

EXHIBIT BB

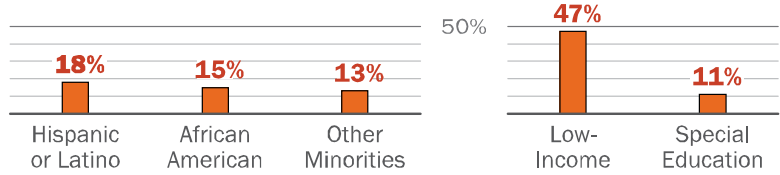
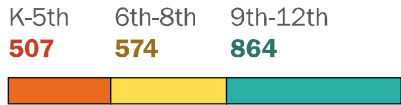
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NEVADA CONNECTIONS ACADEMY 2013-2014 PERFORMANCE SUMMARY



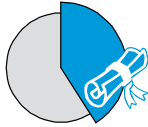
ABOUT OUR STUDENTS AND STAFF Statistics as of September 2013.

Student Enrollment: **1,945**



Staff:

Staff Teachers with Advanced Degrees: **41%**

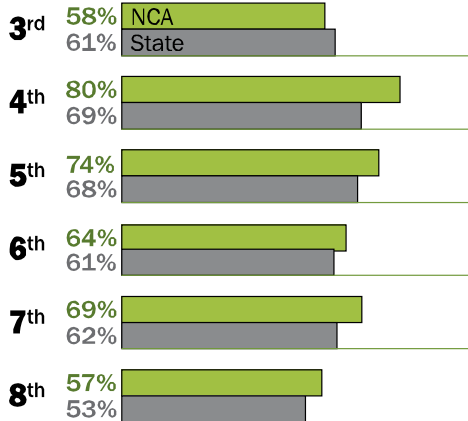


Average Years of Experience: **11.2**

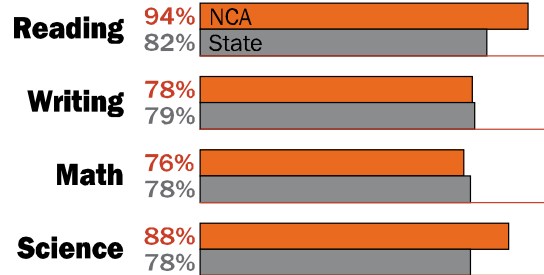


2013-2014 ACHIEVEMENT HIGHLIGHTS Based on state testing data.

READING PROFICIENCY TEST



11th GRADE ACHIEVEMENT

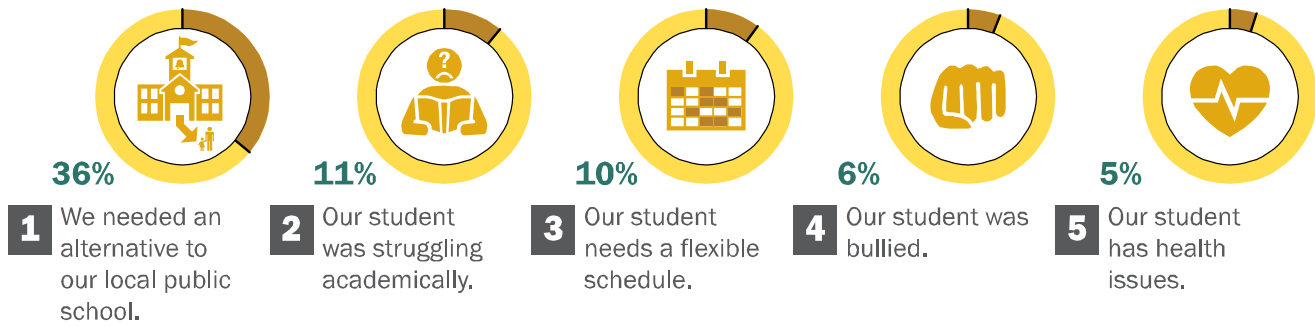


NCA 11th Graders **exceeded** state Proficiency rates in three of the four subjects tested in 11th grade—**Reading, Writing, and Science**—and neared the state Proficiency rate in **Math**.

NCA students in **Grades 4-8** significantly **exceeded** state Proficiency rates in **Reading**, and **neared** the state Proficiency rate in **Reading in Grade 3**.

TOP REASONS NEVADA FAMILIES NEED NCA

Based on families' responses during 2013-2014 enrollment process.*



SPECIAL HONORS FOR NEVADA CONNECTIONS ACADEMY

IN THE MOST RECENT PARENT SATISFACTION SURVEY:



95% OF PARENTS ARE SATISFIED WITH THE HELPFULNESS OF THE NCA TEACHERS.



92% OF PARENTS WOULD RECOMMEND NCA TO OTHER FAMILIES.



WHAT STUDENTS AND PARENTS ARE SAYING ABOUT THEIR SCHOOL

"This is the best school I have ever been to! Thank you!"

"My son thinks of you as the best teacher ever!"

"To my NCA teacher: After taking your advice, I already feel like I am understanding my work better. I really feel more confident now. Thank you for helping me so much!"

"My daughter thinks your course is a blast! You are a very fun teacher. Keep it up!"

"My son's teachers are amazing! They are always there to help him...He is doing so well and I can't thank them enough!"

"I'm so glad that I came to this school!"

*Parents were asked to choose one reason, though many anecdotally provided several.

Authorized by Nevada State Board of Education. Opened Fall 2007.
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BRIAN SANDOVAL
Governor

STATE OF NEVADA

PATRICK GAVIN
Director



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Nevada Connections Academy

Sent Via Email

Dear Steve Werlein:

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

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

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

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

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

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

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

Sincerely,



Patrick Gavin

Director, State Public Charter School Authority

Copy: Jamie Castle, Governing Board President



February 24, 2016

To Whom It May Concern:

I have been a member of Nevada Connections Academy Board since 2010, first as a teacher-representative board member, then as secretary, and thereafter as Board President. I have now served as president for over 3 years. Also, I am a professor who prepares teachers who are aspiring principals. Therefore, I understand the complexities involved in school leadership and conduct research on how principals and core teachers work collaboratively to develop college-going cultures throughout Nevada. As a result, I regularly observe and document a common theme related to the turnover of teachers, principals, district leaders, and board members in our state. This turnover has tremendous negative impacts on student achievement. As a fully online, public charter school that accepts all students, one might assume that school leadership, teacher turnover, and board membership would reflect the similar leadership issues I see across our state at other comprehensive schools.

However, that is not the case. The leadership at each of these levels has remained, stable which has contributed to organizational change efforts to drive student achievement at NCA. In addition, the stability of this leadership has provided an opportunity for me, as well as all board members, to hold our educational leadership team accountable for continuous improvement, particularly through data-based decision making. Together, we follow and carry out a shared vision for student success. More and more, students are seeking an alternative to the “brick-and-mortar” school system, and NCA works to meet this increasing need for a very unique, at-risk population of students, in addition to those students who need flexibility or an individualized, rigorous education. A simple look at our enrollment numbers will demonstrate NCA’s ability to meet this increasing demand and ability to serve a diverse student population.

Certainly, there is a need for accountability regardless of a school’s population. At NCA, we understand that students who enroll in our school are often dis-engaged and credit deficient. At NCA, we welcome the opportunity to work with ALL students—regardless of their challenges. We are proud of our rising graduation rate, our successful re-engagement of students, and the fact that we are able to individualize our program to reach the needs of students and families.

Because of these and other successes, in 2014, I was asked to serve on the Governance Advisory Team, led by the State Public Charter Authority. In short, our NCA Board was recognized as a model board for all charter schools in our state. Furthermore, our school was recognized as the top virtual school in Nevada. I know that schools may quickly take a “turn for the worst,” but at NCA, our board not only supports our school’s

leadership, but it also holds them accountable. This accountability has focused on successful turnaround efforts for continuous school improvement. None of these actions are reflective of a charter school that should be considered for closure. As the Executive Director of the SPCSA informed me at a face-to-face meeting in September of 2015, “the Authority has bigger fish to fry,” in reference to the state of the charter movement in Nevada.

Sincerely,



Jafeth E. Sanchez, Ph.D.
President, Nevada Connections Academy Board of Directors
Assistant Professor, University of Nevada, Reno
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Graduation Rate and Virtual Schools

Connections Academy is committed to the students that we serve. We value any data that can help us improve, but we also know that the conversation around “graduation rate” is one that needs to be expanded. We welcome the opportunity to take part in these discussions to accurately reflect the important role that virtual schools play in student success.

4 Year Cohort Model

Assessing graduation rate for students who attend virtual school is complicated by a number of factors. It is important to note that a virtual school attracts students from across the state versus a local school which brings together a like-population. A four year cohort was designed for traditional schools that draw students from a particular geographic area. It was not designed for schools that serve a mobile population.

Mobility and Graduation Rate

Virtual schools have a high mobility rate due to the various factors that a student chooses to enroll in a virtual school. Many students chose NCA to solve a problem for a particular period of time such as bullying, medical issues, family situation, pregnancy, or other crisis situation. The success that NCA achieves during that time is not reflected in future graduation success if students transfer to a new school once their crisis situation is gone. In addition, mobility can also be a challenge for state data systems to accurately reflect a mobile student population. Finally, many students come to a virtual school academically behind. It takes time for these students to catch up and they may need more than four years to graduate. Nevada does not include extended year graduation success into the cohort rate. NCA 2013-14 Cohort (started 9th grade in 2010-11 and expected to graduate in 2013-14):

- **77%** of full academic year 12th graders graduated in 2015 (enrolled by October 1st and continuously enrolled until graduation or end of the school year including summer)
- **83%** of students graduated who enrolled on cohort and stayed through the end of the Senior year regardless of grade level in the 2013 and 2014 graduation cohorts. (126/151)
- **79%** of students graduated who entered in 9th grade and stayed all four years in the 2013 and 2014 graduation cohorts. (41/52)
- **48%** of students enrolled were behind in credits
- **78%** of students withdrew between 2010-11 to 2013-14 prior to graduation
- **47%** of the students enrolled for the 2013-2014 school year qualified for the free or reduced lunch program

Factors to Consider in Graduation Rate Calculations

1. It is important to consider *progress towards graduation* as a metric either in a separate accountability framework for virtual schools or include in all school calculation. For example,
 - Arizona has created a separate accountability framework for virtual schools which includes a Persistence factor (progress towards graduation) and a 5, 6, and 7 year graduation rate calculation.
2. Every Students Succeed Act (ESSA) has created additional flexibility for states that was not available under ESEA to use in calculating graduation rates:
 - Include 5 and 6 Year Graduation Rates
 - States now have the ability to include “*at the state’s discretion, the extended-year adjusted cohort graduation rate.*” The “extended rate” allows states to use 5 YR and even 6YR rates.
 - School of Record
 - Many times a virtual school is the school of last resort before dropping out. ESSA allows a state to determine who is accountable for that drop out and at what time it occurs. A student who transfers to a new school but doesn’t stay enrolled at the new school *for at least half of the school year* and has exited without a diploma must be counted for purposes of graduation cohort calculations for the school that they either were “enrolled for the greatest proportion of school days while enrolled in grades 9 through 12; or in which the student was most recently enrolled (prior to the transfer).” Nevada may want to consider requiring students to be enrolled for at least the length of the Full Academic Year definition before including them in the graduation cohort calculations of the new school.
 - Define Full Academic Year (FAY)
 - As was the case with NCLB, ESSA allows states to define a Full Academic Year (FAY). Students who have not attended the same school for the period defined by FAY should not be included in a school’s results. Due to the high transfer rates of students in and out of virtual schools, Nevada should consider including the *highest possible number of attendance days* for its FAY definition. Indiana, for example, requires students to be enrolled for at least 162/180 or 90% of the school year to be included in the results. As noted above, under ESSA, the definition of FAY can also be applied to the inclusion in the graduation cohort calculation.

CLASS OF 2015 GRADUATE REPORT

GRADUATING CLASS POPULATION

	2012-13	2013-14	2014-15
NCA	59	74	119

PERCENTAGE OF GRADUATES WHO COMPLETED HIGH-SCHOOL IN 4 YEARS OR LESS

	2012-13	2013-14	2014-15
NCA	89%	85%	84%

POST-GRADUATION PLANS 2014-2015

	2 YR	4 YR	Vocational	Military	Work	Gap Year	Mission Work	Other	Undecided
NCA	41.8%	22.4%	10.4%	4.5%	11.9%	0.0%	0.0%	3.0%	6.0%

~ 64% of graduates indicated plans to attend a 2- or 4-year college

COLLEGE ACCEPTANCE 2015

COLLEGE ACCEPTANCE RATE

% of Total Graduates Accepted 4 Year

	2012-2013	2013-2014	2014-2015
NCA	18.9%	18.5%	25.4%

% of Total Graduates Accepted 2 or 4 Year

	2012-2013	2013-2014	2014-2015
NCA	37.7%	46.7%	59.0%

NOTABLE COLLEGE ACCEPTANCES

Arizona State University	Suffolk University
Art Institute of Las Vegas	University of Idaho
Art Institute of Portland	University of Nevada: Las Vegas
Berea College	University of Nevada: Reno
Biola University	University of Southern Mississippi
Colorado Christian University	University of Utah
Dominican University	Utah State University
Drake University	Utah Valley University
Gonzaga University	

SCHOLARSHIP AWARD TOTALS 2014-15

	Total Grads 2014-15	Scholarship Award Totals	Average Award per Graduate
NCA	119	\$562,065	\$4723

~ NCA Class of 2015 was awarded more than half million in scholarship dollars

SAT AND ACT SCORES

Average SAT Score (Out of 2400 pts)		
	2013-14	2014-15
NCA	1535	1632
State Avg	1498	1458
Nat Avg	1497	1490

Average ACT Composite Score by School (Out of 36 pts)		
	2013-14	2014-15
NCA	21	25
State Avg	20.9	21
Nat Avg	21	21

~NCA Class of 2015 exceeded state and national averages on the SAT and ACT college prep exams



**Nevada Connections Academy
Student Demographics & County Population**

Student Population — January 2016

Students Currently Enrolled: *Approximately, 3,280 students were enrolled in NCA on January 31, 2016.*

- *This compares to approximately 2,140 students enrolled on January 31, 2015.*

Demographics (for students currently enrolled as of Jan 31, 2016):

Special Populations:

- 11% — IEP or 504 Plan
- 3% — Gifted
- 41% — Free or reduced lunch eligible

Ethnicity:

- 55%— White
- 21%— Hispanic or Latino
- 10%— Black or African American
- 9%— Multiple Races
- 3%— Asian
- 1%— American Indian or Alaskan Native
- 1%— Native Hawaiian/Other Pacific Islander

Prior Schooling before NCA:

Prior School	Jan 31, 2015 (2014-15 SY)	Jan 31, 2016 (2015-16 SY)
Charter School (Public)	6%	5%
Home School	8%	7%
Online (virtual) public school	7%	7%
Private/parochial school	3%	10%
Public School	65%	62%
Other**	10%	8%

Please Note: *This information is self-reported by parents, it is requested but not required.*

**Other includes students in kindergarten without prior schooling

NCA Students by Grade (for students currently enrolled as of Jan 31, 2016):

K	1	2	3	4	5	6	7	8	9	10	11	12
3%	4%	5%	6%	5%	7%	6%	10%	10%	14%	13%	10%	7%
12%			18%			26%			45%			



Jacob Henry is a graduate of Nevada Connections Academy (NCA). He lives in Reno, Nevada. Jacob enjoyed NCA's customized learning program because it motivated him to become a more dedicated student. Learn more about Jacob's story below.



As a previously homeschooled student, Jacob and his parents chose Nevada Connections Academy as a way to maintain a flexible schedule and have excellent, qualified instructors.

During his freshman year, Jacob had a bar surgically placed in his chest because of a condition known as pectus excavatum. As a result, Jacob's quality of life increased. Connections Academy provided a flexible schedule so he could remain at home and fully recover over a three-month time period, without falling behind in his coursework.

Nevada Connections Academy also provided Jacob with many different tools to cater to his learning style and pace. He benefited from the challenging courses, especially his history and computer courses. At NCA, Jacob learned how to manage his time and prioritize his schedule, which was a great preparation for college.

Jacob is passionate about many things: skiing, hiking, running, river rafting, photography, and an organization known as the Civil Air Patrol. Civil Air Patrol, or CAP, is an auxiliary of the Air Force and teaches young men and women leadership skills and aerospace. Jacob is very active, and Connections Academy allowed him to pursue his passions while gaining a strong, competitive education.

Jacob plans to earn a degree in computer engineering or computer science. His goal is to put his best foot forward in all that he does.

Jacob Henry is a graduate from NCA, Nevada Connections Academy. He resides in Reno, Nevada with his family.



Hadrien Saperstein is a 2011 graduate and class salutatorian of Nevada Connections Academy (NCA). He is from Las Vegas, Nevada. At NCA, Hadrien was able to work diligently in the comfort of his own home and graduate at the top of his class. Learn more about his story below.



In 2008, a nationally ranked youth tennis player lost not to a court opponent, but to a mosquito and a rare virus. When Hadrien contracted transverse myelitis that paralyzed him from the waist down, he knew he was in for the fight of his life. A talented teen, he was determined to beat the odds on and off the court. “I was ready to work hard, but just needed a glimmer of hope,” said Hadrien. That came after three weeks when he got his big toe to move. His no-quit attitude carried him through hospitals and rehab, then onto the tennis court where he practiced first in a wheelchair, then with a walker, then canes, and finally on his own two feet.

As part of his journey back, he enrolled at Nevada Connections Academy. He attacked his studies as vigorously as his therapy. Hadrien states, “You have to learn how to compensate for things and just do what you have to do.” His determination has paid off. A local coach said, “He was given just a 10% chance of regaining mobility but today can beat most high school players in the state.” His parents and sister proudly watched him graduate from Nevada Connections Academy with the second highest grades in the class and give the Salutatorian speech. Along the way, his parents and peers have said they have watched Hadrien grow and develop into a kind-hearted adult.

Hadrien is a graduate from NCA, Nevada Connections Academy. He lives in Las Vegas, Nevada with his family.



Six Things You Need to Know About School Ratings From the 2014-2015 School Year

The school ratings for the 2014-2015 school year have been paused due to Nevada's transition to new assessments. These school rating reports will represent a blend of 2013-2014 and 2014-2015 information.

For this Year

- 1. School star ratings from the 2013-2014 school year are being carried forward for the 2014-2015 school year.** The transition to new assessments in the 2014-2015 school year has caused a break in historical student data which makes it difficult to assign star ratings. The Nevada School Performance Framework reports will not include proficiency data from the 2014-2015 school year and will appear different than those from previous years.
- 2. New Focus School and Priority School designations have been made and are indicated on the 2014-2015 school reports.** In accordance with Nevada's Elementary and Secondary Education Act Flexibility Waiver, new Focus and Priority Schools have been designated using 2013-2014 student achievement data. These updated designations appear on the school reports for the 2014-2015 school year.
- 3. Title I funded schools from the 2014-2015 school year are indicated on the 2014-2015 reports.** The Title I status on the 2014-2015 school reports has been updated and reflects the Title I schools served during the 2014-2015 school year.
- 4. School demography from the 2014-2015 school year is indicated on these reports.** The demographic information on the 2014-2015 school reports reflects the student population for all grades at the school. This information was determined on Nevada's count day from October 2014.

Looking Ahead

- 5. A transitional school accountability model is expected to be in place for the 2015-2016 school year.** Nevada's approval to pause school ratings does not presently extend past the 2014-2015 school year; however, some of the key measures used to rate Nevada schools will not be available until the 2016-2017 school year. As a result, a transitional system is being developed to inform Nevadans of school achievement for the 2015-2016 school year.
- 6. A new school rating system is being developed and is expected to be in place after the 2016-2017 school year.** Academic growth is an important factor when determining school ratings. Based on input from Nevada Stakeholders, growth will remain a measure in the next rating system. Other measures of student achievement from the current rating system are under review. Needed and exciting improvements are to come for Nevada's school ratings and will include the addition of measuring science proficiency.