

EXHIBIT Z

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NCA 2013-2014 School
Improvement Plan:
Context, Goals, Strategies
September 12, 2013



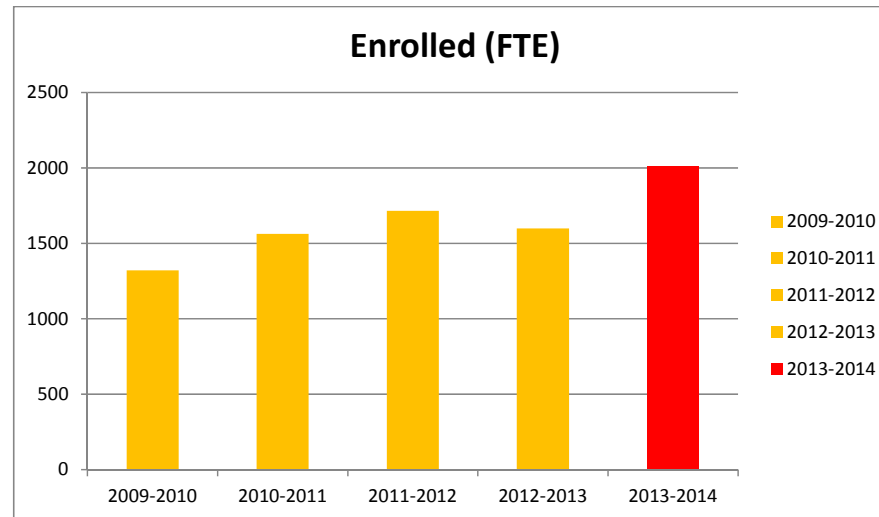
NCA Enrollment Data

Enrollment Growth-NCA

(NCA Pupil and Attendance Audit SY 2012-2013)

School Year End	Enrollment	Change in # of Student from Previous Year	% Change from Previous Year
2009	873	453	107.9%
2010	1,322	449	51.43%
2011	1,563	241	18.23%
2012	1,715	152	9.72%
2013	1,599	-116	-6.76%
2014*	2,015	416	21%

*current year projections are based on enrollment data as of 9/11/13



NCA: a school of geographic and cultural extremes..

Lake Tahoe

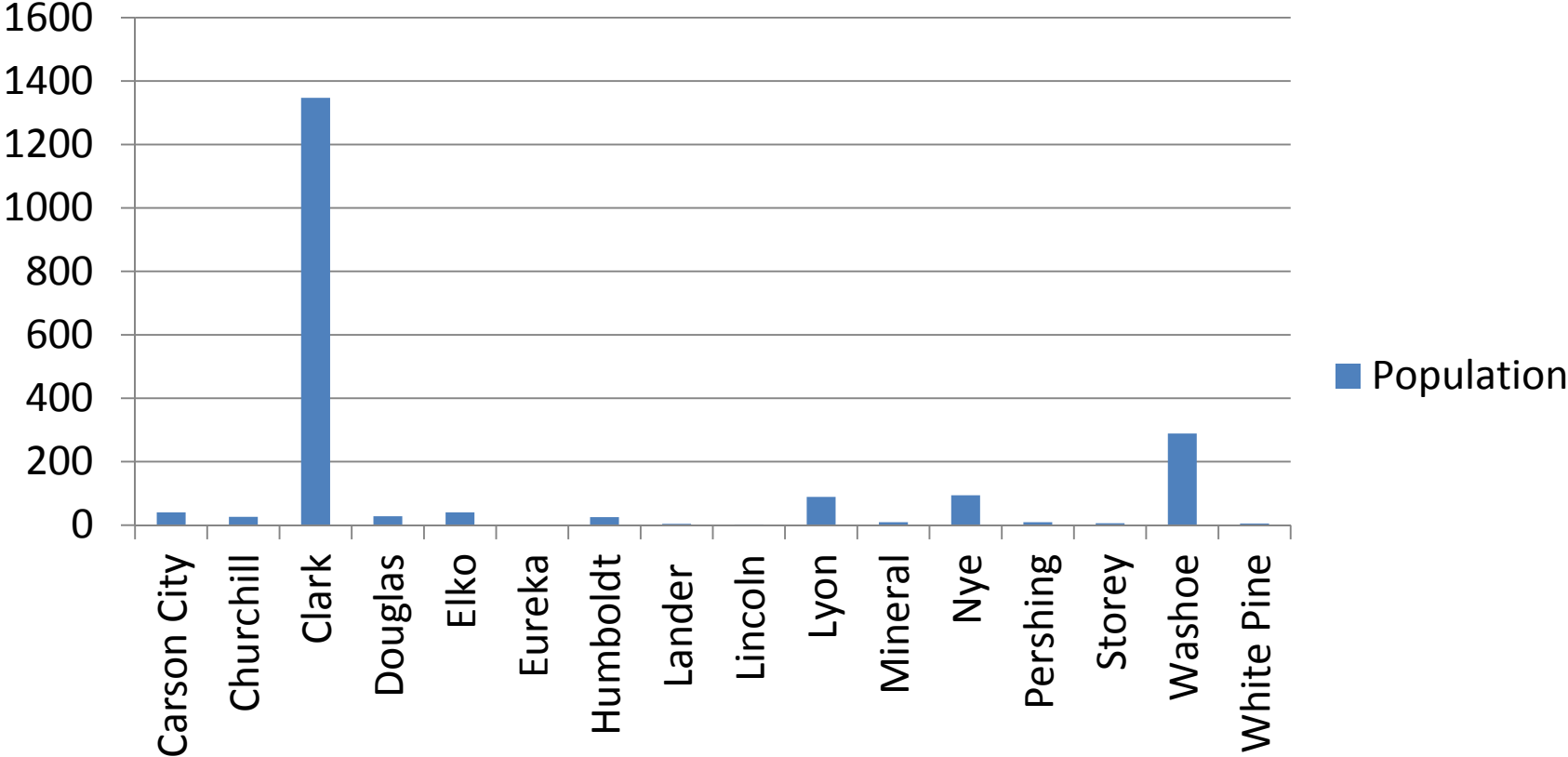


Las Vegas

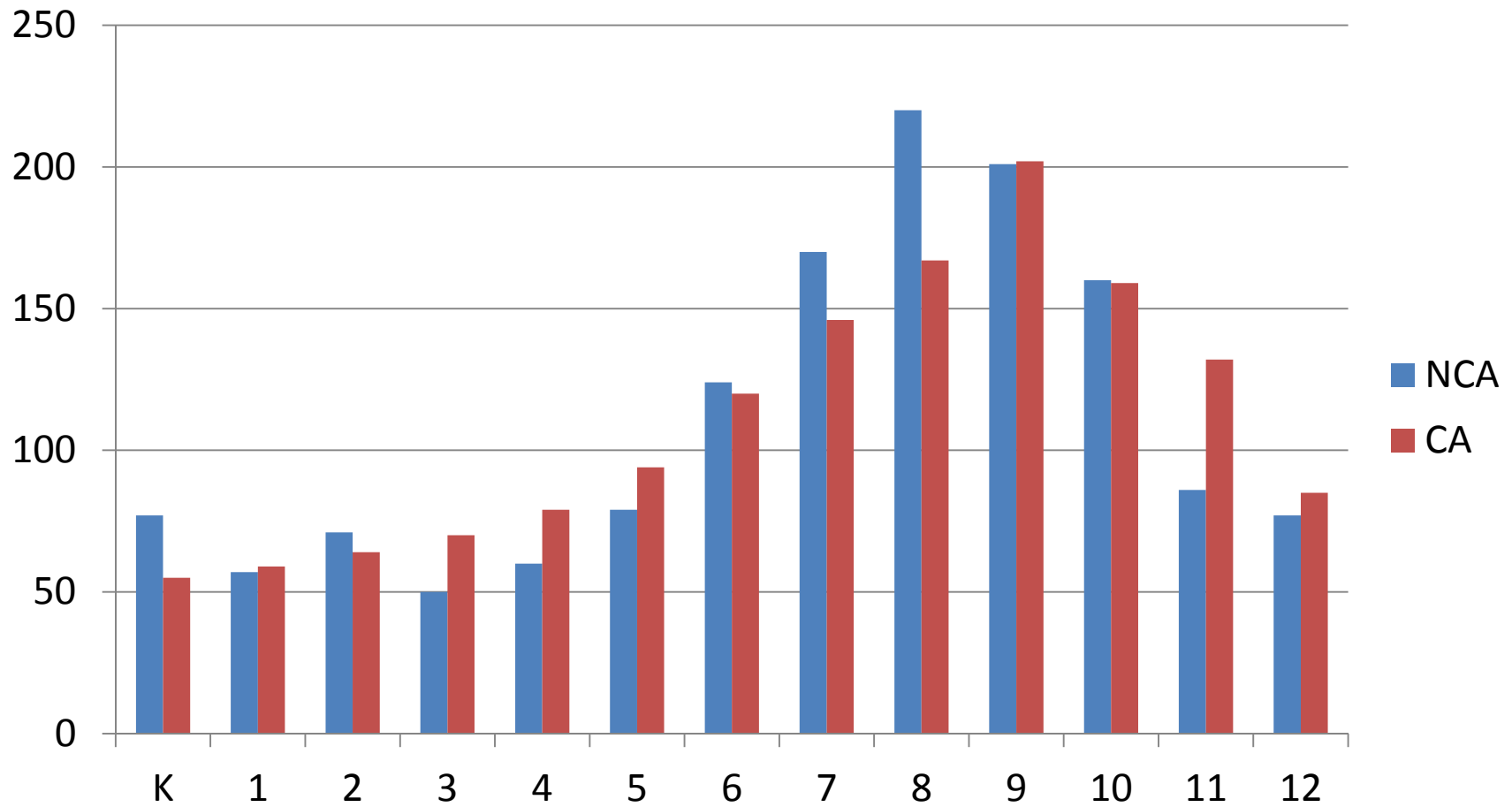


Student Geographic Distribution-NCA

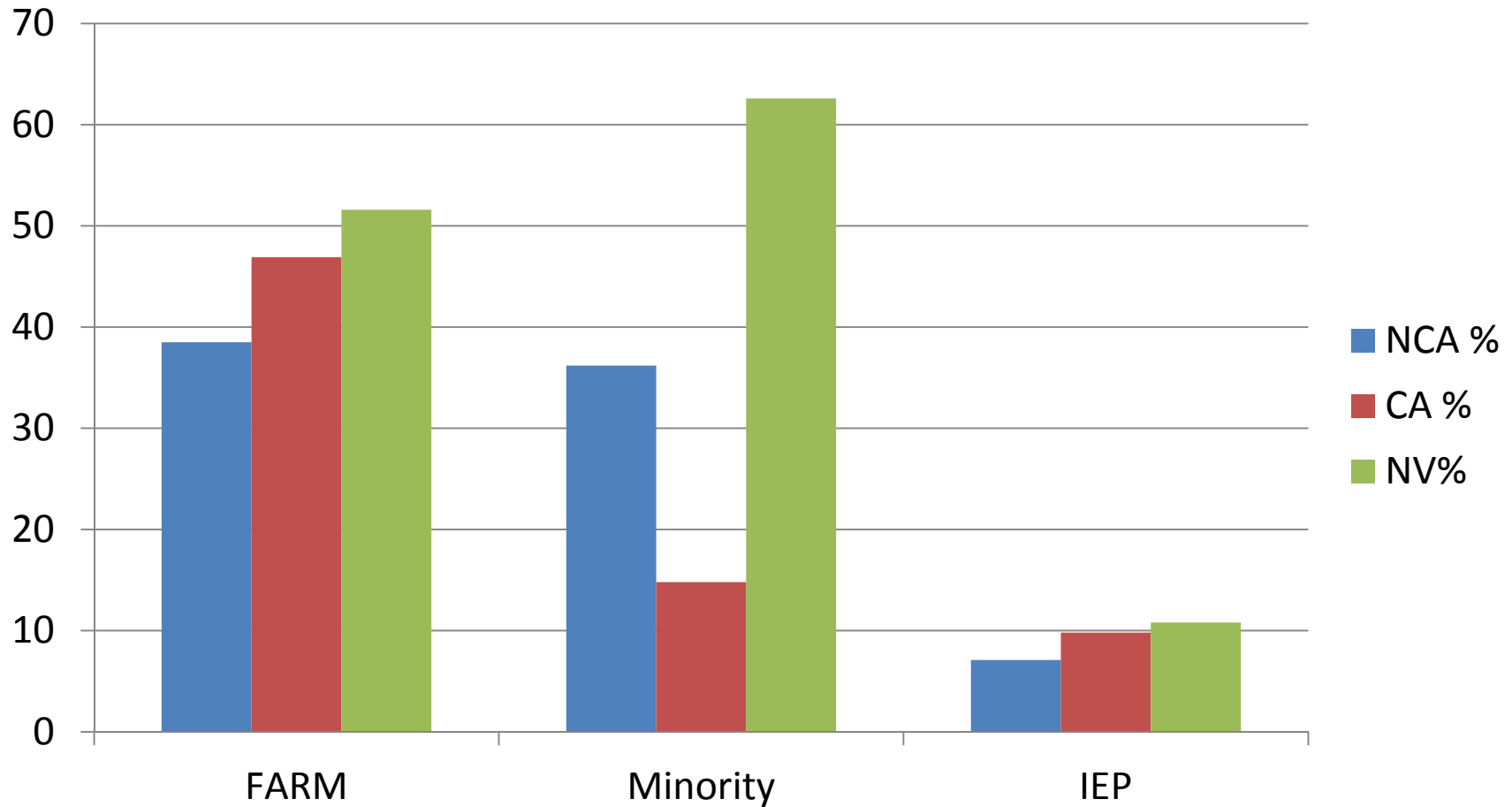
Population



Grade Distribution-NCA SY 2012-2013



Demographic Information SY 2012-2013



2 Important Shifts for SY 2013-2014 Based on Current Enrollment Data

2012-2013

FARM

- 38.5%

IEP

- 7.1%

2013-2014

FARM

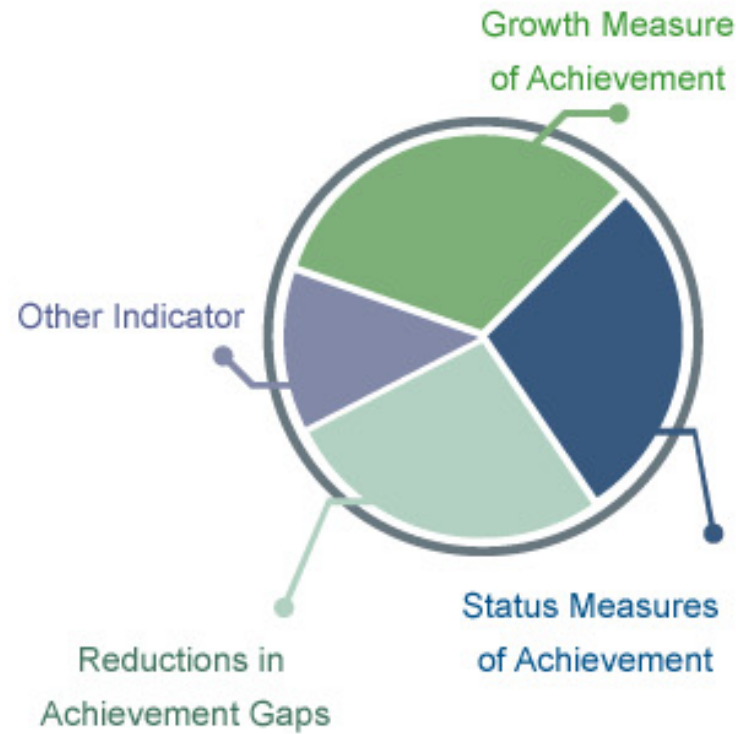
- 45% (as of 9/6/13) *

IEP

- 8.5% (as of 9/9/13)

* Will qualify school as
“universal Title 1.”

Nevada State Performance Framework part 1 (ES & MS)



NSPF Part 2-definitions (ES&MS)

- **1. Growth Measure of Achievement**

Student Growth is a measure of performance on the State assessments over time. Students who perform similarly on the first administration of the test are compared to each other after the second. Each student's relative performance to each other is measured as a percentile. This value is called the Student Growth Percentile or SGP.

- **2. Status Measure of Achievement**

Status 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 assessments. Status Measures of Achievement are determined by calculating the percent of students in the school who met or exceeded standards on the State assessments.

NSPF Definitions Continued (ES &MS)

- **3. Reductions in Achievement Gaps**

Student achievement targets to meet proficiency on the State assessments within three years are determined for each elementary and middle school student. These targets are called Adequate Growth Percentiles or AGP.

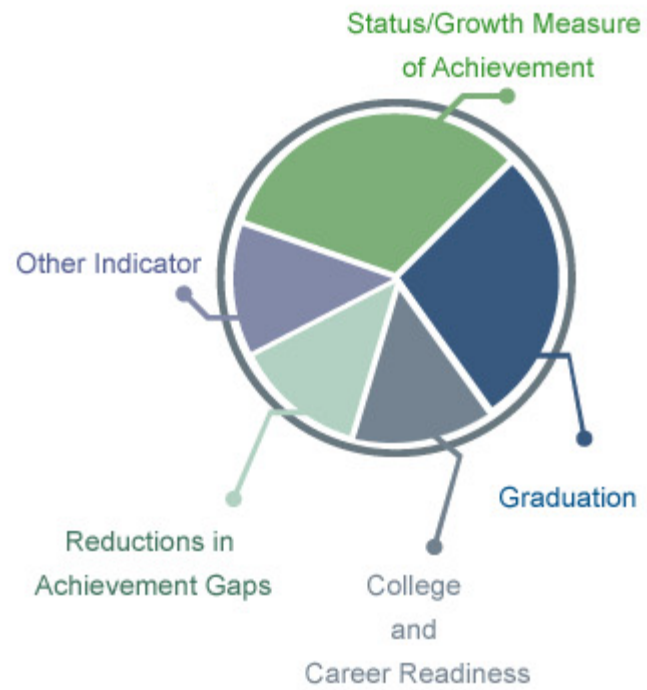
- **4. Other Indicator**

Currently, the Other Indicator is a measure of the student average daily attendance or ADA for a school.

NSPF: Index Score (E&S)

Elementary/Middle School Index (100 points possible)		
Growth (40 points possible)		
	Math	Reading
School Median Growth Percentile (MGP)	10	10
Overall % of Students Meeting Adequate Growth Percentile (AGP)	10	10
Status (30 points possible)		
Overall % of Students Meeting Proficiency Expectations	15	15
Gap (20 points possible)		
% of IEP, ELL and FRL Students Meeting AGP	10	10
Other Indicator (10 points possible)		
Average Daily Attendance (ADA)	10	

NSPF-HS



NSPF Factors-HS

- **1. Status/Growth Measure of Achievement**
- SGP is a measure of student achievement over time that compares the achievement of similar groups of students from one assessment administration to the next.
- **2. Reductions in Achievement Gaps**
- High school achievement gaps are calculated as the difference between the subgroup proficiency rate and the statewide proficiency rate for the "all students" group.
- **3. Graduation Measures**
- High school graduation is a combined measure of the school's graduation rate and a subgroup graduation gap analysis.
- **4. College and Career Readiness**
- This indicator represents a combination of multiple measures of College and Career Readiness. It includes the percent of students requiring remediation in Nevada colleges and universities, the percent of students earning advanced diplomas, the percent of students passing Advanced Placement exams and the percent of students participating in the ACT or the SAT.
- **5. Other Indicators**
- Currently, Other Indicators is a measure of the student Average Daily Attendance or ADA for a school and the percent of 9th grade students who have earned at least five credits by the end of 9th grade.

NSPF Index (HS)

High School Index (100 points possible)		
Status/Growth (30 points possible)		
	Math	Reading
Overall % of 10th Grade Students Meeting Proficiency Expectations	5	5
Cumulative % of 11th Grade Students Meeting Proficiency Expectations	5	5
School Median Growth Percentile for 10th Grade (MGP)	5	5
Gap (10 points possible)		
Cumulative % of 11th Grade IEP, ELL, FRL Proficiency Gap	5	5
Graduation (30 points possible)		
Overall Graduation Rate	15	
Graduation Rate Gap for IEP, ELL and FRL Students	15	
College and Career Readiness (16 points possible)		
% of Students in NV Colleges Requiring Remediation	4	
% of Students Earning an Advanced Diploma	4	
AP Proficiency	4	
ACT/SAT Participation	4	
Other Indicators (14 points possible)		
Average Daily Attendance (ADA)	10	
% of 9th Grade Students who are Credit Deficient	4	

The 5 star system

- Nevada schools earn an index score based on the Nevada School Performance Framework criteria.
- The range of index scores out of 100 is divided into five score bands. The score bands are associated with star ratings where five stars is the highest designation.
- NCA received three separate “star” ratings.
- These ratings—like the state framework data are not yet finalized!

One Star Schools

- A 1-Star School is a school that has room for substantial improvement in whole school proficiency and growth.
- Identified 1-Star Schools are among the lowest-achieving schools in Nevada based upon whole school proficiency and growth over a number of years.
- The impact to staff can include personnel changes among teaching faculty and/or leadership.
- The school has prescribed scheduling and use of core instructional materials.

Two Star Schools

- A 2-Star School is a school that has room for improvement in whole school proficiency and growth.
- The 2-Star school will experience heightened district oversight and input.
- A 2-Star School Improvement Plan is targeted at meeting the needs of all students and closing the achievement gap among subgroups.

Three Star Schools

- A 3-Star School has some areas of success as well as some areas that need improvement relative to student proficiency and/or student growth on the State assessments.
- The 3-Star School Performance Plan is created through participation in the statewide Student Achievement Gap Elimination (SAGE) planning process.

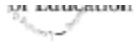
Four and Five Star Schools

- A 4-Star School is among the higher performing schools in Nevada in student proficiency and/or student growth on the State assessments.
- A 5-Star School is among the highest performing schools in Nevada in student proficiency and/or student growth on the State assessments. The school is acknowledged for its achievement with public recognition and has autonomy in school planning and decision-making.

DISCLAIMER

- The state of Nevada's data is not yet finalized!

NCA ES 2012-2013 Rating



School Overview Report

School Year: 2012-13

Nevada Connections Academy (18405.1)

Title I

3 Star School:

A 3-Star School has some areas of success as well as some areas that need improvement relative to student proficiency and/or student growth on the State assessments. The school has negotiated flexibility with the school district in decision-making and, when appropriate, is acknowledged for its successes with public recognition.

Performance Indicators	Points Earned	Points Eligible	Percentage of Points Earned	
Growth Measure of Achievement	18.0	40	45.0%	
Status Measure of Achievement	18.0	30	60.0%	
Reductions in Achievement Gaps	6.0	20	30.0%	
Other Indicator	10.0	10	100.0%	
Total Index Score	[Points Earned(52.00)/Points Eligible(100)] X 100 = 52.00			
Reading/ELA Test Participation	99.7%		Math Test Participation	99.7%

NCA MS 2012-2013 Rating



School Overview Report





School Year: 2012-13

Nevada Connections Academy (18405.2)

Title I

3 Star School:

A 3-Star School has some areas of success as well as some areas that need improvement relative to student proficiency and/or student growth on the State assessments. The school has negotiated flexibility with the school district in decision-making and, when appropriate, is acknowledged for its successes with public recognition.

Performance Indicators	Points Earned	Points Eligible	Percentage of Points Earned	
Growth Measure of Achievement	24.0	40	60.0%	
Status Measure of Achievement	21.0	30	70.0%	
Reductions in Achievement Gaps	13.0	20	65.0%	
Other Indicator	8.0	10	80.0%	
Total Index Score	[Points Earned(66.00)/Points Eligible(100)] X 100 = 66.00			
Reading/ELA Test Participation	98.1%		Math Test Participation	97.9%

NCA HS 2012-2013 Rating








School Overview Report

School Year: 2012-13

Nevada Connections Academy
(18405.3)
Title I

3 Star School:

A 3-Star School has some areas of success as well as some areas that need improvement relative to student proficiency and/or student growth on the State assessments. The school has negotiated flexibility with the school district in decision-making and, when appropriate, is acknowledged for its successes with public recognition.

Performance Indicators	Points Earned	Points Eligible	Percentage of Points Earned	
Status/Growth Measure of Achievement	21.0	30	70.0%	
Reduction in Achievement Gaps	9.0	10	90.0%	
Graduation Measures	6.0	30	20.0%	
College and Career Readiness	7.0	16	43.8%	
Other Indicators	9.0	14	64.3%	
Total Index Score	[Points Earned(52.00)/Points Eligible(100)] X 100 = 52.00			
Reading/ELA Test Participation	98.8%		Math Test Participation	96.3%

2012-2013 School Goals NCA

Goal/ Subgoal	Goal Description	Notes
#1: Academic Outcomes	For all publicly reported state proficiency ratings (growth, status & gap) the school's ratings will be equal to or better than the state average.	Based on the new Nevada State Performance Framework
K-8	Median Growth Percentile - Math	NCA=39.3 NV=50.4
K-8	Median Growth Percentile - Reading	NCA=43.6 NV=50.4
K-8	Adequate Growth Percentile - Math	NCA=26.9 NV=40.19
K-8	Adequate Growth Percentile - Reading	NCA=61.9 NV=58.34
K-8	% Meeting Proficiency in Math	NCA=44.23 NV=58.11
K-8	% Meeting Proficiency in Reading	NCA=68.42 NV=62.92
K-8	% of IEP, ELL & FRL Meeting Adequate Growth Percentile - Math	NCA=20.05 NV=30.95
K-8	% of IEP, ELL & FRL Meeting Adequate Growth Percentile - Reading	NCA=54.27 NV=48.29
9-12	% of 10th Graders Meeting Proficiency in Math	NCA=23 NV=33.58
9-12	% of 10th Graders Meeting Proficiency in Reading	NCA=73.6 NV=57.03
9-12	% of 11th Graders meeting Proficiency in Math	NCA=82.9 NV 78.4
9-12	% of 11th Graders meeting Proficiency in Reading	NCA=90.1 NV 81.54
9-12	10th Grade Median Growth Percentile in Math	NCA=56 NV=51
9-12	10th Grade Median Growth Percentile in Reading	NCA=62 NV=51
9-12	% of 11th Grade IEP, ELL & FRL Students Proficient in Math	NCA=10.9 NV= -6.49
9-12	% of 11th Grade IEP, ELL & FRL Students Proficient in Reading	NCA=5.8 NV= -9.03
#2: College/Career Readiness	For all publicly reported state performance ratings the school's ratings will be equal to or better than the state average.	
	Overall Graduation Rate	NCA=36.1 NV=63.08
	Graduation Rate Gap for IEP, ELL & FRL	NCA= -31 NV= -6.22
	% of Students in NV Colleges Needing Remediation	NCA=11.8 NV=31.36
	% of Students Earning an Advanced Diploma	NCA=0 NV=29.55
	Advanced Placement Participation/Proficiency	NCA=2.6 NV=26.77
	ACT/SAT Participation/Proficiency	NCA=8.6 NV=17.97
#3: Other State Indicators	For all publicly reported state performance ratings the school's ratings will be equal to or better than the state average.	
K-8	Elementary Average Daily Attendance	NCA=95.9 NV=94.84
9-12	High School Average Daily Attendance	NCA=97 NV=92
9	% of 9th Graders Credit Deficient	NCA=36.7 NV=14.79
#4: Connections Academy Indicators	Growth and Retention: Parent Satisfaction, School Growth, School Funding, Student Retention	
Parent Satisfaction	NCA will have an overall average rating equal to or higher than the CA average or the school's prior year rating, whichever is higher, on the 2012-2013 PSS rated for 21 specified questions.	NCA=83.1 (-1.8) CA=83.8%
School Growth	NCA will have an 1530 students enrolled/approved by 8/31/2013 as shown on the week 22 enrollment report	1873 students (22% increase)
Funding	98% of students reported to the NVDOE on count day will be funded	unchanged from SY 2011-2012
Retention	NCA will have a Retention Rate of 76%, as indicated on the 6/30/13 Monthly School Report	unchanged from previous year

Nevada's Charter School Performance Framework

NV Connections 405.1, 405.2, 405.3				K-12 school with a student population of 1720																		
	GROWTH				COMPARISON		STATUS				GAP			CAREER & COLLEGE READY								
	AGP Reading (EL, MS)	AGP Math (EL, MS)	MGP Reading (EL, MS, HS)	MGP Math (EL, MS, HS)	EXPLORE to PLAN Growth Reading (HS)	EXPLORE to PLAN GROWTH Math (HS)	Comparison--Reading (EL, MS, HS)	Comparison--Math (EL, MS, HS)	Reading Proficiency (EL, MS, HS)	Math Proficiency (EL, MS, HS)	EXPLORE Proficiency (MS, HS)	PLAN Proficiency (MS, HS)	GAP Reading AGP (EL, MS)	GAP Math AGP (EL, MS)	GAP Reading Proficiency (HS)	GAP Math Proficiency (HS)	Graduation Rate (HS)	Post Secondary Fall (HS)	Post Secondary 18 months (HS)	Employment (HS)	Mission Specific (EL, MS, HS)	
405.1	AP	U	AP	AP	Not Available			AD	AP			AP	U									
405.2	AD	U	AP	C					EC	U	Not Available		EC	C								Not Available
405.3			EC	EC					EC	AP					EC	AD	U					

EX	Exceptional	>95	405.1	AP	38.00
EC	Exceeds	>75 and <95	405.2	AP	40.65
AD	Adequate	>50 and <75	405.3	AD	59.03
AP	Approaches	>25 and <50			
U	Unsatisfactory	>5 and <25			
C	Critical	<5			

Summary of NSPF and Charter School Framework Performance Data-Content Area Overview

Math:

4 Areas in the **Unsatisfactory Range**

3 Areas in the **Approaches Range**

2 Areas in the **Critical Range**

1 Area in the **Adequate Range**

1 Area in the **Exceeds Range**

Reading

0 Areas in the **Unsatisfactory/Critical Ranges**

4 Areas in the **Approaches Range**

2 Areas in the **Adequate Range**

5 Areas in the **Exceeds Range**

High School Graduation Rate=**Unsatisfactory Range**

PSS: Some Key Points

Data	NCA 2012-13	NCA 2011-2012	% Change	Top CA Avg.
A Grade	53.8%	53%	+ .8%	59.5%
Survey Completion	41.6%	46.7%	-5.1%	47.9%
Student Satisfaction	94.7%	94.9%	-.2%	94.2%
Parent Satisfaction (compared to last school)	84.2% (more)	87% (more)	-2.8%	84%
Likelihood to Continue @ NCA	67.2%	74.1%	-6.9%	73.8%
Perception of High Quality Curriculum	93%	95.3%	-2.3%	95.8%
IEP/SPED Concerns addressed	79.3%	92.2%	-12.9%	81%
Satisfaction with Teachers	93.6%	93.8%	-.2%	96.1%
Likelihood to continue w/post-secondary options	67.2%	66.6%	-.06%	67.1%

Guiding Principles for 2013-2014

- Remain the #1 rated Virtual School in the State and earn a 4 star rating.
- Establish thorough knowledge and ownership of school goals and state framework by all staff.
- Provide time, resources, and support to PLCs to achieve ownership of student learning and success.
- Build upon the school's success of providing relevant and high quality learning experiences across our communities.

<u>Measure</u>	<u>Description</u>	<u>Weight</u>	<u>Goal</u>	<u>Baseline Range</u>
Officially Reported State Test Results	All official published state test proficiency rates for the school will meet or exceed the state average. The calculation is a ratio of the school's result to the state average for each tested subject-grade level. Each ratio is capped at 1.00 and a weighted average is computed based on the number of tests taken by students at the school and officially counted. If no official pass rate and number of students tests counted is available for a subject-grade level test, one will be computed using data loaded into Connexus.	40%	100%	72% -- 100%
Academic Growth	100% of returning students' (enrolled for state testing last school year and this school year) state test scores will indicate proficiency or better, or will show improvement of at least one category in 4th through 8th grade Reading and Math (e.g., from "Below Basic" to "Basic"). Reading and Math will be calculated separately and averaged.	10%	100%	49% -- 87%
Promotion	100% of full academic year students will promote to the next grade (K-8) or earn at least one fourth of the required HS credits for a standard diploma in the school year (grades 9-11). This will be assessed as of the end of the school year as compared with the beginning of the school year.	15%	100%	87% -- 97%
Graduation and Post-Secondary Plans	100% of full academic year 12th graders will graduate and be accepted to one or more post-secondary options (2 or 4 year college, accredited vocational school, and/or military service branch).	10%	100%	Graduation: 58% -- 95% Post-Secondary Plans: 25% -- 67%
Parent Satisfaction Survey	School will have an average of 100% positive responses on the 21 Parent Satisfaction Survey questions that are most directly affected by schools.	15%	100%	82% -- 91%
Student Retention	The school will have a 100% "during school year" retention rate, as reported in the June 30 Monthly School Report (MSR)	10%	100%	63% -- 82%
Bonus Points for:				
State Report Card Rating*	School will get 5% points bonus if its report card rating is one of the top 2 in the state (e.g., A or B; see additional sheet for specific ratings)	+5% Bonus Points		
Top 3 Virtual Schools in State[^]	School will get 5% points bonus if it is one of the top 3 online schools as ranked by the State.	+5% Bonus Points		

*The definition here will depend on local requirements. For example, in the case of a state that has an A-F rating scale, "Top Tier" will be an "A" or a "B". See the next tab for other possible examples. Schools with a five star rating will need to achieve one of the top two ratings (4 or 5 star).

[^]The definition will depend on local requirements. If there are more than two virtual programs within a state, this will apply.

Working List of 2013-2014 Initiatives

Procedures and Processes to Support Learning and Achievement

- Grade level, goal driven PLCs documenting activity through IAs and feedback
- Bi-weekly, teacher specific check in and support.
- Identification of relevant and needed training and development and documentation of completion and implementation.
- Use of best practices in live lessons, interventions, and other means of instructional delivery.
- Use of onboarding process to engage students and families early.

Academic Focus: MATH (proficiency level to match or exceed the state average)

- Identification of key deficit areas and strategies to provide intervention and remediation.
- Vertical articulation.
- Enhanced tutoring (live and virtual) at strategic locations and times.
- Holistic focus on math skills (PLC teams) and development.

Community and Family Engagement

- Shift the focus of community events/field trips to academics when possible.

Initiatives, continued

College and Career Readiness/Graduation

- Provide college and career awareness training to secondary students to expand vocational horizons.
- Provide ACT and SAT prep courses.
- Support students in seeking advanced diplomas and AP credits.
- Reduce credit deficiency and high school failure rates as needed.

Address Needs of Growing SPED and T1 Population

- SLOP model
- Other instructional strategies to engage students and families.

SIP Priority #1: High School Success Rate

(credit deficiency, graduation rate, advanced measures, career and college awareness)

Task	Responsibility	Resources	Timeline
Establishing and communicating criteria and expectations for areas above including examining last year's data	Leadership Team with input from instructional staff.	IA system Escalation Grade and log data	Start Oct. 1 with modification based on results as needed.
Monitoring and Assessing credit completion and progress towards graduation through a clearly articulated and monitored system	HS Advisory Teachers	IA System Grade and log data	Starting Oct. 15 th with biweekly monitoring and reporting.
Identifying and delivering (if needed) post-secondary awareness training	Advisory and Secondary Teachers	Training resources-testing,	Starting Oct 15 th and continued as needed
Provide appropriate support to students capable of and interested in completing advanced measures	Teachers and Leadership Team	Student PLP, grade data.	Identification and support should start within two weeks of enrollment.
Provide specific, targeted instruction for SAT and ACT preparation	Teachers and Advisory/Counseling Staff	Course Material, IA system, logs to track participation	Mid-year, and then ongoing
Provide summer school credit recovery options as needed	Teachers/Advisory Staff	Curriculum	ID process to start in spring
Ensure that students at risk of not graduating receive	Advisory Staff/Homeroom teachers	Grade data	Ongoing as needed

SIP Priority #2: Improving Math Achievement

Task	Responsibility	Resources	Timeline
Examine student data from internal and state sources to find areas of strength and weakness;	All staff within context of PLCs	Connexus, NSPF	September 15 th and ongoing.
Administer and analyze appropriate pre-tests	Math instructional staff	Test resources	Early/Mid-September and ongoing.
Identify appropriate interventions, remediations, and general instructional practices to support student math success.	Grade and content specific teachers to share with all staff within PLC context.	Student data/instructor knowledge, PD resources from CA, intervention packages (ie—Successmaker etc)	September 15 th and ongoing
Provide live, in person tutoring sessions to support math skill development and achievement and provide other external sources of instructional support	Teachers and Leadership Team	Teachers, NCA resources as needed.	October, with monthly frequency.

SIP Priority #3: Meet the Instructional Needs of our Growing SPED and FARM (T1) Populations

Task	Responsibility	Resources	Timeline
Accurately identify and assess student needs and deficiencies.	SPED staff/T1 teachers/ Reporting and Data staff	Connexus	Within 7 days of enrollment
Identify and provide training in appropriate instructional and intervention strategies	SPED Manager and Staff Leadership Team	School Support, Instructor Knowledge	October 1 st and ongoing- based on teacher need.
Ensure adequate subgroup participation in state testing	Testing Coordinators	School resources, Connexus	Identified before testing window, follow up data checks as needed
Monitor academic progress in all coursework	SPED case managers, all teachers, Leadership Team	IEP data, T1 teacher logs and activity, student grades	Ongoing
Provide timely and relevant interventions to these subgroups	T1 teachers/SPED teachers/Regular ed. Classroom teachers as needed	Grade data, IAs to track	Ongoing as dictated by student need.

Action and Accountability

Fundamental Structure: Grade level, horizontal PLC teams.

- Each PLC has an IA that tracks meetings, goals, discussions, and ACTIONS.
- Instructional staff have regular check-in meetings with their supervisors to provide an extra look at data, strategies, and needs and to provide support and ideas.
- Leadership Team will track PLC progress and data sources (such as accountability report and teacher grades and logs) to identify additional areas of need and/or modifications to overall focus.

Actions and Accountability, continued

Deliberate efforts to create positive conditions for student achievement.

- Planning of staff development activities
- Identification and support of in-person, academically focused events to engage students and families.
- Analysis of frequency and quality of student/teacher interactions and their subsequent results.