

EXHIBIT EE

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NEVADA CONNECTIONS ACADEMY ACADEMIC PERFORMANCE

NCA: K-12 Virtual School in Nevada Serving More Than 3,000 Students



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Statewide Assessments Overview



- As a public school, Nevada Connections Academy students are required to take the same state assessments as their traditional brick-and-mortar counterparts.
- Nevada Connections Academy's performance is competitive with the state average on the following assessments:
 - High School End of Course (EOC) exams were given for the first time in 2015; administered in both English Language Arts (ELA) I & II and Math I & II. EOC exams replaced High School Proficiency (HSPE) exams with the passage of SB 288 in 2013.
 - Grade 10 Science Exam, required for federal school accountability, was administered through 2016; replaced in the 2016-2017 SY by an EOC exam in Science.
 - Smarter Balanced Assessments in English Language Arts (ELA) and Math for Grades 3-8.
 - Science criterion-referenced tests (CRTs) in Grades 5 and 8.

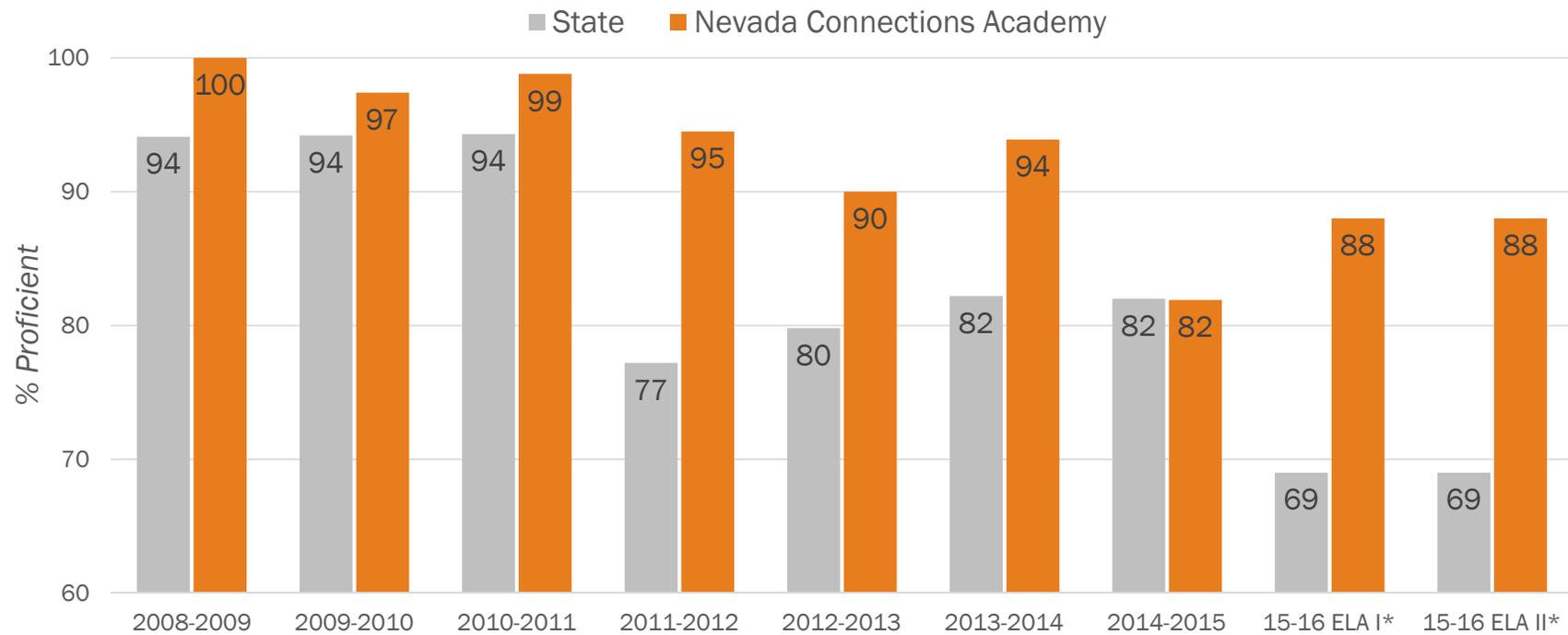
Nevada Connections Academy

HISTORICAL PERFORMANCE OF NCA'S HIGH SCHOOL STUDENTS ON STATEWIDE ASSESSMENTS

NCA Students' Performance on the Grade 11 Reading HSPE & New EOC Exams



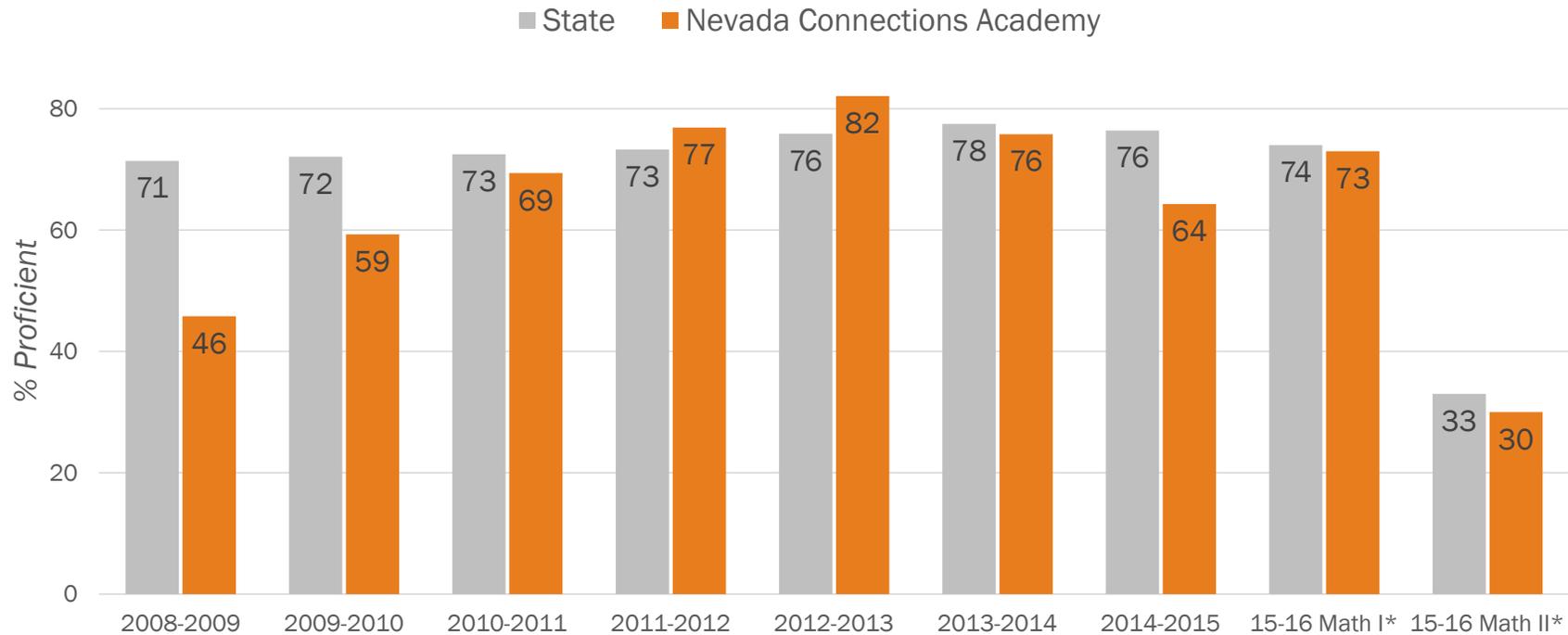
Grade 11 Reading HSPE & New EOC ELA Exams



NCA Students' Performance on the Grade 11 Math HSPE & New EOC Exams



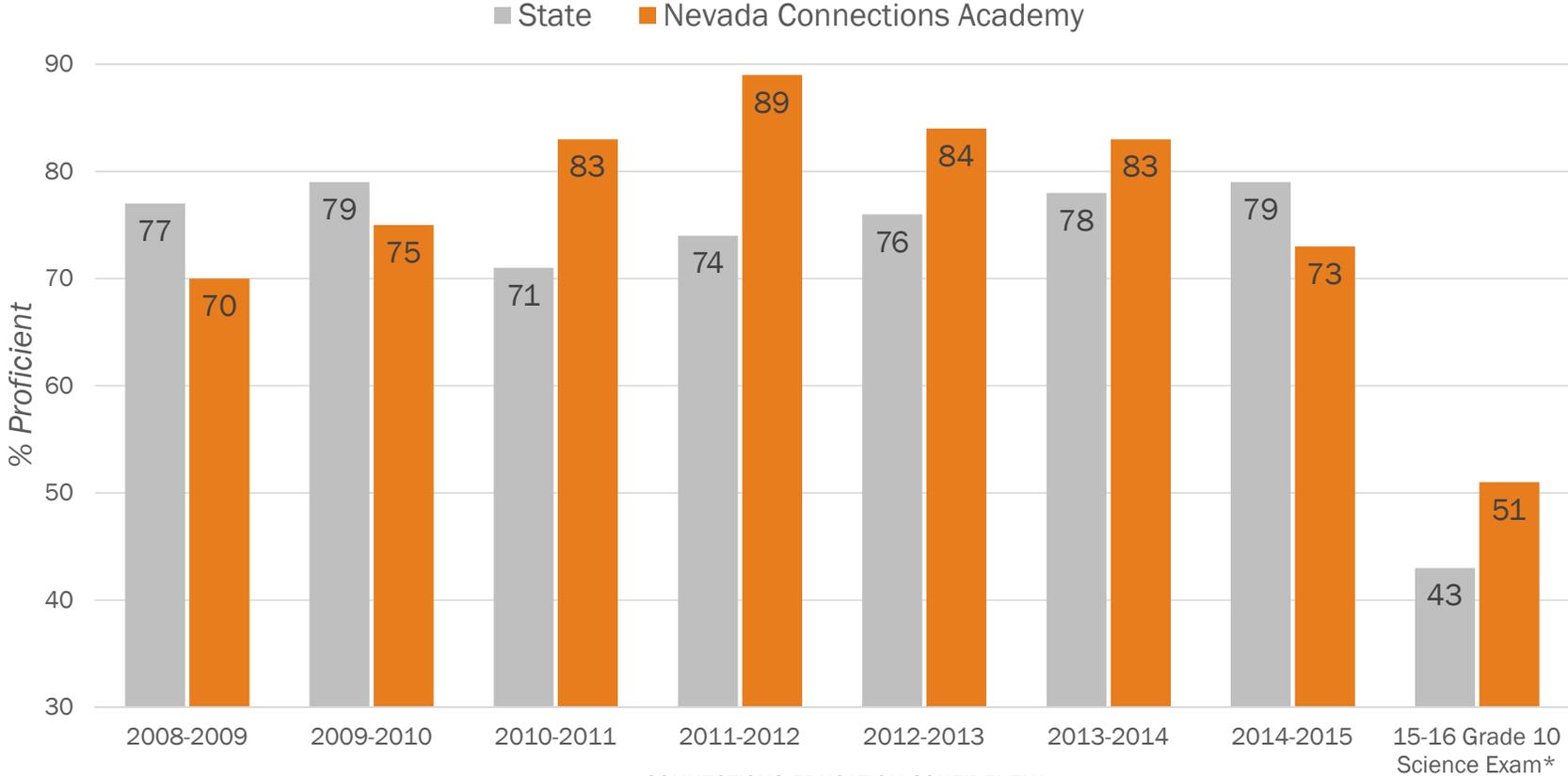
Grade 11 Math HSPE & New EOC Math Exams



NCA Students' Performance on the Science HSPE & New Grade 10 Science Exam



Science HSPE & New Grade 10 Science Exam



Data available at: <http://www.nevadareportcard.com>

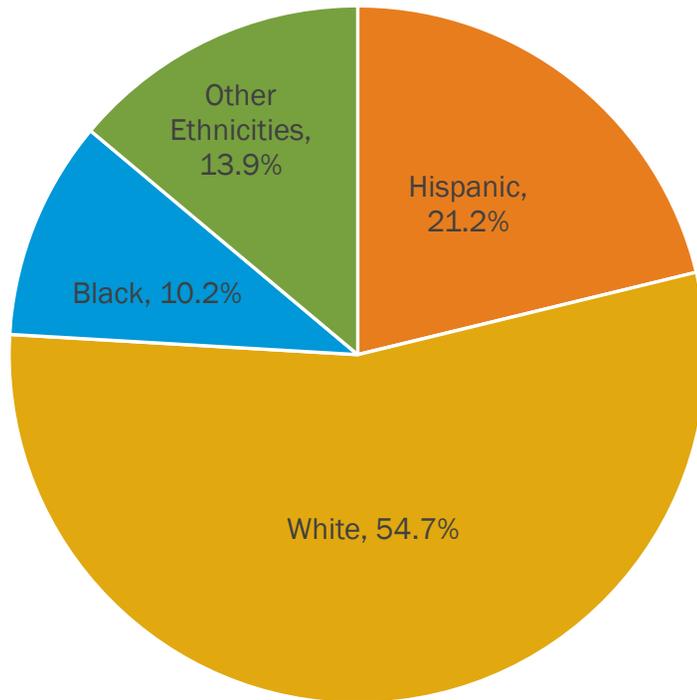
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DEMOGRAPHIC COMPOSITION

NCA's Demographic Profile, K-12

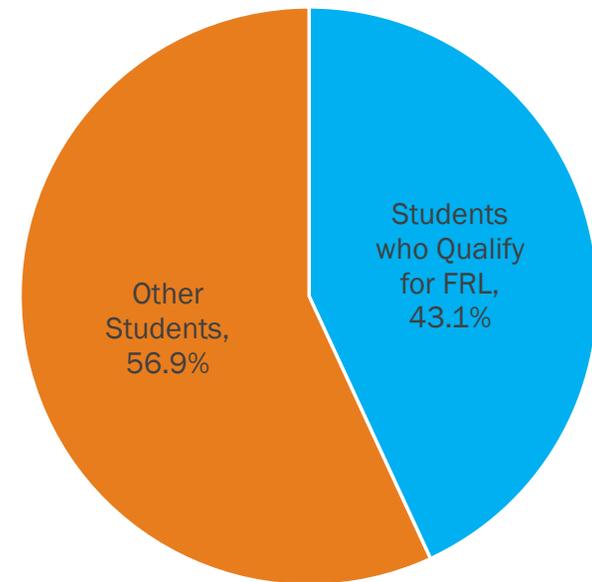


Ethnicity



■ Hispanic ■ White ■ Black ■ Other Ethnicities

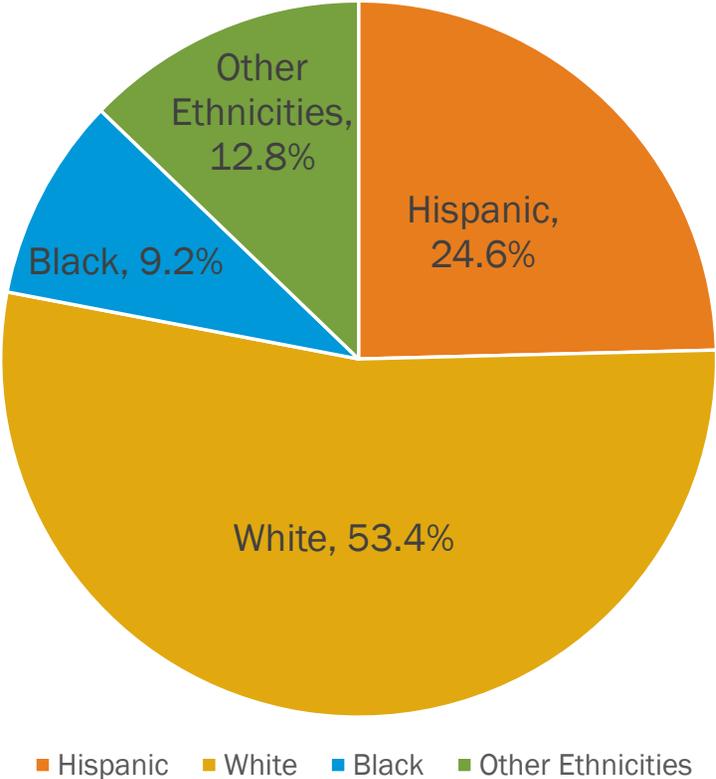
Special Population at NCA: Students who Qualify for Free or Reduced Price Lunch (FRL)



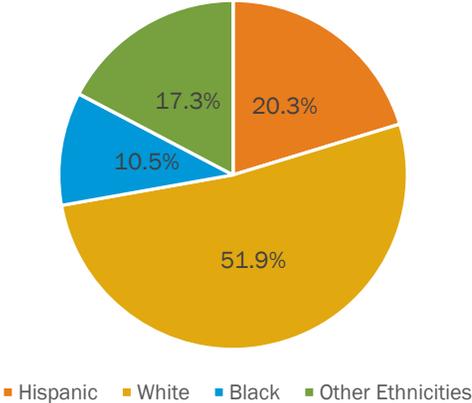
■ Students who Qualify for FRL ■ Other Students

NCA's Student Demographics

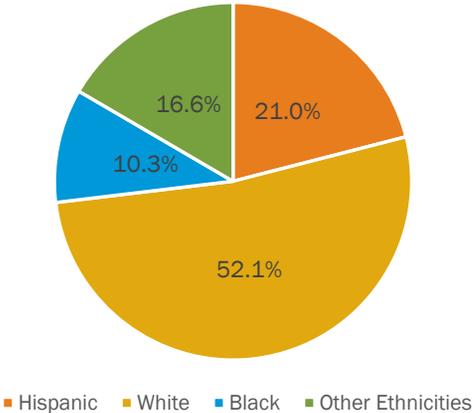
NCA's High School



NCA's Elementary School

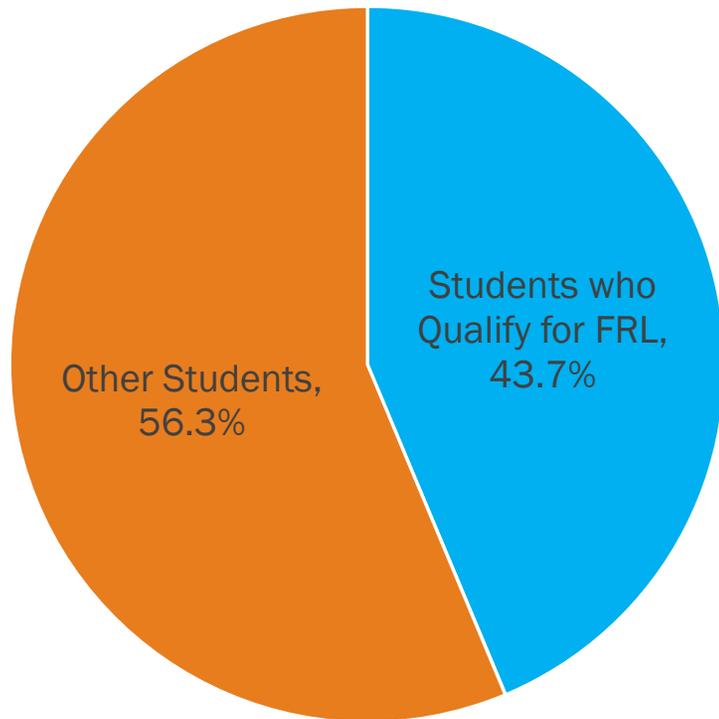


NCA's Middle School



Special Population at NCA: Students who Qualify for Free or Reduced Price Lunch (FRL)

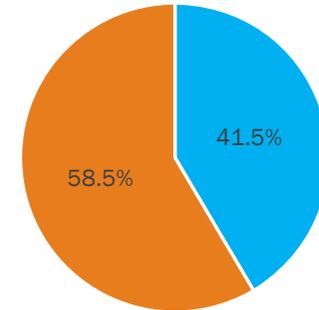
NCA's High School: FRL Eligible Population



■ Students who Qualify for FRL ■ Other Students

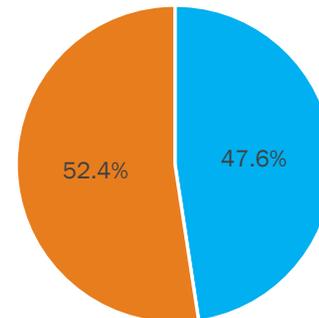
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NCA's Elementary School: FRL Eligible Population



■ Students who Qualify for FRL ■ Other Students

NCA's Middle School: FRL Eligible Population



■ Students who Qualify for FRL ■ Other Students

Nevada Connections Academy

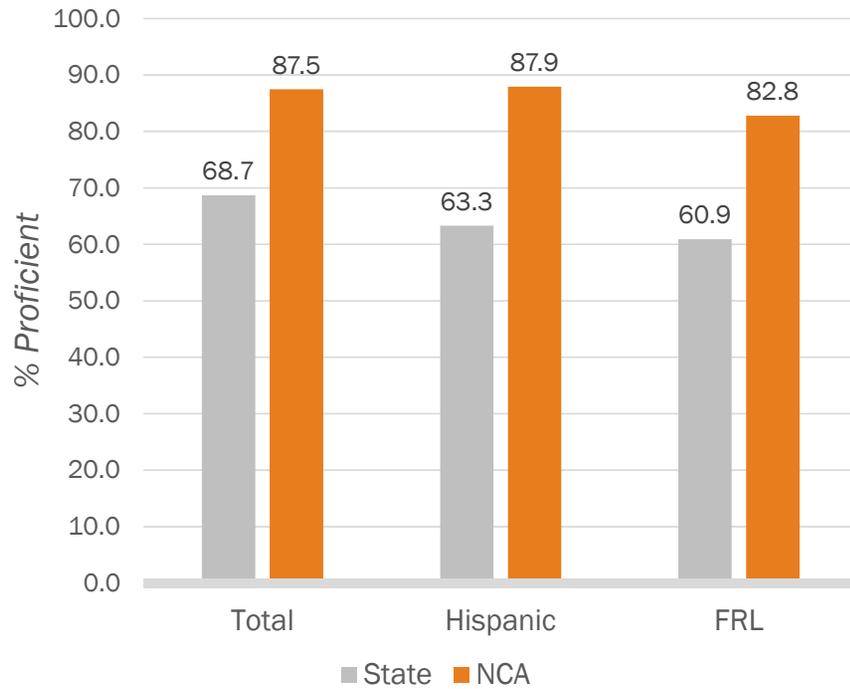
2015-2016 PERFORMANCE ON STATEWIDE ASSESSMENTS

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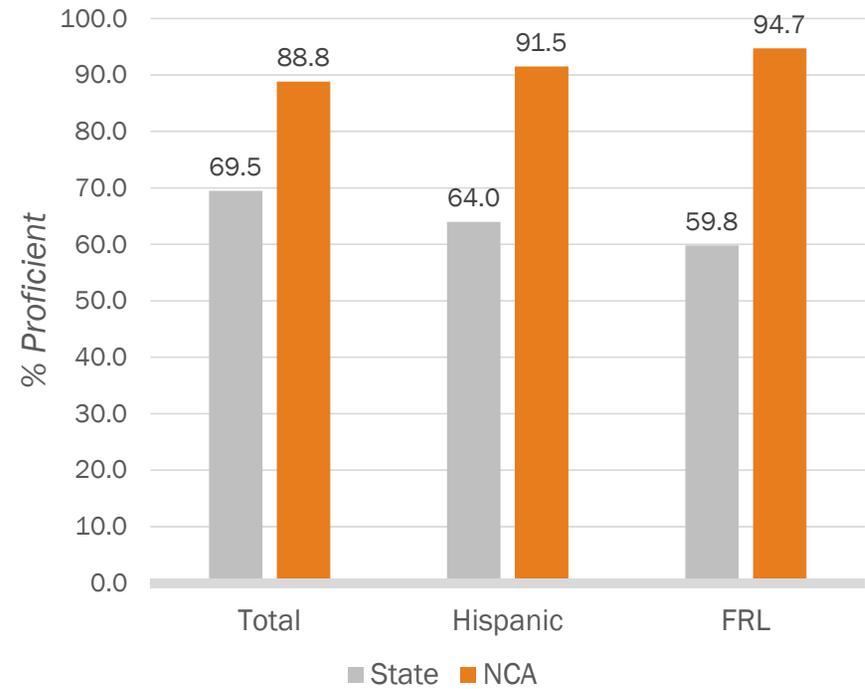
End of Course ELA Exams, 2015-2016*



ELA I Exam

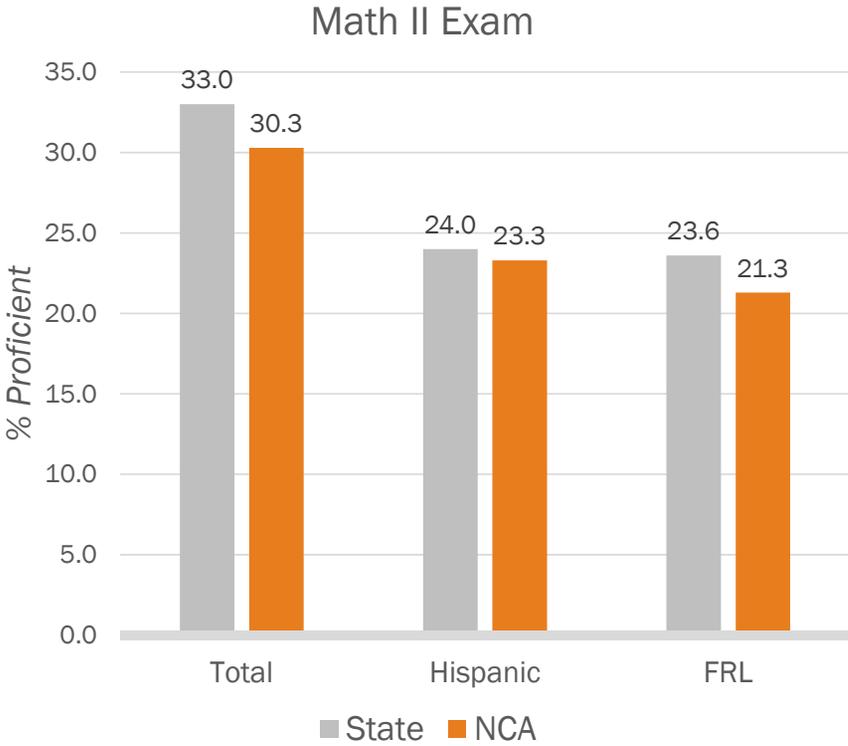
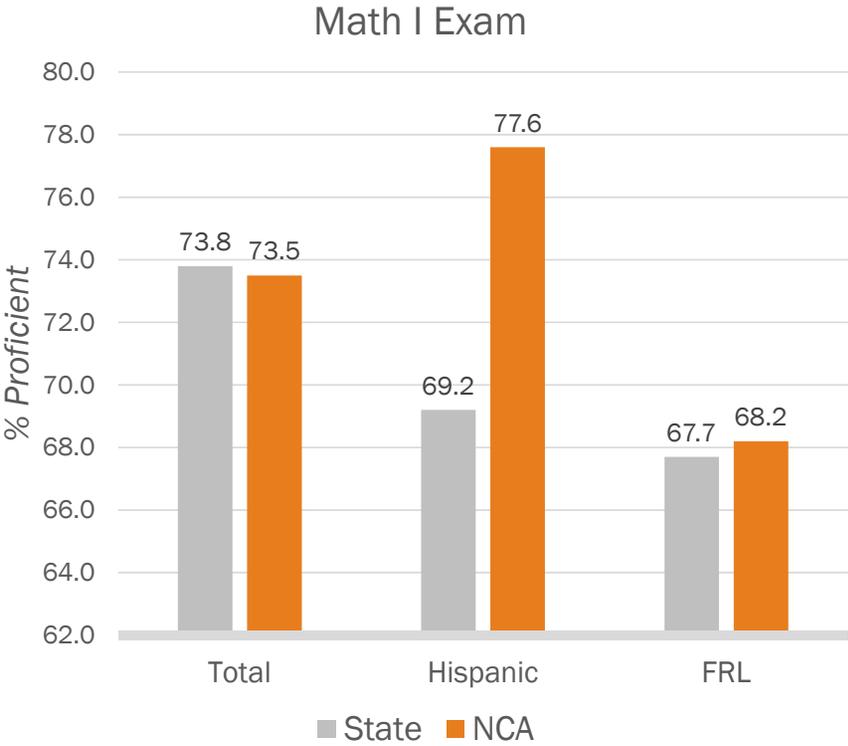


ELA II Exam



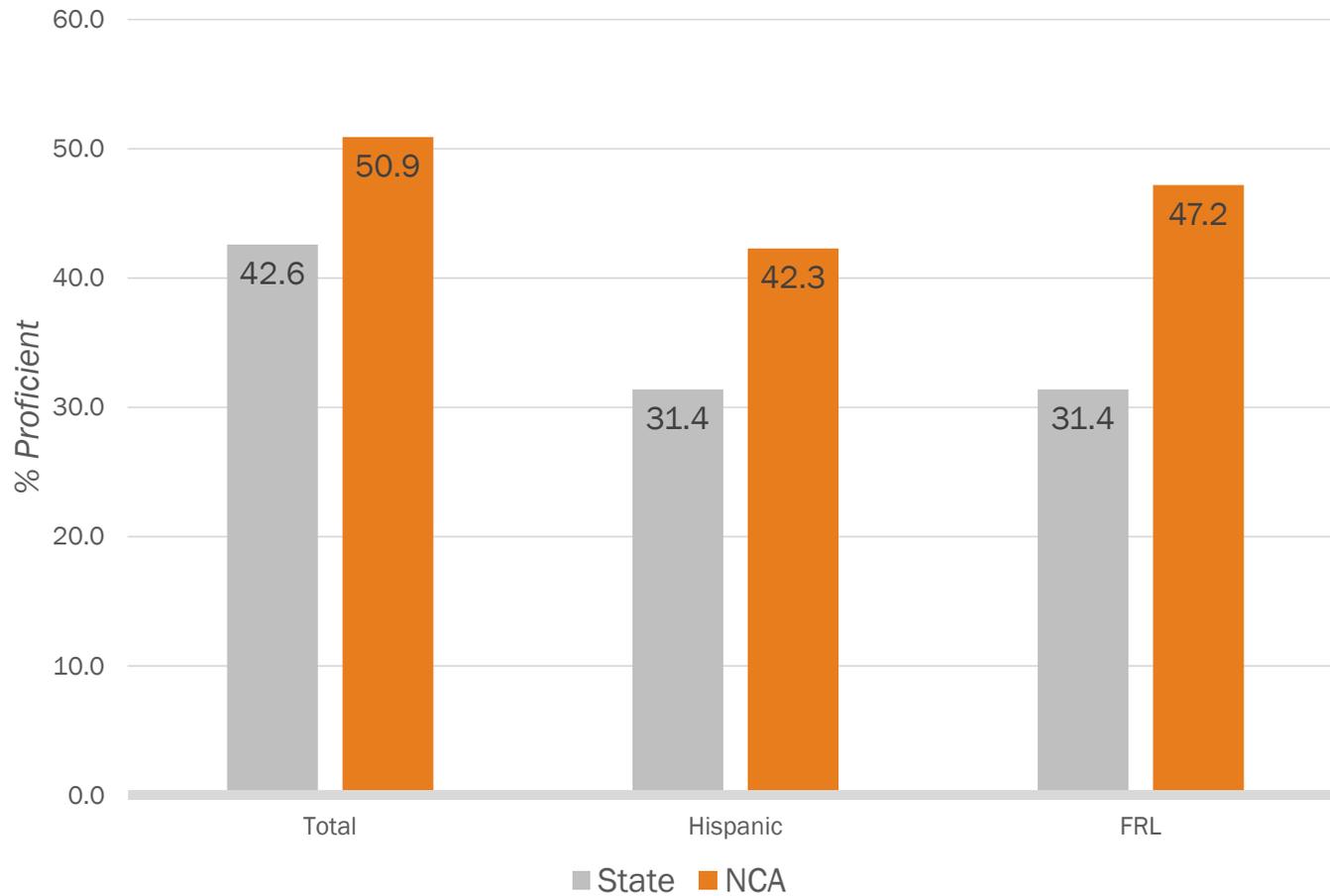
* Most recent assessment results available.
Data available at: <http://www.nevadareportcard.com>.

End of Course Math Exams, 2015-2016*



* Most recent assessment results available.
 Data available at: <http://www.nevadareportcard.com>.

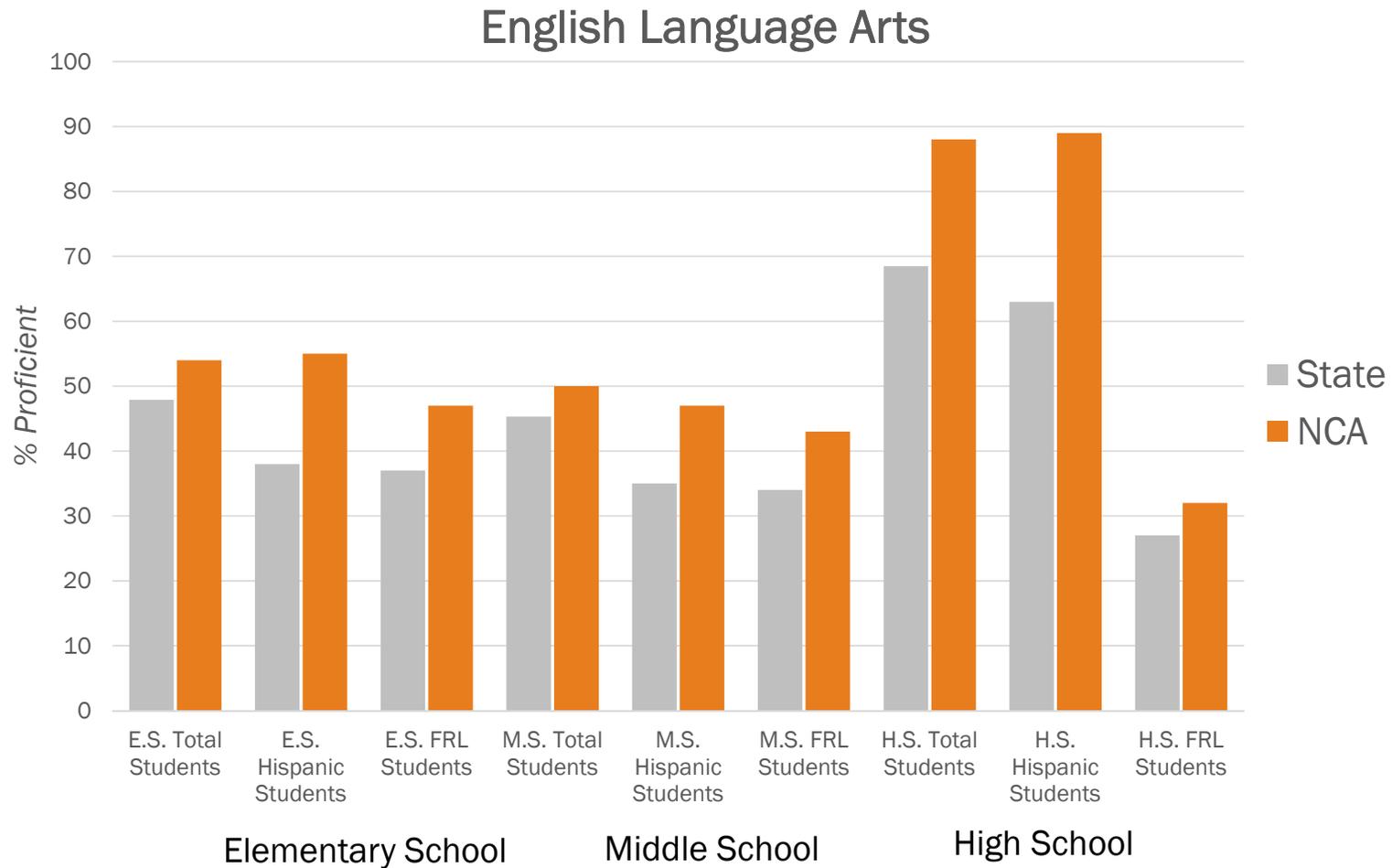
Grade 10 Science Exam, 2015-2016*



* Most recent assessment results available.
Data available at: <http://www.nevadareportcard.com>.

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2015-2016* Performance on Statewide Assessments



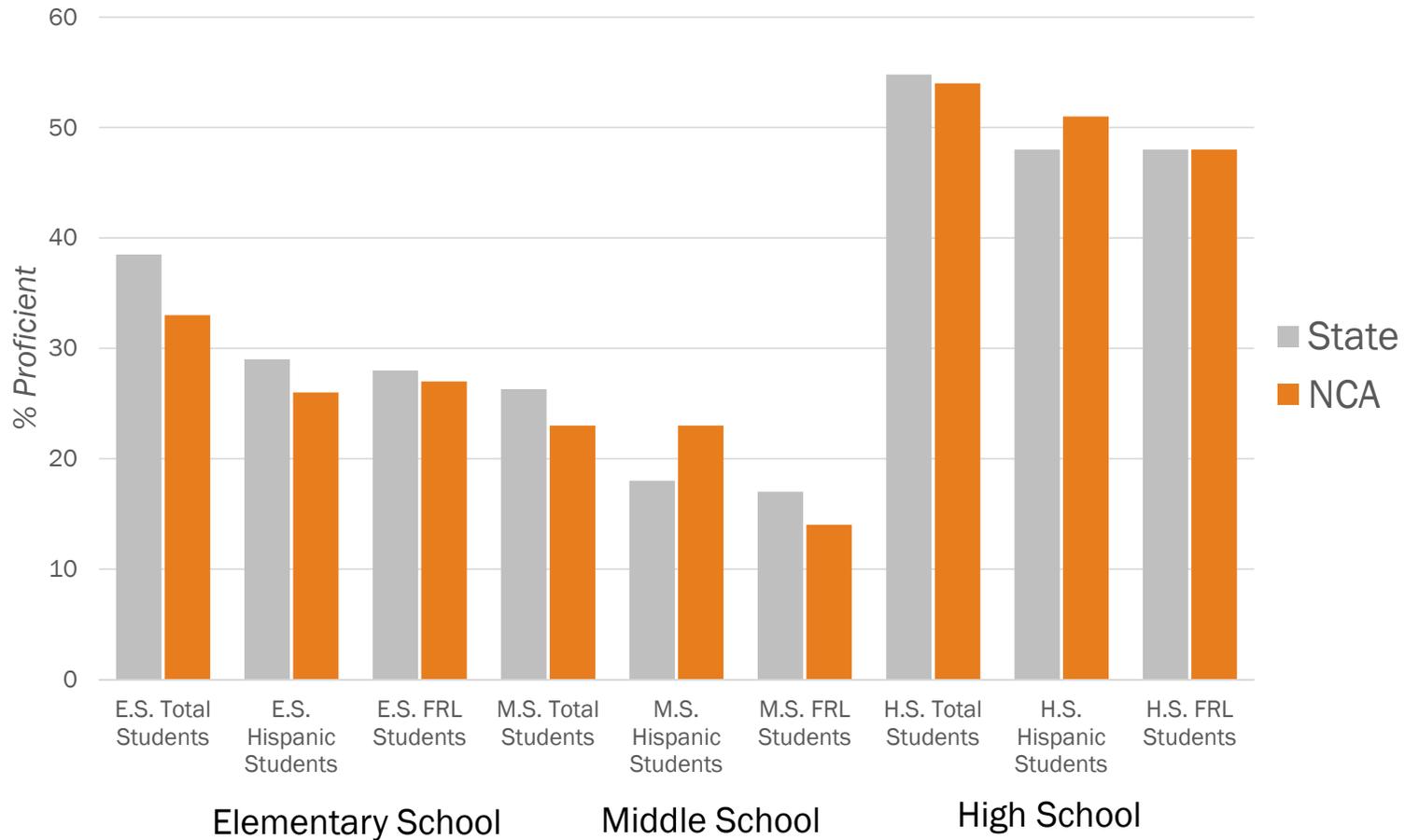
* Most recent assessment results available.
 Data available at: <http://www.nevadareportcard.com>.

**Divides schools into elementary, middle, and high school programs—consistent with NSPF.

2015-2016* Performance on Statewide Assessments



Mathematics



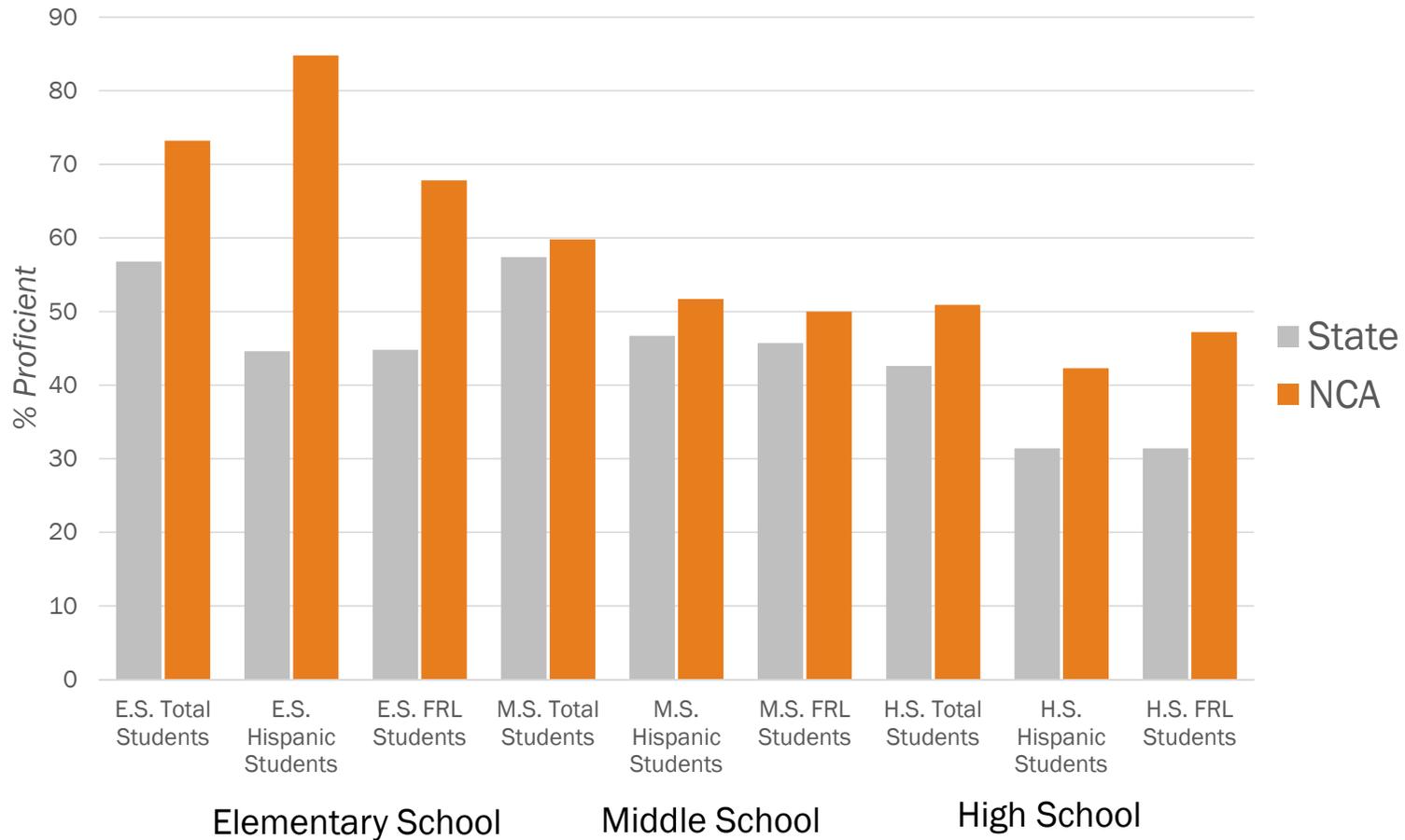
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**Divides schools into elementary, middle, and high school programs—consistent with NSPF.

2015-2016* Performance on Statewide Assessments



Science



* Most recent assessment results available.
 Data available at: <http://www.nevadareportcard.com>.

NEVADA CONNECTIONS ACADEMY (NCA) 2016 GRADUATION RATE DISCUSSION

K-12 Virtual School in Nevada Serving More Than 3,000 Students



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Federal 4-year Adjusted Cohort Graduation Rate

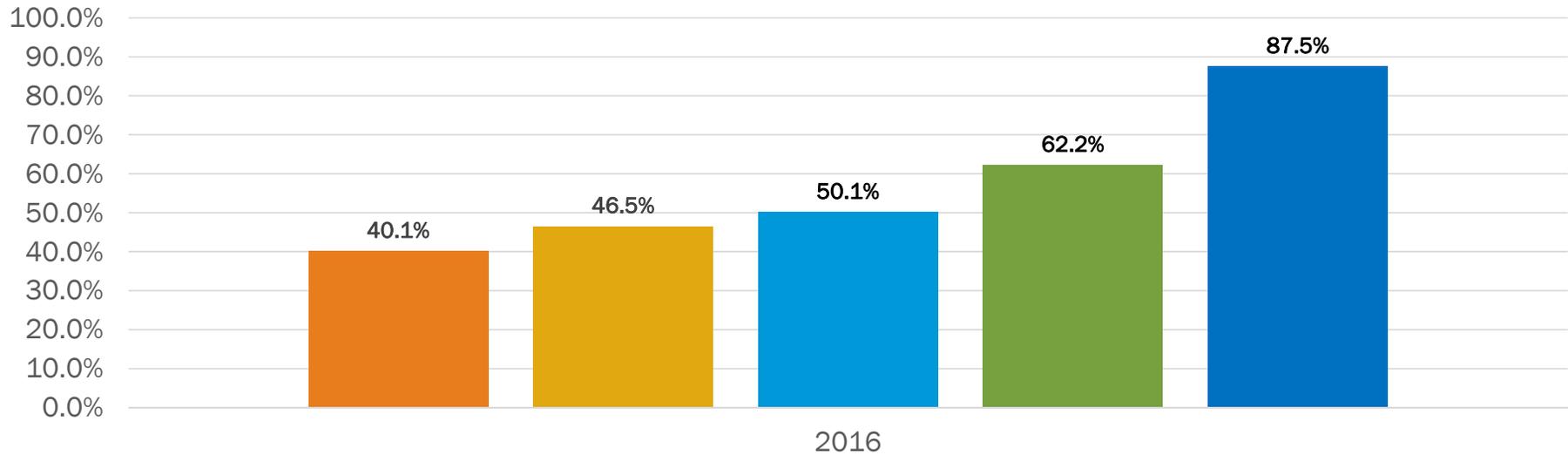
DEFINITION AND 2016 RATES

Four-Year Adjusted Cohort Graduation Rate: Federal Definition (NCLB)



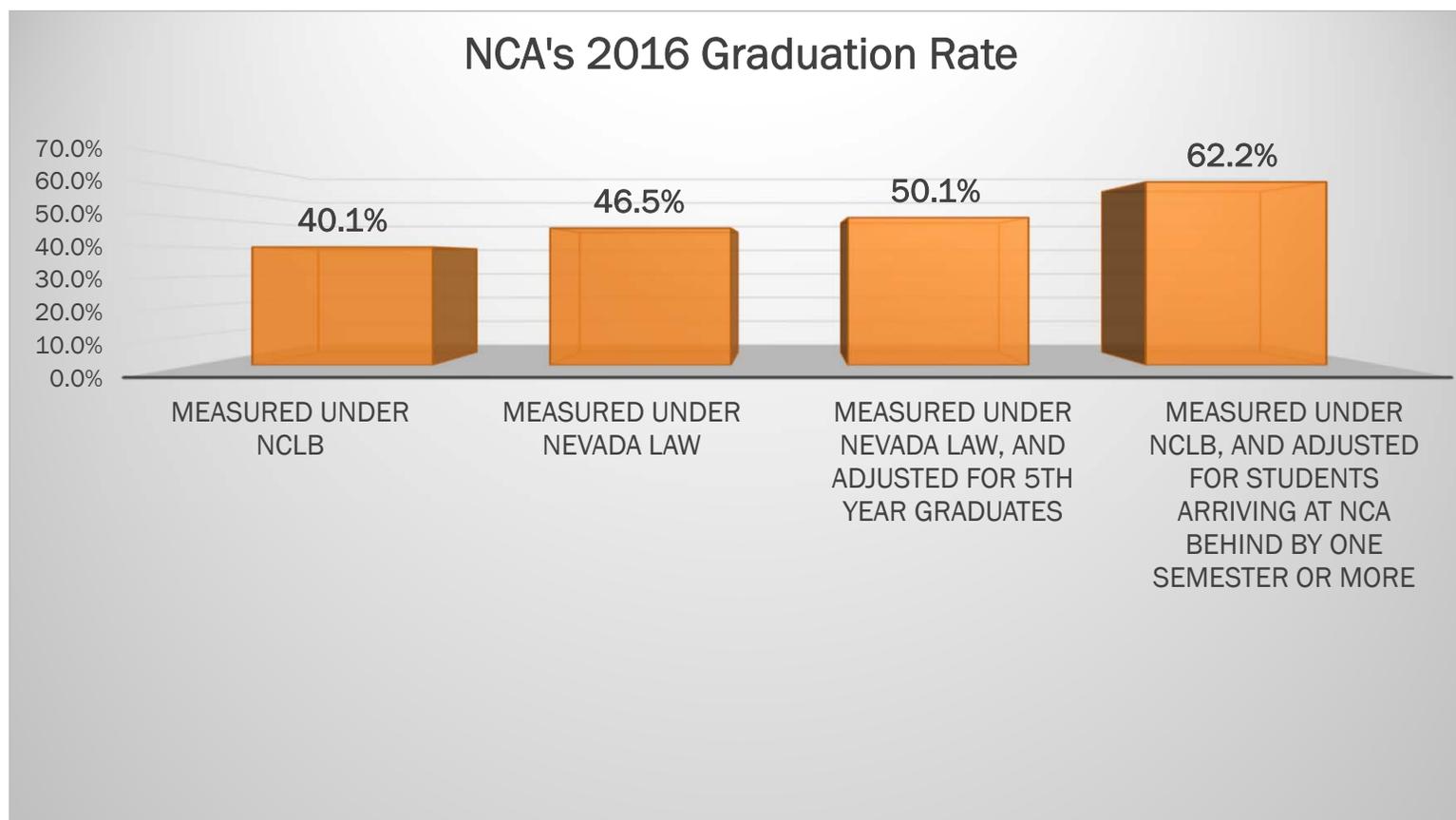
- Nevada State Law does not define “graduation rate.” Nevada State Law does define certain students who shall not be counted as dropouts (i.e. students who complete a GED or are enrolled in Adult Ed).
- The federal 4-year Adjusted Cohort Graduation Rate (ACGR), as defined under the federal “No Child Left Behind” (NCLB) law, does not take into account a number of factors that impact a school’s graduation rate:
 1. **GED/Adult Standard Diplomas (Adult Ed):** Students who complete a GED or are enrolled in Adult Ed courses are counted the same as dropouts—*under the Nevada implementation of the federal ACGR, these students are currently counted as non-graduates.*
 2. **Adjusted Diplomas for Students with Disabilities:** Adjusted diplomas are awarded to students with disabilities who complete high school in context of an IEP—*under the Nevada implementation of the federal ACGR, these students are currently counted as non-graduates.*
 3. **Post-Secondary Institution Enrollment:** Students who transfer straight to post secondary programs without formally completing high school—*under the federal ACGR, these students are currently counted as non-graduates.*
 4. **Students Enrolling in High School Credit Deficient:** Students who, in many cases, enroll in their junior or senior year significantly credit deficient will more than likely not graduate in 4 years—*the federal ACGR does not take into account the impact of these students.*

NCA's 4-Year Adjusted Cohort Graduation Rates for 2016



- Applies federal grad rate calculation under No Child Left Behind (NCLB). Replaced by ESSA, signed in 2015.
- Applies Nevada State Law (NRS 385A.260), which does not classify Adult Ed/GED/Post-Secondary students as non-graduates
- Applies Nevada State Law (as above) & does not classify 5th year grads (or students on track to graduate no more than 2 semesters late) as non-graduates
- Applies federal grad rate calculation under NCLB & does not classify credit deficient students (arriving 1 semester or more behind) as non-graduates
- Students enrolled at NCA for all 4 years of high school

But for receiving students one semester or more behind, NCA's 2016 four-year adjusted cohort graduation rate as measured under NCLB is 62.2%.



Key Takeaways: NCA's 4-Year Adjusted Cohort

- There are multiple different ways to calculate graduation rate for a school including under federal and state law.
- Those calculations that make adjustments based on state law or credit deficient students are more reflective of the unique student population NCA serves—and, therefore, more accurately reflect NCA's performance at moving students forward in their education toward college and career readiness.
- All states are required to calculate and report a federal ACGR. Nevada State Law does not define graduation rate, but it does prohibit counting certain students as dropouts (i.e. students who complete a GED or are enrolled in Adult Ed).

2016 Nevada Connections Academy Non-Graduates under NCLB

CREDIT DEFICIENCY



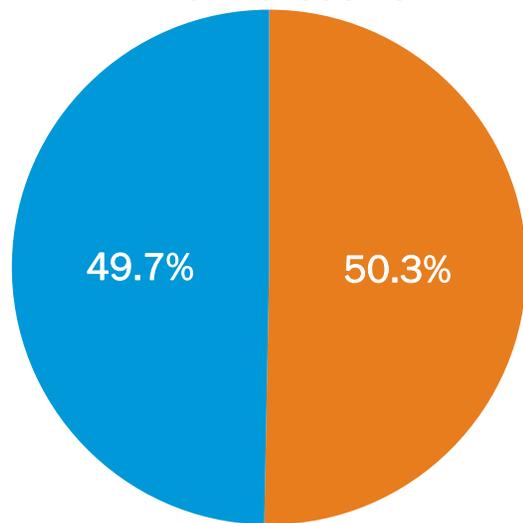
2016 Cohort: Who are the Students Classified as “Non-Graduates” Under NCLB?

- **Credit Deficiency Status of Non-Graduates Upon Enrollment:**
 - Nearly three-quarters (74%) of students who did not graduate on time enrolled at NCA credit deficient. *(see graph slide 10)*
- **Arrival Grade Level of Credit Deficient Non-Graduates:**
 - Those credit deficient students who did not graduate on time predominantly transferred into NCA during their 11th or 12th grade years— 83% on average. *(see graph slide 11)*
- **Severity of Credit Deficiency of Non-Graduates at Enrollment:**
 - Non-graduates who were credit deficient upon enrollment were significantly behind in their academic progress—on average 81% were one semester behind or more in credits (at least 2.5 credits or 5 courses behind). *(see graph slide 12)*

2016 Cohort: Credit Deficiency Status of Students Upon Enrollment at NCA



Arrival Status of Students Upon Enrollment at NCA



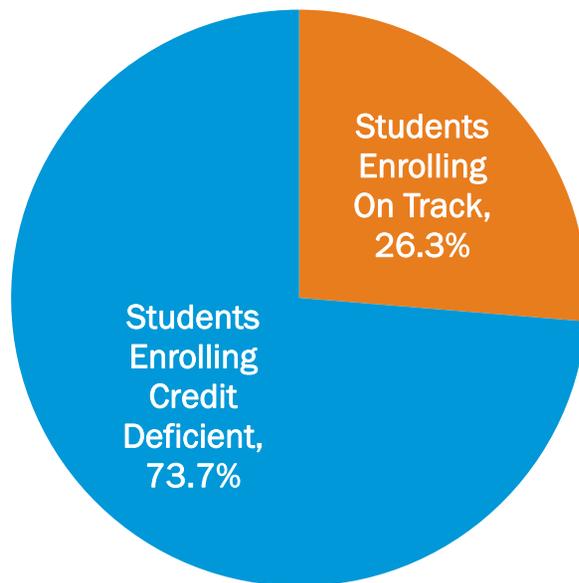
- Students Enrolling On Track
- Students Enrolling Credit Deficient

- 49.7% of students from the 2016 cohort were credit deficient when they enrolled at NCA.
- Essentially, 1 out of every 2 students were credit deficient upon enrollment.

2016 NCA Non-Graduates: Credit Deficiency Status Upon Enrollment



Credit Deficiency Status Upon Enrollment



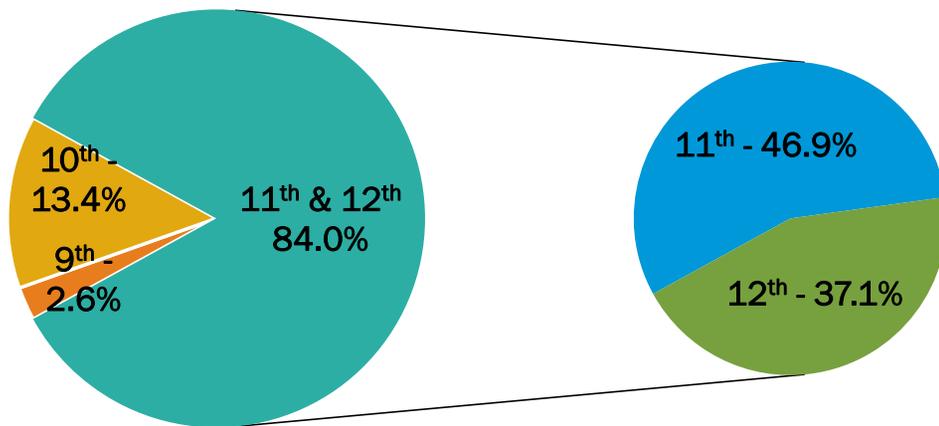
■ Students Enrolling On Track ■ Students Enrolling Credit Deficient

- 73.7% of students classified as non-graduates in 2016 were credit deficient when they enrolled at NCA
- Essentially, 3 out of every 4 students were credit deficient upon enrollment.

2016 NCA Non-Graduates: Arrival Grade Level of Credit Deficient Students



Arrival Grade of Credit Deficient Students



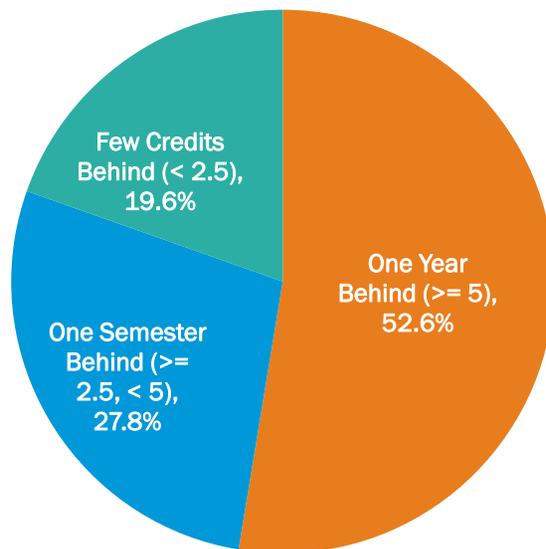
- 84% of credit deficient 2016 non-graduates arrived at NCA in their 11th or 12th grade year (163 students)

9th grade (5) 10th grade (26)
11th grade (91) 12th grade (72)

2016 NCA Non-Graduates: Severity of Credit Deficiency Upon Enrollment



Severity of Credit Deficiency Upon Enrollment



- One Year Behind (≥ 5)
- One Semester Behind ($\geq 2.5, < 5$)
- Few Credits Behind (< 2.5)

- 80.4% of credit deficient 2016 non-graduates arrived one semester or more credit deficient (156)

Key Takeaways: NCA's 2016 Credit Deficient Non-Graduates

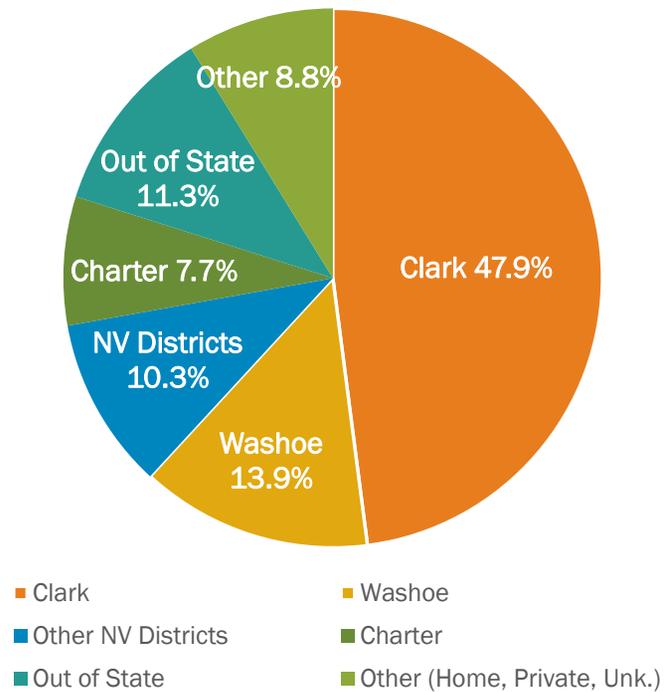


- The Class of 2016 non-graduates were predominantly students who enrolled as 11th graders while credit deficient by one year or more.
- Juniors enrolling one full year behind or more are highly unlikely to graduate on time—it is nearly impossible for a student that far behind in their junior year to catch up and graduate with their scheduled class in time.
 - In many cases, NCA had only a short period of time to serve these students before their scheduled graduation.
- In serving this population of severely credit deficient students, NCA's federal ACGR is adversely affected because NCA is being held accountable for this credit deficiency, although it was incurred the students' prior schools.

Students' Prior School District: 2016 NCA Credit Deficient Non-Graduates

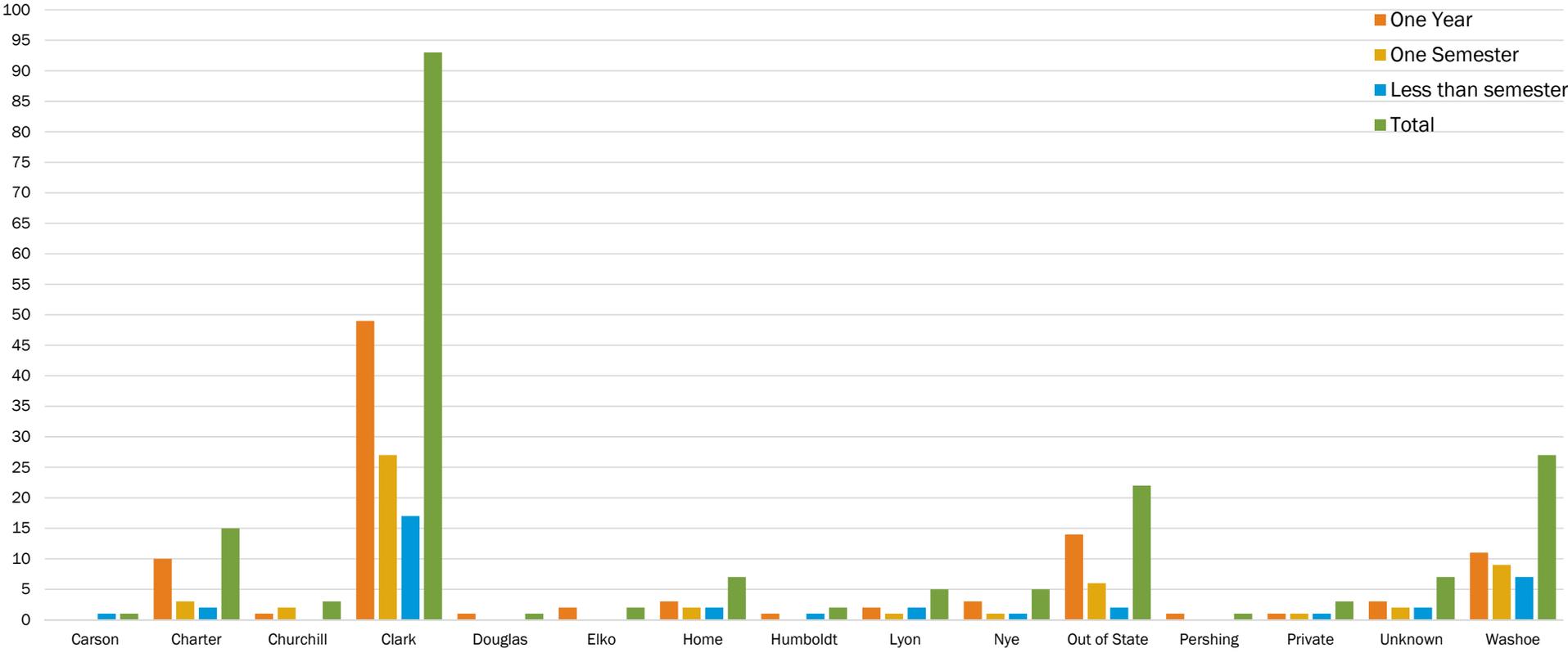


Prior District of Non-Graduates in the Class of 2016 who Transferred into NCA Credit Deficient





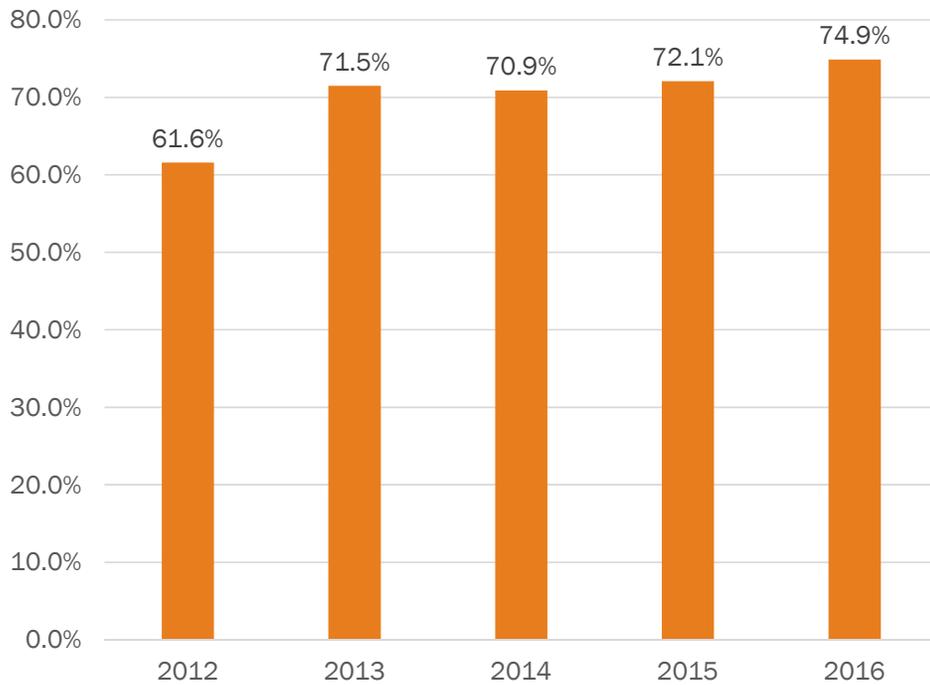
Students' Prior School District: Severity of Credit Deficiency Upon Enrollment at NCA of 2016 Non-Graduates



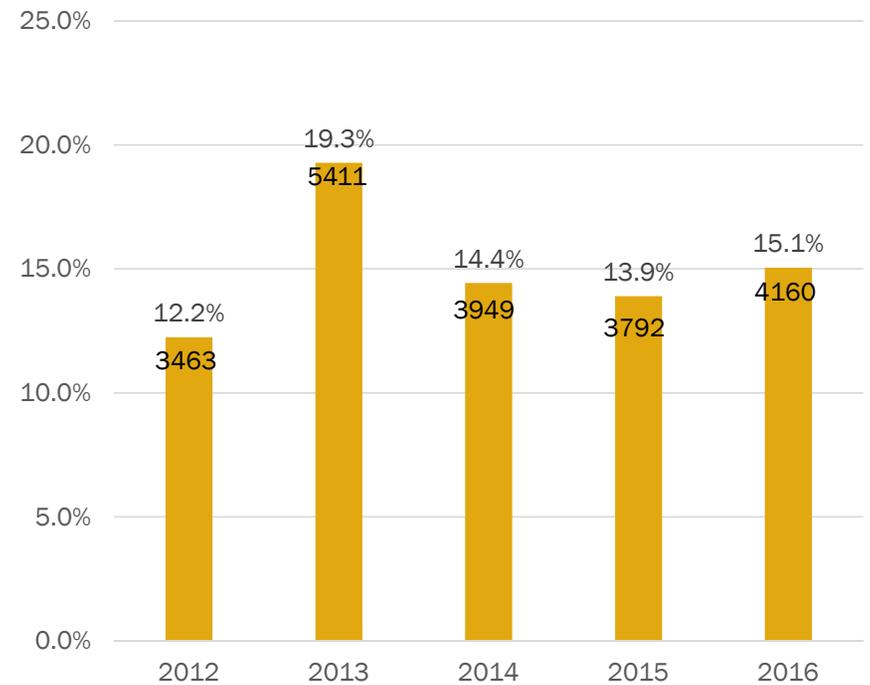
Clark County School District: 2012-16 Graduation Rates



Four-Year Adjusted Cohort Graduation Rate Under Federal Calculation (NCLB)



Percentage of Students in the Four-Year Adjusted Cohort Under Federal Calculation (NCLB) Who Transferred Out of the District



*Data available at <http://www.nevadareportcard.com>

2016 Nevada Connections Academy Non-Graduates under NCLB

STUDENTS ENROLLED FOR A 5TH YEAR

2016 NCA Non-Graduates Who Enrolled at NCA for a 5th Year



- **59.3%** were successful in graduating from NCA or continuing their education at the school. These students further break down as follows:
 - 47.5% of these students graduated from NCA or are on track to graduate this spring, not more than 2 semesters late.
 - 11.9% are still enrolled though will not graduate this spring and may go on to a 6th year.
- NCA is moving these 5th year students forward in their education toward college and career readiness.

Nevada Connections Academy

IN SUMMARY

Federal 4-Year ACGR Key Issues



- **Given the unique population of students that virtual schools like NCA serve, all data and factors related to graduation rate should be considered in evaluating a school's performance.**
 - NCA is successful in serving the students who want and need this school choice option; the school's ACGR should not be viewed in isolation as sole indicator of the school's performance.

- **The federal ACGR is a singular data point that counts many categories of students who make alternative academic progress as non-graduates.**
 - Students who transfer to an Adult Education Program, complete a GED, enroll in a post-secondary institution (without formally completing high school), or graduate from high school in their fifth year are classified as dropouts—they are counted as non-graduates under the Nevada implementation of the federal ACGR.
 - These are students have a high school education and are set-up to contribute to their communities; they are not dropouts.

Federal 4-Year ACGR: Not an Accurate Measure



The federal 4-year Adjusted Cohort Graduation Rate is not an accurate measure for schools serving highly mobile or credit deficient student populations, both present at NCA.

Highly Mobile Population:

- The federal 4-year Adjusted Cohort Graduation Rate is a measurement intended to capture the impact of a school in a 4-year period and does not accurately indicate the performance of a school, such as NCA, with a highly mobile population.
- At NCA, the average length of enrollment for students in the 2016 cohort is slightly less than 1.5 years. These students were enrolled at NCA for a small portion of their high school career, yet NCA bore full responsibility for their 4-year graduation.
 - Many students enroll with NCA for a short period of time to address a short-term issue or challenge (academically, socially or personally)—they return to their previous school once they have navigated the issue. Others find NCA the perfect fit and remain enrolled.

Federal 4-Year ACGR: Not an Accurate Measure



The federal 4-year Adjusted Cohort Graduation Rate is not an accurate measure for schools serving highly mobile or credit deficient student populations, both present at NCA.

Credit Deficiency:

- Schools like NCA where so many students arrive credit deficient, the 4-year Adjusted Cohort Graduation Rate is even less accurate an indicator of performance:
 - Roughly 1 out of 2 students arrives at NCA credit deficient AND roughly 3 out of 4 students counted as non-graduates arrives at NCA credit deficient.
 - 81% of the non-graduates arriving at NCA credit deficient were missing credits in at least 5 courses (1 full semester); 43% of these students had, at most, a year to make up these credits.
- With so many credit deficient students, the federal graduation rate calculation for NCA primarily measures the impact of the students' previous schools—it holds the wrong school accountable for these students being credit deficient.
- Closing NCA will not serve to increase the high school graduation rate across the state.
- Closing NCA eliminates NCA as an option to help the large population of students arriving credit deficient it is currently serving.

NCA is committed to re-engaging credit deficient students and graduating them college and career ready—closing the school eliminates NCA as an option to help these students.

Importance of School Choice



- Closing NCA would also eliminate SCHOOL CHOICE for the parents of the 3,000+ students who not only want, but need this option—these families have chosen NCA as the school best suited for to meet their student’s personal and academic needs.



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