacific Islander	8.3	44.8	36.9	10	34.9	33.6
Two or More Races	29	47.2	40.6	15.2	41.5	37.5
White/Caucasian	23.6	51.2	47.1	30.8	44.4	44.4
Special Education	5.7	12	18.6	6.1	11.5	14.3
English Learners Current + Former	15.3	26.8	20.2	-	22.2	16
English Learners Current	-	12.5		-	8.5	
Economically Disadvantaged	15.6	29	29.2	19.1	21.7	25.5

**Math Assessments
% Proficient**
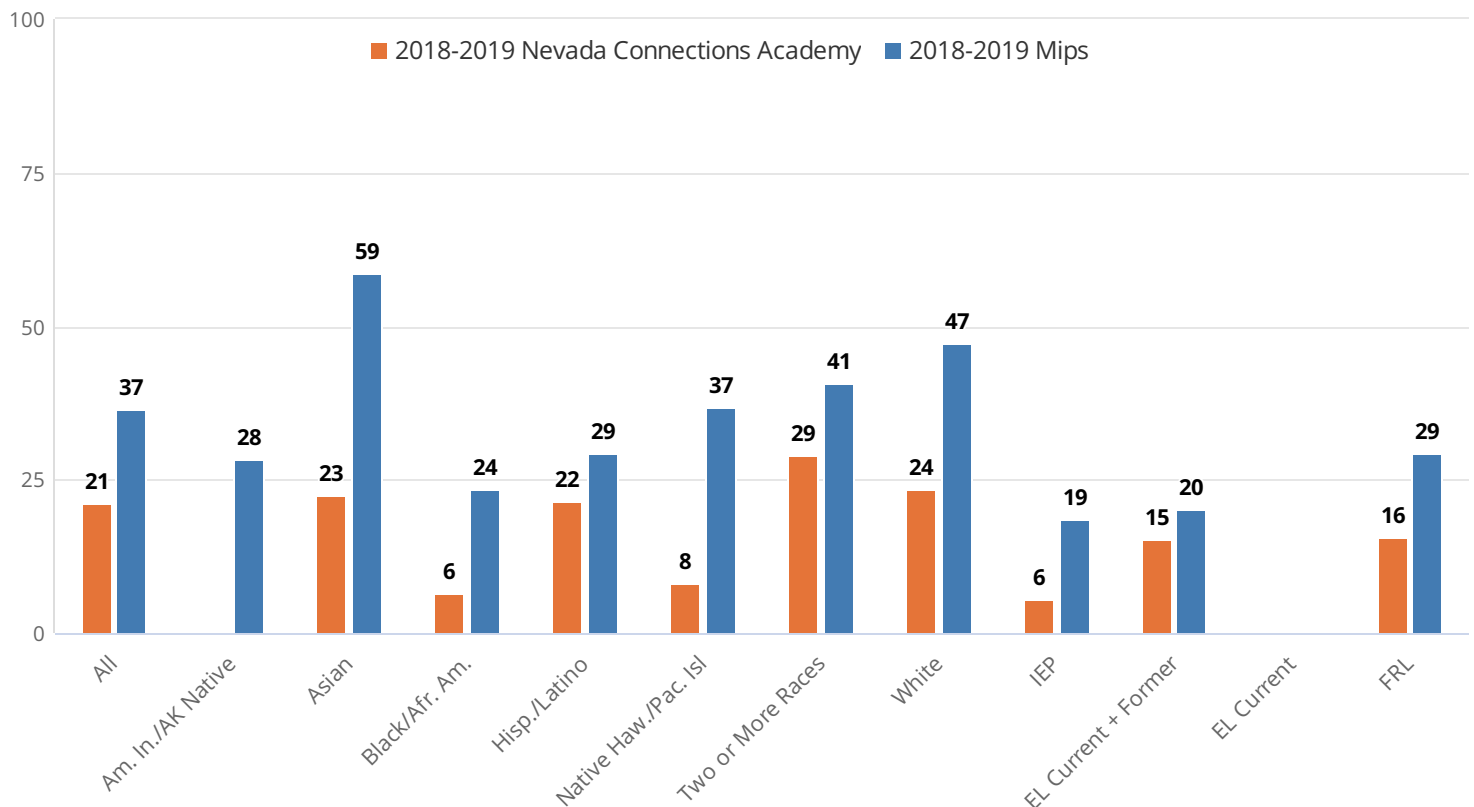
'N/A' indicates that this population was not present.   '*' indicates that the data was not available.   '-' indicates data not presented for groups fewer than 10.

10/25 **Academic Achievement**

ELA Proficient

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	45.3	59.6	54.1	47.7	56.1	51.7
American Indian/Alaska Native	-	61.2	43.4	-	57.1	40.5
Asian	50	78.4	75.9	56.2	77.3	74.6
Black/African American	27.8	40.1	37.8	29.6	38.4	34.5
Hispanic/Latino	45.5	50.2	45.1	52.2	46.3	42.2
Pacific Islander	33.2	61.1	53.2	40	53.2	50.7
Two or More Races	59	66.7	61.3	48.6	61	59.2
White/Caucasian	46.3	67.7	66.3	49.3	63.5	64.6
Special Education	14	19.8	21.9	14.2	20.7	17.8
English Learners Current + Former	38.3	42.7	24.3	-	34.8	20.3
English Learners Current	-	22		-	15.8	
Economically Disadvantaged	39.2	46.3	44.4	41.7	41.5	41.4

ELA Assessments
% Proficient
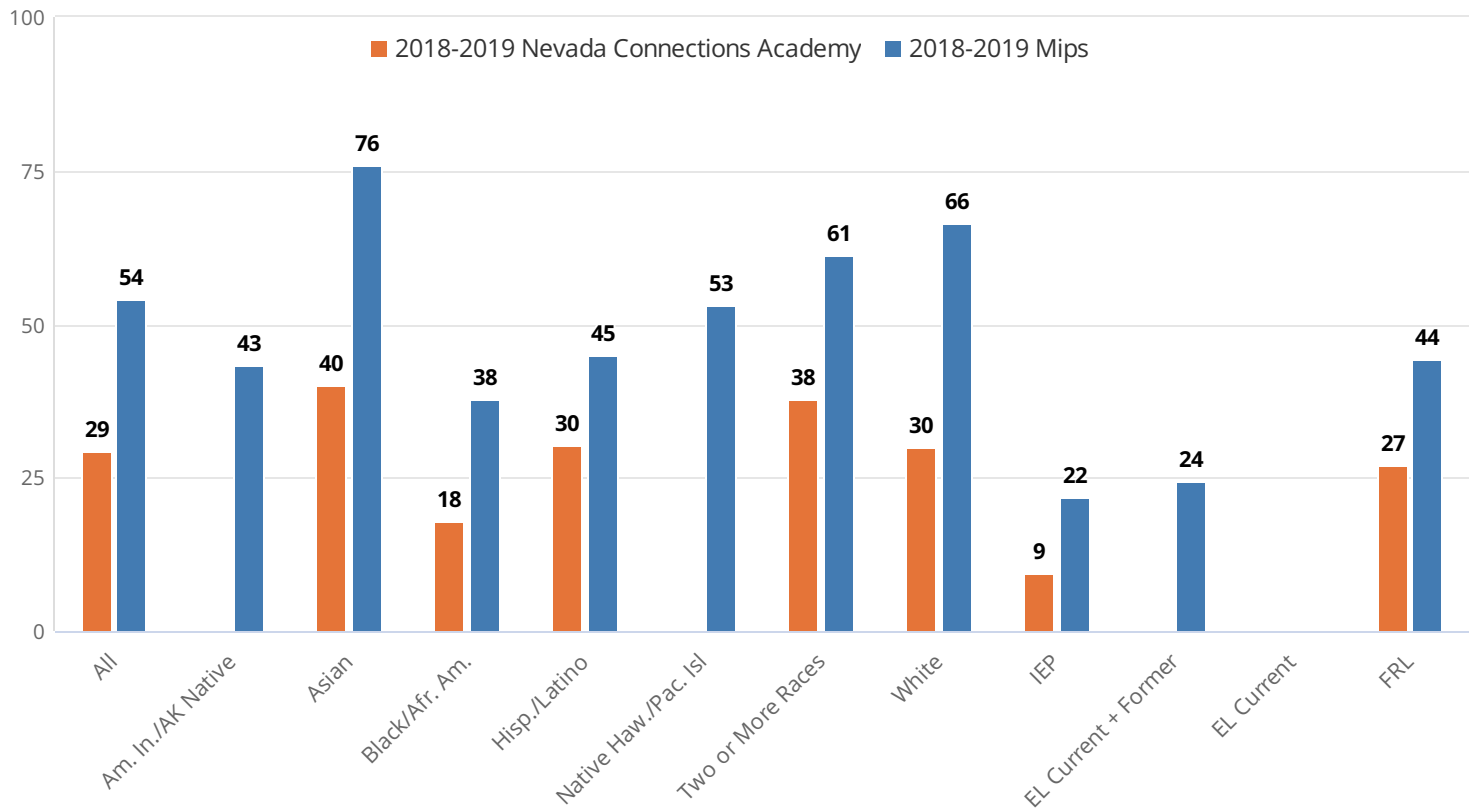
ELA Assessments % Proficient — bar chart comparing 2018-2019 Nevada Connections Academy and 2018-2019 Mips

Legend: 2018-2019 Nevada Connections Academy, 2018-2019 Mips

Group	Nevada Connections Academy	Mips
All	29	54
Am. In./AK Native		43
Asian	40	76
Black/Afr. Am.	18	38
Hisp./Latino	30	45
Native Haw./Pac. Isl		53
Two or More Races	38	61
White	30	66
IEP	9	22
EL Current + Former		24
EL Current		
FRL	27	44

Nevada Connections Academy

10/25 **Academic Achievement**

Science Proficient

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	29.3	44.7	39.2	45.2
American Indian/Alaska Native	-	33.2	-	38.1
Asian	40	62	40	62.2
Black/African American	17.8	23.1	11.5	25
Hispanic/Latino	30.3	35.2	42.5	34.9
Pacific Islander	-	35.7	-	42.8
Two or More Races	37.7	52.2	39.3	51.6
White/Caucasian	30.1	54.5	42.9	54
Special Education	9.3	13	12	14.6
English Learners Current + Former	-	26	-	25.7
English Learners Current	-	12.6	-	9.3
Economically Disadvantaged	27	33.7	31.5	30.7

Science Assessments
% Proficient

Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a "participation warning" but will have no points deducted. A second consecutive year of flags will result in a school receiving a "participation penalty" and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty: 0   Yellow indicates 95% participation requirement not met.

Groups	2019 % Math	2019 % ELA	2018 % Math	2018 % ELA
All Students	88.5%	88.2%	>=95%	>=95%
American Indian/Alaska Native	-	-	-	-
Asian	>=95%	>=95%	>=95%	>=95%
Black/African American	78.5%	80.4%	92.6%	92.6%
Hispanic/Latino	89.2%	88%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	87.7%	88.5%	91.1%	91.1%
White/Caucasian	90.5%	89.9%	>=95%	>=95%
Special Education	82.7%	82.7%	90.2%	91.2%
English Learners Current + Former	N/A	N/A	-	-
English Learners Current	-	-	-	-
Economically Disadvantaged	83.4%	83.5%	>=95%	>=95%

10.5/30   **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 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 SGPs in a school. A school's MGP is determined by rank ordering all the SGPs in the school from the 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.

Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

MGP Growth Data   Math MGP Points Earned: 2/10   ELA MGP Points Earned: 4/10

Groups	2019 Math MGP	2019 District Math MGP	2019 ELA MGP	2019 District ELA MGP	2018 Math MGP	2018 District Math MGP	2018 ELA MGP	2018 District ELA MGP
All Students	38	58	47	56	41	52	40	53
American Indian/Alaska Native	-	61	-	66.5	-	51	-	50.5
Asian	45	63	49.5	57	37	62	32	62
Black/African American	45	53	54	51	39	45	34.5	50.5
Hispanic/Latino	46.5	59	51	57	50	54	44	52
Pacific Islander	49	63	63	57	30	51.5	27	49.5
Two or More Races	36	56	47	54	40	53	37	55
White/Caucasian	32	58	40.5	56	38.5	49	40.5	53
Special Education	38	55	36.5	55	35	44	37	50
English Learners Current + Former	50.5	64	43.5	64	-	59	-	54
English Learners Current	-	61	-	62	-	57	-	53
Economically Disadvantaged	39.5	59	47	57	41	53	35	52

AGP Growth Data   Math AGP Points Earned: 2/5   ELA AGP Points Earned: 2.5/5

Groups	2019 Math AGP	2019 District Math AGP	2019 ELA AGP	2019 District ELA AGP	2018 Math AGP	2018 District Math AGP	2018 ELA AGP	2018 District ELA AGP
All Students	22.1	44.3	47.7	61.3	27.8	37.7	46.9	56.5
American Indian/Alaska Native	-	28.1	-	68.4	-	23.8	-	54.2
Asian	20	65.9	65	78.5	26.6	66.5	60	78
Black/African American	10.9	27.5	40	44.2	15.6	20.1	30.7	39.5
Hispanic/Latino	24.1	35.5	47.2	53.6	30	30.1	49.5	47.2
Pacific Islander	18.1	47.2	36.2	59.7	20	35.3	50	53.1
Two or More Races	30.3	47.1	59.3	66.2	13.7	42.7	50.9	61.3
White/Caucasian	22	51.8	45.7	68.4	32.2	44	47.4	62.2
Special Education	9.5	16.8	15.1	25.3	4.6	14.5	11.3	23.6
English Learners Current + Former	16.6	32.7	41.6	48.3	-	31.3	-	40
English Learners Current	-	17.3	-	28.1	-	14.8	-	20.1
Economically Disadvantaged	17.8	33.3	43.6	50.3	21.7	25.8	39.3	42.2

For additional information, please see https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/

'N/A' indicates that this population was not present.   '*' indicates that the data was not available.   '-' indicates data not presented for groups fewer than 10.

Nevada Connections Academy

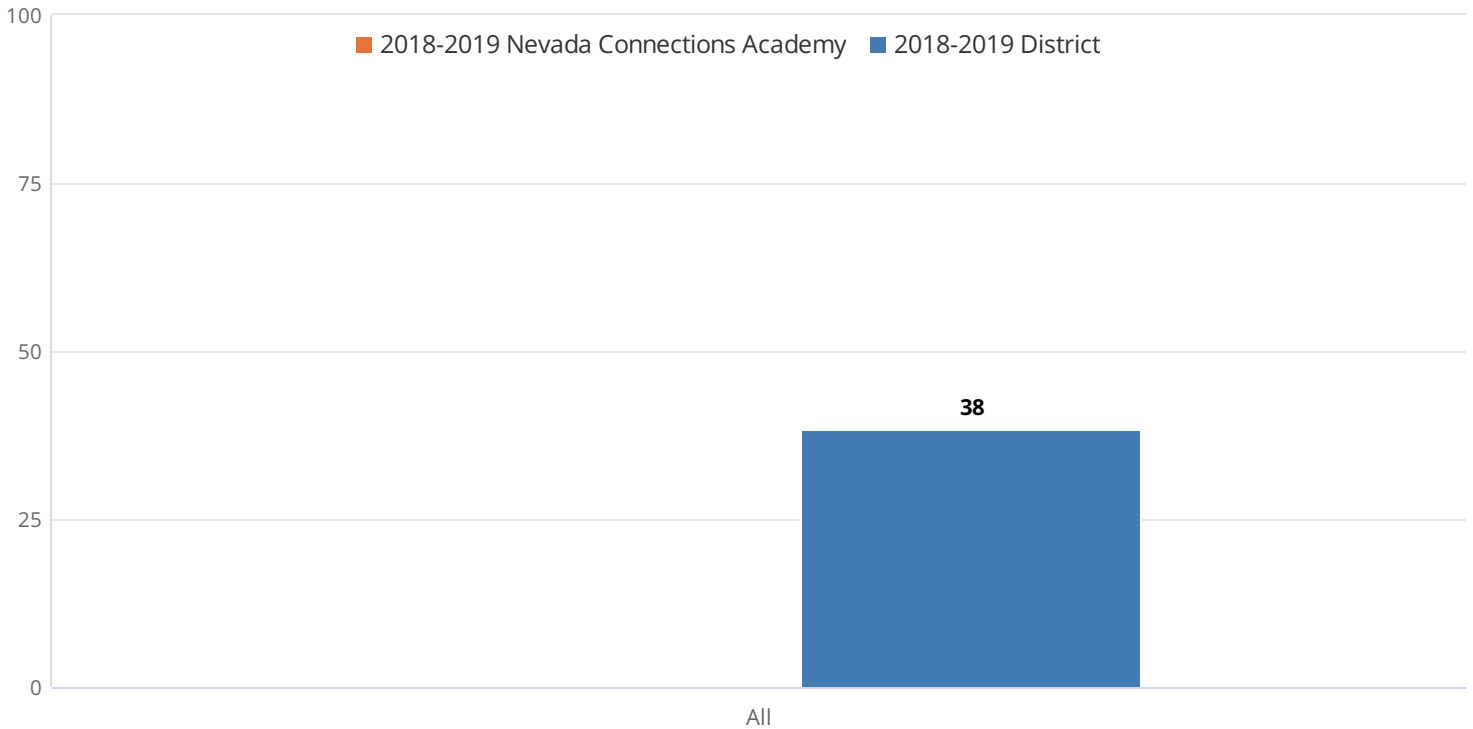School Year 2018-2019 Nevada School Rating

N/A English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.
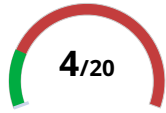
English Language Points Earned: NA/10

	2019 number of ELs Meeting AGP	2019 % of EL Meeting AGP	2019 % District	2018 number of ELs Meeting AGP	2018 % of EL Meeting AGP	2018 % District
ELPA	-	-	38.3	N/A	N/A	32.4

% English Learners Meeting AGP on WIDA

Legend: ■ 2018-2019 Nevada Connections Academy   ■ 2018-2019 District

Bar chart showing District value of 38 for "All".

For additional information, please see https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/

'N/A' indicates that this population was not present.   '*' indicates that the data was not available.   '-' indicates data not presented for groups fewer than 10.

4/20 **Closing Opportunity Gaps**

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 AGP. This is a measure of gap between proficient and non-proficient students. Schools need to have ten records in the all-students subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Math AGP Points Earned: 1/10   **ELA AGP Points Earned: 3/10**

Groups	2019 % Meeting AGP Math	2019 % District Math	2019 % Meeting AGP ELA	2019 % District ELA	2018 % Meeting AGP Math	2018 % District Math	2018 % Meeting AGP ELA	2018 % District ELA
All Students	7.9	21.8	19.8	32.7	15	19	15.4	28.3
American Indian/Alaska Native	-	25	-	64.7	-	3.2	-	29.3
Asian	0	28.6	-	40.2	-	35.6	-	44.6
Black/African American	3.5	15	18.1	22	5.7	10.9	16	23.3
Hispanic/Latino	11	21.5	19.6	31.1	18.3	17.1	14.5	23.6
Pacific Islander	18.1	21.1	30	23	-	19.5	-	23.3
Two or More Races	7.7	19.8	11.5	32.8	7.4	21	15.7	32
White/Caucasian	7.2	24.8	18.8	38.3	17.3	21.5	16	33.2
Special Education	5.7	9.6	7.9	16.8	0	6.4	6.9	14.5
English Learners Current + Former	N/A	N/A	N/A	N/A	0	N/A	-	N/A
English Learners Current	-	12.5	-	22.1	-	13.8	-	16.8
Economically Disadvantaged	5.9	19.5	22.8	29.1	6.7	16	12.1	23.5

'N/A' indicates that this population was not present.   '*' indicates that the data was not available.   '-' indicates data not presented for groups fewer than 10.

**11.5/15

Student Engagement

Chronic Absenteeism, Academic Learning Plans, and NAC 389.445 8th Grade Credit Requirements are Measures of Student Engagement. Research shows that attendance is tied to student achievement. 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. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Academic Learning Plans reflect 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. The NAC 389.445 8th Grade Credit Requirements measure highlights the percent of grade eight students completing the required number of units for promotion to high school. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator, with the exception of the NAC 389.445 8th Grade Credit Requirements. Since this is a cohort calculation, all students are included in this Measure for accountability.
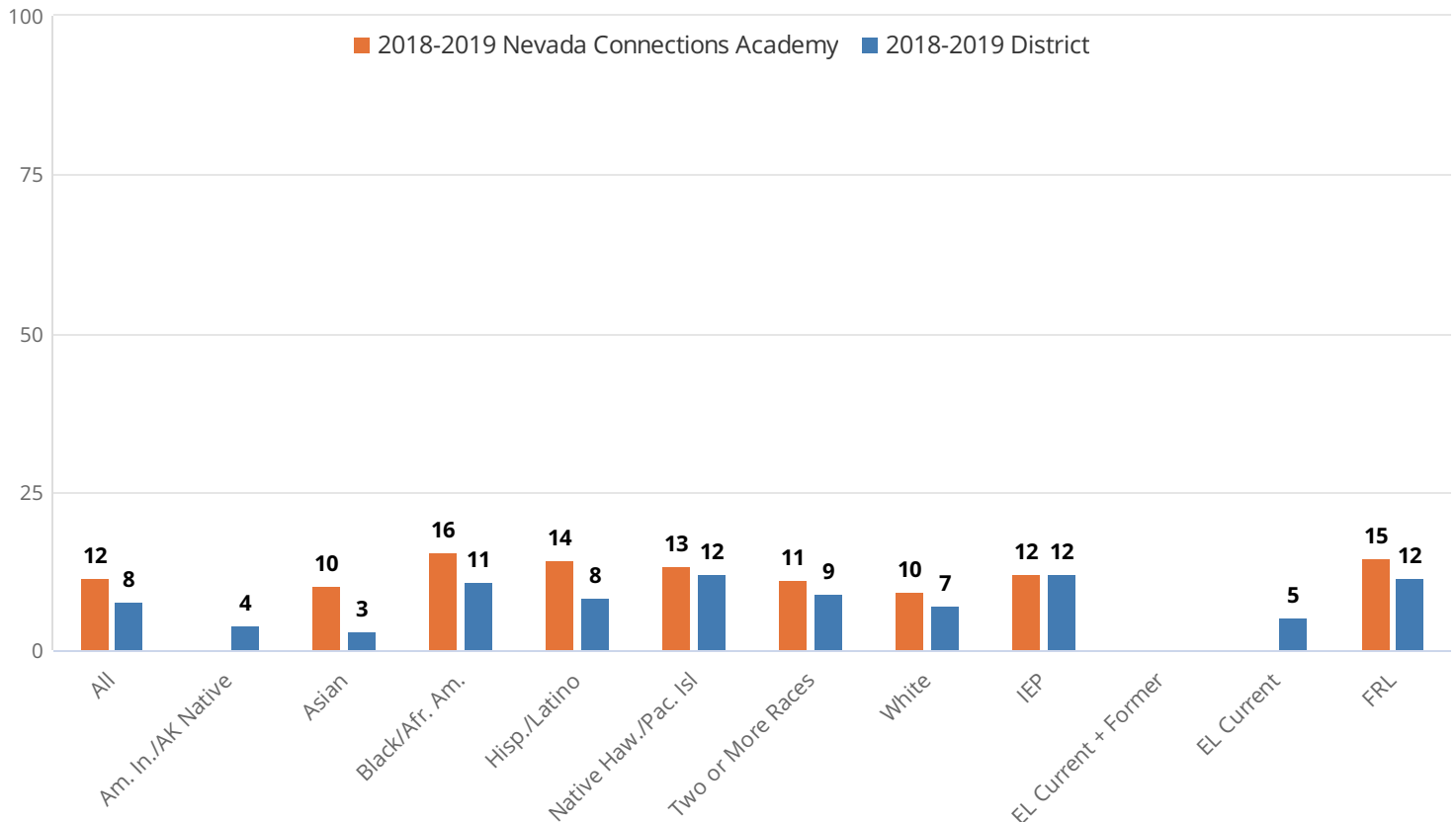
Chronic Absenteeism

Chronic Absenteeism Points Earned: 6.5/10

Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	11.6	7.9	29.7	11.1
American Indian/Alaska Native	-	4.2	-	16.9
Asian	10.3	3	17.6	3.6
Black/African American	15.6	11	39	12.9
Hispanic/Latino	14.4	8.4	33.3	11.7
Pacific Islander	13.3	12	23.8	11.9
Two or More Races	11.1	8.9	30	12
White/Caucasian	9.5	7.2	26	10.9
Special Education	12	12.1	35.6	15.3
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	5.2	-	8.5
Economically Disadvantaged	14.5	11.5	35.1	14.3

Reducing Chronic Absenteeism by 10% bonus points: 1

Chronic Absenteeism Rate (%)

■ 2018-2019 Nevada Connections Academy   ■ 2018-2019 District

Nevada Connections Academy

**11.5/15

Student Engagement

Academic Learning Plans

Academic Learning Plans Points Earned 2/2

Groups	2019 % Academic Learning Plans	2019 % District	2018 % Academic Learning Plans	2018 % District
All Students	99.2	99.5	91.1	97.5
American Indian/Alaska Native	-	100	-	98
Asian	100	99.7	100	98.4
Black/African American	100	99.2	89.6	96.3
Hispanic/Latino	99	99.5	88.1	97.5
Pacific Islander	100	99.5	85.7	95.9
Two or More Races	98	99.7	94.2	97.3
White/Caucasian	99.2	99.4	92.2	97.8
Special Education	98.9	99.4	88.2	96.8
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	98.5	93.9	98.2
Economically Disadvantaged	98.5	99.4	93.9	98.2

NAC 389.445 Credit Requirements

NAC 389.445 Credit Requirements Points Earned 2/3

Groups	2019 % Credit Requirements Met	2019 % District	2018 % Credit Requirements Met	2018 % District
All Students	76.7	92.7	72.7	91.5
American Indian/Alaska Native	-	93.7	-	85
Asian	85.7	97.9	100	99.4
Black/African American	66	90.5	60.5	85.4
Hispanic/Latino	76.4	92.2	62.9	89.4
Pacific Islander	-	88.5	-	91
Two or More Races	81.7	93.7	72	91.7
White/Caucasian	77.9	93.2	77.3	93.4
Special Education	100	93.9	51.2	89
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	92.7	62.7	85.6
Economically Disadvantaged	68.5	89.7	62.7	85.6

% of Students Meeting 8th Grade Credit Requirements
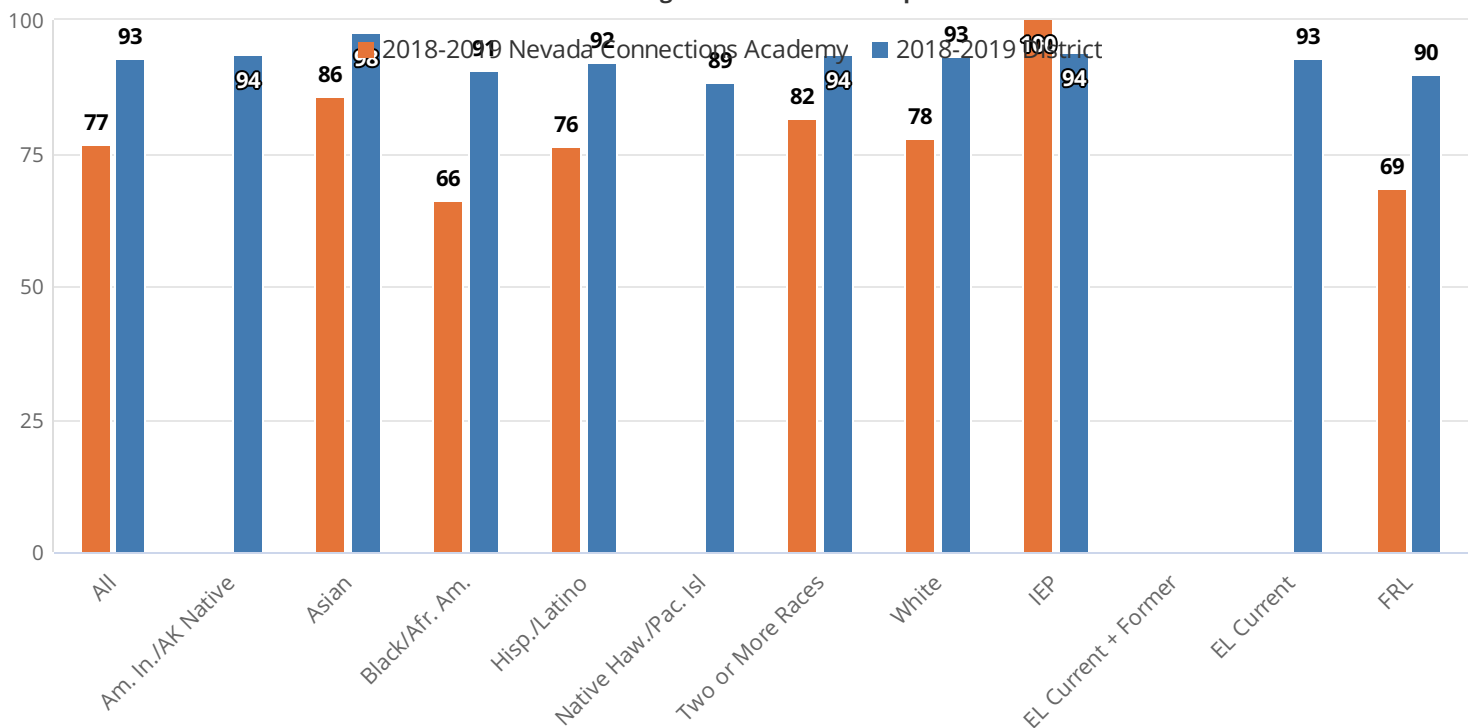
Bar chart legend: 2018-2019 Nevada Connections Academy, 2018-2019 District

Group	NCA	District
All	77	93
Am. In./AK Native		94
Asian	86	98
Black/Afr. Am.	66	91
Hisp./Latino	76	92
Native Haw./Pac. Isl		89
Two or More Races	82	94
White	78	93
IEP	100	94
EL Current + Former		
EL Current		93
FRL	69	90

'N/A' indicates that this population was not present.   '*' indicates that the data was not available.   '-' indicates data not presented for groups fewer than 10.

School Designation	NSPF Designation Year	Exit Evaluation
CSI	2017-2018	Summer 2022

What is a Comprehensive Support and Improvement (CSI) Designation?

Schools with a CSI designation meet the following criteria:

- Among the lowest-performing rated schools (bottom 5th percentile of adjusted NSPF index scores)
- One-star rated school
- High schools with a four-year adjusted cohort graduation rate below 67% (rating not needed) or
- School that did not exit a Targeted Support and Improvement (TSI) and/or Additional Targeted Support and Improvement (ATSI) Designation after a three-year improvement plan.

A school designated as CSI cannot be classified higher than a two-star school in the designation year--the year the school is first designated. A school designated as CSI must work with their LEA to develop a plan to exit the CSI designation within three years. The plan must be approved by NDE. The school is evaluated for exit at the end of this three year period.
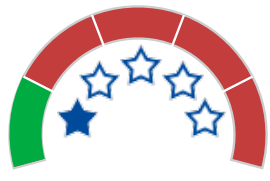
Why did this school receive a CSI Designation?

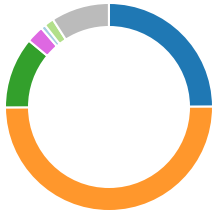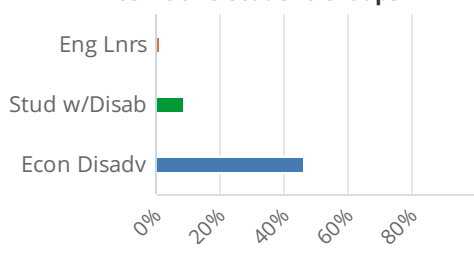| CSI Criteria Met in Designation Year	One-Star School

What is required for exit from the CSI Designation and how is the school progressing toward exit?

To exit a CSI designation, a school must achieve a three-star rating and have sustained improvement in index scores over the most recent three years of their identification. CSI schools must also meet both CSI and TSI exit criteria to exit from the CSI designation.

The table below displays the school's progress toward achieving exit from CSI. In "Improvement Year 3", the school must have met the exit criteria outlined above to exit the CSI Designation.

Criteria	Designation Year	Improvement Year 1	Improvement Year 2	Improvement Year 3
Star Rating	1	2	TBD	TBD
Index Score	26.11	40	TBD	TBD
TSI Criteria Met	N/A	N/A	N/A	TBD
Graduation Rate	N/A	N/A	N/A	N/A

Nevada Connections Academy

School Level:	High School
Grade Levels:	0K-12
District:	State Public Charter School Authority
School Address:	555 Double Eagle Ct Ste 2000 Reno, NV 89521

13.8
Total Index Score

School Type: *Charter SPCSA Virtual*
School Designation: *CSI*
95% Assessment Participation: *Met*

Student Race/Ethnicity

%	Group
49.7%	White
11%	Bl/Afr Am
24.8%	Hisp/Latino
2.7%	Asian
0.7%	Am Ind/AK Nat
1.5%	Pac Isl
9%	Two or More

School Performance History

School Year	Index Score/ Star Rating
2017-2018	12.7 ★
2016-2017	N/A N/A

Alternative Student Groups

- Eng Lnrs
- Stud w/Disab
- Econ Disadv

(0% – 80%)

What does my school rating mean?

One-Star school: 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.

How are school star ratings determined?

Schools receive points based on student performance across various Indicators and Measures. These points are totaled and divided by the points possible to produce an index score from 1-100. This index score is associated with a one- to five-star school rating.

How are star ratings determined based on total index score?

Below 27	★
At or above 27 but less than 50	★★
At or above 50 and less than 70	★★★
At or above 70 and less than 82	★★★★
At or above 82	★★★★★

CSI designation: This school is one of the lowest performing schools in the state. CSI schools cannot receive more than a two-star rating in the year they are first designated. See the CSI designation report for more information.

2018-2019 School Performance

Academic Achievement Indicator
6.5/25

Measure	School Rate	District Rate
Math Proficiency	10.5	25.8
ELA Proficiency	35.7	53.8
Science Proficiency	22.8	28.8
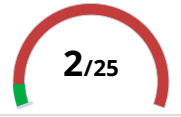
English Language Proficiency Indicator
N/A

Measure	School Rate	District Rate
Met EL AGP Target	-	24.3

Student Engagement Indicator
**4/10

Measure	School Rate	District Rate
9th Grade Credit Sufficiency	76.5	90.7
Chronic Absenteeism	13.9	10.3
Climate Survey Participation	39.2	N/A

Graduation Rates Indicator
0/30

Measure	School Rate	District Rate
4-Year	63.7	70.0
5-Year	53.5	69.0

College and Career Readiness Indicator
2/25

Measure	School Rate	District Rate
Post-Secondary Preparation Participation	8.4	46.2
Post-Secondary Preparation Completion	1.1	32.8
Advanced or CCR Diploma	4.0	29.6

** Reduction in Chronic Absenteeism (CA): Received 0.5 points in Student Engagement for reducing CA rate by 10% or more over prior year.

Climate Survey Participation is not a point-earning measure.

Graduation and diploma rates are based on the class of 2017-18.

Nevada Connections Academy

6.5/25

Academic Achievement

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 the ACT, Nevada Science, and Nevada Alternate assessments.
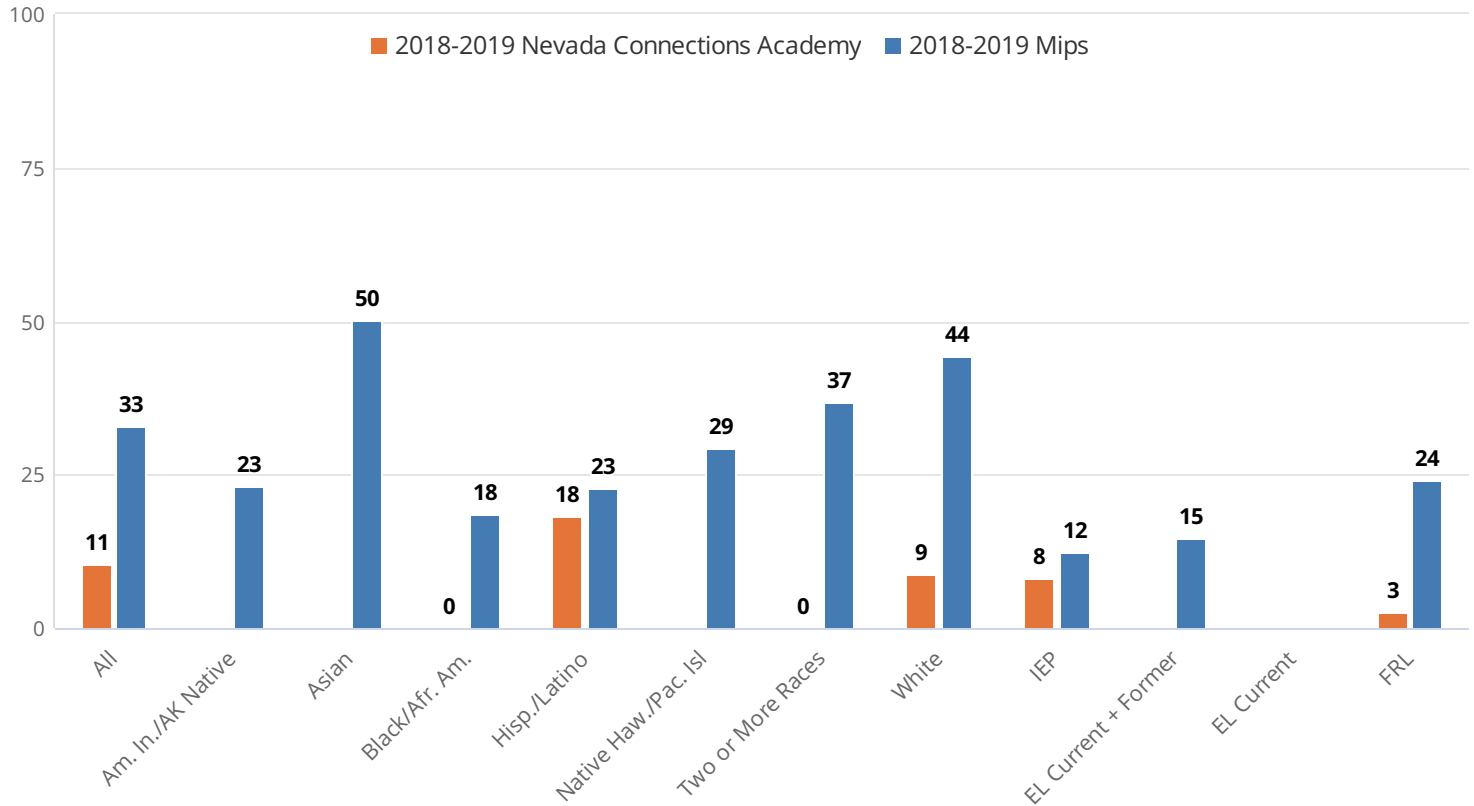
Schools need to have ten records in the "all students" group to receive points. Any subgroup with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Math Proficient   Math Proficient Points Earned: 1.5/10

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	10.5	25.8	32.83	11	23.8	29.29
American Indian/Alaska Native	-	-	23.12	-	16.6	19.07
Asian	-	50	50.27	-	54.7	47.65
Black/African American	0	7.5	18.42	4.7	6.2	14.12
Hispanic/Latino	18.3	18.5	22.93	4.5	17.5	18.87
Pacific Islander	-	16	29.26	-	6.2	25.54
Two or More Races	0	26	36.96	10	26.1	33.64
White/Caucasian	8.9	32	44.25	15.8	28.4	41.31
Special Education	8.3	6	12.38	0	2.2	7.77
English Learners Current + Former	-	5	14.52	-	10.9	10.02
English Learners Current	-	0		-	2.4	6.96
Economically Disadvantaged	2.7	14.5	24	7.3	13.3	20.01

Math Assessments
% Proficient

'N/A' indicates that this population was not present.   '*' indicates that the data was not available.   '-' indicates data not presented for groups fewer than 10.

# Nevada Connections Academy

6.5/25 **Academic Achievement**

ELA Proficient

ELA Proficient Points Earned: 3.5/10

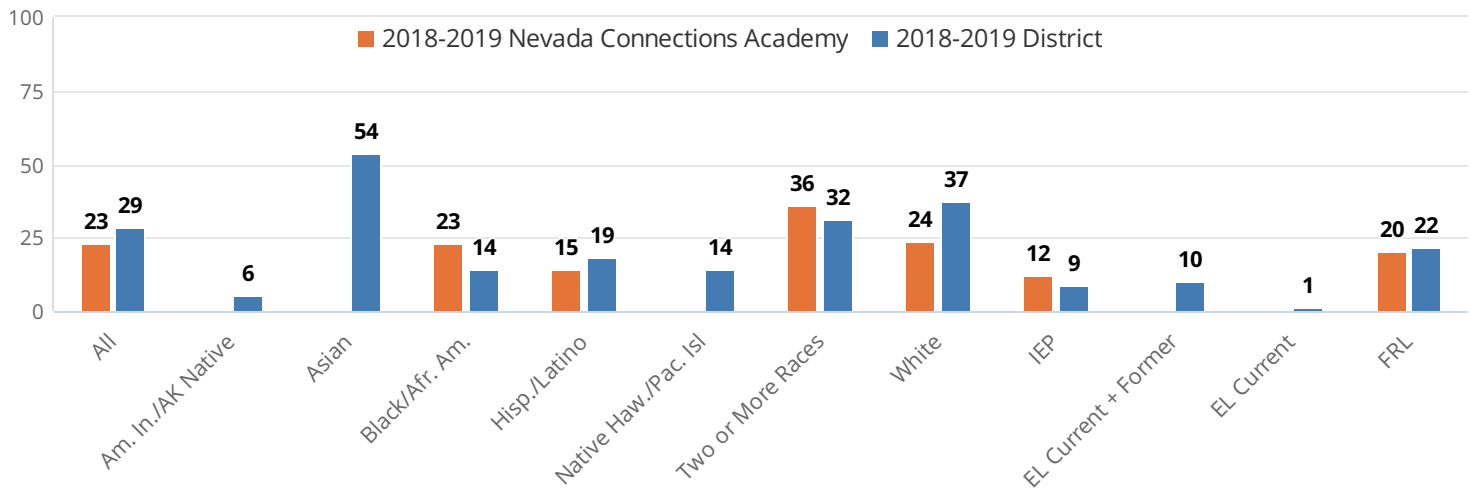| Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	35.7	53.8	48.54	28.7	44.5	45.83
American Indian/Alaska Native	-	-	36.76	-	36.3	33.43
Asian	-	71	65.11	-	68.4	63.27
Black/African American	21.3	32.7	31.39	11.9	21.6	27.78
Hispanic/Latino	35.1	47.2	36.5	20.6	39.5	33.15
Pacific Islander	-	52	48.75	-	37.5	46.05
Two or More Races	21.3	62.5	58.07	30	46.9	55.86
White/Caucasian	39.1	59.7	62.25	34.1	50	60.26
Special Education	16.6	18.8	15.71	4.3	9	11.27
English Learners Current + Former	-	18.1	17.52	-	21.8	13.18
English Learners Current	-	10.5		-	9.7	6.9
Economically Disadvantaged	23.6	41.8	37.66	22	31.2	34.37

ELA Assessments
% Proficient
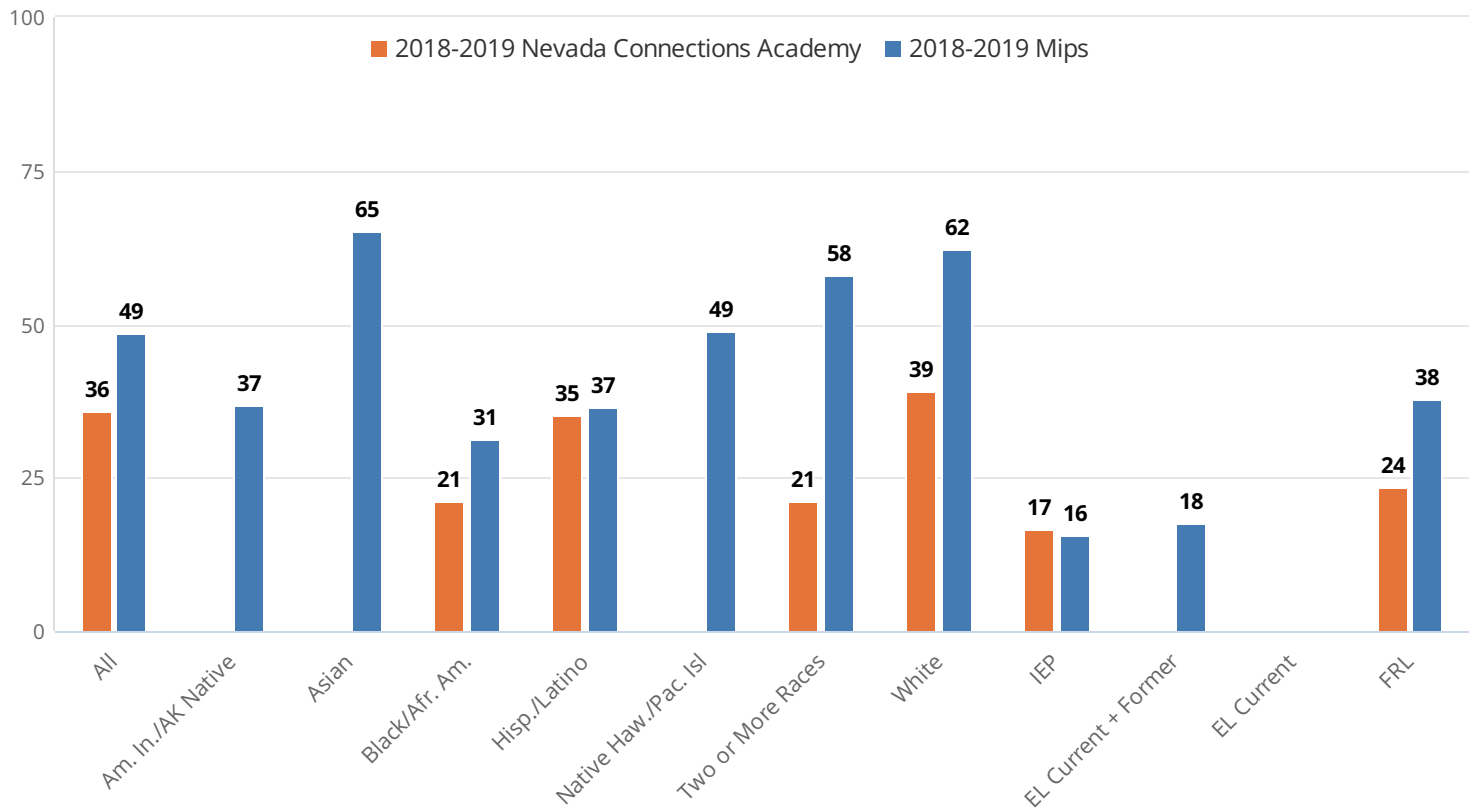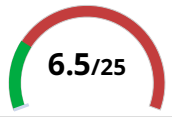
6.5/25 **Academic Achievement**

Science Proficient

Science Proficient Points Earned: 1.5/5

Groups	2019 %	2019 % District	2018 %	2018 % District
All Students	22.8	28.8	34.3	33.1
American Indian/Alaska Native	-	5.7	-	30.7
Asian	-	53.7	-	48.2
Black/African American	23	14	16.6	18.7
Hispanic/Latino	14.5	18.5	36.5	23.5
Pacific Islander	-	14.1	-	22.7
Two or More Races	36.2	31.5	40.8	36.9
White/Caucasian	23.8	37.2	35.3	39.7
Special Education	12	9	17.1	12.9
English Learners Current + Former	-	9.9	-	8.5
English Learners Current	-	1.1	-	4.1
Economically Disadvantaged	20.3	21.8	30.4	26.4

Science Assessments
% Proficient

Participation on State Assessments

At least 95% of all students and 95% of students in each subgroup must participate in the state Math and ELA assessments. Any group or subgroup that does not meet 95% participation on each assessment will be flagged. In the first year of flags, a school will receive a "participation warning" but will have no points deducted. A second consecutive year of flags will result in a school receiving a "participation penalty" and points will be deducted from the Academic Achievement Indicator, based upon the number of flags. Subsequent consecutive years of flags will result in points deducted. Note that the same subgroups do not need to be flagged each year to receive warnings/penalties. Only Math and ELA assessments impact participation warnings/penalties.

Participation Penalty: 0

Groups	2019 % Math	2019 % ELA	2018 % Math	2018 % ELA
All Students	>=95%	>=95%	>=95%	>=95%
American Indian/Alaska Native	-	-	-	-
Asian	-	-	-	-
Black/African American	-	-	>=95%	>=95%
Hispanic/Latino	>=95%	>=95%	>=95%	>=95%
Pacific Islander	-	-	-	-
Two or More Races	-	-	>=95%	>=95%
White/Caucasian	>=95%	>=95%	>=95%	>=95%
Special Education	-	-	>=95%	>=95%
English Learners Current + Former	N/A	N/A	-	-
English Learners Current	-	-	-	-
Economically Disadvantaged	>=95%	>=95%	>=95%	>=95%

Yellow indicates 95% participation requirement not met.

Nevada Connections Academy

0/30

Graduation Rates

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 lag one year behind the other accountability data in the school rating system. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given measures. Any student whoever belonged to any special population subgroup (IEP, EL, or FRL) during their high school career are included in the subgroup rates.

4-Year ACGR Data   4-Year ACGR Points Earned: 0/25

Groups	2018 % 4-Year ACGR	2018 % District	2018 % 4-Year ACGR MIP	2017 % 4-Year ACGR	2017 % District	2017 % 4-Year ACGR MIP
All Students	63.7	70	82.6	45	65.2	80.9
American Indian/Alaska Native	-	63.6	75.9	-	35.2	73.9
Asian	70	82.7	93.3	62.5	84.1	93.1
Black/African American	58.2	59.6	69.8	33.3	58.5	67.7
Hispanic/Latino	64.7	68.9	81.5	40.1	59.5	79.7
Pacific Islander	-	63.2	83.9	30.7	46.6	82.3
Two or More Races	64.4	68.9	83	37.8	66.3	81.3
White/Caucasian	64	71.9	85.5	49.6	68.6	84.2
Special Education	66	61.7	66.9	36	50.7	64.7
English Learners Current + Former	N/A	N/A	83.4	N/A	N/A	81.7
English Learners Current	75.5	68.4		40.6	62.2	
Economically Disadvantaged	62.2	65	78.7	36.1	56.5	76.8

**Graduation Rates
4-year ACGR**
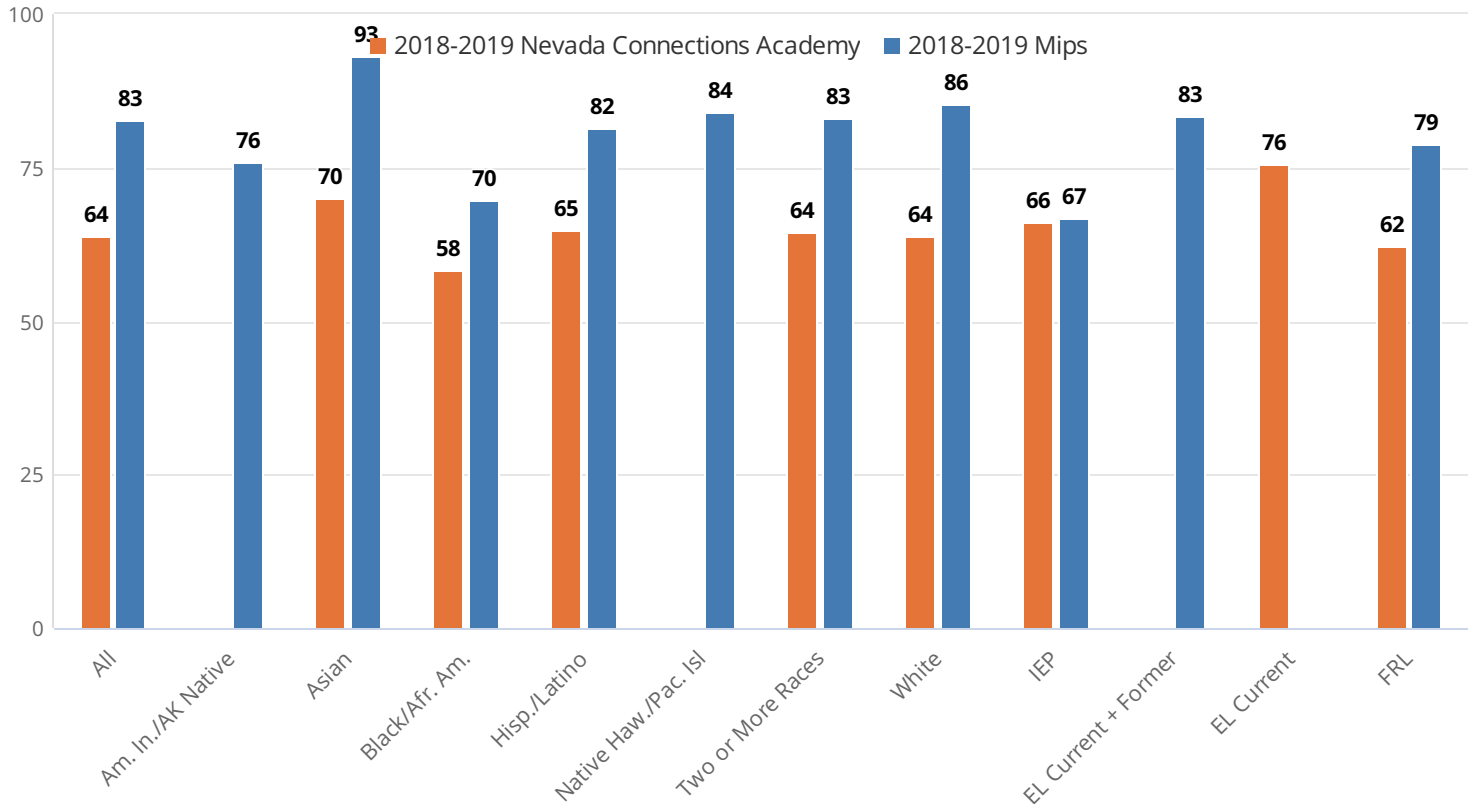
0/30 **Graduation Rates**

5-Year ACGR Data

5-Year Cohort Graduation Points Earned: 0/5

Groups	2018 % 5-Year ACGR	2018 % District	2018 % 5-Year ACGR MIP	2017 % 5-Year ACGR	2017 % District	2017 % 5-Year ACGR MIP
All Students	53.5	69	84.6	49	66.9	82.9
American Indian/Alaska Native	-	58.7	77.9	-	-	75.9
Asian	62.5	80.9	95.3	-	84.6	95.1
Black/African American	46.6	67.4	71.8	25	54	69.7
Hispanic/Latino	49.6	64.4	83.5	56.4	70.1	81.7
Pacific Islander	40	52	85.9	-	69.2	84.3
Two or More Races	48.6	72	85	37	54.2	83.3
White/Caucasian	56.2	71	87.5	52.2	68.1	86.2
Special Education	50	56.2	68.9	40.5	46.6	66.7
English Learners Current + Former	N/A	N/A	85.4	N/A	N/A	83.7
English Learners Current	45.3	64		27.2	52	
Economically Disadvantaged	46	61.3	80.7	38	58.5	78.8

**Graduation Rates
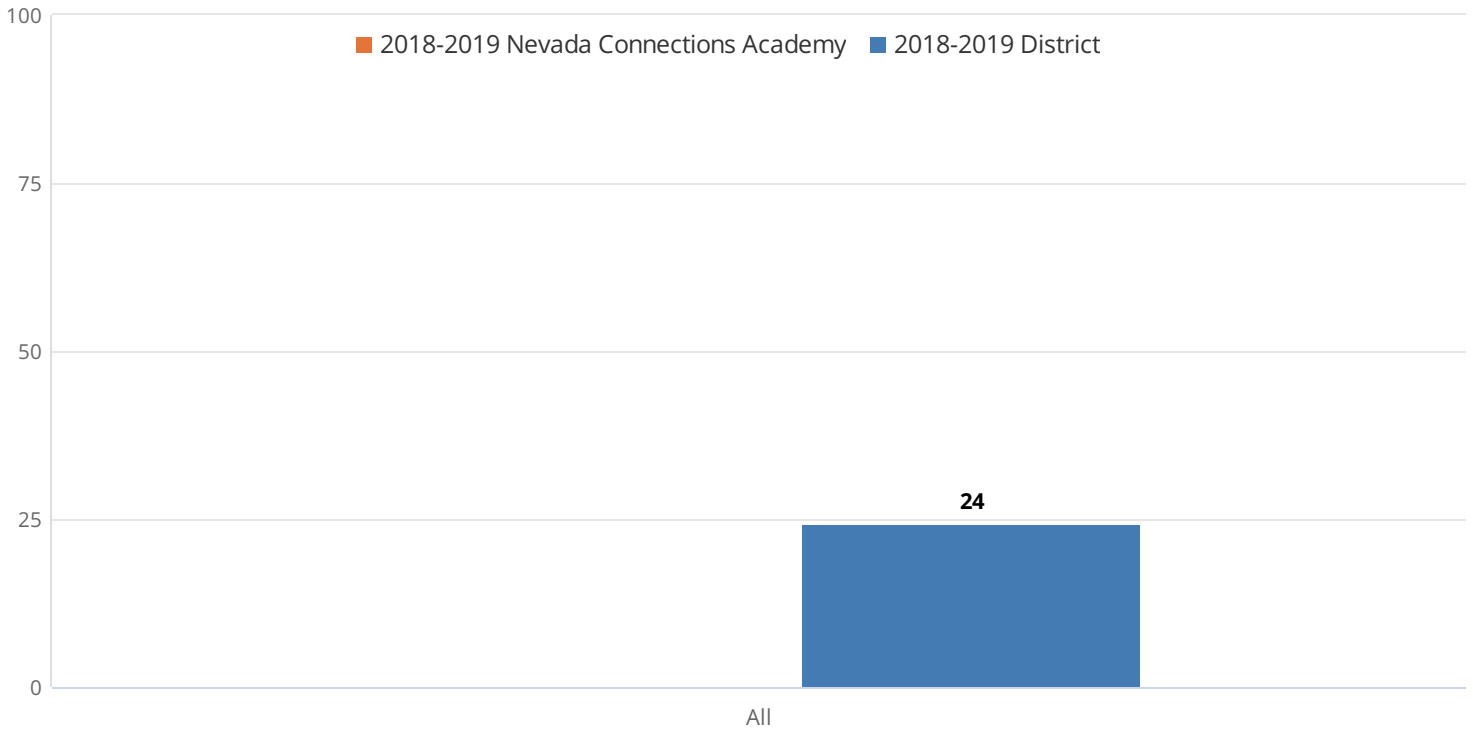5-year ACGR**

Nevada Connections Academy

N/A

English Language

English Language Proficiency is a measure of English Learners (ELs) achieving English Language proficiency on the state English Language Proficiency assessment, WIDA. The NSPF includes Adequate Growth Percentiles (AGPs) to determine if ELs are meeting the goal toward English Language proficiency. Students meeting their growth targets should be on track to become English proficient and exit EL status in five years. Schools need to have ten records in the EL subgroup to receive points. Any school with an assessed population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

English Language Points Earned: NA/10

	2019 number of ELs Meeting AGP	2019 % of EL Meeting AGP	2019 % District	2018 number of ELs Meeting AGP	2018 % of EL Meeting AGP	2018 % District
ELPA	-	-	24.3	-	-	26.8

% English Learners Meeting AGP on WIDA

Legend: ■ 2018-2019 Nevada Connections Academy ■ 2018-2019 District

For additional information, please see https://ngma.bighorn.doe.nv.gov/nvgrowthmodel/

'N/A' indicates that this population was not present.   '*' indicates that the data was not available.   '-' indicates data not presented for groups fewer than 10.

2/25 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 including Advanced Placement (AP), International Baccalaureate (IB), Dual Credit/Dual Enrollment (DC/DE) and Career and Technical Education (CTE).
- Completing post-secondary preparation programs including AP, IB, DC/DE, and CTE.
- Earning an Advanced or College and Career Ready (CCR) Diploma.

Since dates for Advanced and CCR Diploma are past the required State accountability reporting date of September 15th, the cohort rates used for this indicator lag one year behind the other accountability data in the school rating system. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given measures.

Post-Secondary Preparation Participation — Post-Secondary Preparation Participation Points Earned: 0.5/10

Groups	2019 % Participation	2019 % Participation District	2018 % Participation	2018 % Participation District
All Students	8.4	46.2	11.5	38.3
American Indian/Alaska Native	-	50	-	-
Asian	-	67	-	61.1
Black/African American	0	27.5	12.9	25.6
Hispanic/Latino	5	48.6	7.3	38.6
Pacific Islander	-	25	-	26.8
Two or More Races	10	46.2	13.3	49.2
White/Caucasian	9.6	46.2	12.1	37.6
Special Education	0	25	3.8	6.7
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	58.8	-	8.5
Economically Disadvantaged	8.9	40	8.6	28.1

Post-Secondary Preparation Completion — Post-Secondary Preparation Completion Points Earned: 0.5/10

Groups	2019 % Completion	2019 % Completion District	2018 % Completion	2018 % Completion District
All Students	1.1	32.8	0.5	24.7
American Indian/Alaska Native	-	40	-	-
Asian	-	54.6	-	45.7
Black/African American	0	20.1	0	13.1
Hispanic/Latino	0	30.8	0	23.1
Pacific Islander	-	18.6	-	15.3
Two or More Races	0	39.7	0	27.6
White/Caucasian	1.3	33.2	0.4	25.6
Special Education	0	21.3	0	2.2
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	52	-	0
Economically Disadvantaged	0.9	28.8	0	18

'N/A' indicates that this population was not present.   '*' indicates that the data was not available.   '-' indicates data not presented for groups fewer than 10.
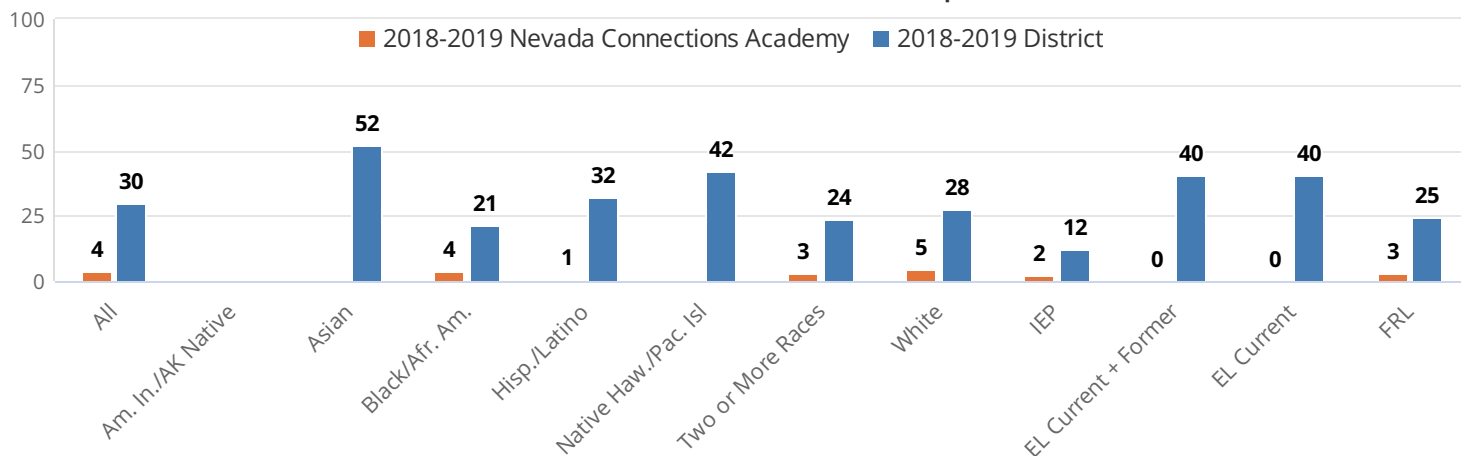
2/25 | **College and Career Readiness**

Advanced or CCR Diploma

Advanced or CCR Diploma Points Earned: 1/5

Groups	2019 % Advanced or CCR Diploma	2019 % Advanced or CCR Diploma District	2018 % Advanced or CCR Diploma	2018 % Advanced or CCR Diploma District
All Students	4	29.6	4.7	23.4
American Indian/Alaska Native	-	-	-	-
Asian	-	52.2	20	46.2
Black/African American	3.5	21.3	6.2	20
Hispanic/Latino	1.1	32.2	1.8	14.8
Pacific Islander	-	42.1	-	14.2
Two or More Races	3.3	23.8	7.1	27.9
White/Caucasian	4.5	27.5	4.5	24.5
Special Education	2.2	12.3	0	9.8
English Learners Current + Former	0	40.3	0	27.5
English Learners Current	0	40.3	0	27.5
Economically Disadvantaged	3.2	24.6	5.3	18.2

% Students Who Received Advanced or CCR Diploma

Legend: 2018-2019 Nevada Connections Academy · 2018-2019 District

Group	NCA	District
All	4	30
Am. In./AK Native		
Asian		52
Black/Afr. Am.	4	21
Hisp./Latino	1	32
Native Haw./Pac. Isl		42
Two or More Races	3	24
White	5	28
IEP	2	12
EL Current + Former	0	40
EL Current	0	40
FRL	3	25

Post-Secondary Preparation Program Information

Groups	AP % Part.	AP % Comp.	DC/DE % Part.	DC/DE % Comp.	IB % Part.	IB % Comp.	CTE % Part.	CTE % Comp.
All Students	8	1.1	0.3	1.1	0	0	0	0
American Indian/Alaska Native	-	-	-	-	-	-	-	-
Asian	-	-	-	-	-	-	-	-
Black/African American	0	0	0	0	0	0	0	0
Hispanic/Latino	5	0	0	0	0	0	0	0
Pacific Islander	-	-	-	-	-	-	-	-
Two or More Races	10	0	0	0	0	0	0	0
White/Caucasian	8.9	1.3	0.7	0	0	0	0	0
Special Education	0	0	0	0	0	0	0	0
English Learners Current + Former	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
English Learners Current	-	-	-	-	-	-	-	-
Economically Disadvantaged	8.9	0.9	0	0	0	0	0	0

This table shows the breakdown of the percentage of students, by subgroup, who participated and completed college and career readiness program coursework. The four programs that are used in Nevada are Adavnced Placement (AP), International Baccalaureate (IB), DualCredit/Dual Enrollment (DC/DE), and Career and Technical Education (CTE). The AP is a program created by the College Board offering college-level curriculum and examinations to high school students. Colleges often grant placement and credit to students who obtain high scores on the examinations. The IB Diploma Program is a two-year comprehensive and rigorous pre-university curriculum leading to an IB diploma. The IB Program was designed through an international cooperative effort and is based in Geneva, Switzerland. Both the Advanced Placement and International Baccalaureate Programs give high school students an opportunity to pursue college-level studies while still in high school. DC/DE allows students to take college courses while still in high school. Students can earn college credits upon successful completion of the coursework. CTE provides students with the academic and technical skills, knowledge and training necessary to succeed in future careers by introducing them to workplace competencies, and makes academic content accessible to students by providing it in a hands-on context. Note that not all schools in Nevada have all these programs available. For example, only a few schools in the state offer an IB program..

4/10

Student Engagement

9th Grade Credit Sufficiency and Chronic Absenteeism are Measures of Student Engagement. 9th 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 that attendance is tied to student achievement. 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. Schools that reduce their chronic absenteeism rate by 10 percent or more over the prior year may receive incentive points up to the maximum points possible. Schools need to have ten records in the "all students" group to receive points. Any subgroup with a population less than ten will not be reported on the given Measures. Only students who have been enrolled at the school at least half the year will be included in the Measures in this Indicator.

Chronic Absenteeism

Chronic Absenteeism Points Earned: 2.5/5

Groups	2019 % Chronically Absent	2019 % District	2018 % Chronically Absent	2018 % District
All Students	13.9	10.3	32.5	21
American Indian/Alaska Native	23	12.6	50	30
Asian	2.6	2.6	29.6	11.9
Black/African American	22.6	13.8	41.7	27
Hispanic/Latino	17.3	12.5	38.4	24.2
Pacific Islander	11.6	10.5	20	25
Two or More Races	16.1	11.1	31.2	20.7
White/Caucasian	10.1	8.4	28	18.3
Special Education	25.6	15.1	39.5	27.4
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	10	15	50	29.3
Economically Disadvantaged	17.6	14.3	37.6	27.7

Reducing Chronic Absenteeism by 10% bonus points: 0.5

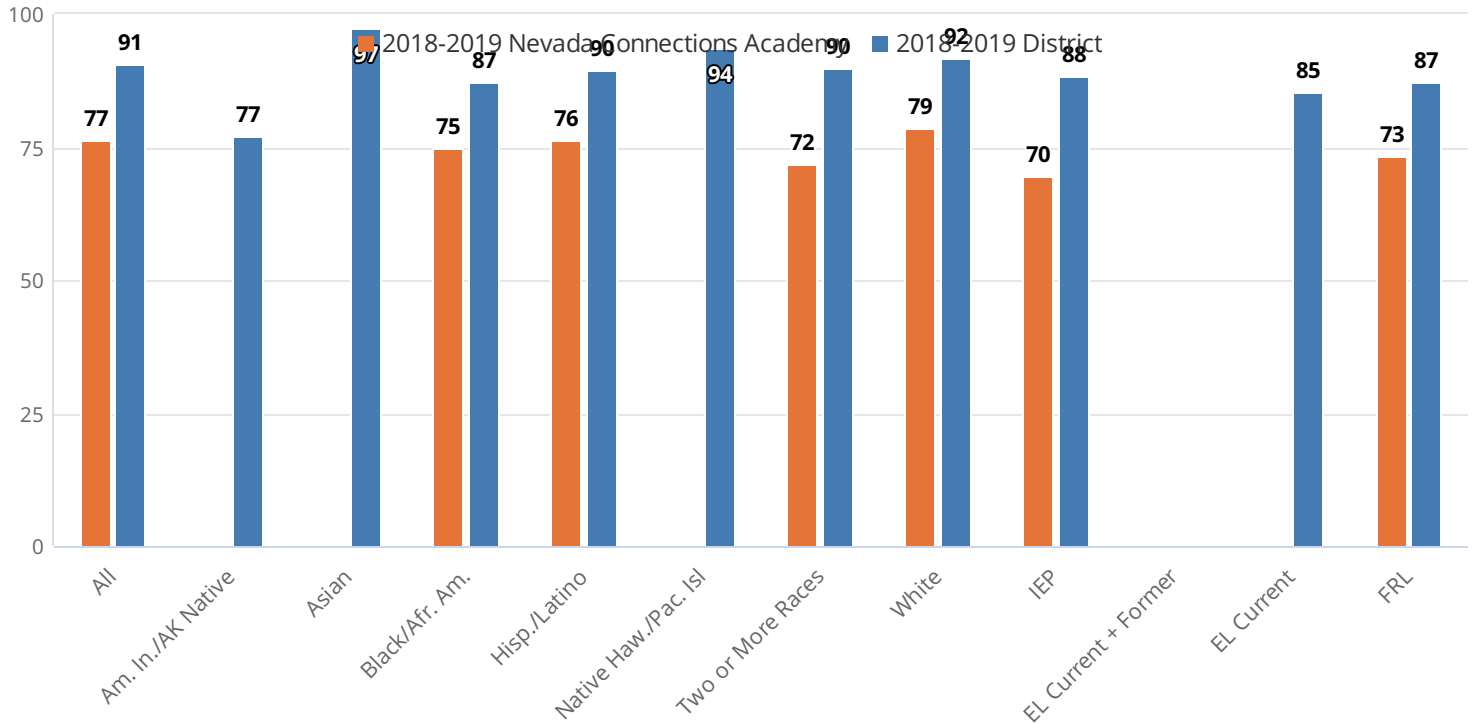Chronic Absenteeism Rate (%)

4/10
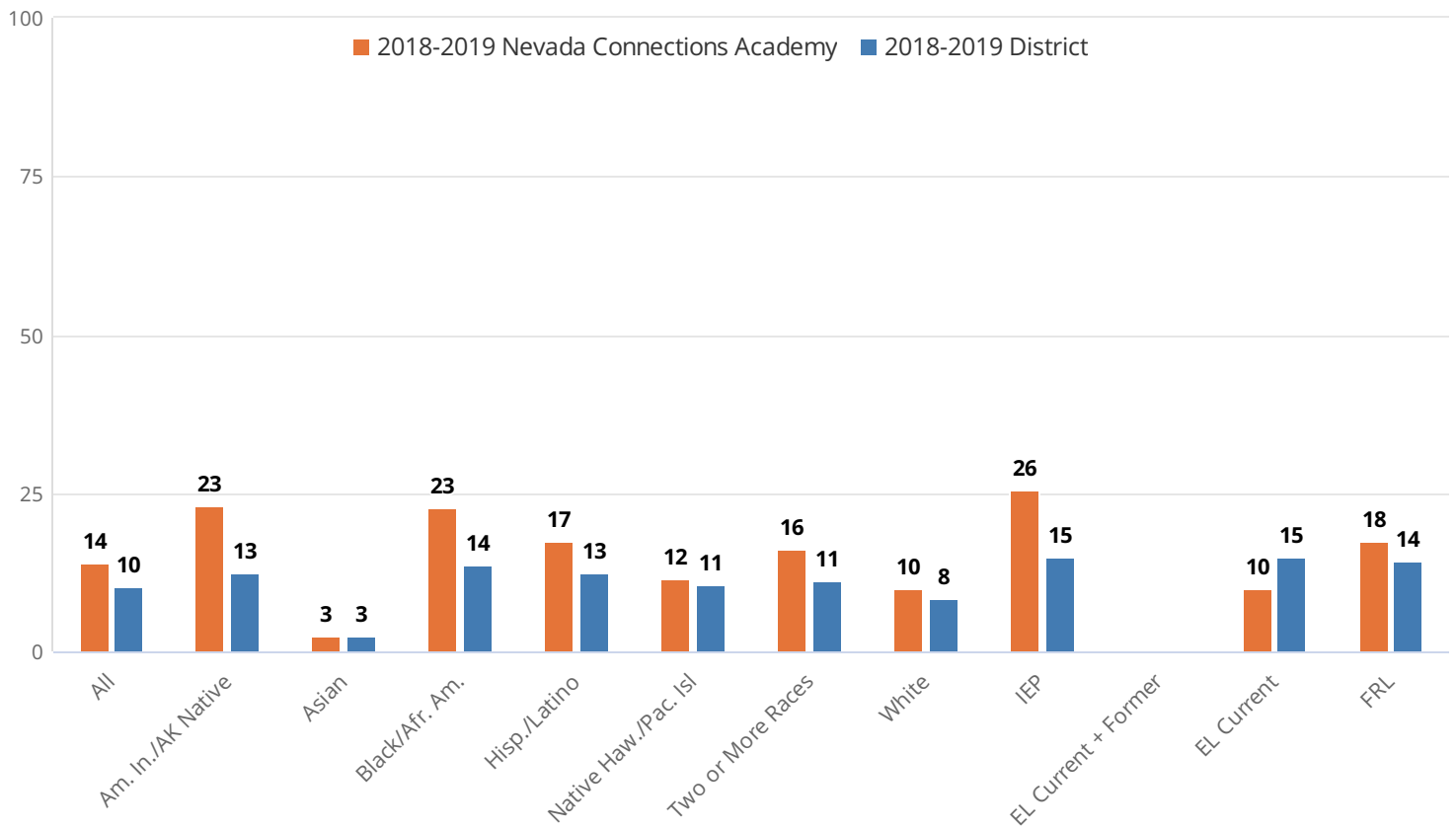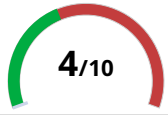
Student Engagement

9th Grade Credit Sufficiency

9th Grade Credit Sufficiency Points Earned 1/5

Groups	2019 % 9th Grade Credit Sufficiency	2019 % 9th Grade Credit Sufficiency District	2018 % 9th Grade Credit Sufficiency	2018 % 9th Grade Credit Sufficiency District
All Students	76.5	90.7	81.7	87.3
American Indian/Alaska Native	-	76.9	-	87.5
Asian	-	97.2	90.9	94.7
Black/African American	75	87.2	73.5	82.6
Hispanic/Latino	76.2	89.5	81.4	87
Pacific Islander	-	93.7	-	86.4
Two or More Races	71.7	89.7	80	88.6
White/Caucasian	78.7	91.7	83	87.8
Special Education	69.5	88.2	72.7	79
English Learners Current + Former	N/A	N/A	N/A	N/A
English Learners Current	-	85.4	77.7	82.4
Economically Disadvantaged	73.2	87.2	77.7	82.4

% of Students Meeting 9th Grade Credit Requirements

Legend: 2018-2019 Nevada Connections Academy / 2018-2019 District

'N/A' indicates that this population was not present.   '*' indicates that the data was not available.   '-' indicates data not presented for groups fewer than 10.

School Designation	NSPF Designation Year	Exit Evaluation
CSI		

What is a Comprehensive Support and Improvement (CSI) Designation?

Schools with a CSI designation meet the following criteria:

- Among the lowest-performing rated schools (bottom 5th percentile of adjusted NSPF index scores)
- One-star rated school
- High schools with a four-year adjusted cohort graduation rate below 67% (rating not needed) or
- School that did not exit a Targeted Support and Improvement (TSI) and/or Additional Targeted Support and Improvement (ATSI) Designation after a three-year improvement plan.

A school designated as CSI cannot be classified higher than a two-star school in the designation year--the year the school is first designated. A school designated as CSI must work with their LEA to develop a plan to exit the CSI designation within three years. The plan must be approved by NDE. The school is evaluated for exit at the end of this three year period.

Why did this school receive a CSI Designation?

CSI Criteria Met in Designation Year	N/A

What is required for exit from the CSI Designation and how is the school progressing toward exit?

To exit a CSI designation, a school must achieve a three-star rating and have sustained improvement in index scores over the most recent three years of their identification. CSI schools must also meet both CSI and TSI exit criteria to exit from the CSI designation.

In addition to these criteria, a high school must have a 4-year adjusted cohort graduation rate (ACGR) of at least 67% over the most recent two years.

The table below displays the school's progress toward achieving exit from CSI. In "Improvement Year 3", the school must have met the exit criteria outlined above to exit the CSI Designation.

Criteria	Designation Year	Improvement Year 1	Improvement Year 2	Improvement Year 3
Star Rating	N/A	TBD	TBD	TBD
Index Score	N/A	TBD	TBD	TBD
TSI Criteria Met	N/A	N/A	N/A	TBD
Graduation Rate	N/A	TBD	TBD	TBD

Appendix B

To: Chris McBride, Superintendent, Nevada Connections Academy
From: Selcuk Ozdemir, Education Programs Supervisor
CC: Jason Guinasso, SPCSA Board Chair
Scott Harrington, NCA Board Chair
Date: Friday, March 22, 2019
Re: Site Evaluation Report for Nevada Connections Academy

SITE EVALUATION REPORT
NEVADA CONNECTIONS ACADEMY

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 criterion 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 Nevada Connections Academy, which was conducted by myself and Daniel Peltier on Thursday, January 24,2019 at Nevada Connections Academy, 555 Double Eagle Ct Ste 2000, Reno, NV 89521. The optional school response is also included. The school is currently operating under an amended charter contact, which it entered in 2017. The amended contract terminates on the last school day of 2020. The school leader is Chris McBride, and the board chair is Scott Harrington.

Please contact the Team Lead for this Site Evaluation, Selcuk Ozdemir, with any questions.

SITE EVALUATION REPORT
NEVADA CONNECTIONS ACADEMY

Campus Name: Nevada Connections Academy
Grade Levels: K-12
School Leader: Chris McBride, Superintendent
Purpose of Site Evaluation: Upcoming renewal
Date of Authorization: May 5, 2007, renewed July 1, 2013
Conducted Date: Thursday, Jan 24, 2019
Conducted By: Selcuk Ozdemir and Danny Peltier

SUMMARY OF SITE EVALUATION

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 do not trump end of year results and site evaluations are just one criterion considered for renewal; student achievement, financial prudence, and fulfilment of the program outlined in the approved charter are also evaluated by the Authority when making renewal decisions.

The mission of Nevada Connections Academy is to provide a high-tech virtual school environment that not only provides a data-driven, highly accountable virtual educational program, but also facilitates and fosters genuine connections among students, teachers, parents, and all members of the school community.

The work toward fulfilling this mission was noted in observations by the team, including:

- High-tech virtual school environment;
- Connects students and teachers from different geographical locations;
- Create virtual environment students asks question and access educational programs; and
- Fosters connections among students, teachers, parents via field trips.

The team conducted 9 classroom observations across various grade levels at Nevada Connections Academy. Team members observed grades 4, 6, 8, 9,11, 12, Honor roll, and special education classes. On average, the observation time in each classroom was 15 minutes. Observations ranged through the full cycle of class time, with some conducted in the beginning, middle, and end of the lesson.

Observers noted consistency in schoolwide expectations, procedures, and practices throughout the school, in communication with students and parents; the use of chat boxes during the live lessons, and virtual discussion rules.

Common trends from stakeholders were noted in focus groups, as well, including educational options provided by the school; support for the teachers; and the emphasis on

opportunity for students who do not fit a traditional program of academic achievement. Most of the stakeholders spoke positively of Nevada Connections Academy, and there was a sense of pride being a staff member of the school because of the work the school is doing.

The team identified technology that provided opportunity for students who do not fit traditional brick-and-mortar schools and that technology allowed students to work at their own pace. However, Nevada Connections Academy has opportunities for growth and to improve academic achievement, which would further their commitment to fulfilling their mission for all their students.

I. CLASSROOM ENVIRONMENT

Classroom Environment	Evidence Observed	School-wide Rating
Creating an Environment of Respect and Rapport	In multiple observations, the team noted that teachers try to apply discussion techniques to engage students and create discussion. However, there was minimal student participation in relevant topic discussions. While the conversations that took place were grade-level appropriate in tone and behaviors, an increase in student-led discourse should be prioritized.	Distinguished Proficient ==Basic== Unsatisfactory Not Observed
Establishing a Culture for Learning	In general, there were not any behavior management concerns observed by team members. On the other hand, observers noted some students engaged in off-task conversation and discussion of unrelated issues in the chat boxes during live lessons.	Distinguished Proficient ==Basic== Unsatisfactory Not Observed
Managing Classroom Procedures	In general, there were rules and procedures evident through virtual classroom observations and across grade levels. However, there was inconsistent implementation of school wide procedures observed across all classes.	Distinguished Proficient ==Basic== Unsatisfactory Not Observed
Managing Student Behavior	Teachers demonstrated proficiency with management of student behavior. There was some evidence of positive reinforcement, and limited evidence of corrective or negative reinforcement, particularly with the off-task commentary in the chat box.	Distinguished ==Proficient== Basic Unsatisfactory Not Observed

II. INSTRUCTIONAL OBSERVATION

Instructional Observation	Evidence Observed	School-wide Rating
Communicating with Students	Observers found the communication to students during instruction to be inconsistent. In general, observers noted that instruction was generally not well differentiated. A wide range of instructional strategies was not observed nor was higher-level questioning (as noted in recommendations to consider).	Distinguished Proficient ==Basic== Unsatisfactory Not Observed

	Communication by teachers during the live lessons was positive.	
Using Questioning and Discussion Techniques	Teachers generally led questions and answers, rather than facilitate discussions among students. Many of the questions observed by both teammates were low-level, basic questions soliciting yes/no or recall responses. Given the grade levels observed, evaluators would expect to see much more analysis and application questions leveraged during instruction to promote higher-level thinking.	Distinguished Proficient Basic <mark>Unsatisfactory</mark> Not Observed
Engaging Students in Learning	In lower grade levels, there was consistent proficient engagement by students. In upper grades, however, students were disengaged – not participating in either whole group or small group discussion and off-task, as evidenced by chat box commentary.	Distinguished Proficient <mark>Basic</mark> Unsatisfactory Not Observed
Using Assessment in Instruction	In multiple observations, the team noted teachers were not using assessment in instruction. When it was noted, it was only recall responses (DOK Level 1, Bloom's levels 1 and 2).	Distinguished Proficient Basic <mark>Unsatisfactory</mark> Not Observed

III.   OPERATIONS

Observations	Evidence Observed	School-wide Rating
Mission driven operations	In general, there seems to be designed or implemented school-wide procedures that are mission-aligned. However, there was limited evidence that fostered connections among students, parents, and all members of the school community existed.	Distinguished Proficient <mark>Basic</mark> Unsatisfactory Not Observed
Managing Schoolwide Procedures	Observers noted that while there was evidence of school-wide processes or procedures they were generally inconsistently implemented and/or vary from teacher to teacher. There was not a uniformity to the degree one would expect.	Distinguished Proficient <mark>Basic</mark> Unsatisfactory Not Observed
Maintaining a Safe Environment	Given the online nature of the program and the current description for this criterion, the team did not evaluate this area in its observations.	Distinguished Proficient Basic Unsatisfactory <mark>Not Observed</mark>

IV.   FOCUS GROUP SUMMARY

Group	No. of Participants	Duration
Governing Board	2	55 minutes
Parents/Families	5	50 minutes
Students	3	45 minutes
Staff	16	55 minutes
School Leadership	9	45 minutes

Site Evaluation team members conducted five Focus Groups, one each with the following groups: Governing Board, Parents/Families, Students, Staff, and School Leadership. Participants were asked a series of questions, including common questions across all Focus Groups, with a range of 8 -15 questions, depending on the group. Only a few grade levels were represented for the Parents/Families and Students Focus Group due to not logging into the system via internet. One parent preferred to join in-person while other parents joined the focus group via online.

Both instructional and non-instructional/support staff were present for the Staff Focus Group. Some staff joined the focus group via online tool.

In general, the common theme threaded throughout all Focus Groups was the sense of community and 'family feel' of Nevada Connections Academy. All stakeholders, particularly board, staff, and school leadership, commented on the maximizing student potential based on student needs, educational opportunity and equitable experience to all students in Nevada.

Governing Board
- Nevada Connections Academy is in a unique situation as compared to a traditional brick-and-mortar school in the way that there is a high transiency rate that other schools do not have. Students who are at NCA for more than 1 year perform better than those with less than 1 year at the school This year, the board completed a survey that was based on the overall impressions of the principal at the school.
- The board said the principal's goals were to increase enrollment, increase the school's star rating, and improve student proficiency. The achievement of these goals is measured by a mid-year and end-of-year principal evaluation and the principal's bonus is tied to those evaluations. The board said the principal was doing a good job furthering the goals and expected continued improvement in years ahead.
- Nevada Connections Academy has an accountant that attends the board meetings every month, and the account and board members go through the financials. The board gets updates a week prior to the meeting, and then they discuss the information during the meeting. This ensures that the Board is always aware of the school's fiscal health.
- There is an annual survey that goes to parents and it is sent out to all NCA schools nationally. It asks the parents to rate NCA. The Board is not aware of any unresolved parent concerns; members understand parents to be quite satisfied with their choice of Nevada Connections Academy.

Parents/Families
- Parents expressed appreciation with the school's flexibility and school staff communication. Said one parent, "Brick and mortar school was not working for us. We live in a remote location. I am very comfortable with technology and this school gives us flexibility."
- There was general appreciation for the option that the virtual school serves and provides parents with a choice. Parents can also monitor their kids learning "If there was no online option, they might be separated because husband is working in the military," said one parent.

- Parents and family members said they feel their child is somewhat challenged in class. Said one parent, "…More challenged in some subjects than others. One-on-one interactions with teachers are helpful."
- Parents also expressed appreciation for the teachers. "She has a close relationship with her math teacher and has had the same English teacher for 2 years," said one parent.

Teachers/Staff
- Staff was very positive about the working environment and professional development opportunities. Staff shared opportunities for professional development, citing the attention to the level of support they receive. Said one staff, "There are a number of professional development programs in place. Teachers can continue to take ongoing training and in-person staff training. Staff met two weeks ago and met physically for training. In addition, Pearson has a number of resources on their level for continuing education of teachers." Said another, "Being in a virtual school, I did not think there would be as much professional development but there actually was. I recently attended a conference and it provided good information. If she finds a conference on her own, the school supports the teacher attending the conference and she brings back lessons to the teachers for further learning at the school site."
- Staff was generally positive about the leadership. Staff mentioned there are number of ways which leadership solicit feedback, including weekly check in with direct managers, multiple staff surveys at school and corporate levels.
- Staff shared specific notes from using data to inform instruction. "Working online has the unique caveat that any amount of data can be pulled at any time. Real time assignments come in and they go through gradebooks very often. Nice thing is they can look at gradebooks to adapt lessons for one on one lessons based on the grades. They can narrow down to subgroups with the data to help those subs get caught up and get back on track" said one staff member.
- Staff consistently cited and spoke highly of the staff retention. "The people are great, and the interactions are great as well" said one staff member.

Students
- Overwhelmingly, students expressed how they enjoy and spoke favorably of the field trips and mentioned they want more. Said one student," My favorite thing about school is field trips."
- Students echoed some of the comments from other stakeholders, including brick and mortar school was not working for them. Virtual classrooms gives them flexibility.
- Students expressed appreciation of their teachers and one-on-one lessons. This signals that most teachers are effective in reaching their students and building relationships.
- Students felt safe and supported. Said one student, "I like my English teacher, she helps me when I struggle."

V.   OVERALL STRENGTHS OF PROGRAM

1. Emphasis on providing options
All stakeholders – board members, parents, staff – spoke highly and passionately about providing educational opportunity for students who do not fit the traditional

program. Parents praised being at Nevada Connections, and the opportunity given to students who work at their own pace and how Nevada Connection Academy was helping students reach their goals.

2. **Strong appreciation for school**
Staff identified the working environment and professional development opportunities as reasons for their continued retention, and they praised the 'family feel' of the school. Board members and staff all spoke positively of the school and the school's leader, with both board members and some staff mentioning he was doing a great job at Nevada Connections Academy.

VI.   RECOMMENDATIONS/ACTION ITEMS

1. **Focus on academic changes, interim and annual performance growth goals as outlined in the submitted Elementary School Improvement plan**

To support the academic goals and benchmarks presented in the Elementary School Improvement plan and approved by the Authority, the rigor in classroom instructions and learning needs to be elevated. The rigor will stimulate the students intellectually and enhance their academic growth. Due to the underperformance of the elementary school program Nevada Connections Academy and the Authority entered into a mutually agreed to address the academic deficiencies. Addressing these academic deficiencies can be provided via high-level DOK and Bloom's questioning which will allow analysis, application, and extending thinking. The team observed low-level questioning featuring recall and basic skill/concept questions in most classrooms.

2. **Increase student discussion and student-centered learning**

In most classrooms the team observed the teacher-led questioning of students rather than facilitating a discussion between students. Teachers tended to contribute more 'teacher talk' and draw conclusions for students. Additionally, the off-task conversations by students in the chat boxes, indicated a lack of engagement and a need for more challenging, rigorous opportunities for learning. During the live lesson observations teachers were reluctant to turn over the discussion to students and present them with evidence.

ACTION ITEM
Provide specific professional development to teachers which they will receive how they can incorporate higher order thinking without overextending their lessons. Collectively review the DOK levels and/or Blooms' Taxonomy to push for higher-level and more rigorous questioning throughout all grade levels. In addition, the school should spend time retraining all teachers on multi-tiered instructional approaches and the RtI to ensure that teachers are aware of all strategies and available resources to help students. Nevada Connections Academy should continue to focus on implementing it's Academic Improvement Plan as Approved by the Authority in 2018.

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

NEVADA CONNECTIONS ACADEMY

Nevada Connections Academy Site Evaluation Response

Nevada Connections Academy (NCA) appreciates the Site Evaluation Report for the SPCSA. We view this document as an additional data source that will be useful as we continually drive to improve student outcomes and school operations. We do have concern that several tools used in the Authority's site evaluation have been designed for use in brick and mortar schools (i.e. classroom environment, and instructional observation) and should not be applied in the same manner to a virtual education environment.

We also see that we may not have sufficiently informed the conductors of the site evaluation how, exactly, instruction and learning take place for our students. The Live Lessons that were observed are optional, supplemental Tier I instruction. The majority of learning takes place between a combination of direct virtual learning and 1-to-1 instruction. The evaluators did not have the opportunity to observe either virtual learning or 1 to 1 instruction, and these are the core of our instruction. While Live Lessons are optional for students, direct virtual instruction and 1-to-1 instruction are mandatory. In consideration of the misalignment between the evaluation tool and the instructional model, NCA proposes that a new site visit be conducted using a tool aligned with our virtual instructional model.

Despite the misalignment of the Authority's evaluation tool with our virtual instructional model, NCA is appreciative of the opportunity to learn from the feedback provided, and notes its response to portions of the site evaluation report below.

Regarding the Instructional Observation component "Questioning and Discussion Techniques," we note that NCA's internal processes also revealed opportunities for improvement with some aspects of our Live Lessons. While we disagree with the 'unsatisfactory' rating, we certainly recognize the opportunity for improvement. Again, it should be noted that Live Lessons are typically generalized instruction that is planned based on the needs of a group of students determined by assessment data. Further, NCA is already undertaking measures to improve Live Lessons. NCA will implement the action item to "provide specific professional development to teachers regarding how they can incorporate higher order thinking without overextending their lessons."

Regarding the Instructional Observation component "Using Assessment in Instruction," NCA contends any rating should take into account discussion with

the teachers. While assessment during instruction can often be used to help guide a lesson as it is happening, the majority of the benefit of using assessment in instruction occurs when the teacher utilizes assessment data to plan instruction. As such, NCA does not agree that a school-wide rating is appropriate absent a meeting with teachers.

NCA would like to also address the 'basic' rating for the Classroom Environment component "Creating an Environment of Respect and Rapport." The evidence comment that "there was minimal student participation in relevant topic discussions" should also note that the Live Lessons are optional, supplementary instruction for students. Student to student discussion in the virtual setting also occurs on discussion boards, however this was not observed by the evaluators.

While NCA's response to the three ratings above does not represent all of our points of concern, these are the areas we focused on in our response. NCA takes pride that the strengths of our program were apparent from the meetings with the focus groups. NCA also appreciates the professional manner and general demeanor of the evaluators while they were visiting with us. We would welcome the opportunity to participate in another site evaluation conducted utilizing an evaluation tool that takes into account the virtual nature of e our academic program. NCA would volunteer to participate in a working group to assist in the development of an evaluation tool for virtual schools if the SPCSA decides to take that approach. NCA looks forward to further demonstrating our commitment to improve our academic performance and serving our diverse student population.

Sincerely,

Chris McBride, Ph.D.
Superintendent
Nevada Connections Academy

Appendix C

Site Evaluation Report
Nevada Connections Academy
Evaluation Date: October 19, 2020[1]
Report Date: November 16, 2020

State Public Charter School Authority
775-687-91741749
North Stewart Street Suite 40
Carson City, Nevada 89706
2080 East Flamingo Road, Suite 230
Las Vegas, NV 89119

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[1] This site evaluation took place on October 7th & 19th, 2020

Contents

Appendices

A: Nevada State Performance Framework

http://www.doe.nv.gov/Accountability/NSPF/

B: SPCSA Academic Framework

http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/19062 8-Academic-Performance-Framework-Guidance-Document.pdf

C: SPCSA Organizational Framework

http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/190628-OPF-Att-1-Ratings-Scorecard.pdf

INTRODUCTION AND SCHOOL BACKGROUND

INTRODUCTION

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on October 19, 2020. The State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the 1st, 3rd, and 5th year of operation. This comprehensive analysis addresses the academic success of the school and the effectiveness and viability of the school organization.

An analysis of the school's academic and operational success is undertaken by reviewing the most current versions of the Nevada State Performance Framework (Appendix A) and the State Public Charter School Authority Academic Framework (Appendix B) as well as the Organizational Framework (Appendix C).

In addition, the Site Evaluation Team conducts classroom observations within the areas of classroom environment and instruction. The purpose of these observations is to collect evidence using a rubric which has been normed by our team. All classroom rating outcomes will be displayed within this report so that school leaders have an overall idea of what is happening in general, at any time, in any classroom. The overall numbers will provide information about the school outcomes on this one day.

SPCSA staff will track "best practices", using a checklist and a summary of best practices observed, and will be contained within the report. Using information from focus groups of students, parents, staff, school leaders and the school's board, the SPCSA team will conduct focus groups and summarize results for schools within the report. The operational portion of the evaluation will be observed and take-aways recorded using a checklist and observing all aspects of the school's operational components as outlined in the SPCSA operational framework.

This evaluation has been designed to focus on teaching and learning (e.g. curriculum, instruction, assessment, and services for at-risk students) as well as leadership, organizational capacity, and board oversight. The SPCSA uses the established criteria on a regular basis to provide schools with a consistent set of expectations leading up to renewal.

SCHOOL BACKGROUND

Nevada Connections Academy is located in Reno, Nevada in at facility at 555 Double Eagle Ct. Suite 2000. The school serves 1,399 students (according to the 2018-2019 Validation Day data) in 9th – 12th grade. The mission of Nevada Connections Academy is: "To help each student maximize his or her potential and meet the highest performance standards through a uniquely individualized learning program at our virtual school in Nevada."
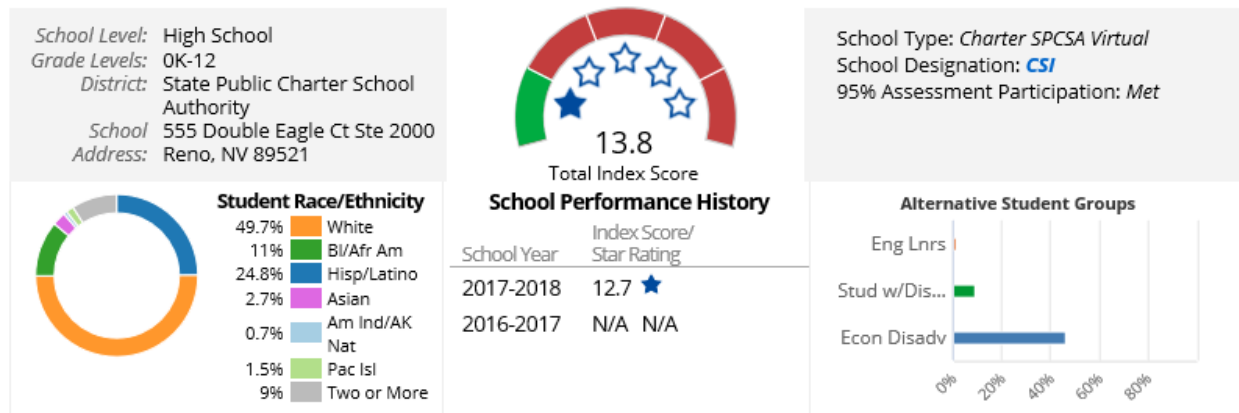
ACADEMIC PERFORMANCE

Nevada Connections Academy
Math and ELA Results
Nevada School Performance Framework
2019

Nevada Connections Academy serves 1,399 students in grades 9 - 12

High School

Nevada Connections Academy

School Level:	High School
Grade Levels:	0K-12
District:	State Public Charter School Authority
School Address:	555 Double Eagle Ct Ste 2000 Reno, NV 89521

Student Race/Ethnicity

49.7%	White
11%	Bl/Afr Am
24.8%	Hisp/Latino
2.7%	Asian
0.7%	Am Ind/AK Nat
1.5%	Pac Isl
9%	Two or More

13.8
Total Index Score

School Performance History

School Year	Index Score/ Star Rating
2017-2018	12.7 ⭐
2016-2017	N/A N/A

School Year 2018-2019 Nevada School Rating

School Type: *Charter SPCSA Virtual*
School Designation: *CSI*
95% Assessment Participation: *Met*

Alternative Student Groups

Eng Lnrs
Stud w/Dis...
Econ Disadv

0% 20% 40% 60% 80%

Nevada Connections Academy
Math and ELA Results
Nevada School Performance Framework
2019

High School

Math Proficient **Math Proficient Points Earned: 1.5/10**

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	10.5	25.8	32.83	11	23.8	29.29
American Indian/Alaska Native	-	-	23.12	-	16.6	19.07
Asian	-	50	50.27	-	54.7	47.65
Black/African American	0	7.5	18.42	4.7	6.2	14.12
Hispanic/Latino	18.3	18.5	22.93	4.5	17.5	18.87
Pacific Islander	-	16	29.26	-	6.2	25.54
Two or More Races	0	26	36.96	10	26.1	33.64
White/Caucasian	8.9	32	44.25	15.8	28.4	41.31
Special Education	8.3	6	12.38	0	2.2	7.77
English Learners Current + Former	-	5	14.52	-	10.9	10.02
English Learners Current	-	0		-	2.4	6.96
Economically Disadvantaged	2.7	14.5	24	7.3	13.3	20.01

ELA Proficient **ELA Proficient Points Earned: 3.5/10**

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	35.7	53.8	48.54	28.7	44.5	45.83
American Indian/Alaska Native	-	-	36.76	-	36.3	33.43
Asian	-	71	65.11	-	68.4	63.27
Black/African American	21.3	32.7	31.39	11.9	21.6	27.78
Hispanic/Latino	35.1	47.2	36.5	20.6	39.5	33.15
Pacific Islander	-	52	48.75	-	37.5	46.05
Two or More Races	21.3	62.5	58.07	30	46.9	55.86
White/Caucasian	39.1	59.7	62.25	34.1	50	60.26
Special Education	16.6	18.8	15.71	4.3	9	11.27
English Learners Current + Former	-	18.1	17.52	-	21.8	13.18
English Learners Current	-	10.5		-	9.7	6.9
Economically Disadvantaged	23.6	41.8	37.66	22	31.2	34.37

0/30 **Graduation Rates Indicator**

Measure	School Rate	District Rate
4-Year	63.7	70.0
5-Year	53.5	69.0

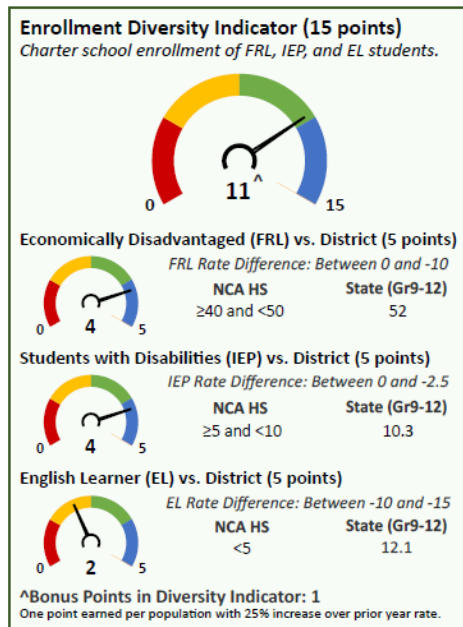SITE EVALUATION: Nevada Connections Academy
DATE: October 19, 2020
Page 5

SPCSA Academic Performance Framework
(provided for informational purposes only)
Geographic Comparison Report

High School

Geographic Comparison Indicator (25 points)
Charter performance vs. comparison district/school(s).

0 — **0** — 25

Automatic Points in Indicator: 0
NCA HS's 1-star NSPF rating did not earn automatic points.
A 4- or 5-star NSPF rating is needed to earn 15 or 25 automatic points.

NSPF Score vs. District (10 points)

0 — **0** — 10

NSPF Score Difference: -48.41
District value is average district ES/MS/HS NSPF score.

NCA HS	State
13.89	62.3

NSPF Score vs. Comparison School (15 points)

0 — **0** — 15

NSPF Score Difference: -48.41
Comparison school name(s) at top of page.

NCA HS	Comp. School
13.89	62.3

SPCSA Academic Performance Framework
Diversity Comparison Results

High School

Enrollment Diversity Indicator (15 points)
Charter school enrollment of FRL, IEP, and EL students.

0 — **11^** — 15

Economically Disadvantaged (FRL) vs. District (5 points)

0 — **4** — 5

FRL Rate Difference: Between 0 and -10

NCA HS	State (Gr9-12)
≥40 and <50	52

Students with Disabilities (IEP) vs. District (5 points)

0 — **4** — 5

IEP Rate Difference: Between 0 and -2.5

NCA HS	State (Gr9-12)
≥5 and <10	10.3

English Learner (EL) vs. District (5 points)

0 — **2** — 5

EL Rate Difference: Between -10 and -15

NCA HS	State (Gr9-12)
<5	12.1

^Bonus Points in Diversity Indicator: 1
One point earned per population with 25% increase over prior year rate.

CLASSROOM OBSERVATION TOTALS

A total of ten classrooms including live lessons, one on one, and small group advisement times were observed for approximately 25 minutes on the day of the evaluation.

I. CLASSROOM ENVIRONMENT

	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Areas 1 & 2 Creating an Environment of Respect and Rapport Establishing a Culture for Learning	Classroom interactions are highly respectful and the teacher demonstrates a passionate commitment to the subject.	Classroom interactions reflect general warmth and caring and a genuine culture for learning.	Classroom interactions are generally appropriate and free from conflict with a minimal culture for learning.	Classroom interactions between the teacher and students are negative and do not represent a culture for learning.	This criterion was not observed or rated.
	Total:	Total: 6	Total:	Total:	Total: 4
	Students ensure maintenance of high levels of civility among classmates and assume much of the responsibility for establishing a culture for learning.	Interactions reflect cultural and developmental differences of students. Teacher and students are committed to the subject.	Interactions may be characterized by occasional displays of insensitivity and inconsistent expectations for student achievement.	Interactions are characterized by sarcasm, put-downs, and/or conflict. There is a low teacher commitment to the subject and few instances of students taking pride in their work.	This criterion was not observed or rated.
	Total:	Total: 3	Total:	Total:	Total: 7

	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Areas 3 & 4 Managing Classroom Procedures	Classroom routines and procedures appear seamless and student behavior is entirely appropriate.	Classroom routines and procedures have been established and the teacher ensures smooth functioning with little loss of instruction time.	Classroom routines and procedures have been established but function inconsistently, with some loss of instruction time.	Classroom routines and procedures are nonexistent or inefficient, resulting in the loss of much instruction time.	This criterion was not observed or rated.
	Total:	Total: 3	Total:	Total:	Total: 7
Managing Student Behavior	There appears to be no misbehavior during the observation. The teacher monitoring of student behavior is subtle and/or preventative.	Teacher responds to student misbehavior in ways that are appropriate and respectful of the students.	Teacher tries to establish standards of conduct for students and monitor behavior. These efforts are not always successful.	Teacher is unsuccessful in monitoring student behavior.	This criterion was not observed or rated.
	Total:	Total: 1	Total:	Total:	Total: 9

II. CLASSROOM INSTRUCTION

Area 5 Purpose and Explanation of Content, Lesson, Unit or Classroom Activity	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
	The purpose of the lesson or unit is clear and connects with student's real- life experiences. The explanation of content is imaginative, and students contribute to the lesson by participating and/or explaining concepts to their peers.	The purpose for the lesson or learning activity is clear. The teacher's explanation of content is appropriate and connects with students.	The teacher attempts to explain the instructional purpose with limited success. The explanation of the content is uneven. Some explanations are done skillfully, but other portions are difficult to follow.	The purpose for the lesson learning activity is unclear. Teacher's explanation of the content is unclear, confusing or uses inappropriate language.	This criterion was not observed or rated.
	Total:	Total: 3	Total:	Total:	Total: 7

Area 6 A Using Questioning and Discussion Techniques B	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
	Students formulate and ask high-level questions.	Teacher formulates and asks several high-level questions.	Teacher questioning and discussion techniques are uneven with some high-level questions.	Teacher makes poor use of questioning and discussion techniques, with low level questions, limited student participation and little true discussion.	This criterion was not observed or rated.
	Total:	Total: 4	Total: 2	Total:	Total: 4
	Students assume responsibility for the participation of most students in the discussion.	Teachers assumes responsibility for the discussion which includes most students.	There is some attempt by the teacher to initiate student discussion and student participation.	There is little to no student discussion even though the opportunity is there.	This criterion was not observed or rated.
	Total:	Total: 3	Total: 3	Total:	Total: 4

II. CLASSROOM INSTRUCTION (continued)

	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 7 **A** Engaging Students in Learning	Students are highly engaged throughout the lesson. The pacing and structure of the lesson allows high levels of student engagement.	Students appear to be intellectually engaged throughout most of the lesson. The pacing and structure of the lesson is suitable for this group of students.	Students are partially engaged throughout the lesson.	Students are not at all intellectually engaged in significant learning.	This criterion was not observed or rated.
	Total:	Total: 3	Total: 4	Total:	Total: 3
B	Students make contributions to the representation of content.	There are appropriate activities and materials and instructive representations of content.	The representation of content or structure/pacing is uneven.	There are inappropriate activities or materials, poor representations of content or lack of lesson structure/ pacing.	This criterion was not observed or rated.
	Total:	Total: 3	Total: 2	Total:	Total: 5

	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 8 **A** Using Formative Assessment in Instruction	Students are aware of the learning goals/targets for themselves during this instructional timeframe.	Most of the students are aware of the learning goals/targets for themselves during this instructional timeframe.	Some of the students are aware of the learning goals/targets for themselves during this instructional timeframe.	Students are not aware of the learning goals/learning target during this instructional time frame.	This criterion was not observed or rated.
	Total:	Total:	Total:	Total:	Total: 10
B	The teacher purposefully and consistently provides clear, descriptive feedback in regard to student's demonstration/understanding of the learning goal/target. The feedback is timely and is in a reasonable amount.	Much of the time, the teacher, provides clear, descriptive feedback regarding student's understanding/ demonstration of learning goal/target. The feedback is timely and is in a reasonable amount.	At times, the teacher provides clear, descriptive feedback but not in a consistent manner regarding learning goal/target. Observing where the work was meeting and where it was not. The feedback is timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding learning goal/target and does not observing where the work is and where it is not meeting. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
	Total:	Total:	Total:	Total:	Total: 10

The purpose of this portion of the report is to provide a numerical value to the total number of best practices seen during the classroom observational portion as a whole. This number is indicated at the end of each best practice descriptor/line.

Evidence of adapted materials/assessments: Area

☐ Lessons are designed to encourage student curiosity and learning beyond classroom time.
☐ The explanation of the content is imaginative.

Evidence of questioning and discussion techniques: Area

☐ Questions are planned ahead of time and tied to learning target(s):
☒ Teacher questions are open ended: 1
☒ Teacher allows time for students to answer — 3 seconds or more: 1
☐ Teacher extends the thinking and discussion by encouraging students to say more, restate or summarize:
☐ Teacher purposefully signals to entire group of students to wait/think before volunteering a response:
☒ Teacher provides the opportunity for all students to answer the question (think, pair, share, written response): 1

Evidence of engaging students in learning area: Area

☒ Active learning is taking place (rather than just listening or viewing): 1
☐ Students are using reasoning and critical thinking:
☐ The lesson is rigorous and includes cognitively complex tasks:
☐ Students engage in several types of activities during the lesson including:
   ☐ Speaking ☐ Writing ☐ Reading ☐ Listening ☐ Discussing ☐ Creating ☐ Problem Solving
☐ Cooperative groups:
☐ Student-led classroom:
☒ Technology is integrated into learning/outcomes: 10
☐ Project-based learning:

Evidence of Formative Assessment During Instruction: Area

☐ Teachers provide the students feedback about their learning referring to examples taking anecdotal notes:
☐ Students incorporate the feedback by revising their work:
☐ Students receive frequent and meaningful feedback regarding their work:
☐ A wide range of instructional practices that are likely to motivate and engage most students are used during the lesson:

Other:

The SPCSA Site Evaluation team observed interactions between students and instructors at the school in ten instances. On the first day of the evaluation, the team observed and took notes in live classroom settings as well as recorded lessons. As a full-time virtual school, the Nevada Connections Academy relies on the web-based platform Pearson Connexus to structure their academics. Students, teachers, learning coaches, and administrators use Connexus for a variety of purposes including but not limited to lessons, monitoring student progress, daily schedules, and grades. After the initial evaluation, the SPCSA team met again with the Connections Academy school leaders and Superintendent for the purpose of understanding more about the learning platform. This information helped the SPCSA team to better understand the learning process at Nevada Connections Academy.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board[1]	2	30 minutes
Parents/Families	9	30 minutes
Students	4	30 minutes
School Leadership	3	30 minutes
Staff	7	30 minutes

Governing Board[2]:

- Board members shared that they see the key design elements of the school in alignment with the mission. They reported that they track data and make data-based decisions in order to ensure that all students at the school succeed. Board members shared that they are working to make better decisions as a board to guarantee that students don't get behind. For example, the school's college and career readiness approach is a part of the School Improvement Plan. Within the School Improvement plan, the board has decided to focus on dual enrollment, the ACT and testing results. The board has recently put in place an additional agreement with Truckee Meadows Community College to increase access and supports for dual credit courses. Board members communicated that they saw an increase in participation from families when the school was facing potential closure. Board members put out a notice to recruit parents to as potential board members and received some responses from Washoe, Clark, and Churchill Counties. Board members report that they are keeping these possible members in mind should there be another opening on the board.

- Board members report that they currently meet about two or three times per month. This is due to the current COVID-19 monitoring and several recent changes at the school. Board members shared that the board has been unstable due to the many changes happening lately. They report having lost a few members but have added board members as well. One board member shared that the board is very committed to the school and have come together as a team to move the school forward. It was reported that there are no vacancies on the board currently. When new members join the board, they receive training on open meeting law and attend a five-part training from the National Institute of Charter Schools. They are planning a board retreat to take place, once societal conditions allow.

- The board receives financial updates regularly. Members report that this is an area of strength and indicate that financial information is always in their board packets. The focus group members shared that one big challenge has been the recent costs of attorney's fees and the board would rather spend this on the students. To this end, the focus group board members said they would like to work on an amicable relationship between themselves and the SPCSA board. They don't want relations to be adversarial.

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[2] (2) members of the (7) member board participated. Quorum was not met, and open meeting law was not violated.

FOCUS GROUP SUMMARY continued

- The board has taken steps to ask more questions and continue to monitor progress at Nevada Connections Academy. The focus group board members indicate that they understand that it is important for them to make sure they know what is going on at the school. One board member commented, "We have gone very deep to see how all school elements are lining up." The board evaluates Pearson Online and Blended Learning (EMO) and takes the responsibility to understand what is happening with the school and EMO. Board members reported that they take an active role in evaluating the school leaders as well. When results don't seem to be as the board expected, they go back to the EMO and ask follow-up questions.

Parents/Families:

- When asked how often the school communicates with them, parents said the school communicates many times a day through webmail, and at least once a week for phone calls. Parents also said the school sometimes communicates via text. A few parents said there were too many messages per day and it was difficult to keep up with the volume. Parents indicated that the most useful communication is when teachers call and let them know what assignments are due, and when they call to discuss student grades. Parents also indicated that text messages are used frequently and have been really helpful for parents to be able to understand what is going on at the school. When asked about communication improvement the school could implement, parents said overall they think the communication is done well. In addition, while parents indicated that Live Lessons are helpful, they can also generate a large amount of work, which can be hard on parents. One parent said it feels like all of the tests and portfolios come in at once which can be difficult on the students. Parents also said they would like emails to more clearly indicate the course so they could more quickly differentiate between different lessons and classes.

- Parents were asked about the relationships between the teachers and students and overall parents said the experience has been great. Parents shared that the teachers are amazing, and they have been more connected with their student than in other brick and mortar schools. All of the parents said the relationships between their children and the teachers are great and they particularly appreciate that teachers are willing to help with questions at any time. One parent spoke about how teachers will allow students to take tests again if they did not do a good job. This way they can bring their grade up and they can actually learn the materials instead of being stuck with a low grade. Another parent said they ability to re-watch Live Lessons is nice too because students can go back and catch things, they may have missed the first time through. Parents were asked about the behavioral expectations the school has for the students. Parents said that teachers are clear about when students need to be in attendance for lessons. They put items in the students' planners which makes sure that everyone attends. If they are unable to attend, they can catch up by watching a recording of the live lesson.

FOCUS GROUP SUMMARY continued

- When asked about barriers they experience in an online environment, parents said they did not have barriers they could speak of. They said the school has helped their students when little issues had come up, but overall, they were happy with their experience. However, one parent did say their child is suffering with not having the social aspect of a brick and mortar school. The parent also mentioned that they were concerned about the possibility of cheating going on due to parents answering for their students so they could get A's on their assignments. Another parent suggested that the school could provide better communication to learning coaches to help ensure that the lessons that are listed on their child's planner align to those that are expected to be completed by the teacher. This parent indicated that there are often assignments that are listed in the portal as being dropped or as the wrong assignment has completed, which can lead to confusion.

- When asked about their commitment and how that impacts their child's success at the school, parents said that their own commitment definitely made a difference. Parents said they really appreciate the school and love having this as an option. They said the brick and mortar schools did not provide the kind of education their children needed, and this school has been great for many reasons.

Students:

- When asked about what they like about the online learning format, students said they like that it is available at any point in time, that you can always connect with the teachers, and you don't have to worry about getting bullied and hurt like at a regular schools. They also said they are able to take control of their own learning. Students also mentioned the flexibility that the school model allows them. Students also mentioned the one-to-one teacher time as a big factor in why they liked online learning. It allows them to have direct, meaningful, communications with their teachers. Students pointed out that teachers have the ability to teach students across the state. One student took a summer class and the teacher was in Tennessee, but they were still able to connect with one another. When asked if there was anything they did not like about online learning students responded that sometimes parents don't know everything that is going on as learning coaches which can be difficult. Another student said students can't communicate with other students face-to-face. Some of the students also have technology issues which can slow down classes.

- Students mentioned job fairs, field trips, and field days as ways they communicate and hang out with one another. The most recent field day was held at a park and it allowed for students to see each other in person. Students also said the school does roller rink outings for graduation and honor roll which allow for students to socialize in person. When asked about what motivates students to attend school each day, students said the teachers have a big role in encouraging attendance. Students said they feel more connected at NCA as opposed to in-person school because they are fully engaged with NCA. They said there are less distractions in online school which helps them be able to get their schoolwork done. Other students mentioned learning foreign languages as a major motivator in attending school. Students also spoke about clubs they are part of. Some of the clubs mentioned were leadership and debate.

- When students were asked how they monitor their own academic progress, they spoke about the feedback they received from their teachers as one way. One student said they created and managed a calendar which helps them stay on track. The live lessons and

phone calls with teachers were other ways that kept them on track. Another student talked about the planners that NCA provides, which they can then use to help plan their week. The planner allows students to schedule their work in a way that works for them individually. NCA also has a link on the homepage that lists all of the graduation requirements for students and they can use that to ensure they are still on track. When asked about if they feel respected in their classes, students said they feel very respected in their classes. They said they feel more respected in the virtual school than they did when they attended brick and mortar schools. They said the teachers also include their parents in discussions which helps keep parents up to date with what is going on. Even in the online environment, and the challenges that communication pose, students stated that the teachers are always really nice to the students when they have questions. Students also mentioned they were much more comfortable asking questions in class in the virtual setting as opposed to in-person classes.

- When asked why they think some students don't return to NCA, students said that some people need to be in an in-person environment. They said some students just don't fit well in a virtual school. When asked about the Flipped Model[3] change NCA implemented, and what their thoughts were, students said it had benefited them a lot. They said that it allows the teachers to teach how they want to teach which has been good for the teachers. They said the videos allow them to pause, rewind, and replay so they can take notes. There are no disruptions in the lessons which has also helped. A few students said they would like to see the school grow the number of clubs that are offered which would help with their college applications. They said the offerings were limited and it would be good to have more. They also mentioned they would like to have the school create connections with branches of the military for students who were looking to enter that field. The students said the school has also been more open to bringing new clubs to the school which has been really appreciated. Another student said they would like to see Home Economics offered at the school. Students said the Dual Credit offerings have also been really helpful because it allowed them to get credits for college too. They said it is nice to be able to be on a college campus but save the money that they would have had to spend in those first years.

Leadership:

- The NCA Leadership Team said that there are objectives at the beginning of the live lesson format. Teachers make sure that students understand what they are working on. These are typically posted, and the overarching objectives are looked at. The over- arching standards are reviewed.

- The leadership team described how teachers maintain websites that are very interactive. Students are able to access online tools. Even in grades that are not tested, all students have preparation for the ACT exam.

- Each leadership team member manages a staff of people and have mid-year and end of year evaluations. This provides time to talk about progress, to reflect, and to look at how things are going throughout the year. By evaluation time, teachers are well-informed about how they are doing.

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[3] The Flipped Classroom is a blended learning model in which traditional ideas about classroom activities and homework are reversed, or "flipped." In this model, instructors have students interact with new material first.

- The leadership team explained that teachers foster academic talk in the flipped classroom. The flipped model means there is a lesson via recording that is provided in advance to students . For example, students have access to sample problems along with a recording of content. Then, students may work together in a small group setting and have access to a one-on-one learning format as well. The recordings are sent out early in the week, prior to the live lesson.

Staff:

- The staff shared that they use pre recordings to begin instruction and then go to one-on-one or small group instruction. The biggest adjustment this year is the one-on-one contact they make through phone calls which helps get students caught up. In addition, the Special Education teacher has targeted live lessons, where the same content is taught at a slower pace. Teachers also use breakout rooms, and then holds one on one live lessons if a student needs additional assistance. The Special Education teacher said, "In this way I can privately teach these students."

- Staff explained that the *Connexus* system is set up so students can complete their work on their own. The data in the system shows who needs assistance and who does not. The instruction begins with recorded lessons at the beginning of the week. These include showing students the portfolio or project which will be expected to be completed so that students know where they are headed. After this happens, staff reported that they can adjust their instruction and support based on what is needed.

- The staff communicated their thoughts regarding the newly implemented flipped classroom at the school. A portion of the focus group staff remarked about the pros with this implementation. Some staff shared that the flipped model really works better because it takes the traditional classroom and effectively removes the "sage on the stage." However, the system has been built to let students work at their own pace. Instructional staff explained that they can supplement materials and checking in with students as needed. One staff member said, "This is a big change. One day one whole class and we removed this and are sending students out at the beginning of the week to independently consume (learn) the pre-recorded content and then come back to instructional staff to communicate what is still needed for the targeted learning to take place.

- There were also cons identified to the "flipped classroom" implementation as well as pros. From one person's perspective, the flipped model is a difficult model for those students who have learning gaps. This would include those students below grade level, those with an IEP or 504 plan. Another person said that some students don't like the flipped model and that some students are struggling because of this change. In many cases, students have some confusion about what they are supposed to do. One teacher remarked, "I take a lot more time calling students, doing live lessons with kids and it is different. It has created a lot more work but more communication too." A math teacher said that there is a need for feedback with math and this can be challenging with this model. In all, the staff seemed to agree that the flipped model seems good for the self-starter students, but the classroom environment is needed for others.

ORGANIZATIONAL PERFORMANCE

The SPCSA uses the Organizational Performance Framework to collect evidence of performance and evaluate schools, at least annually, to monitor schools throughout their charter terms, to report to schools and the public annually, to intervene in schools that do not meet expectations and to make high-stakes decisions, including: renewal, non-renewal, possible revocation, expansion or replication. Most of this work is done through routine submissions by the school to the SPCSA.

A limited number of measures within the organizational performance framework may be at least partially evaluated during the site evaluation process. Measures are partially evaluated based upon evidence from school focus groups, school observations, documents reviewed and information from the school presentation portion of the evaluation. SPCSA staff will note the evidence provided by the school and also outline any questions or potential concerns.

Measure	Description	Evidence Collected Through	Takeaways
1a	The school implements material terms of the education program.	School Presentation Epicenter Submissions NSPF Report	Nevada Connections Academy provides students with a distance education program which has been approved by the Nevada Department of Education. Every staff member is evaluated on an annual basis.
1b	The school complies with applicable education requirements.	School Presentation	Nevada Connections Academy's management partner, Pearson Online and Blended Learning, is evaluated by the NCA Board on an annual. This is evidenced in Board meeting minutes. As NCA students reside throughout the entire state, students are primarily recruited via television advertisements, on-line advertisements, as well as by word of mouth.
1c	The school protects the rights of students with disabilities.	School Presentation Classroom Observations	Special Education students are identified using the flagging process through enrollment. IEP's are closely monitored throughout the year. When necessary, annual IEP meetings are scheduled along with revision IEP meetings. The student and parents are invited to attend along with the student's case manager, teachers, administration and special education manager.
1d	The school protects the rights of ELL students.	School Presentation Classroom Observations	The WIDA Screener is used to identify students. ELL students are invited to get support via Live Lessons that are geared towards their proficiency level. Monitored students each have an Issue Aware ticket created where all teachers are invited to share information about the student's success and difficulties on a monthly basis. English Language Learners complete the ACCESS for ELs 2.0 Test (WIDA) on an annual basis.

Measure	Description	Evidence Collected Through	Takeaways
3a	The school complies with governance requirements.	School Presentation Board Focus Group	The Nevada Connections Board meets on a regular basis and has taken steps to ask questions and monitor progress at Nevada Connections Academy. During the board focus group, board members reported that they understand that it is important for them to make sure they know what is going on at the school.
3b	The school holds management accountable.	School Presentation	School leaders are evaluated each year as overseen by the School Board.
4a	The school protects the rights of all students.	School Presentation	Cultural/inclusivity initiatives have included unconscious bias as well as allyship trainings for all staff. School staff is committed to a representative and inclusive curriculum for student population, including using names, language, vocabulary, pronouns, and visuals that include a diverse representation of race, gender, socio-economic background, orientation, abilities, and religion.
5b	The school complies with health and safety requirements.	School Presentation Classroom Observations	FERPA regulations are strictly followed. Extra caution is taken when sharing Live Lesson recordings. The counseling department holds regular Live Lessons to support Social Emotional Needs and students identified as needing extra support have an Issue Aware ticket created where counseling team monitors them and communicates with them on a regular basis.

SITE EVALUATION FINDINGS

STRENGTHS

A Summary of Strengths as observed through academic achievement indicators, classroom observations, focus group feedback and portions of the Organizational Performance Evidence are found within the body of the report and summarized here.

1. Nevada Connections Academy has taken steps during the 2020-2021 school year to strengthen their academic and organizational alignment to the school's mission statement. These steps include monitoring of the Nevada School Performance Framework, addressing school improvement issues as described in their School Improvement Plan, a new "Flipped Classroom" format and a focus on college and career readiness. There is a greater understanding and emphasis on an improved graduation rate and a new commitment to Dual Credit at the high school level.

2. Students attending Nevada Connections come from all over the state of Nevada and the online format provides an alternative way to learn. For students wishing to work ahead and those with self-monitoring skills, the school allows freedom, flexibility and success in many cases. For students with an IEP, 504 plan the teaching staff and special education teachers assist with one-on-one and small group sessions.

3. Nevada Connections Academy provides a physical and emotionally safe alternative education program. Students reported that they have direct, meaningful communication with their teachers. In addition, during the classroom observations, the SPCSA team noticed warm personal respectful interactions. Students reported that instructional staff and leadership are highly responsive to student ideas and wanted changes for curricular activities.

CHALLENGES

A summary of challenges as observed through academic achievement indicators, classroom observations, focus group feedback and portions of the Organizational Performance Framework Evidence are described within the body of the report and summarized here.

1. With performance levels previously below average, Nevada Connections Academy is working to improve achievement levels for students and subgroups. The school board, leaders, and staff reported that they have a deeper understanding of the school's index scores as they relate to the Nevada School Performance Framework. The Nevada Connections team of educators has created and submitted a School Improvement Plan and are currently taking steps to increase graduation rates as well as overall academic proficiency and growth measures of achievement. This is a primary challenge at Nevada Connections Academy.

2. Many students at Nevada Connections belong to student groups that are considered "at-risk" for not graduating from high school. This includes students with an IEP, EL students, students qualifying for Title I, as well as those in Foster Care and those experiencing homelessness. Some students embrace the online learning structure at the school because they feel safe and secure learning in this manner, however a portion of these students may be seeking the online learning environment because they have experienced trauma or barriers in the past to the brick and mortar school setting. It is not surprising that the Nevada Connections leaders have identified that engagement of credit deficient students is a challenge. To add to the complexity of this challenge, poor motivation has been identified as a decisive factor in contributing to high drop-out rates (Artino, 2008; Keller, 2008). Therefore, student motivation is considered a crucial factor for success in online learning environments (Artino, 2008; Keller, 2008). The ability to effectively motivate and engage all students including those at risk for dropping out of school and those who are credit deficient is a complex and primary challenge at Nevada Connections Academy.

3. During our classroom observations and within the explanation of the student self-directed portion of the learning platform, the SPCSA team did not observe a strong process of the implementation of formative assessment at the school. The SPCSA team did observe strong relationships between teachers and students and a complete commitment to helping students to achieve; however a system to incorporate the sharing of learning targets, providing timely and clear feedback and student goal setting seem to be inconsistently applied to each of the different learning formats that take place at the school. This is a major challenge because formative assessment comprised of clear learning targets, feedback, and student goal setting can significantly raise student achievement, empower teachers, and assist students to become self-regulated, more motivated students.

4. Nevada Connections Academy has described their learning platform as a Triad, with (1) highly trained teachers, (2) high quality standards aligned curriculum, and (3) learning coaches. At Nevada Connections Academy (NCA), virtual school parents serve as face-to-face learning coaches responsible for their children's day-to-day completion of work. However, in grades 9–12 the school states that online students start to take charge of their education—setting goals, working independently, and exploring their future options. Although family members expressed that they have high levels of satisfaction with the school, they did say that current communication systems could be improved. Families reported that that they receive several e-mails per day from a variety of school sources and this can be confusing. Parents also said they would like to have the emails have the name of the class which would help them differentiate between different lessons and classes. In addition, school leaders expressed that one of the challenges at the school is family unresponsiveness to critically important e-mails and that the school sends up to six e-mails on a routine basis. There appears to be a need to develop a clear procedure/protocol for incoming and outgoing messaging at the school. Because this is such an important element in the school model, it is recommended that the school consider creating a clear-cut procedure for e-mail, text, and phone call communications. Improving communication is a challenge at the school.

RECOMMENDATIONS

Recommended items are provided so charters may increase their school-wide ratings as well as their overall success. SPCSA School Support Team members will follow up on each listed recommendation.

1. In order to improve school performance levels, the SPCSA recommends taking time to build upon the variety of distance learning practices to become more skilled, purposeful, and intentional with this platform. We suggest using what has been learned in both face-to-face and distance learning environments to leverage what works best to impact student achievement. In both settings, research has shown (Fisher, Frey & Hattie, 2020) that the following best practices apply to both settings:

   • Fostering student self-regulation is crucial for moving learning to deep and transfer levels.
   • Learning accelerates when the student, not the teacher, is taught to be in control of learning.
   • There needs to be a diversity of instructional approaches (not just some direct instruction and then some off-line independent work).
   • Well-designed peer learning impacts understanding.
   • Feedback in a high-trust environment must be integrated into the learning cycle.
     (Fisher et al.,2020)

2. Continue to build "communal" social capital and "relational trust" for students in the school setting. This bonding of youth to classroom teachers, peers, and school activities through trusting and sustained relationships provides protective factors to students from academic failure. Continue to research ways to build or bridge troubled and "at risk" youth to less "at-risk" youth, families and members of the community. This intentional broadening of student perspective, building relationships outside of the school and providing connections to those with necessary resources may foster ownership, autonomy, confidence and capability for those unengaged, credit deficient students. It is recommended that school leaders and staff strengthen the implementation levels in each of these areas and continue to prioritize as you move forward.   To this end, continue to track and improve Nevada Connections chronic absenteeism, and retention rates. The *What Works Clearinghouse* recommendations include the following:

   • A strong data tracking system
   • Adult advocates
   • Additional academic support
   • A personalized learning environment
   • Rigorous and relevant instruction for students

3. Guide and support school leaders, teachers, and students to join forces in establishing a clearly defined formative assessment process in order to generate powerful learning outcomes and change the culture from assessment of learning to assessment for learning. The purpose is to raise standards of achievement, improve teacher quality and control over teaching, and vastly improve students' ability to learn more and become self-aware learners and raise levels of student resilience. It is recommended that the Nevada Connections team focus on three elements within the formative assessment process.

   a. Establish clear learning targets and criteria for success. This means that students can do more than state an objective or explain information about an assignment. As part of each lesson, students should know what they are expected to learn and why it is important. This

is especially important in distance learning as students can get lost in the tasks and are sometimes not sure what they are supposed to be learning. When students focus on getting the work done, they may lose sight of the learning that should be taking place and do poorly on assessments. The criteria for success are used to make sure that students know what success looks like. Success criteria can look like checklists, rubrics, exemplars, and teacher modeling.

b. Improve the use and frequency of feedback provided to students. Effective feedback affects student learning in two ways. First, information from clear feedback supports achievement. It helps students realize which knowledge and skills are strong and which are weak. It helps students move from misconceptions to a clearer understanding through targeted explanation of particular points and suggestions about what or how to study or practice next. Second, clear descriptive feedback supports motivation because students begin to see that improvement is something they can control, and they know what to do next.

c. Foster student goal setting. Students learn best when they are actively and intentionally engaged in their own learning. School leaders can encourage teachers to value and include skill development in goal setting as an integral part of their classroom practice. When teachers help students set goals that are just right in terms of being specific and challenging, with a high probability for success, there is a great effect on student achievement. To promote student achievement, goal setting must be a part of the daily life of the classroom and taught across the content areas and continuously refined.

4. Consider making refinements to the existing communication methods. Family members requested that e-mails have the name of the class, and teacher included in the e-mail in an easily identifiable manner. A systematic approach to sending fewer e-mails may be helpful to learning coaches, family members, and students.

5. Use the results from the most recent CASEL inquiry at the Nevada Connections High School to guide student social emotional learning. In the most recent data, for "Self-Management" the following tasks were rated as either difficult or very difficult by the Nevada Connections Academy Student Survey results.

Getting through something even when feeling frustrated: Difficult-43%   Very Difficult-13%
Finishing tasks even when they are hard for me: Difficult-39%   Very Difficult-11%
Setting Goals for myself   Difficult-25%   Very Difficult-7%
Doing my schoolwork, even when I don't feel like it   Difficult-34%   Very Difficult-9%
Being Prepared for tests   Difficult-31%   Very Difficult 7%

http://reports.nevadaschoolclimate.org/Report/2019-20%20fall/English/State%20Sponsored%20Charter%20Schools/Nevada%20Connections%20Academy%20High%20(9-12).pdf

From CASEL (Collaborative for Academic, Social, and Emotional Learning) School data-Renewal Application dated Oct. 2019

DEFICIENCIES

There were no identified deficiencies for Nevada Connections Academy during this site evaluation. To be clear, this does not mean that the current academic performance of the school is adequate or that it is meeting state standards. Rather, this should be understood to mean that the site evaluation did not identify a deficiency during the actual evaluation process.

Appendix D

Site Evaluation Report
Nevada Connections Academy
Evaluation Date: 11/10/2021
Report Date: 1/24/2022

Note: The evaluation was originally scheduled for October 2021 but reset for November 4, 2021, at the request of school leadership. The student and family focus groups were rescheduled due to lack of participation on the original day of the evaluation. Evaluation took place on 11/4/2021 and 11/10/2021.

State Public Charter School Authority
775-687-9174
1749 North Stewart Street Suite 40
Carson City, Nevada 89706
2080 East Flamingo Road, Suite 230
Las Vegas, NV 89119

Contents

Appendices

A: Nevada State Performance Framework

http://www.doe.nv.gov/Accountability/NSPF/

B: SPCSA Academic Framework

http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/190628-Academic-Performance-Framework-Guidance-Document.pdf

C: SPCSA Organizational Framework

http://charterschools.nv.gov/uploadedFiles/CharterSchoolsnvgov/content/News/2019/190628-OPF-Att-1-Ratings-Scorecard.pdf

INTRODUCTION AND SCHOOL BACKGROUND

INTRODUCTION AND SCHOOL BACKGROUND

This Site Evaluation Report offers an analysis of evidence collected during the school evaluation that took place on November 4th and 10th, 2021 at Nevada Connections Academy. The State Public Charter School Authority (SPCSA) conducts a comprehensive review of evidence related to all charters within the portfolio during the first, third, and fifth year of operation. This comprehensive analysis addresses the academic success of the school and the effectiveness and viability of the school organization. Nevada Connections Academy is currently identified as having a one-star rating according to the most recent data from the Nevada School Performance Framework and within Nevada Report Card. However, it is important to note that in accordance with the U.S. Department of Education ESEA waiver to suspend accountability requirements for the school year 2020-21 and in response to the COVID 19 pandemic, the following applies.

NSPF school ratings and accountability indicators have be carried over for an additional year from the 2018-2019 reporting year. State and District information that can be reported for the current reporting year such as student enrollment, graduation rates, etc. will be updated into the Nevada Accountability Portal. For the most recent NSPF school rating reports please select the 2018-2019 reporting year. Schools identified as being under a Notice of Concern, Notice of Breach, or Notice of Termination will, like the one and two star rated schools have a differentiated procedure for their site evaluations. This does apply to Nevada Connections Academy for this site evaluation. Schools meeting this criterion will automatically be scheduled for a full site evaluation each year until the rating improves to a three-star status or the Notice is no longer in effect. Schools meeting these criteria will be notified in writing at the beginning of each school year. The purpose of the site evaluation in these instances is to provide follow-up and documented progress toward improvement.

The Site Evaluation Team conducts classroom observations within the areas of classroom environment and instruction. The purpose of these observations is to collect evidence using a rubric which has been normed by our team. All classroom rating outcomes will be displayed within this report so that school leaders have an overall idea of what is happening in general, at any time, in any classroom. The overall numbers will provide information about the school outcomes on this one day.

SPCSA staff will track "best practices", using a checklist and a summary of best practices observed, and will be contained within the report. Using information from focus groups of students, parents, staff, school leaders and the school's board, the SPCSA team will conduct focus groups and summarize results for schools within the report. The operational portion of the evaluation will be observed and take-aways recorded using a checklist and observing all aspects of the school's operational components as outlined in the SPCSA Organizational Framework.

This evaluation has been designed to focus on teaching and learning (e.g., curriculum, instruction, assessment, and services for at-risk students) as well as leadership, organizational capacity, and board oversight. The SPCSA uses the established criteria on a regular basis to provide schools with a consistent set of expectations leading up to renewal.

Nevada Connections Academy is in Reno, Nevada in a facility at 555 Double Eagle Court, Suite 2000. The school serves 1,375 students (as of the most recent Validation Day) in 9th through 12th grade. The mission of name of school is: "NCA will produce college/career ready graduates equipped with the social and emotional skills necessary to contribute positively to society. "

ACADEMIC PERFORMANCE

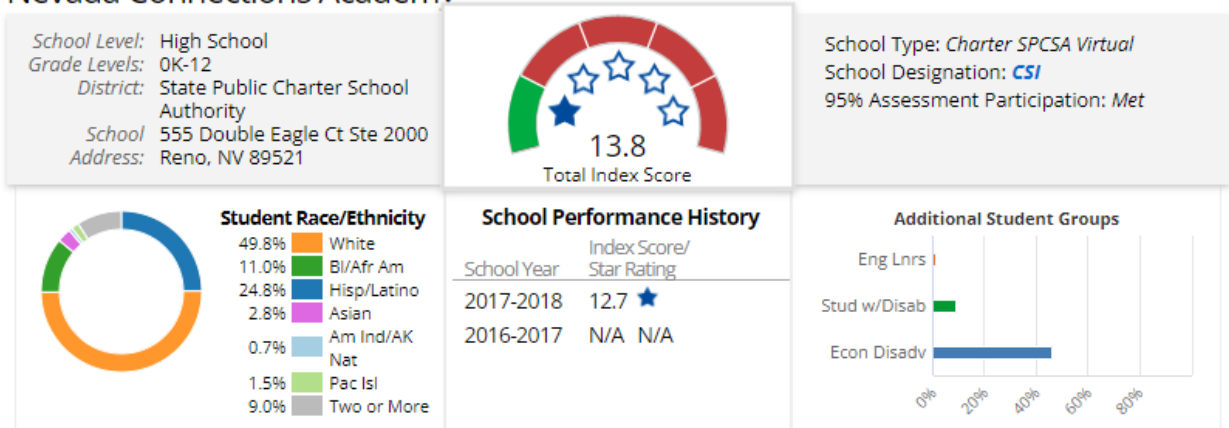## Nevada School Performance Framework
2019

Note: context for data sets where data are incomplete. This information is provided to assist in understanding the data sets impacted by the pandemic.

Nevada Connections Academy serves 1,375 students in 9th through 12th grade.

High School

Nevada Connections Academy

School Year 2018-2019 Nevada School Rating

School Level: High School	
Grade Levels: 0K-12	
District: State Public Charter School Authority	
School Address: 555 Double Eagle Ct Ste 2000 Reno, NV 89521	

13.8
Total Index Score

School Type: *Charter SPCSA Virtual*
School Designation: *CSI*
95% Assessment Participation: *Met*

Student Race/Ethnicity

49.8%	White
11.0%	Bl/Afr Am
24.8%	Hisp/Latino
2.8%	Asian
0.7%	Am Ind/AK Nat
1.5%	Pac Isl
9.0%	Two or More

School Performance History

School Year	Index Score/ Star Rating
2017-2018	12.7 ★
2016-2017	N/A N/A

Additional Student Groups

Eng Lnrs
Stud w/Disab
Econ Disadv

0% 20% 40% 60% 80%

Nevada Connections Academy
Math and ELA Results
Nevada School Performance Framework
2019

Note: context for data sets where data are incomplete. This information is provided to assist in understanding the data sets impacted by the pandemic.
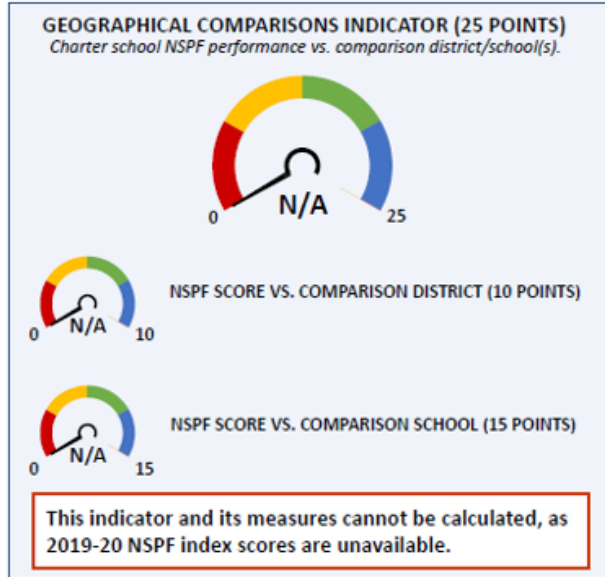
Proficiency Rates

High School

Math Proficient   **Math Proficient Points Earned: 1.5/10**

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	10.5	25.8	32.83	11.0	23.8	29.29
American Indian/Alaska Native	-	-	23.12	-	16.6	19.07
Asian	-	50.0	50.27	-	54.7	47.65
Black/African American	0.0	7.5	18.42	4.7	6.2	14.12
Hispanic/Latino	18.4	18.5	22.93	4.6	17.5	18.87
Pacific Islander	-	16.0	29.26	-	6.2	25.54
Two or More Races	0.0	26.0	36.96	10.0	26.1	33.64
White/Caucasian	8.9	32.0	44.25	15.8	28.4	41.31
Special Education	8.3	6.1	12.38	0.0	2.2	7.77
English Learners Current + Former	-	5.0	14.52	-	10.9	10.02
English Learners Current	-	0.0		-	2.4	6.96
Economically Disadvantaged	2.7	14.6	24	7.3	13.3	20.01

ELA Proficient   **ELA Proficient Points Earned: 3.5/10**

Groups	2019 %	2019 % District	2019 % MIP	2018 %	2018 % District	2018 % MIP
All Students	35.8	53.9	48.54	28.7	44.5	45.83
American Indian/Alaska Native	-	-	36.76	-	36.3	33.43
Asian	-	71.0	65.11	-	68.4	63.27
Black/African American	21.4	32.8	31.39	11.9	21.6	27.78
Hispanic/Latino	35.1	47.3	36.5	20.6	39.5	33.15
Pacific Islander	-	52.0	48.75	-	37.5	46.05
Two or More Races	21.4	62.5	58.07	30.0	46.9	55.86
White/Caucasian	39.1	59.7	62.25	34.1	50.0	60.26
Special Education	16.6	18.8	15.71	4.3	9.0	11.27
English Learners Current + Former	-	18.1	17.52	-	21.8	13.18
English Learners Current	-	10.6		-	9.7	6.9
Economically Disadvantaged	23.6	41.9	37.66	22.0	31.2	34.37

SPCSA Academic Performance Framework
Geographic Comparison Report

High School

GEOGRAPHICAL COMPARISONS INDICATOR (25 POINTS)
Charter school NSPF performance vs. comparison district/school(s).

N/A — 0 to 25

NSPF SCORE VS. COMPARISON DISTRICT (10 POINTS) — N/A, 0 to 10

NSPF SCORE VS. COMPARISON SCHOOL (15 POINTS) — N/A, 0 to 15

This indicator and its measures cannot be calculated, as 2019-20 NSPF index scores are unavailable.

SPCSA Academic Performance Framework
Diversity Comparison Results

High School

ENROLLMENT DIVERSITY INDICATOR (15 POINTS)
Charter school FRL, IEP, and EL enrollment rates vs. comparison district.

9 — 0 to 15

Bonus Indicator Points: 0
One point per group with at least 25% increase over prior year rate, up to indicator maximum.

10/1/19 CHARTER VS. DISTRICT 9-12 ENROLLMENT RATES (5 POINTS EACH)

	GRP.	CHARTER	DISTRICT	DIFF.	BONUS
3 (0 to 5)	FRL	≥40 and <50	60.7	▼	✘
4 (0 to 5)	IEP	≥5 and <10	10.8	▼	✘
2 (0 to 5)	EL	<5	12.2	▼	✘

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY

Group	Number of Participants	Duration of Focus Group
Governing Board[1]	2	30 minutes
Parents/Families	6	30 minutes
Students	8	30 minutes
School Leadership	8	30 minutes
Staff	11	30 minutes

Governing Board[1]:

1. Board members explained that this school is special because it offers students an alternative way to be educated, without having to attend school in person. They board was highly complementary of the way that the school has improved their ability to reach out and meet the needs of every student. The board is provided an academic update during regularly scheduled board meetings.

2. The board explained that they regularly evaluate the school leader and communicate results to the leader. The board expressed that they are impressed with recent high school graduation data and a definite improvement in the number of students graduating from NCA.

3. The board members said that very seldom are they involved with unhappy family members. They added that the staff and school leaders do a wonderful job of communicating to families, especially if students begin to fall behind in their courses of study. The board members made a point of thanking SPCSA for working so closely with them in a positive manner during the last year.

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[1] Two members of the Seven member board participated. Quorum was not met, and Open Meeting Law was not violated.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Parents/Families:

1. Family members shared that NCA provides clear instruction for their children in the upper grades. One parent commented, "For 9th grade students, the instruction can be less clear as families learn to adapt to the school models for instruction and communication and that can be difficult for us families to manage." Parents said they would like to see NCA offer different options for file management because the files can be lost in Drop Box at times. All families said their children look forward to attending school every day. The flexibility that NCA allows has increased their children's enthusiasm for attending school. One parent said, "My child found out they were smart, which had not been the case in their previous school." Another parent said, "The flexibility has allowed my child to set their own schedule which has had a positive impact on their school experience." Parents commented that the flexibility has also made their children more accountable because they have a responsibility to maintain a set schedule without someone watching over them.

2. Family members were asked about how they are kept up to date with the progress their high schooler is making. Family members reported that the teachers do a great job communicating with families about the progress of their children's learning. A parent said their child is autistic and NCA has done a wonderful job educating their child and considering their needs. Parents said that NCA allows for families to easily see where their children are at in their learning. Parents can go online and see their children's grades and if a child is falling behind, teachers will reach out to parents to let them know.

3. Family members were asked if they felt able to express concerns at the school. One parent gave an example and said that they had received a truancy alarm when their child was behind. The parent was able to contact the school and discuss the issue quickly. The teachers worked with the parent to find a resolution to the issue that had come up. One parent commented, "NCA staff are quick to get back to family members and they take special care to keep in contact with families of children with special needs." Another family member added that this school year has seen improved communication between the family and the school after the family suffered a terrible loss. Every week, staff at NCA reaches out to the student and their family to see how they are doing. Parents said they appreciate that their children can do participate in dual enrollment program and having that opportunity has been very important to them. Another parent noted they appreciated that NCA had started the Gay Straight Alliance and that their child was able to choose their preferred pronoun. Teachers and staff at the school put their pronouns in their email bodies and having that allows their children to feel more comfortable at the school.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Students:

1. Students shared that they are learning about Algebra this year and Science. Some students who participated in this focus group said that the school has been very helpful. One student is leaving the school because the school does not have the classes she needs and will transfer to another school. Students reported that the school leaders do ask for feedback from the students to determine how the student liked the teacher and the course content, or to see if students have ideas for improvement.

2. Students said that the teachers at the school are helpful, nice, and good communicators. One student said the most important thing a teacher can do is to have patience with their students. Students added that making their own schedule allows then freedom with classes. Students shared that they must be able to manage their time and work independently. One student commented that a person doesn't have to attend a class if they already know the content. One student said, "One big advantage is that if you need to go on vacation, you can go and schedule your classes around this instead of missing the class." Students said their families are involved only by supporting with state testing, and that otherwise, she is on a call with teachers herself and the families are not involved very much. Students did not that sometimes a parent must sign off to allow the student to take a dual enrollment course and that a parent must give permission for students to attend a field trip. One student said she was approached to have her mom attend a PTA, but her mom does not have time for that, and is not involved with school at all.

3. When asked what changes students would make to the school, they spoke about how they would like to see better technical capability at the school. Students said they have had issues with Connexus and that can make it difficult. Students who have attended other online schools did say that despite issues with Connexus, it is still a much better platform than other schools. Other students said they would like to have more opportunities to socialize with their classmates and be able to join more clubs and extracurricular activities. Students also said they would like to see more access to the quick checks. Quick checks are practice quizzes, and some students would like to have access to future ones even if they haven't completed the assignment.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Leadership:

1. School leaders identified several positive at the school. One highlight is in the number of participants taking part in the College and Career Ready classes which has gone from under 5% of students to about 23% according to data for this school year. Graduation rates are up as well with the most recent data (school year ending in 2021) at 86.15% which is an increase from the previous school year which was 80.2%. Additionally, leaders explained that there is more positivity in the culture of the school for staff and students. The school leaders have created a focus on culture and student engagement by adding several clubs as options for students. This was at the request of students. Other important additions include grade level academies, and school assemblies.

2. Leaders shared information about the Renaissance System which was implemented last year. Leaders said that there is a 95% participation rate in this program this fall. School leaders explained that students are tested in ELA, and Math, one on one with a teacher and the test is proctored live. The results are obtained, and homeroom teachers go over the scores with students. The system allows school staff to see the time it took for the student to complete the test. Using this information, students work with teachers to set academic goals. Students are encouraged to self-reflect and consider not only the goal but what steps might need to be taken to achieve it. These conversations happen three times per year for every student. This also helps the school to identify which students may need additional literacy support and instruction.

3. The literacy coach balances her focus between Special Education, literacy, and data. She looks at the results of benchmark testing to identify those students to appear to need remediation and narrows this down to determining a skill set or content area that will need to be stronger for the student to thrive at the high school level. The entire teaching staff is aware that in some cases home challenges, health challenges, and economic challenges are present in the lives of their high school students. Staff takes the time to develop personal relationships with student and reaches out to the students. Together with their teacher, students look at their data and determine the areas where students can raise their grade and performance. Education professionals work on interventions with students keeping the student's goals in mind such as graduation. NCA uses a test prep program, called USA Test Prep to support students in learning test taking strategies to boost scores.

FOCUS GROUP SUMMARIES

FOCUS GROUP SUMMARY continued

Staff:

1. Staff members at NCA said that they are highly committed to the learning of each student at the school. They offer extra tutoring and are available to answer questions for each student. When asked about the school's top two strengths, the staff identified the ability to access education from home and the ability for students to work ahead on assignments with a flexible schedule.

2. The staff shared that they constantly monitor student achievement. They have a detailed method to review student achievement data as students participate in on-line classes. Each teacher has a set of students for whom they track performance and check in with to assure that students are given ample opportunity to ask questions.

3. The staff talked about some of the recent changes made at the school. One example included an extra emphasis by teachers to provide students increased levels of feedback on their work. Teachers said they spend time goal setting with students and make sure they communicate academic updates using the school Padlet. Teachers added that they continue to provide asynchronous instructional recordings to enhance the state standard content and offer a synchronous class to encourage student participation and one on one support through phone calls.

CLASSROOM OBSERVATION TOTALS

A total of 9 were observed for approximately 20 minutes on the day of the evaluation.

I. Classroom Environment

	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Areas 1 & 2 **Creating an Environment of Respect and Rapport** **Establishing a Culture for Learning**	Classroom interactions are highly respectful, and the teacher demonstrates a passionate commitment to the subject.	Classroom interactions reflect general warmth and caring and a genuine culture for learning.	Classroom interactions are generally appropriate and free from conflict with a minimal culture for learning.	Classroom interactions between the teacher and students are negative and do not represent a culture for learning.	This criterion was not observed or rated.
	Total: 0	Total: 8	Total: 0	Total: 0	Total: 1
	Students ensure maintenance of high levels of civility among classmates and assume much of the responsibility for establishing a culture for learning.	Interactions reflect cultural and developmental differences of students. Teacher and students are committed to the subject.	Interactions may be characterized by occasional displays of insensitivity and inconsistent expectations for student achievement.	Interactions are characterized by sarcasm, put-downs, and/or conflict. There is a low teacher commitment to the subject and few instances of students taking pride in their work.	This criterion was not observed or rated.
	Total: 0	Total: 6	Total: 0	Total: 0	Total: 3

	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Areas 3 & 4 **Managing Classroom Procedures**	Classroom routines and procedures appear seamless and student behavior is entirely appropriate.	Classroom routines and procedures have been established and the teacher ensures smooth functioning with little loss of instruction time.	Classroom routines and procedures have been established but function inconsistently, with some loss of instruction time.	Classroom routines and procedures are nonexistent or inefficient, resulting in the loss of much instruction time.	This criterion was not observed or rated.
	Total: 0	Total: 4	Total: 2	Total: 0	Total: 3
Managing Student Behavior	There appears to be no misbehavior during the observation. The teacher monitoring of student behavior is subtle and/or preventative.	Teacher responds to student misbehavior in ways that are appropriate and respectful of the students.	Teacher tries to establish standards of conduct for students and monitor behavior. These efforts are not always successful.	Teacher is unsuccessful in monitoring student behavior.	This criterion was not observed or rated.
	Total: 0	Total: 2	Total: 0	Total: 0	Total: 7

CLASSROOM OBSERVATION TOTALS

II. Classroom Instruction					
	Distinguished	**Proficient**	**Basic**	**Unsatisfactory**	**Not Observed**
Area 5 **Purpose and Explanation of Content, Lesson, Unit or Classroom Activity**	The purpose of the lesson or unit is clear and connects with student's real-life experiences. The explanation of content is imaginative, and students contribute to the lesson by participating and or explaining concepts to their peers.	The purpose for the lesson or learning activity is clear. The teacher's explanation of content is appropriate. and connects with students.	The teacher attempts to explain the instructional purpose, with limited success. The explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.	The purpose for the lesson, learning activity is unclear. Teacher's explanation of the content is unclear, confusing or uses inappropriate language.	This criterion was not observed or rated.
	Total: 0	Total: 5	Total: 0	Total: 0	Total: 4
	Distinguished	**Proficient**	**Basic**	**Unsatisfactory**	**Not Observed**
Area 6 **A** **Using Questioning and Discussion Techniques**	Students formulate and ask high-level questions.	Teacher formulates and asks several high-level questions.	Teacher questioning and discussion techniques are uneven with some high-level questions.	Teacher makes poor use of questioning and discussion techniques, with low level questions, limited student participation and little true discussion.	This criterion was not observed or rated.
	Total: 0	Total: 3	Total: 2	Total: 0	Total: 4
B	Students assume responsibility for the participation of most students in the discussion.	Teachers assumes responsibility for the discussion which includes most students.	There is some attempt by the teacher to initiate student discussion and student participation.3	There is little to no student discussion even though the opportunity is there.	This criterion was not observed or rated.
	Total: 0	Total: 3	Total: 1	Total: 0	Total: 5

CLASSROOM OBSERVATION TOTALS

II. Classroom Instruction (continued)

	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 7 **A** Engaging Students in Learning	Students are highly engaged throughout the lesson. The pacing and structure of the lesson allows high levels of student engagement.	Students appear to be intellectually engaged throughout most of the lesson. The pacing and structure of the lesson is suitable for this group of students.	Students are partially engaged throughout the lesson.	Students are not at all intellectually engaged in significant learning.	This criterion was not observed or rated.
	Total: 0	Total: 3	Total: 4	Total: 0	Total: 2
B	Students make contributions to the representation of content.	There are appropriate activities, and instructive representations of content.	The representation of content or structure/pacing is uneven.	There are inappropriate activities or materials, poor representations of content, or lack of lesson structure/pacing.	This criterion was not observed or rated.
	Total: 0	Total: 5	Total: 2	Total: 0	Total: 2

	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 8 **A**	Students are aware of the learning goals/targets for themselves during this instructional timeframe.	Most of the students are aware of the learning goals/targets for themselves during this instructional timeframe.	Some of the students are aware of the learning goals/targets for themselves during this instructional timeframe.	Students are not aware of the learning goals/learning target during this instructional time frame.	This criterion was not observed or rated.
	Total: 0	Total: 5	Total: 1	Total: 0	Total: 3
Using Formative Assessment in Instruction **B**	The teacher purposefully and consistently provides clear, descriptive feedback regarding student's demonstration/understanding of the learning goal/target. The feedback is timely and is in a reasonable amount.	Much of the time, the teacher, provides clear, descriptive feedback regarding student's understanding/ demonstration of learning goal/target. The feedback is timely and is in a reasonable amount.	At times, the teacher provides clear, descriptive feedback but not in a consistent manner regarding learning goal/target. Observing where the work was meeting and where it was not. The feedback is timely and is in a reasonable amount.	The teacher does not provide clear, descriptive feedback regarding learning goal/target and does not observing where the work is and where it is not meeting. The feedback is not timely and is not in a reasonable amount.	This criterion was not observed or rated.
	Total: 0	Total: 3	Total: 3	Total: 0	Total: 3

Additional information about the classroom observations shared here when applicable

The SPCSA Site Evaluation team observed interactions between students and instructors at the school in nine instances. The team observed and took notes in live classroom settings as well as recorded lessons.

Nevada Connections Academy is a full-time virtual school. Their primary means of academic instruction is a web-based platform called Pearson Connexus. This platform currently helps school staff to structure their academics.

Students, teachers, learning coaches, and administrators use Connexus for a variety of purposes including primary lesson scope and sequence, monitoring of student progress, daily schedules, and grades. After the initial day of evaluation, the SPCSA team met again with family members and students to gather a full range of information regarding Nevada Connections Academy.

Two trends were observed across classrooms:

1. A pattern of students joining the class several minutes late was observed.
2. Teachers appear to be carrying a substantial part of the cognitive load. In some cases, it is the teacher appears to be reading, solving math problems, and showing students how to do complex tasks while the students watch the demonstration. Students observe and take a more passive stance.

ORGANIZATIONAL PERFORMANCE

The SPCSA uses the Organizational Performance Framework to collect evidence of performance and evaluate schools, at least annually, to monitor schools throughout their charter terms, to report to schools and the public annually, to intervene in schools that do not meet expectations and to make high-stakes decisions, including renewal, non-renewal, possible revocation, expansion, or replication. Most of this work is done through routine submissions by the school to the SPCSA.

A limited number of measures within the organizational performance framework may be at least partially evaluated during the site evaluation process. Measures are partially evaluated based upon evidence from school focus groups, school observations, documents reviewed and information from the school presentation portion of the evaluation. SPCSA staff will note the evidence provided by the school and also outline any questions or potential concerns.

Measure	Description	Evidence Collected
1a	The school implements material terms of the education program. Examples of evidence: The scope and sequence of curricular materials have been vetted to align with the Nevada Academic Content Standards and a plan has been mapped by date to ensure the completion of each standard within the grade or content area. The educational program offered by the school is consistent with the program proposed within the charter application. Ex: math science focus, extended day, arts integrated.	Students use a personalized instruction platform as structured lessons blended with self-paced online learning. NCA provides all high school courses required for graduation including Math, Science, English, and Social Studies. NCA offers various electives, Honors and Advanced Placement options, and CTE Pathway courses. Students are offered a focus in Mathematics scope and sequence for standard-level, Honors, and AP courses which includes mastery of conceptual categories including number and quantity, algebra, functions, modeling, geometry, and statistics and probability as set forth by the Nevada Academic Standards. - All curriculum at NCA aligns with the Nevada Academic Content Standards within English Language Arts, Mathematics, Science, Social Studies, Health and Physical Education, Fine Arts, Computer Science, and World Language through approval with the Nevada Department of Education."
1b	The school complies with applicable education requirements. Examples: Completing the submission of required items to	NCA posts open positions on Connection Academy's career board. Resumes are submitted and reviewed by the hiring manager. If a candidate meets all requirements, the candidate is contacted by phone to discuss the position further. An interview is scheduled and held. School leaders report that career ladder positions are offered to staff when available. Some of the positions include manager, ELL Specialist, RTI Coordinator, Credit Recovery Coordinator and would be in addition to their teacher role.

		epicenter in a complete and timely manner. (Licensing of staff, Special Education and ELL Handbook and all others) Assessments/Data requirements	
1c		The school protects the rights of students with disabilities. Examples: A narrative of processes in place to ensure decisions made by the IEP Team are communicated to all staff who work with the student. A narrative of how the school/campus documents the delivery of service and progress toward achieving the IEP goals.	NCA utilizes a multi-layered approach to create a student's IEP. Special Education students are identified using the flagging process through enrollment. Documentation submitted during enrollment is reviewed and previous schools are contacted for information. Once flagged, the Special Education Manager reviews documentation and places student accordingly. This includes pairing each student to that of an NCA Special Education teacher or "case worker". Prior to the IEP meeting all relevant, student-specific quantitative and qualitative data is collected by the student's assigned case worker. Some of the data may be collected directly from the learning management system (ie. current grades, lesson completion, attendance, participation, and communication metrics). The case manager will conduct the formal agenda consistent with state and federal standards, including an opportunity for all stakeholders to discuss concerns, set goals, establish clear lines of ongoing communication, and ultimately, confirm agreement with the terms of the IEP as written. General Education teachers are advised by the school leaders to remain in regular contact with a student's case manager throughout the semester. This collaboration is of particular importance at the end of a given term, prior to completing course grades for the student.
1d		The school protects the rights of ELL students. Examples: A narrative explaining how content teachers are trained in specific methodologie3s to provide EL students with meaningful access to content. A description of how EL students are acquiring English language skills in all four domains (e.g., listening, speaking, reading, and writing) A description of how EL student progress within the four domains is monitored.	Meaningful access to content for EL learners is provided within the context of a fully online learning platform beginning with the embedded curriculum design itself. It may also be modified or supplemented by the NCA instructional staff to better meet the unique needs of students. NCA content teachers are encouraged to modify or customize the course curriculum in a variety of ways to further support their EL students. Performing this specific task requires creativity and professional expertise, as well as time and resources allocated by NCA school leadership in the areas of staff development and training. Teachers work collaboratively within three areas - whole-school, by grade level, and within their specific content areas - to identify potential gaps and barriers within the curriculum, which may be overcome with teacher-generated resources.

Measure	Description	Evidence Collected
3a	The school complies with governance requirements. Examples: Board policies, including those related to oversight of an Education Service Provider, state open meeting law, code of ethics, conflicts of interest, board composition, routine meetings.	Governance requirements are monitored by the superintendent, the Board, NCA attorney, as well as the school's management partner to ensure compliance. Examples include 1. Board conducts an annual evaluation of the management partner 2. Board maintains between 5-9 members meeting the qualifications as required by law 3. Board conducts all meetings according to open meeting laws. 4. NCA may not purchase or lease anything from a Board member. 5. The Board has approved Board policies and has adopted and abides by a Code of Ethics Policy and Conflict of Interest Policy. Additionally, every Board member completes a Conflict-of-Interest Disclosure Statement.
4a	The school protects the rights of all students. Examples: Admissions, waiting lists, fair and open recruitment, enrollment, due process protections, conduct of discipline- (discipline hearings, suspension and expulsion policies and practices, protects student information.	Admission Policy - Enrollment is open for students in grades 9 & 10. First semester enrollment remains open until 11/15/21. If families would like to enroll after the deadline, they will enroll for 2nd Semester. Waiting Lists - A waiting list is created and monitored by the Enrollment Team if enrollment cap for grades 9 & 10 is reached. Students are removed from the waitlist when spots open based on the date of completion of their enrollment documents.
5b	The school complies with health and safety requirements. Examples: Timely and accurate submission of epicenter documents: (Crisis/Emergency Response Plan Emergency Operation Plan Certificate of Occupancy) Appropriate nursing services and dispensing of pharmaceuticals, food service, and other health and safety services.	The Crisis/Emergency Response Plan is intended for use by school administration, faculty, staff, students, and emergency responders. It is intended to inform parents and community leaders of the school's planned actions in response to emergencies as a way of preparing families and local officials before an emergency occurs. Students have access to Safe Voice, and other mental health supports at NCA. The Manger of Counseling Services monitors students as needed on a regular basis. School administration is also linked to these reports.

Measures of Progress from Previous Site Evaluations

The extent to which the school has been successful in maintaining areas of strength, removing challenges, and acting upon the recommended items made by the SPCSA during the school's previous evaluation

School staff ability to address previous recommendations	According to school leaders at NCA the SPCSA previous recommendations were discussed at length. An action committee was created, and items were recommended on the school's Pulse Survey. Possible solutions were shared, and new directives were put in place for the 21-22 SY to improve in the recommended areas
Evidence the school can provide to support the implementation of previous recommendations.	The school leader has reported that teachers create assignments, and the school has placed a higher emphasis on providing feedback to students. Goal setting with students is conducted through weekly communications and sharing on the school Padlet. The school indicates that weekly communications with NCA students and families has improved and contains more direction than before including updates and important information.
The reasons school will require additional time to fully address the recommended items.	The school leader responded, "Yes, any new directives put in place require time to determine its effectiveness. Though this process began right after the last site evaluation, some items were not put in place until the start of this school year."

SITE EVALUATION FINDINGS

STRENGTHS

Summary of strengths: Academic, Classroom, Focus Groups, and Organizational Performance Evidence.

1. The school continues to work toward improvements which will most likely elevate the school's overall star rating. Examples of this include methods to improve the graduation rate, providing back to School Meetings with staff to share best practices, and routine School Improvement Plan meetings to work collaboratively on school goals. The school leaders have shared that the staff at the school is aware of each indicator within the NSPF (Nevada School Performance Framework), and they are aware of what is needed to improve. The leaders and staff have explained that they are committed to this focus.

2. The graduation rate at NCA has improved. The school recorded a previous graduation rate of 80.2% and improved this to 86.1%. This is a significant improvement.

3. The school continues to implement a flipped model of instruction which began the previous school year. School leaders shared that they have added a few new instructional methods for the staff to use to support an increase in academic outcomes for students. Most teachers reported that they are finding success with this flipped model and continue to send out instructional recordings. As discussed during the staff focus group, the instructional staff are still offering whole group instructional live lessons for students with an agreed upon emphasis on student involvement and engagement.

4. The school has continued to make improvements within their College and Career Readiness Program and have added a Hospitality/Tourism pathway. There are several more Dual Credit courses offered through TMCC (Truckee Meadows Community College) in Reno.

5. Nevada Connections Academy provides a physical and emotionally safe alternative education program. Students reported that they have direct, meaningful communication with their teachers. In addition, during the classroom observations, the SPCSA team noticed warm personal respectful interactions. Students reported that instructional staff and leadership are highly responsive to student ideas and desired changes for extra-curricular activities.

CHALLENGES

A summary of challenges as observed through academic achievement indicators, classroom observations, focus group feedback and portions of the Organizational Performance Framework Evidence are described within the body of the report and summarized here.

1. A continued challenge at NCA is the school's previously below average outcomes within the Nevada School Performance Network. Because the Nevada Department of Education obtained a waiver from the United States Department of Education to forgo academic ratings for the 20-21 School Year, the school's efforts to improve outcomes have not yet been determined one way or another. The school team continues to follow the goals set forth in their School

Improvement Plan and have taken steps to increase graduation rates as well as academic proficiency levels. These are positive steps; however, it is important to realize that school wide academic outcomes remain a current challenge.

2. As previously reported, many students at Nevada Connections belong to student groups that are considered "at-risk" for not graduating from high school. This includes students with an IEP, EL students, students qualifying for free and reduced-price lunch, as well as those in Foster Care and those experiencing homelessness. Some students embrace the online learning structure at the school because they feel safe and secure learning in this manner. However, a portion of these students may be seeking the online learning environment because they have experienced trauma or barriers in the past to the brick-and-mortar school setting. It is not surprising that the Nevada Connections leaders have identified that engagement of credit deficient students is a challenge. To add to the complexity of this challenge, poor motivation has been identified as a decisive factor in contributing to high drop-out rates (Artino, 2008; Keller, 2008). Therefore, student motivation is considered a crucial factor for success in online learning environments (Artino, 2008; Keller, 2008). The ability to effectively motivate and engage all students including those at risk for dropping out of school and those who are credit deficient is a complex and primary challenge at Nevada Connections Academy.

3. During the classroom observations, the SPCSA team did not observe a strong process of the implementation of formative assessment during the live and recorded lesson formats. As previously noted, the learning target, feedback, and student goal setting to understand the objectives seem to be inconsistently applied; however, the SPCSA Site Evaluation team was not given the opportunity to observe the Pearson portion of the lesson format during this evaluation. The concern continues to be that some highly self -motivated students, will thrive with the self-directed learning, however other students who may at-risk of not graduating from High School, (which is a large percentage of the school's population) may benefit greatly from the formative assessment methods previously recommended.   This challenge and concern were stated in the previous 20-21 Site Evaluation report.

   ### The SPCSA team did not observe:

   - New and implemented methods the school is using to foster student self-regulation.
   - New ways of providing students the opportunity to participate more in depth in their own learning to deeply understand and transfer new learning to long term memory.
   - A diversity of instructional approaches. The observations consisted of direct instruction and teacher coaching via direct instruction.
   - Well-designed and or any instances of peer learning taking place.
   - Evidence of a new routinely and planned practice of feedback to students during the instructional portion of the day.

   Note that the SPCSA team's observation covered nine classrooms for one day. So, it is possible that these practices are being used in some cases but were not observed. However, these practices do not appear to be commonplace, based on the lack of observational data obtained.

RECOMMENDATIONS

Recommended items are provided so charters may increase their school-wide ratings as well as their overall success. Authorizing Team members will follow up on each listed recommendation.

STRONG RECOMMENDATIONS: The following recommendations were issued during the previous site evaluation conducted October 2020. During this site evaluation the team had a very limited opportunity to observe many classrooms, students, or learning formats. While the leadership team spoke to changes the school has made in response to the October 2020 site evaluation, the SPCSA site evaluation team could not clearly gather evidence of the previous recommendations being implemented during the evaluation. It is not clear weather this is due to access to observational data, or that some of these items remain a work in progress. For this reason, the SPCSA team has re-issued some of the same recommendations from the previous evaluation. The SPCSA site evaluation team will work closely with the school leaders to develop, monitor, and obtain evidence of both implementation and follow-through regarding these recommendations.

To improve school performance levels, the SPCSA recommends taking time to build upon the variety of distance learning practices to become more skilled, purposeful, and intentional with this platform. We suggest using what has been learned in both face-to-face and distance learning environments to leverage what works best to impact student achievement. In both settings, research has shown (Fisher, Frey & Hattie, 2020) that the following best practices apply to both in person and virtual learning platforms.

1. Foster student self-regulation. This is crucial for moving learning to deep and transfer levels. Learning accelerates when the student, not the teacher, is taught to be in control of learning.
2. Employ a diversity of instructional approaches (not just some direct instruction and then some off-line independent work).
3. Add options for students to take part in well-designed peer learning.
4. Offer multiple forms of feedback to students within a high-trust environment. Integrate the feedback throughout the learning cycle. (Fisher et al.,2020)
5. Continue to build "communal" social capital and "relational trust" for students in the school setting. This bonding of youth to classroom teachers, peers, and school activities through trusting and sustained relationships provides protective factors to students from academic failure.
6. Continue to research ways to build or bridge troubled and "at risk" youth to less "at-risk" youth, families and members of the community. This intentional broadening of student perspective, building relationships outside of the school and providing connections to those with necessary resources may foster ownership, autonomy, confidence, and capability for those unengaged, credit deficient students.
7. It is recommended that school leaders and staff strengthen the implementation levels in each of these areas and continue to prioritize as you move forward. To this end, continue to track and improve Nevada Connections chronic absenteeism, and retention rates. The What Works Clearinghouse recommendations include a strong data tracking system, adult advocates, additional academic supports, a personalized learning environment and rigorous/ relevant instruction for students.
8. Guide and support school leaders, teachers, and students to join forces in establishing a clearly defined formative assessment process to generate powerful learning outcomes and change the culture from assessment of learning to assessment for learning. The purpose is to raise standards of achievement, improve teacher quality and control over teaching, and vastly improve students' ability to learn more and become self-aware learners and raise levels of student resilience. It is recommended that the Nevada Connections team focus on three elements within the formative assessment process. First, establish clear learning targets and criteria for success, second, improve the use and frequency of feedback to students, and third, foster student goal

setting as an integral part of classroom practice.

DEFICIENCIES

There were no deficiencies identified for Nevada Connections Academy during this evaluation.

Appendix E

STATE OF NEVADA

BRIAN SANDOVAL
Governor

PATRICK GAVIN
Executive Director

STATE PUBLIC CHARTER SCHOOL AUTHORITY

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

VIA UNITED STATES POSTAL SERVICE
AND ELECTRONIC MAIL

October 19, 2018

Scott Harrington, Board President
Nevada Connections Academy
555 Double Eagle Court Suite 2000
Reno, Nevada 89521
scottharrington@nca.connectionsacademy.org

Re: Notices Due to Academic Underperformance

Dear Dr. Harrington:

As you are aware, Nevada Connections Academy's elementary, middle, and high school programs each received one-star ratings under the Nevada Department of Education's Nevada School Performance Framework for the 2017-2018 school year. As you are also aware, the State Public Charter School Authority voted at its September 28, 2018 Board meeting to issue a number of notices to Nevada Connections Academy based on the foregoing academic underperformance.

First, in regard to Nevada Connections Academy's elementary school program, this correspondence serves as a notice of continuing breach due to Nevada Connections Academy's elementary school's one-star rating under the NSPF for the 2017-2018 school year. You will recall that the State Public Charter School Authority previously issued a Notice of Breach in regard to Nevada Connections Academy's elementary school program due to it being rated as a one-star school under the NSPF for the 2016-2017 school year. We note here that Nevada Academy's elementary school program rating under the NSPF has actually declined since the issuance of the Notice of Breach.

Second, in regard to Nevada Connections Academy's middle school program, this correspondence serves as a Notice of Concern due to Nevada Connections Academy's middle school program receiving a one-star rating under the NSPF for the 2017-2018 school year.

Third, in regard to Nevada Connections Academy's high school program, this correspondence serves as a notification that the school received a one-star rating under the NSPF for the 2017-2018 school year. In regard to Nevada Connections Academy's high school program, please note that the school's amended Charter School Contract and the previously-agreed-to settlement related to Nevada Connections Academy's high school program, NCA's high school program must achieve a graduation rate of 49% or greater for the 2017-2018 school year or else face additional enrollment caps. Nevada's Department of Education will release the 2017-2018 graduation rates in December of 2018, and we expect to bring this issue to the State Public Charter School Authority Board in early 2019.

Please note that at this time, no specific actions on the part of Nevada Connections Academy are being requested by the Authority. However, we note here that both the SPCSA and the Department will closely scrutinize the annual School Performance Plan that Nevada Connections Academy is required to submit.

Finally, please note that Nevada Connections Academy's Charter School Contract will expire at the end of the 2019-2020 school year. As a result, Nevada Connections Academy will be eligible to apply for renewal of its Charter School Contract in the Fall of 2019. Note that continued academic underperformance may result in a recommendation from the State Public Charter School Authority staff not to renew Nevada Connections Academy's Charter School Contract, or a decision by the State Public Charter School Authority Board not to renew Nevada Connections Academy's Charter School Contract.

The SPCSA believes strongly in a quality public school of choice for every Nevada child. We hope that Nevada Connections Academy will join us by improving its academic performance, thereby increasing the number of high-quality SPCSA-sponsored charter schools.

Please confirm receipt of this Notice, and feel free to contact me with any questions or concerns.

Sincerely,

Ryan Herrick
General Counsel, State Public Charter School Authority

cc: Chris McBride, Superintendent, Nevada Connections Academy
        Jason Guinasso, Chair, State Public Charter School Authority
        Patrick Gavin, Executive Director, State Public Charter School Authority
        Mark Modrcin, Director of Authorizing, State Public Charter School Authority
        (*via electronic mail*)

Appendix F

BRIAN SANDOVAL
Governor

PATRICK GAVIN
Executive Director

STATE PUBLIC CHARTER SCHOOL AUTHORITY

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

VIA UNITED STATES POSTAL SERVICE
AND ELECTRONIC MAIL

October 19, 2018

Scott Harrington, Board President
Nevada Connections Academy
555 Double Eagle Court Suite 2000
Reno, Nevada 89521
scottharrington@nca.connectionsacademy.org

Re: Notices Due to Academic Underperformance

Dear Dr. Harrington:

As you are aware, Nevada Connections Academy's elementary, middle, and high school programs each received one-star ratings under the Nevada Department of Education's Nevada School Performance Framework for the 2017-2018 school year. As you are also aware, the State Public Charter School Authority voted at its September 28, 2018 Board meeting to issue a number of notices to Nevada Connections Academy based on the foregoing academic underperformance.

First, in regard to Nevada Connections Academy's elementary school program, this correspondence serves as a notice of continuing breach due to Nevada Connections Academy's elementary school's one-star rating under the NSPF for the 2017-2018 school year. You will recall that the State Public Charter School Authority previously issued a Notice of Breach in regard to Nevada Connections Academy's elementary school program due to it being rated as a one-star school under the NSPF for the 2016-2017 school year. We note here that Nevada Academy's elementary school program rating under the NSPF has actually declined since the issuance of the Notice of Breach.

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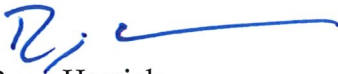
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Please confirm receipt of this Notice, and feel free to contact me with any questions or concerns.

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Ryan Herrick
General Counsel, State Public Charter School Authority

cc: Chris McBride, Superintendent, Nevada Connections Academy
        Jason Guinasso, Chair, State Public Charter School Authority
        Patrick Gavin, Executive Director, State Public Charter School Authority
        Mark Modrcin, Director of Authorizing, State Public Charter School Authority
        (*via electronic mail*)

Appendix G

BRIAN SANDOVAL
Governor

PATRICK GAVIN
Executive Director

STATE PUBLIC CHARTER SCHOOL AUTHORITY

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

**VIA UNITED STATES POSTAL SERVICE
AND ELECTRONIC MAIL**

October 19, 2018

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Nevada Connections Academy
555 Double Eagle Court Suite 2000
Reno, Nevada 89521
scottharrington@nca.connectionsacademy.org

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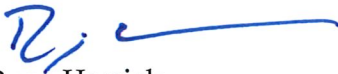
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Please confirm receipt of this Notice, and feel free to contact me with any questions or concerns.

Sincerely,

Ryan Herrick
General Counsel, State Public Charter School Authority

cc: Chris McBride, Superintendent, Nevada Connections Academy
        Jason Guinasso, Chair, State Public Charter School Authority
        Patrick Gavin, Executive Director, State Public Charter School Authority
        Mark Modrcin, Director of Authorizing, State Public Charter School Authority
        (*via electronic mail*)

Appendix H

STEVE SISOLAK
Governor

REBECCA FEIDEN
Executive Director

STATE PUBLIC CHARTER SCHOOL AUTHORITY

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

VIA UNITED STATES POSTAL SERVICE
AND ELECTRONIC MAIL

October 21, 2019

Scott Harrington, Board President
Nevada Connections Academy
555 Double Eagle Ct, Ste. 2000
Reno, NV 89521

Re: Notice of Breach Due to Academic Underperformance

Dear Mr. Harrington:

As you are aware, Nevada Connections Academy was issued a Notice of Continuing Breach last year due to the repeated academic underperformance of the elementary school program and a Notice of Concern last year due to the academic underperformance of the middle and high school programs, each of which was received a one-star rating on the Nevada Department of Education's Nevada School Performance Framework.

When the 2018-19 ratings were released by the Nevada Department of Education in September of 2019, the elementary and high school programs remained at one-star while the middle school program increased by one level to two-stars. The historical performance of Nevada Connections Academy based on the Nevada Department of Education's Nevada School Performance Framework is provided below for reference.

Nevada Connections Academy	2016 – 2017 Index Score	2016 – 2017 Star Rating	2017 – 2018 Index Score	2017 – 2018 Star Rating	2018 – 2019 Index Score	2018 – 2019 Star Rating
Elementary School	24.4	1-star	18.8	1-star	21.6	1-star
Middle School	51.7	3-star	26.1	1-star	40	2-star
High School	34	N/A	12.7	1-star	13.8	1-star

Given this performance, the State Public Charter School Authority voted at its October 4, 2019 Board to Issue a Notice of Breach to Nevada Connections Academy regarding the middle and high school programs.

In addition, given that the elementary program earned a rating of 1-star for the third consecutive year, the Authority voted to formally notify Nevada Connections that its underperformance at elementary school has triggered the automatic termination provisions of NRS. 388A.300(1) and that the elementary school program must close at the end of the 2019 – 2020 school year. Given the action by the Nevada Connections Board to only seek renewal for the middle and high school programs, it appears that the Authority and Nevada Connections Board are in agreement with regard to the closure of the elementary school program at the end of the 2019 – 2020 school year.

This letter also serves as a reminder that the Charter School Performance Framework, which is incorporated into Nevada Connection Academy's Charter School Contract, is meant to provide charter school leaders with clear expectations, fact-based oversight, and timely feedback while at the same time ensuring charter school autonomy. Under the Charter School Performance Framework, there are three levels of Notices: a Notice of Concern represents Level 1; a Notice of Breach represents Level 2; a Notice of Intent to Terminate represents Level 3.

Given the Notice of Breach for the middle and high school programs, the Authority is requiring that Nevada Connections Academy present to the Authority at a board meeting in early 2020. This presentation must include progress to date in implementing the school performance plan and a summary of mid-year assessment results. SPCSA staff will also closely review each school's performance plan for the 2019 – 2020 school year. Finally, SPCSA staff will monitor each school's adherence to NRS 388A.367, which requires low performing schools to notify the parent or guardian of each pupil enrolled in the school and hold a public hearing to provide all stakeholders an opportunity to discuss actions and solicit feedback for continued growth and improvement based on the statewide accountability rating system.

As you are well-aware, Nevada Connections Academy's Charter School Contract will expire at the end of the 2019-2020 school year. As a result, Nevada Connections Academy is currently in the process of applying for renewal of its charter school contract, and it is expected that Nevada Connections Academy's Charter School Contract renewal application will be before the Authority Board during a Board Meeting in either November of 2019, December of 2019 or January of 2020.

The SPCSA believes strongly in a quality public school of choice for every Nevada child. We hope that Nevada Connections Academy will join us by improving its academic performance, thereby increasing the number of high-quality SPCSA-sponsored charter schools.

Sincerely,

Rebecca Feiden
Executive Director, State Public Charter School Authority

cc: Chris McBride, Superintendent, Nevada Connections Academy
        Melissa Mackedon, Chair, State Public Charter School Authority
        Mark Modrcin, Director of Authorizing, State Public Charter School Authority
        Ryan Herrick, General Counsel, State Public Charter School Authority
        Selcuk Ozdemir, Education Programs Supervisor, State Public Charter School Authority
        (*via electronic mail*)

Appendix I

STATE OF NEVADA

STEVE SISOLAK
Governor

REBECCA FEIDEN
Executive Director

STATE PUBLIC CHARTER SCHOOL AUTHORITY

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

VIA UNITED STATES POSTAL SERVICE
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Executive Director, State Public Charter School Authority

cc: Chris McBride, Superintendent, Nevada Connections Academy
Melissa Mackedon, Chair, State Public Charter School Authority
Mark Modrcin, Director of Authorizing, State Public Charter School Authority
Ryan Herrick, General Counsel, State Public Charter School Authority
Selcuk Ozdemir, Education Programs Supervisor, State Public Charter School Authority
(*via electronic mail*)

Appendix J

2019-20 Fiscal Year: Financial Performance Framework

The Financial Performance Framework for charter schools provides a framework within which a charter school authorizer may carry out its oversight roles. See the Technical Guide for details.

Nevada State Public Charter School Authority

Nevada Connections Academy

Address: 555 Double Eagle Court, Ste. 2000, Reno, NV 89521
Website: http://www.connectionsacademy.com
Enrollment: 3468
Grades Served: 9-12

2019-20	2018-19
In Good Standing	N/A

1. CURRENT RATIO	2. UNRESTRICTED DAYS CASH ON HAND	3. ENROLLMENT FORECAST ACCURACY	4. DEBT DEFAULT
Meets Standard	**Meets Standard**	-	**Meets Standard**
Is the school's Current Ratio at least 1.1?	Is the school's UDCOH at least 60 days or 30 days with a positive trend?	Is the school's Forecast Accuracy at least 95% for the most recent and three prior years?	Is the school in default of loan covenant(s) or delinquent with debt service payments?

5. TOTAL MARGIN AND AGGREGATE THREE YEAR TOTAL MARGIN	6. DEBT TO ASSET RATIO	7. CASH FLOW	8. DEBT OR LEASE SERVICE COVERAGE RATIO
Meets Standard	**Meets Standard**	**Meets Standard**	**Meets Standard**
Is the school's current year and three year aggregate Total Margin positive?	Is the school's Debt to Asset Ratio less than 0.90?	Is the school's most recent year and three year aggregate cash flow positive?	Is the school's Debt/Lease Service Coverage Ratio at least 1.10?

* Enrollment Forecast Accuracy ratings were not reported for the 2019-20 school year.

Appendix K

2020-21 Fiscal Year: Financial Performance Framework

The Financial Performance Framework provides a framework within which a charter school authorizer may carry out its oversight roles. See the Technical Guide for Details.

Nevada Connections Academy

Address: 555 Double Eagle Court, Ste. 2000, Reno, NV 89521
Website: http://www.connectionsacademy.com
Enrollment: 1375
Grades Served: 9-12

2020-21	2019-20
Meets the Standard	**Meets the Standard**

1. CURRENT RATIO	2. UNRESTRICTED DAYS CASH ON HAND	3. ENROLLMENT VARIANCE	4. DEBT DEFAULT
Meets Standard	**Meets Standard**	**-**	**Meets Standard**
Is the school's Current Ratio at least 1.1?	Is the school's UDCOH at least 60 days or 30 days with a positive	Is the school's Enrollment Variance 95% or greater?	Is the school in default of loan covenant(s) or delinquent with debt service payments?

5. TOTAL MARGIN AND AGGREGATE THREE YEAR TOTAL	6. DEBT TO ASSET RATIO	7. CASH FLOW	8. DEBT OR LEASE SERVICE COVERAGE RATIO
Does Not Meet Standard	**Meets Standard**	**Does Not Meet Standard**	**Does Not Meet Standard**
Is the school's current year and three year aggregate Total Margin positive?	Is the school's Debt to Asset Ratio less than 0.90?	Is the school's most recent year and three year aggregate cash flow positive?	Is the school's Debt/Lease Service Coverage Ratio at least 1.10?

* Enrollment Variance ratings were not reported for the 2020-21 school year.

Appendix L

Nevada State Public Charter School Authority

Nevada Connections Academy

Address: 555 Double Eagle Court, Ste. 2000, Reno, NV 89521

Website: http://www.connectionsacademy.com

Enrollment: 3468

Grades Served: 9-12

2019-20

100.00
Meets Standard

2018-19

N/A

SCORING TABLE

≥80 MEETS STANDARD	<80 BELOW STANDARD

1. EDUCATION PROGRAM	2. FINANCIAL MANAGEMENT	3. GOVERNANCE & REPORTING	4. STUDENTS & EMPLOYEES	5. SCHOOL ENVIRONMENT
20 out of 20	**20 out of 20**	**20 out of 20**	**20 out of 20**	**20 out of 20**
The Education Program section assesses the school's adherence to the material terms of its proposed education program.	While the Financial Framework is used to analyze the school's financial performance, the SPCSA will use this section of the Organizaitonal Framework to set expectations for the school's management and oversight of its finances, without regard to financial performance.	In this section the SPCSA sets forth expectations of the charter board's compliance with governance-related laws as well as the board's own bylaws and policies.	In this section, the SPCSA mesaures charter school compliance with a variaty of laws related to students and employees.	This section addresses the school's facility, transportation, food service, and health services, among other things.

Appendix M

Nevada State Public Charter School Authority

2020-21 School Year: Organizational Performance Framework

The Organization Performance Framework for charter schools provides a framework within which a charter school authorizer may carry out its oversight roles. See the Technical Guide for details.

Nevada Connections Academy

Address: 555 Double Eagle Court, Ste. 2000, Reno, NV 89521

Website: http://www.connectionsacademy.com

Enrollment: 1375

Grades Served: 9-12

2020-21

100.00
Meets Standard

2019-20

Meets Standard

SCORING TABLE

≥80 MEETS STANDARD	<80 BELOW STANDARD

---

1. EDUCATION PROGRAM

20 out of 20

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2. FINANCIAL MANAGEMENT

20 out of 20

While the Financial Framework is used to analyze the school's financial performance, the SPCSA will use this section of the Organizatonal Framework to set expectations for the school's management and oversight of its finances, without regard to financial performance.

3. GOVERNANCE & REPORTING

20 out of 20

In this section the SPCSA sets forth expectations of the charter board's compliance with governance-related laws as well as the board's own bylaws and policies.

4. STUDENTS & EMPLOYEES

20 out of 20

In this section, the SPCSA mesaures charter school compliance with a variaty of laws related to students and employees.

5. SCHOOL ENVIRONMENT

20 out of 20

This section addresses the school's facility, transportation, food service, and health services, among other things.