

NEVADA STATE PUBLIC CHARTER SCHOOL AUTHORITY

TELECONFERENCED OPEN MEETING

FRIDAY, FEBRUARY 24, 2016

CARSON CITY, NEVADA

THE BOARD:

ADAM JOHNSON, Chair
PATRICK GAVIN, Executive Director
MELISSA MACKEDON, Vice-President
NORA LUNA, Member
JACOB SNOW, Member
STAVAN CORBETT, Member
JASON GUINASSO, Member
BRIAN SCROGGINS, Deputy Director

FOR THE BOARD:

GREG OTT, Deputy Attorney General

ROBERT WHITNEY,
Deputy Attorney General

DANNY PELTIER, Management
Analyst I

TANYA OSBORNE,
Administrative Assistant III

REPORTED BY:

CAPITOL REPORTERS
BY: NICOLE HANSEN,
Nevada CCR #446

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1 **CARSON CITY, NEVADA; FRIDAY, FEBRUARY 24, 2017; 10:00**
2 **A.M.**
3 **-o0o-**

4 CHAIR JOHNSON: It is 10:00 a.m., so we're
5 going to go ahead and begin. We're going to call this
6 meeting to order at 10:00 a.m. We're going to start with
7 the roll call. Member Guinasso?

8 MEMBER GUINASSO: Present.

9 CHAIR JOHNSON: Vice-Chair Mackedon?

10 VICE-CHAIR MACKEDON: Here.

11 CHAIR JOHNSON: Member Luna?

12 MEMBER LUNA: Here.

13 CHAIR JOHNSON: Member Snow?

14 MEMBER SNOW: Here.

15 CHAIR JOHNSON: All right. And we do have a
16 quorum.

17 Mr. Whitney, have you reviewed the agenda,
18 and does it comply with the open meeting law?

19 DEPUTY AG WHITNEY: Mr. Chairman, this is
20 Robert Whitney. I have reviewed the agenda and also been
21 in contact with Mr. Peltier about the posting. Both the
22 posting and the agenda are in compliance with the open
23 meeting law.

24 CHAIR JOHNSON: Thank you very much. And
25 before we say the pledge, does anyone have anything that

1 may be a potential conflict? All right. We will stand
2 for the Pledge of Allegiance.

3 (Pledge of Allegiance was recited.)

4 CHAIR JOHNSON: All right. Before we get
5 started, do we have a motion for a flexible agenda?

6 VICE-CHAIR MACKEDON: Melissa Mackedon. So
7 moved.

8 CHAIR JOHNSON: Is there a second?

9 MEMBER LUNA: Nora Luna. I second.

10 CHAIR JOHNSON: All in favor?

11 THE BOARD: Aye.

12 CHAIR JOHNSON: All right. We will get
13 started with Agenda Item No. 1. We'll begin in the
14 north.

15 Danny, do you have any public comment?

16 MR. PELTIER: No, we do not.

17 CHAIR JOHNSON: And, Joan, do we have any
18 public comment here in the south?

19 MS. JURGENSEN: I did not receive any.

20 CHAIR JOHNSON: All right. Then we will move
21 forward to Agenda Item No. 2, which is approval of the
22 January 27th, 2017, SPCSA action minutes.

23 MEMBER LUNA: Nora Luna. I make a motion to
24 approve the minutes.

25 MEMBER SNOW: Jacob Snow. I'm seconding that

1 motion.

2 CHAIR JOHNSON: All in favor of approval of
3 the January 27th action minutes?

4 THE BOARD: Aye.

5 CHAIR JOHNSON: All right. We'll move on to
6 Agenda Item No. 3, which is the financial framework
7 discussion. Duffy, I think, will begin that presentation
8 up in the north.

9 MR. PELTIER: Just give me one moment,
10 Mr. Chair, to bring up this presentation right now.

11 CHAIR JOHNSON: Perfect. Thank you, Danny.

12 MR. PELTIER: You guys should be able to see
13 that on your screen now, so I'll go ahead and turn it
14 over to Mr. Chagoya.

15 MR. CHAGOYA: Okay. I'm presenting a
16 financial performance overview for the 2015-2016 fiscal
17 year. Considerations of the financial performance
18 overview. This information is based on the 6-30-16 and
19 6-30-15 audited financial statements submitted to the
20 SPCSA by authorized personnel from each charter school.
21 The data represents our initial findings. Financial
22 measure of results and narratives will be sent to the
23 respective schools' principal and board chair via e-mail
24 for additional review.

25 A comparison of the 2015-16 versus the

1 2014-15 school year, the detail for this has been
2 provided in the Board meeting supporting docs. The
3 financial performance measurement results are presented
4 individually by schools. Some of the measures result in
5 -- when you're looking at the detail, you'll see some of
6 the measures result in an "NA" due to schools not having
7 data to measure. For example, if they don't have
8 long-term debt, then there's no way to measure that.
9 Some of the measures result in NA due to results not
10 falling into a specified range as stated in the financial
11 performance framework workbook.

12 For example, if we have it in a workbook
13 where the "meets standards" is less than five, "does not
14 meet standards" between five and ten, and "falls far
15 below standard" is greater than ten, if a school should
16 end up with a measurement of 5, it will not fall into one
17 of these categories. Therefore, it will have an "NA,"
18 and this is something we'll need to review and clear up
19 going forward.

20 The ratings. There's three ratings we use to
21 measure the indicators for the financial framework. The
22 school's performance on "meet standards." The schools'
23 performance on this component does not signal a financial
24 risk to the school and meets the authorizer's standard.
25 Meeting the standard requires no follow-up action by the

1 authorizer. "Does not meet standard." The school's
2 performance on this component signals a moderate
3 financial risk to the school and does not meet the
4 authorizer's expectation. This indicator may require
5 follow up depending on the interplay with other
6 indicators. Schools may be eligible for a Notice of
7 Concern, breach or revocation.

8 "Falls far below standard." The school's
9 performance on this component signals a significant
10 financial risk to the school and does not meet the
11 authorizer's expectation. Followup is necessary to
12 determine Notice of Concern, breach or possible
13 revocation. Measures resulting in "falls far below
14 standards" will receive a Notice of Concern. Schools
15 with more than two measures resulting in "falls far below
16 standards" will receive either a Notice of Concern or a
17 breach requiring regulatory action. Schools meeting
18 standards in all financial measures require no follow-up
19 action.

20 Kind of looking at this as like an exception
21 reporting. As long as you're doing well, there will be
22 no follow-up action. We are communicating with NACSA in
23 developing a weighted rating system to help standardize
24 the scoring of the eight financial measures. Right now,
25 we have eight financial measures, and we're looking at

1 them and saying, "What does it really mean?" So we're
2 trying to come up with a weighted rating system that will
3 give an overall score for those eight measures.

4 Here is a summary of -- there's eight
5 measures in total for the schools. Here's a summary for
6 the current measures which consist of current ratio, days
7 of cash on hand, enrollment forecast accuracy, and debt
8 default. Now, this is a comparison of the '16 to '15
9 year across all schools. This slide is a summary of four
10 sustainability measures across all schools which consists
11 of: total margin, debt-to-asset ratio, cash flow,
12 debt-to-service ratio.

13 Are there any questions regarding any of this
14 information?

15 MEMBER GUINASSO: Yes, Mr. Chairman.

16 CHAIR JOHNSON: Yeah, actually, I do have a
17 question. So on the days of cash on hand is actually the
18 largest drop in year-to-year percentage, so 21 percentage
19 points between '15 and '16. Question one, is that a
20 concern? Because that's across all of our schools, and
21 question two, do you know what's led to that large of a
22 drop?

23 MR. CHAGOYA: It is a concern. Being a near
24 term measure, I think it's not as much of a concern as
25 one of the sustainability measures, but it is a concern.

1 I do not know why -- I could not answer why there was a
2 drop.

3 MEMBER GUINASSO: Mr. Chairman?

4 CHAIR JOHNSON: Yes, Member Guinasso.

5 MEMBER GUINASSO: I have a question.

6 CHAIR JOHNSON: Yes, please.

7 MEMBER GUINASSO: Okay. Thank you. Member
8 Guinasso, for the record. I'm looking at the enrollment
9 forecast accuracy, and it appears that only a third of
10 our schools are meeting standards, and the vast majority
11 of them don't meet standards. Why is that? What's
12 happening there?

13 MR. CHAGOYA: Well, the enrollment forecast
14 accuracy is based on actual to projected enrollment, so
15 that just means they're following -- they're projecting a
16 certain number of students to enroll, but the amount of
17 students that actually enroll is either higher or lower
18 than a certain percentage.

19 MEMBER GUINASSO: So is not meeting that
20 standard indicative of there being a flaw in the
21 standard, or is there some flaw in the way that the
22 schools are coming up with their forecast number?

23 MR. CHAGOYA: I'd say part of it is the
24 schools coming up with their forecast number, and the
25 other part may be the measure. Again, if a school's

1 forecasting, let's say, 1,000 students and they have more
2 than forecasted above a percentage, I don't know if
3 that's a good or bad thing, but either way, they're not
4 meeting standards.

5 VICE-CHAIR MACKEDON: Just right along with
6 that -- Melissa Mackedon, for the record -- do you know,
7 kind of just vaguely, where the majority of these -- I
8 mean, if they have more students, that's one thing. If
9 they have less students, it's a much bigger deal because
10 they may not be able to pay their bills. So do you know
11 kind of roughly were the majority of it that they
12 overestimated or underestimated?

13 MR. CHAGOYA: At this point, we don't have
14 it. I mean, we have it. We just haven't scrutinized it
15 that way.

16 CHAIR JOHNSON: This is Chair Johnson. What
17 support can we give to schools to help them more
18 accurately forecast? Because I think, again, that figure
19 is going to drive revenue and it again, as Vice-Chair
20 Mackedon stated, it's one of the largest predictors of
21 how we're be able to remain sustainable over the years.
22 How can we better assist the schools in accurately
23 forecasting their student enrollment? Especially -- and
24 again, if we don't know it's over or under at this point,
25 but still, I think it's good for us to have some more

1 accurate forecasts.

2 It looks like at this point, we're just not
3 doing very well at forecasting the number of students
4 that we're going to be able to have. I guess I don't
5 know --if that's going to be a question directly for you
6 or maybe it's just for someone at the Authority to help
7 us understand how we can better assist schools in
8 accurately forecasting enrollment.

9 DEPUTY DIRECTOR SCROGGINS: For the record,
10 this is Brian Scroggins, Deputy Director. I would say
11 that retention, obviously, is something schools need to
12 do and to forecast what their retention is going to be
13 year to year. Obviously, as you mentioned, financial
14 forecasts are important, but we can certainly look to see
15 how we can support in that area, but I think the
16 retention efforts of the schools is going to be on each
17 school individually and what they're doing to retain
18 students.

19 CHAIR JOHNSON: Are there other questions?
20 Just a second, Member Guinasso. Member Corbett has a
21 question as well.

22 MEMBER CORBETT: Thank you, Chair Johnson.
23 Kind of in line of what you're inquiring about in terms
24 of what are some of the things that are alarming to the
25 Authority, and what conversations have they inspired?

1 And what type of research or support can the Board
2 provide in that vein?

3 DEPUTY DIRECTOR SCROGGINS: I'll answer that
4 question. Right now, we've put together some tools.
5 We've put this together, the tools to gather this
6 information. We really didn't have those tools in place
7 before or we had them and they weren't pulling all of the
8 measurements that were stated in the performance
9 framework. So now we're getting all of this data
10 together, and we're getting these results put out
11 quicker. Now the next step is to analyze the results to
12 see how we can help the schools along.

13 MEMBER CORBETT: So just for clarity, if I
14 understand what you're saying, that this is relatively
15 new information. You're just now beginning to look at
16 what there are some of the potential solutions or
17 strategies to be able to address some of these, just so
18 I'm clear?

19 MR. CHAGOYA: Yes.

20 DEPUTY DIRECTOR SCROGGINS: Mr. Chairman,
21 again, Brian Scroggin, for the record. The schools have
22 not received this information yet and will be receiving
23 it. Certainly if you have some that are not meeting
24 standards or falling below standards, we should be having
25 a conversation with them, so we'll be discussing with

1 Duffy and the rest of the staff on how we can reach out
2 to them. Obviously, these are indicators of things we
3 should be looking for, the potential challenges coming
4 up.

5 CHAIR JOHNSON: Perfect. Keeping abreast of,
6 you know, because again, this will be for more of a
7 sustainability thing than it will be anything. So if we
8 can help with trying to figure out some good strategies
9 along the way, I think that's where we can be supportive.

10 DEPUTY DIRECTOR SCROGGINS: Absolutely.

11 CHAIR JOHNSON: We had another question?

12 MEMBER GUINASSO: I'll defer to Member
13 Mackedon.

14 CHAIR JOHNSON: Member Mackedon?

15 VICE-CHAIR MACKEDON: I just had one
16 question, and I don't know. Maybe we'll have to wait for
17 Patrick to get an answer, but I felt like when we
18 approved the financial frameworks, it was similar to the
19 academic framework in that there was a trigger point.
20 You know what I'm saying? Like if you're below 60
21 percent graduation rate or you're a one- or two-star
22 school, it triggers like a, you know, triggers something.

23 Does anyone know or can they remember, is
24 there something like that with the financial framework
25 where there's a certain percentage of these that fall

1 below or does not meet standard where it triggers like a
2 next step, or am I wrong?

3 DEPUTY DIRECTOR SCROGGINS: Falls far below
4 standards should trigger an event as well as does not
5 meet standards. It depends how many measures do not meet
6 the standards. That hasn't been quantified yet. You may
7 have a school that does not meet standards for five out
8 of the eight measures. They don't have "falls far
9 below," but they're not doing well either. They should
10 have some guidance.

11 CHAIR JOHNSON: And it looks like there's
12 only one school thus far who has more than -- who either
13 falls far below or does not meet the standards for more
14 than 75 percent or more of the standards than the other
15 school we've already been in contact with, so it sounds
16 like we're already doing some of that work.

17 DEPUTY DIRECTOR SCROGGINS: Yes.

18 CHAIR JOHNSON: Member Guinasso, your
19 question?

20 MEMBER GUINASSO: Yes, thank you, Chair
21 Johnson. I guess my question is along the same lines as
22 the prior question, and that is, with this information,
23 where are we compelled to act? That is, you know, when I
24 see several indications that many of our schools are
25 falling far below standards, that's alarming to me, and

1 it makes me feel like as a board that we need to do
2 something, but I'm not sure what that something is. Or
3 alternatively, that the Authority has some obligation to
4 act, and I'm not sure what I should be expecting to see
5 from staff in terms of what they're doing to act on this
6 information.

7 DEPUTY DIRECTOR SCROGGINS: I think what we
8 need to do to act would be to either follow up with a
9 Notice of Concern for those schools or consider if it's a
10 breach or a possible revocation.

11 MEMBER GUINASSO: Chair Johnson, Member
12 Guinasso, for the record. Do you think for our next
13 Board meeting that we could look at each of those schools
14 that falls far below standards and look to see if we've
15 sent out those Notices of Concern and what we're doing to
16 get schools -- these school to meet the standard that
17 we've set forth with regard to financial performance?

18 CHAIR JOHNSON: Yeah, absolutely. And so I
19 guess the request was then to ensure that we have an
20 update on whether or not these notices are going to -- I
21 know you were going to contact schools, Mr. Scroggins,
22 within -- we're told if you're far below -- falls far
23 below or does not meet standards, there should be two
24 separate actions that can be taken at each one of those
25 points; correct?

1 DEPUTY DIRECTOR SCROGGINS: Absolutely.
2 Mr. Chair, Brian Scrogins, for the record. Again, I
3 think now that we have the information and we've had
4 those triggers again, with the ratings, then we can talk
5 with Duffy and we can determine a plan of action with
6 Patrick when he comes back. So again, I think that's
7 right in line with what we're doing. Now that we have
8 the information, we can do something with it.

9 CHAIR JOHNSON: So we'll be able to see that
10 at our next meeting?

11 DEPUTY DIRECTOR SCROGGINS: Sure. Right.

12 CHAIR JOHNSON: I'm sorry. Maybe the April
13 meeting, not the March meeting.

14 DEPUTY DIRECTOR SCROGGINS: Okay.

15 CHAIR JOHNSON: Member Guinasso?

16 MEMBER GUINASSO: Yeah, Mr. Chairman, two
17 other requests along those same lines. With regard to
18 the enrollment forecast accuracy that we were talking
19 about earlier, for the next agenda, could we look at --
20 could we drill down into what's occurring to only allow a
21 third of our schools to comply with that standard? I
22 mean, either they're overestimating or underestimating,
23 and I'd like to flesh that out a little bit. I'm not
24 satisfied that we fully understand what those numbers
25 mean right now.

1 DEPUTY DIRECTOR SCROGGINS: Yeah, absolutely.
2 I would say again, if they're overestimating or again, if
3 they're getting more enrollment than they anticipated,
4 that's not a bad thing, necessarily. But if they're
5 getting less, that's going to make a cash flow problem.

6 CHAIR JOHNSON: I think the thought process
7 is that we need to still try to be as accurate as
8 possible given the financial implications of either
9 overestimating or underestimating either way. So if
10 there is a way for us to be able to look more closely
11 into whether we are overestimating or underestimating and
12 then trying to understand the reasons behind that.

13 DEPUTY DIRECTOR SCROGGINS: Absolutely. We
14 are an over/under town, so I guess we can do that no
15 problem.

16 MEMBER GUINASSO: So my specific request
17 then, sorry, Chair Johnson, my specific request is just
18 that we have that on the agenda next time so we can
19 really drill down and find out what's going on. And
20 likewise, with the days of cash on hand that you were
21 questioning, that number concerns me a bit. Does that
22 mean that the State's not providing funding in a timely
23 way so that the school is having to float certain bills
24 until they get money? I mean, there's a significant drop
25 year over year, like you said, and so maybe for the next

1 agenda, we could drill down in that a little bit, too.

2 CHAIR JOHNSON: We certainly can move both
3 requests, but it won't happen at the March meeting. As
4 noted, it will be at the April meeting.

5 Any additional questions? All right. Thank
6 you so much for this. That's very helpful. And glad
7 we're actually able to dig into some of these to have
8 such a broad view of what's happening at the schools in
9 general.

10 MR. CHAGOYA: Excuse me, Chair Johnson. I'd
11 like to go to my next slide, please.

12 CHAIR JOHNSON: Oh, I'm sorry. I did not
13 know that you weren't complete. I apologize.

14 MR. CHAGOYA: Oh, that's my fault. I just
15 wanted to make the Board aware that we are working on the
16 quarterly monitoring of financials. I'm working on the
17 new template for the 2017-18 school year. The template
18 will utilize the annual budget submitted to SPCSA that's
19 submitted to us in June prior to the start of the year.
20 That way, we have the school's financial plan.

21 We're going to focus on budget to actuals by
22 quarter, utilizing their annual budget, and we're going
23 to identify the year-to-date spending to the annual
24 budget on a quarterly basis. So we should -- I will be
25 working on this, and we'll be having it in place for the

1 17-18 school year.

2 VICE-CHAIR MACKEDON: This is Melissa. I
3 would just say, I mean, I think that's great. We should
4 be doing it quarterly. I would just say it is worrisome
5 using that June budget just because this June, we're
6 going to submit it. We aren't even going to know what
7 our DSA numbers are. So on those years when the
8 legislature is in session, those June budgets are --
9 they're a joke. I mean, you literally do not even know
10 what grants are going to be, you know, is the CSP grant
11 even going to be funded, what your DCSA rate is going to
12 be, you know, if they completely change the funding
13 formula like they're talking about. So there is some
14 concern for me that schools are going to end up looking
15 really bad based on what -- I can tell you our budget in
16 June is never the realistic budget. It's just too early
17 to have any accuracy.

18 So I'm not saying we shouldn't do that, but I
19 think we should do it with open eyes knowing that there's
20 a lot of information that schools don't have when that
21 budget is due. I mean, we're doing ours right now, but
22 we literally don't even know what our per pupil is going
23 on to be and if our special ed is going to start at 1.5
24 or go up to 2 and et cetera, et cetera, so I think we
25 have to be cautious as we use that June budget and judge

1 schools on their ability to forecast.

2 CHAIR JOHNSON: Is there a way for us to, on
3 our odd-numbered years where -- even better stated,
4 legislative years, for us to wait a bit so as to not use
5 a budget that will be such a draft and so maybe use a
6 mid-July budget, or is there a compromise there so we can
7 understand how to best measure the efficiency of our
8 schools so that we have the most accurate information and
9 we're measuring them on accurate information as opposed
10 to something different?

11 DEPUTY DIRECTOR SCROGGINS: I don't know.
12 We'll look into that. But I certainly, you know -- this
13 report information is beneficial to us because it gives
14 us indicators of challenges that are coming up. It's not
15 an audit, but when I've been in businesses and things
16 when I've been audited in the past and you do a report as
17 to if it does not meet standards, what actions are you
18 going to take to have it come to standards. So I think
19 this information is beneficial for us to be able to look
20 at the indicators and talk to the schools.

21 I talked to someone earlier from a school,
22 and they had mentioned that they're not having a cash
23 flow problem, but it indicates on this report that they
24 are. So again, it would be interesting to talk to them
25 and have that conversation as to if it indicates you are

1 and you're not, what's the challenge here?

2 CHAIR JOHNSON: Are there any other
3 questions? All right. Just want to check with the last
4 slide. I don't want to be premature again.

5 MR. CHAGOYA: Yes. That's it.

6 CHAIR JOHNSON: Thank you so much for the
7 presentation. It was very helpful. All right.

8 We can move on to Agenda Item No.4,
9 presentation of the Draft ESSA plan. Mr. Brett Barley,
10 deputy superintendant of NDE, will do the presentation.

11 MR. PELTIER: Yes, Mr. Chairman. Just give
12 me one minute, and I'll get Brett set up.

13 CHAIR JOHNSON: Thank you, Danny.

14 MR. BARLEY: Good morning. Deputy
15 Superintendant Brett Barley with the Nevada Department of
16 Education. I'm going to do my best to filibuster a
17 little bit while the presentation comes up. Thank you so
18 much for having us here today. I'm really exited to
19 share the Every Student Succeeds Act Plan with all of
20 you. There's been a lot that's gone into this work. I
21 see some familiar faces here and down south who have been
22 along for the ride with us, so I'm really looking forward
23 to diving into that with you. I will also point out to
24 this body a couple of separate issues from the Every
25 Student Succeeds Act Plan.

1 About a month ago, we asked for an update
2 from different authorizers across the State on their
3 plans to provide support, address the schools in their
4 portfolio that were on the rising stars schools list, and
5 we received all of that feedback now. Our team is going
6 through them. But what I've heard from the review team
7 is that they've been very impressed with the Authority's
8 thoughtful approach to addressing and supporting rising
9 star schools in your portfolio. So I wanted to pass that
10 along to you today and just let you know we do expect to
11 send a response to the Authority and to other state
12 authorizers who provided the memos that we received, and
13 so thank you for that, and we're looking forward to
14 following up with you on all of that. I think we're
15 getting relatively close here. Some cute kids on the
16 screen.

17 MEMBER GUINASSO: Mr. Chairman?

18 CHAIR JOHNSON: Yes, Member Guinasso?

19 MEMBER GUINASSO: Again, may we move for a
20 three-minute break? I had a little bit too much coffee
21 this morning, and it sounds like they're trying to get
22 set up, and that would take the pressure off of them.

23 CHAIR JOHNSON: We'll take a three-minute
24 convenience break and resume at 10:33.

25 (Recess was taken.)

1 CHAIR JOHNSON: Right on time. It is now
2 10:33, so we will resume our meeting.

3 Mr. Barley, are you ready?

4 MR. BARLEY: I am ready. Deputy
5 Superintendant Brett Barley with the Nevada Department of
6 Education, for the record.

7 We're going to spend some time with you all
8 talking about the State's Every Student Succeeds Act
9 Plan, so let's just dive right in. I'll try to move
10 through this very quickly as I can, knowing that you're a
11 very sophisticated audience, and we've been giving this
12 presentation to parents and teachers and folks like that
13 that might not have the high-level understanding about
14 what the State has been up to the last several years that
15 all of you do.

16 So just to start, the Every Student Succeeds
17 Act is a replacement to the No Child Left Behind law.
18 That was passed in January 2002, so it's been 14 years
19 that we had No Child Left Behind, and now it's pivoted
20 toward the Every Student Succeeds Act. If you're a
21 political and policy nerd like I am, you'll notice that
22 almost all of the folks in the photo there with President
23 Bush are no longer even in Congress, and they had long
24 tenures there. George Miller has retired, Ted Kennedy
25 passed on, John Baker has handed the gavel to Paul Ryan.

1 Most of the folks in this when No Child Left Behind was
2 passed are no longer in the Congress, and I think that's
3 reflected in the law that you saw passed last December or
4 December of 2015, the Every Student Succeeds Act Plan.
5 Major change in direction.

6 And so a lot has changed at the federal
7 level. Certainly, Nevada has been changing, too. There
8 is a phrase that's been used, and I think's gained pretty
9 significant traction here, and that's, the "new Nevada"
10 and the "new Nevada economy." There are new industries
11 coming into the state, and they're requiring a new set of
12 skills for our young people to be successful in that new
13 Nevada economy.

14 Here's an example of some national attention
15 Nevada has received because of its transition to a new
16 high-skilled workforce. The Atlantic was out here in Las
17 Vegas before the election and had a roundtable with folks
18 talking about the new Nevada economy and the demands of
19 the new Nevada economy workforce. So when we say the
20 "new Nevada economy," there obviously is an implication
21 that there was an old Nevada economy, and that was
22 primarily two kind of key anchor industries that did a
23 remarkable job supporting and growing the middle class in
24 Nevada, mining and gaming. But when the Great Recession
25 hit in 2008-2009, it became clear that having those two

1 anchor industries wasn't necessarily going to be
2 sufficient to support the Nevada middle class moving
3 forward. We needed to diversify and evolve our economy
4 to keep up with the 21st Century.

5 So then if that's the old Nevada economy,
6 what in fact is the new Nevada economy? I'd like to use
7 this image here. This looks like a spaceship, but it's
8 just Tesla. There's Faraday down south as well, there's
9 Switch. There are data farms that are popping up.
10 Nevada is becoming kind of the back office to Silicon
11 Valley. Drones are a huge and emerging industry here,
12 and they all require a very unique and specialized set of
13 technical skills.

14 So while our economy has been changing, our
15 student demographic and our student population has been
16 changing. If you look to the far left of this slide,
17 you'll see school year 2003-2004. We choose that because
18 that was the year the No Child Left Behind law was
19 passed, and then you can come right up to where we are
20 today. Every year, small upticks in the number of
21 students that we're serving in our states. And the
22 colors on these bar graphs have to do with the type of
23 student that we serve. And so this slide is a little bit
24 harder to discern how that has changed, but the next
25 slide, this one here, should make that student population

1 change very apparent for you.

2 If you look in the middle of this chart, you
3 can see a student population group that is inching up
4 every single year. That's our Hispanic Latino student
5 population. And you can see a student population set
6 that is inching down every single year. That's our white
7 Caucasian student population. So significant changes
8 happening in Nevada, both in regards to number of
9 students and type of students that we're serving in our
10 schools.

11 There's also kind of a recognition -- and
12 this is my least favorite part of this presentation when
13 we talk about current performance benchmarks. We're
14 going to talk about some really impressive highlights and
15 gains later, but it's important to set the stage about
16 kind of where we are currently relative to other states.

17 This graph shows you NAEP performance
18 statewide for fourth grade and eighth graders. The light
19 blue and the red below the bisecting line that runs
20 through the middle of the graph shows you the students
21 that are below basic, or excuse me, are below basic or
22 not proficient and not performing at grade level. And
23 then the darker blue and the navy blue above that middle
24 line, those are our students that are proficient.
25 Obviously, we want all of these students to be above that

1 middle line, to be at grade level and above proficient,
2 and so we're working hard with folks like you to push
3 more people above that middle line.

4 When we really unpack the data and look at
5 our student performance across subgroups, we see that
6 there is -- our historically underserved student
7 populations are the ones being left furthest behind. So
8 on this slide, I would draw your attention to our English
9 language learners. If you look at eighth grade reading,
10 three percent of our English language learners are
11 proficient or advanced. If we look at our students with
12 disabilities in eighth grade, five percent proficient or
13 advanced in math and reading, so significant room for
14 growth there for our kids.

15 When we tally it all up and we think about
16 how Nevada stacks up nationally, in fourth grade, we're
17 47th and 46th in math and reading, and in eighth grade,
18 we inch up to 43rd. And I think everybody in this room
19 would agree that Nevada kids are no less competent than
20 students in Massachusetts, New Hampshire, Vermont,
21 Indiana, a lot of these states that we see at the top of
22 the list. They can do it. We know that they can do it.
23 We just need to provide them with the supports they need
24 to get there.

25 This slide is the one that kind of brings it

1 home most for me about the current state of student
2 performance, especially if we're going to tie it back to
3 the workforce and the demands of the new Nevada economy.
4 So this big bar going across the top, that's a hundred
5 kids, average of 100 kids in Nevada, 42 Hispanic kids, 34
6 Caucasian students, 10 African American kids and then the
7 smaller groups of our multiracial, Asian, American Indian
8 and Pacific Islanders. When we move those kids through
9 the system, we lose them every step of the way.

10 These benchmarks here were chosen because
11 they aligned with the Department of Education's six
12 strategic goals. That's proficient in reading at the end
13 of third grade, that's ready for high school, and that's
14 graduate college and career ready. So if we benchmark
15 that and look at where our kids are at each of the three
16 stages, 46 of those 100 kids are reading at grade level
17 by third grade. By the time we get to 8th grade, 33 are
18 at grade level, and then by the time they graduate, 18
19 will take the ACT, which is now offered to every kid in
20 the state, and score with a score that would put them in
21 non-remedial classes at the University of Nevada-Reno or
22 Las Vegas.

23 Now the thing that really gets me every time
24 is that we know that our kids want to be college material
25 because they get asked when they take the ACT. 68

1 percent say that they want to seek postsecondary
2 education. They want to go to college. So that's their
3 aspiration. I've been calling this the American dream
4 slide. Almost 70 percent of our kids want to go to
5 post-secondary education, college, community college, you
6 name it. Of those 68 percent that want to go, 46 end up
7 enrolling, and only 5 from that original 100 graduate in
8 four years.

9 Let me go back here real quick. I've given
10 this presentation a number of times, and it was only when
11 I was with a community down in Las Vegas a couple of
12 weeks ago that it dawned on me -- and you can really
13 track here also where your subgroup populations fall off.
14 So it's not just raw numbers. It's subgroup populations
15 as well. So of those 100 kids, there's 42 Hispanic kids
16 when we started. Only one of them is going to graduate
17 from college in four years. And if we look at our
18 African American kids, they don't show up in that five at
19 all.

20 So the question that we asked when we started
21 on this endeavor was what's going to take Nevada from
22 here to here? The Department's been thinking about this
23 for a handful of years now, and we've developed a vision
24 and a mission that's aligned with preparing Nevada kids
25 for success in that global 21st Century economy. We

1 talked about our goals a little bit earlier and how those
2 transition points that we looked at on the American dream
3 slide are aligned with the Department's first three
4 goals.

5 And since 2013, the State has -- the State
6 legislature and Governor have passed an incredible number
7 of new school supports and programs, starting with Zoom
8 in 2013, and then all of the programs that came out of
9 2015: Victory, pre-K, Full Day K, Read by Grade Three,
10 Nevada Ready 21, Social Workers, Great Teaching and
11 Leading, and on and on and on. There is now a robust
12 ecosystem of supports that exist to improve some of the
13 outcomes that we talked about earlier, and there's also
14 been increases in resources provided to schools and to
15 students to change some of those outcomes. So you can
16 see, starting in 2014, the full level of support that a
17 student would get, and then if the Governor's budget this
18 year were passed, what that would look like in 2019.

19 The point I would make on this slide is that
20 these are smoothed numbers, so this is an average for
21 students across the state. But if you're a student in a
22 Zoom school, you're going to have a higher average than
23 this because of the resources that you would receive by
24 being in a Zoom school or by being in a Victory school.
25 So just an important point of clarification. So yeah,

1 this kind of brings us back to a lot has changed over the
2 last 14 years, both in our federal government and here in
3 Nevada.

4 Real quick refresher. I'm sure you all know
5 this, but for the communities that we give this
6 presentation to, they'd like to know what's the
7 difference between No Child Left Behind and the Every
8 Student Succeeds Act. And in short, it really kind of
9 flips the responsibilities. So No Child Left Behind was
10 a very prescriptive law and one size fits all. It was
11 tight on inputs, tight on outputs, told states kind of
12 what they had to do. So under that regime, Nevada
13 created a plan to comply with No Child Left Behind, and
14 we had limited ability to kind of tailor our plan to our
15 unique needs and our systems. And then we told school
16 districts that they, too, had to follow that regime and
17 abide by all of the requirements within it. And on the
18 right side of this slide, you can see a long list of some
19 of those non-negotiables. This is not an exhaustive
20 list, but just an example of some of the things that No
21 Child Left Behind had us do.

22 So when we first began this conversation, we
23 asked the group that helped with the writing of the plan
24 to flip this idea. What if we put Nevada first, designed
25 a plan that was going to work for Nevada, for Nevada

1 kids, for Nevada teachers. What if we worked in
2 partnership with schools to figure out how that plan
3 could meet their unique needs and the needs of their
4 community, and then how could we bring the federal law up
5 last and just make sure that we're holding ourselves
6 accountable to the requirements of the federal law and
7 comply with the federal law but not let the federal law
8 drive us. Let's let Nevada drive us and comply with the
9 federal law on the back end. And you can see the Every
10 Student Succeeds Act has eliminated a number of those
11 non-negotiables that were part of the No Child Left
12 Behind law.

13 So here's kind of what it's looked like for
14 us since May. The superintendent convened what he called
15 an advisory group to hold the Nevada strategic plan, our
16 mission, our vision, our goals, theory of action, our
17 ideas about workforce development and being ready for the
18 new Nevada economy to help us hold that sacred, let that
19 be the guiding light. And then underneath that advisory
20 group, there were six issue-specific work groups that met
21 at least four times over an eight-month period and sent
22 recommendations to the advisory group. There was one for
23 accountability and one for assessment, one for English
24 language learners, one for teachers and leadership
25 quality, one for school improvement supports, and one for

1 federal funding streams. They sent their recommendations
2 up to the advisory group who helped us decide whether to
3 include them in the plan or not. And then eventually, we
4 got the plan that we're going to share with you today.

5 A quick reminder on the timeline. The
6 federal law was signed in December of '15. We got our
7 first set of regulations around how to go about complying
8 with the law in May. We convened our advisory group and
9 work group that same month. This year, this school year
10 is a transition year. We've just finished with the
11 writing of the draft plan. It's available for public
12 comment. It will be open for public comment until March
13 1st, when we'll pull it down, include public comment in
14 the final version, and submit to you, as said, on April
15 3rd. School year 2017-18 will be the first year of full
16 implementation.

17 This is what it looks like. This is the
18 draft plan for public comment. You can find it on our
19 website. We're also soliciting feedback through a survey
20 which you can find on the website. That link will take
21 you there. It's also on our splash page, so it should be
22 relatively easy to locate. And here's the cheat sheet.
23 It's a 71-page plan, but within the plan, it articulates
24 a vision for becoming the fastest-improving state in the
25 nation. And I've got some really exciting early evidence

1 of success to share with you. It's just my favorite part
2 of this presentation.

3 And then we also heard from our stakeholders
4 that within the Every Student Succeeds Act, while most of
5 the funding flows directly to school sites and districts,
6 there's a 7 percent state set-aside for Title 1, a
7 set-aside for Title 2, a small one for Title 3 and for
8 Title 4. We should get really specific about the key
9 levers that we think are going to improve student
10 performance so that we're making big bets on those levers
11 and not spreading the money so broadly and so thinly that
12 it doesn't make the difference that we intend it to have.
13 And so with the support and the advice of the advisory
14 group, we've narrowed in on three key strategies.

15 So one is focus on the lowest-performing
16 schools. Historically, if a five-star school called us
17 up looking for help, we'd roll up our sleeves and help
18 them the same way that we would with a one-star school.
19 We didn't make much of a differentiation between the two.
20 So now we're saying we're going to answer every phone
21 call that comes in, we're going to provide the technical
22 support that everyone asks for, but when we really roll
23 up our sleeves and focus our time, it's going to be on
24 those schools that need it the most.

25 The second is grade school leaders:

1 assistant principals, principals, area superintendents,
2 charter leaders. We've got to invest in them, right?
3 That's probably the right spot for the Department to
4 play. We're an office of 160 folks. We could not, in a
5 realistic way, go out and provide direct one-on-one
6 professional development to every teacher in the state,
7 but we could put principals into a great professional
8 development program or provide meaningful kind of
9 one-on-one consultation with principals with a much
10 higher degree of effectiveness than we could if we were
11 trying to do that for teachers. And we also know that
12 teachers will want to stay with and will thrive under the
13 leadership of a great principal or a great school leader.

14 And then finally, data. The Department has a
15 monopoly on statewide data. We're the only entity in the
16 state that knows what's going on in every county across
17 the state and is able to identify best practices and
18 areas where we need to see some improvement and help to
19 match people up in mentorship roles, figure out where
20 we're having those successes and where we need to spend
21 more attention. And so we've committed through this plan
22 to play a bigger role in helping people understand data
23 and in helping people use data to make informed
24 decisions.

25 This is my favorite part of the presentation.

1 Why we think it's realistic to be the fastest-improving
2 state in the nation. So first, most people that I give
3 this presentation to did not know that Nevada was tied
4 with California for the fastest improvement on NAEP
5 reading in eighth grade. That's a remarkable
6 accomplishment and one that we should talk about more.
7 Most people also didn't know that Nevada's tied for third
8 in eighth grade NAEP science growth, so another major
9 accomplishment that probably hasn't gotten the attention
10 it deserves.

11 When we talk about college and career
12 readiness and getting kids ready for the new Nevada
13 economy, I don't think enough people know that Nevada's
14 widely seen as a leader in career readiness. We just
15 received a \$2 million grant from the Council for Chief
16 State School Officers and J.P. Morgan Chase to expand
17 some of the practices that we've developed here in the
18 state. I think there was 40 states that applied. Ten
19 won the grant, so that's a pretty good achievement and a
20 not insignificant dollar number in free money coming into
21 the state.

22 Nevada will be the first state in the country
23 that has computer science, AP computer science classes in
24 every district across the state. That was a commitment
25 that the Governor at the college board made during

1 computer science week in late fall, early winter. And
2 then a couple of years ago, Clark County was the AP
3 district of the year. And I made this presentation a
4 couple of weeks ago, but since we built it, we released a
5 press release -- I think it was yesterday or on the 22nd,
6 I can't keep track of my days. Nevada has the fastest
7 growth of scores of three or higher on AP exams last year
8 and in total over the past three years, so we're seeing
9 remarkable improvement in our advanced placement score
10 improvement primarily, I think, due to access across the
11 state.

12 Our graduation rate is one of the four
13 fastest improving graduation rates in the country.
14 That's another reason to celebrate. And then as we think
15 about making data-informed decisions, we have cooked in
16 an external evaluation for seven of the key programs that
17 were passed in 2013, and their feedback to us was clear.
18 One: stay the course. These programs look to be working
19 as intended, based on early evidence. And if you change
20 now, you're going to give schools, districts, teachers,
21 principals a little bit of whiplash. You need to give
22 them some consistency and let them figure out how to
23 exist in this new landscape.

24 Second was focus on results. They've told us
25 to be very focused on accountability. Make sure that our

1 dollars are being used to achieve the outcomes that we
2 want to see. And then second, they said if you're going
3 to change anything, one, put in common measurement
4 systems so that we can compare the progress that schools
5 are making against each other. We want to have an
6 ability to see, okay, here's a school that's implementing
7 -- here's a Victory school. They're having remarkable
8 results. Here's another Victory school which by nature
9 serves similar student populations. They're not seeing
10 those results. How can we pair them up so one school can
11 figure out what the other school is doing? And then
12 finally, consolidating planning and reporting. You'll
13 see this in some of the recommendations within the plan.

14 There are all of those new programs that we
15 talked about, but many of them also have their own
16 application process, and we want to make sure that
17 schools, teachers, principals, district leaders are
18 spending time building thoughtful strategic plans that
19 match need to funding stream and more time in the
20 classroom and less time filling out paperwork.

21 So here's the new Nevada plan and the
22 advisory group recommendations. I grouped -- I'll move
23 through these relatively quickly. The first set is
24 responsive to the new Nevada economy, and then the next
25 sets are aligned with the three key strategies around

1 school leader development, data-driven decision making,
2 and supporting our lowest-performing schools. And here's
3 a cheat sheet for you. If you want the full list -- did
4 I skip those? Yeah, I guess I don't have all of those to
5 walk you through. So if you want a cheat sheet, you can
6 see the full list of recommendations in Appendix B, which
7 is on page 52 of the plan. All of the recommendations
8 related to challenging academic standards and assessments
9 are on page 27. You can find the accountability, school
10 improvement ones starting on page 32, and educational
11 equity and supporting all students starting on page 46.

12 So I'm really optimistic about everything
13 that has transpired over the past several years, but in
14 particular, over the last eight months. The stakeholder
15 feedback that took place in the development of this plan
16 was unlike any that I'd ever seen. I've got Melissa
17 sitting here in front of me, and she was along for the
18 ride. But when we started, we thought we were going to
19 have this group meet three times?

20 VICE-CHAIR MACKEDON: Three.

21 MR. BARLEY: For two hours a piece. And by
22 the time it was all over, we've met ten times now with
23 two more meetings on the book, and usually, these
24 meetings last, at a minimum, two hours and sometimes
25 stretching to three. So folks have devoted an incredible

1 amount of their personal time, and we don't even give
2 people bottles of water. People have really come up
3 beside the Department and been incredibly helpful as we
4 develop these plans. As we've been sharing this with the
5 field, people have kind of rallied behind and been
6 galvanized by this "fastest-improving" state in the
7 nation idea. And I think whenever I give this
8 presentation, I see a lot of head nods on the focus on
9 low-performing schools, focus on school leaders, focus on
10 data.

11 So we do need your input. The plan is live
12 for another several days. There's a technical plan as
13 well. The one here with the cute kid on it is kind of a
14 public facing plan with lots of pictures and charts and
15 graphs, a lot of the same ones that you saw here today.
16 And then the second one is a technical plan from the U.S.
17 Department of Education that's a fill-in-the-box type of
18 plan with lots of code sections and things like that.
19 Both are on our website. Both are open to public
20 comment. And the reason why we've got two more meetings
21 with Melissa and others on the advisory group is because
22 we're actually going to give that public comment to the
23 advisory group, and they're going to help us think
24 through what changes to make in the plan. So there's
25 still time to have your voice heard and have it considered

1 as we develop the final that is submitted to the U.S.
2 Department of Education.

3 So that's the end of the formal presentation.
4 I'm happy to entertain questions if I haven't put folks
5 to sleep yet.

6 CHAIR JOHNSON: That is -- this is Chair
7 Johnson -- was incredibly helpful, I think especially
8 with the framing of why we're doing what we're doing. I
9 did have a question a little bit as it pertains to the
10 three buckets of the three categories of work, focus on
11 low-performing schools and then data and school
12 leadership.

13 Was the thought around focusing on
14 low-performance schools and not necessarily on subgroups,
15 was that because -- I guess why was that as opposed to
16 subgroups? Because when we look at some of the
17 struggling subgroups, it seemed like you might be able to
18 have more immediate impact, you know, focusing on groups
19 of those students, but was there a different line of
20 thought there?

21 MR. BARLEY: That's a very insightful
22 question, Adam, and I think the answer is that you're
23 going to see both. It's a yes and. The federal
24 designations of comprehensive and targeted support
25 schools, which are going to be the low-performing schools

1 by definition through the federal law, the Every Student
2 Succeeds Act law, the comprehensive schools are going to
3 be schools that perform in the bottom five percent of
4 schools in the state and have a graduation rate of less
5 than 67 percent. Targeted schools are also going to have
6 the department and districts, first starting with the
7 district, kind of roll up their sleeves and support those
8 target support schools. And they are, by definition,
9 schools that have the most significant gaps in
10 performance for their subgroups. And so the subgroups
11 are a huge part of this focus on low-performing schools,
12 and they're actually cooked into the definition of what
13 we would call low-performing schools by nature of their
14 subgroup performance gaps.

15 CHAIR JOHNSON: Perfect. That's very
16 helpful. Thank you, Mr. Barley. Member Luna?

17 MEMBER LUNA: Thank you. This is Member
18 Luna. Mr. Barley, thank you for the presentation. I
19 have a couple of questions. On one of the earlier
20 slides -- I'm not sure if you can go back to it, but when
21 you set up the information in terms of the 100 students,
22 so do you have a projection or a goal of how that is
23 going to change based on this plan? You know, out of 100
24 students, five will graduate, five Latino students would
25 graduate college, I think you said zero Black would

1 graduate college. With this plan, what will the results
2 be?

3 MR. BARLEY: Thank you for that question.
4 Brett Barley, for the record. As you open up the 71-page
5 plan, there's a section within the plan that describes
6 what it would take to be the fastest-improving state in
7 the nation. And you'll see charts and graphs about where
8 Nevada is now, and if we were the fastest-improving state
9 in the nation, where we'd be in five years.

10 Now, I think that this is an ambitious goal,
11 the right goal for Nevada to have, but I also know that
12 when I first received back those charts and graphs from
13 our data and accountability team, I was still very
14 disheartened to see if we are the fastest-improving, even
15 if we are the fastest improving state in the nation in
16 five years, we still have an incredibly long way to go.
17 Right? So we can improve our scores on the ACT for all
18 of these subgroups, be the fastest-improving state in the
19 nation and still be not anywhere close to where we would
20 all think we should be and all kids deserve to be.

21 So I'd encourage you to take a look at that,
22 provide some feedback, and know that while we've tried to
23 set an ambitious goal, we understand that there's a huge
24 hill to climb, and this only takes us up part of the
25 hill.

1 MEMBER LUNA: Thank you. And I have one more
2 question. This is still Nora Luna. Will the AP computer
3 science classes be available at every high school?

4 MR. BARLEY: So the commitment was made to
5 offer it at every district. I can follow up with the
6 college board and the regional professional development
7 group within your neck of the woods to see where the
8 conversations are at at specific high schools, if you'd
9 like to have that specific conversation.

10 MEMBER LUNA: Thank you. Yes.

11 CHAIR JOHNSON: Are there other questions for
12 Mr. Barley?

13 MEMBER GUINASSO: Yes, Mr. Chairman. Member
14 Guinasso here.

15 CHAIR JOHNSON: Please go ahead.

16 MEMBER GUINASSO: Okay. Thank you for the
17 presentation, Mr. Barley. A couple of things I was
18 wondering about. With regard to graduation rate, we
19 spent a lot of time focusing on that. It's a key
20 indicator of success. And what I'm wondering is what
21 does that mean in terms of students being able to succeed
22 in college and being career ready in the Nevada economy?
23 So if we're seeing an increase in graduation rate, does
24 that necessarily correspond to our kids actually
25 succeeding in the colleges that they're attending and/or

1 in the parts of the economy they're participating in?

2 MR. BARLEY: Deputy Superintendant Brett
3 Barley, for the record. Fantastic question. It's one
4 that we're wrestling with, continuing to wrestle with.

5 Right now, unfortunately, in many instances,
6 a standard Nevada diploma is a ticket to remedial
7 coursework at a four-year institution. We know that
8 can't be and shouldn't be the case. So within the Every
9 Student Succeeds Act Plan, one of the changes that's made
10 to the school performance framework at the high school
11 level is the creation of what the work group, the
12 accountability work group, call a college and career
13 readiness indicator or index, excuse me. And the intent
14 of that index is to provide extra points to high schools
15 that are putting students onto college and career ready
16 pathways as defined by the state board.

17 So the draft language that we looked at with
18 the graduation subcommittee a few weeks ago was here is
19 the college pathway that the high school could get some
20 extra points on. If a student accumulates college credit
21 while in high school through AP/IB dual enrollment, for
22 example, and scores on the ACT a 22, the non-remedial
23 guarantee, then that student could be counted as college
24 ready, and the school site could achieve some extra bonus
25 points for putting them on that pathway as kind of a soft

1 incentive for schools searching out kids that they could
2 provide this type of college-level curriculum and
3 instruction to. And the same thing for career readiness,
4 only instead of it being AP or IB, we're talking about
5 certificates of value that are accumulated through
6 participation in a career and technical education pathway
7 that results in something tangible that they could then
8 give to the industry and say, "Look. I have the skills
9 to be successful in this industry."

10 MEMBER GUINASSO: So what inputs -- Member
11 Guinasso for the record -- what inputs is the Department
12 getting from institutions of higher education and from
13 employers to determine sort of the success of our
14 students relative to what you just described?

15 MR. BARLEY: Thank you. Deputy
16 Superintendent Barley, for the record. The Governor's
17 Office of Workforce Innovation, OWINN, is kind of the
18 point guard, as he would describe it, between all of
19 these different agencies, so the Department of Education,
20 Nevada institutions of higher education, the industry
21 councils, the workforce development boards, department of
22 rehabilitation employment and training, and they're going
23 out to industry, kind of in partnership with the
24 Governor's Office on Economic Development, and telling us
25 what they value rather than us trying to tell them, "You

1 should value this."

2 So one of the outcomes from those
3 conversations has been industry telling us, "Look. If a
4 kid scores on the ACT work keys, for example, at a silver
5 level, that means something to us, right? And so we can
6 take that information back and say, "All right. We're
7 going to put this as one of the things that could earn
8 you extra points in the NSPF if you put a kid, have a kid
9 take the work keys and they score a silver, that can
10 count towards the career ready pathway, and it's
11 information that has been sent to us from industry rather
12 than other way around.

13 MEMBER GUINASSO: And then that works similar
14 with institutions of higher ed? They're giving you
15 feedback along the way?

16 MR. BARLEY: Yes. So we had a joint meeting
17 with the Institution of Higher Education and our state
18 board late fall/early winter. We talked about some of
19 these pathways, the 22 on the ACT, the type of class work
20 that they want to see, you know, more than the base level
21 for graduation. They want to see extra math, extra
22 science because their research is telling us that kids
23 with extra math and extra science are succeeding more
24 frequently in college than kids that aren't. So yes,
25 there is a conversation happening in both directions.

1 MEMBER GUINASSO: Now, with that graphic that
2 Member Luna had mentioned earlier, the one that I think
3 is most disturbing to many that go through this, this
4 appears to be like almost a funnel, and kids are being
5 eliminated along the way, and disproportionately so as it
6 pertains to the minority populations that we're serving.

7 I'm just wondering, with regard to what you
8 described about credits for career readiness, is there
9 extra emphasis being put on the minority groups so
10 they're not being eliminated by whatever is happening
11 structurally? Because I can't imagine that the kids
12 aren't as capable, so there has to be something
13 structurally happening that's eliminating them by the
14 time we get to college and career readiness.

15 MR. BARLEY: Deputy Superintendant Barley,
16 for the record. Yes, it's an opportunity gap. And so as
17 we think about this work, one of the reasons that the
18 field said you should have this college and career
19 readiness index within the high school rating system is
20 so that all high schools are going to try to provide
21 these types of opportunities for kids. There wasn't
22 necessarily an incentive to do that in the past, and now
23 there is.

24 And then through some of our state grant
25 making, for example, we have money to support kids with

1 advanced placement. Through the legislative process,
2 we've asked that we be able to target those funds to
3 Native American students and to African American students
4 who are the populations and the subgroups that we saw
5 were least likely to value access to those classes.

6 MEMBER GUINASSO: So does the Department
7 expect that we'll see dramatic improvement amongst those
8 populations in the five-year gap? Even though we'll have
9 a lot of work to do, it would seem like the efforts that
10 you're making, we should see some dramatic improvements
11 amongst those populations.

12 MR. BARLEY: Yeah. Deputy Superintendant
13 Barley for the record. Yes, that's the intent.

14 MEMBER GUINASSO: Perfect. My last question.
15 Member Guinasso, for the record. We have a new
16 administration in place at the federal level. Is there
17 any forecast on policy direction from this new
18 administration that may deviate from this change in
19 direction that was passed through the Every Child
20 Succeeds Act?

21 MR. BARLEY: Brett Barley, for the record.
22 We received one letter from the new secretary. It said
23 to proceed forward with your submission of the Every
24 Student Succeeds Act Plan. They said that the
25 application itself might change slightly and they'll let

1 us know if it does or not, but the application window is
2 April 3rd, and then September are still the dates moving
3 forward.

4 We asked the advisory group about this at our
5 last meeting, and I think to a single one of them when
6 they went around the horn they said, "Well, look. We
7 didn't do this for them. We spent the last eight months
8 working on it for us." And it was never our intent to
9 develop a plan to only comply with what US Ed wanted. We
10 wanted one that would work for Nevada. And so as far as
11 the advisory group was concerned, they were like full
12 steam ahead. This is the right way to go and submit it.

13 MEMBER GUINASSO: Member Guinasso, for the
14 record. So we don't expect anything at the federal level
15 to undermine all of the hard and good work that you've
16 done over the last year or so? We don't expect that to
17 be unraveled in any way?

18 MR. BARLEY: Brett Barley, for the record.
19 Not anticipating it. As far as we've seen, systems are a
20 go. I know that there's some conversations happening in
21 Washington about some of the regulations that were put
22 forward; can't predict exactly what's going to happen
23 with that. But as far as we're concerned, we've created
24 a plan with stakeholder engagement that meets the
25 requirements of the existing law, and we think it makes

1 sense for our state.

2 MEMBER GUINASSO: Thank you.

3 CHAIR JOHNSON: This is Chair Johnson. I
4 just had a quick question. One of the things that I was
5 thinking about, you mentioned the opportunity gap and how
6 that presents itself in the high school level. But in
7 looking at those 100 students who start off with and then
8 how, for example, Black students lose -- 70 percent of
9 those Black students are not proficient by the time they
10 are in third grade, and so that opportunity gap clearly
11 exists long before our secondary school age.

12 How will our plan be able to address how that
13 gap starts presenting itself for Black and Latino
14 students at such a young grade level, specifically around
15 early childhood education and providing the structures
16 through this plan that will allow for that gap not to
17 exist by third grade in terms of not being able to grow
18 any larger if it does exist?

19 MR. BARLEY: Thank you. Brett Barley, for
20 the record. That's a question that we've been asking our
21 stakeholders all across the state. I think if you look
22 back at those six groups of folks that we pulled together
23 to help us write the plan: accountability, school
24 improvement, English learners, funding streams, teachers
25 and leaders, everybody fit nearly into that box. And so

1 a couple of weeks ago, I went and presented this same
2 presentation to our early learning community and asked
3 them for their help.

4 Some of them participated on the advisory
5 group or in one of the different work groups, but there
6 wasn't a single group of folks looking specifically at
7 early childhood, for example, just like there wasn't one
8 looking at special education. And so we know that that's
9 an area that we want to make more robust in the final
10 plan and would welcome feedback on that.

11 I can say that the state and the federal
12 dollars that we have to help solve some of the early
13 childhood issues that you identified are focused on
14 underserved communities, students at or below the poverty
15 level and providing high-quality, full-day access to
16 those students. We have money from the federal
17 government to open up and support additional classrooms.
18 We are having trouble finding qualifying classrooms with
19 qualifying teachers and qualifying programs. So if
20 anybody here knows of or has capacity to serve kids, we
21 have money to deploy in service to those kids. It's more
22 of a supply problem than a demand problem right now.

23 CHAIR JOHNSON: Okay. Thank you very much.
24 Member Mackedon?

25 VICE-CHAIR MACKEDON: Melissa Mackedon, for

1 the record. I would just think it's important to note,
2 too, that on the advisory committee, there were
3 representatives who were deeply passionate about
4 representing their constituents, particularly Hispanic
5 students and African American students. And they -- I
6 mean, it was amazing just to see how they were like --
7 those kids were represented on that advisory committee,
8 and it was awesome to see. So I just wanted to put that
9 out there, that there was a big voice at that table, and
10 they were not going to let those kids get sidestepped in
11 any way, shape or form. So that was just really good to
12 see.

13 And then I would also just say if you guys
14 haven't had a chance to read the plan, I know March 1st
15 is right around the corner, but I think we really need
16 smart people who understand the landscape of education to
17 give us feedback on that plan so we can make it the very
18 best plan possible. So I would just really encourage the
19 members of this Board who do have an understanding of the
20 landscape to please read the plan and provide that
21 feedback.

22 CHAIR JOHNSON: Member Luna?

23 MEMBER LUNA: Thank you. This is Member
24 Luna. Along those lines, I do have a question. Deputy
25 Superintendant Barley, so how does the plan address some

1 of the prejudices, the biases? And I hear about them all
2 the time. I grew up here, I've worked in the schools,
3 the expectations that some of the teachers, the leaders,
4 the administrators, the trustees have of our students?
5 How does the plan address that? And I will read the
6 plan.

7 MR. BARLEY: Thank you. Brett Barley, for
8 the record. So I think the straightest line answer to
9 your question is that I think the plan is very clear on
10 expectations and equity; that we have to have high
11 expectations and a high bar for every single one of our
12 kids, and we've got to be honest with ourselves about
13 where we're at now and be very focused on outcomes moving
14 forward.

15 So the plan itself doesn't pull any punches.
16 It puts the current state of student achievement, lays it
17 out. And it also lays out areas where we're seeing
18 improvement, right? So there's good. There's good, but
19 there's a whole lot of stuff that we'd like to improve,
20 and it's separated by subgroup population, so it
21 definitely does not pull any punches.

22 And then when we talk about becoming the
23 fastest-improving state in the nation, we know that that
24 improvement has to happen more rapidly with our most
25 historically underserved subgroup population. There's a

1 technical group right now that's working on our long-term
2 goals, measures of interim progress, what does it mean to
3 be a one-star school versus a three-star school versus a
4 five-star school. And they're talking about big kind of
5 technical questions. Do we want to set a point in time
6 where everybody's at the same spot, or do we want to set
7 a point in time where we've moved the bottom faster so
8 that they can catch up more quickly but they're still at
9 the end of this time horizon, this five-year plan, a gap
10 that exists. These are important questions to have. But
11 in every instance, we're talking about bringing --
12 focusing our attention and bringing up the students that
13 haven't necessarily seen the success that we want them to
14 see as quickly as we can.

15 CHAIR JOHNSON: I would add in the section
16 that is around great leaders, we can actually work
17 through some of the mindset shifts that might be
18 necessary to ensure that the high expectations are
19 continuously held and put in some best practices around
20 teacher development, teacher coaching to ensure that, you
21 know, as we have this high bar for our schools, every
22 single teacher is being developed to a place where they
23 understand how to ensure that every student is being held
24 to a high standard and not just some students. That's my
25 hope.

1 MR. BARLEY: And, Mr. Chairman, I would be
2 remiss if I didn't say Nevada is the only state in the
3 country that I've seen -- I doubt we're the last -- but
4 the only state that I've seen across the country so far
5 that in its school rating system has included an
6 opportunity gap measure where schools are awarded points
7 for closing the opportunity gap from its least proficient
8 students to its most proficient students. So we're not
9 just calculating proficiency and growth like most states.
10 We're pulling out a sub -- our lowest-performing
11 students, that subgroup, and we're awarding points to
12 schools for closing that gap. I think it's a really
13 thoughtful way, and kudos to the accountability work
14 group that came up with it to make sure that gap closure
15 is front and center in everything that we do.

16 VICE-CHAIR MACKEDON: If I could just add one
17 more thing. This is Melissa Mackedon, for the record.

18 Nora, there was a lot of conversation that
19 leads right into what Adam said, too, about the
20 differences in leadership at schools that are high
21 performing versus low performing, and I think, like Adam
22 said, that leadership strand that's going to be such a
23 big focus, a lot of conversation centered around making
24 sure you have the strongest leaders with the students who
25 need them the most and not the other way around.

1 MEMBER LUNA: Thank you.

2 CHAIR JOHNSON: Are there any other
3 questions? Member Corbett?

4 MEMBER CORBETT: Yeah. Thank you. Member
5 Corbett, for the record. I just want to really say
6 really how elated I am about the level of transparency
7 and the level of candor that you're sharing. A lot of
8 what you're saying are usually comments and things that
9 happen not in the public environment. So to hear that
10 usually the conversations I'm privy to are actually
11 migrated into the public space, and I think that's just a
12 tremendous inclination of a success as it relates to the
13 potential in this plan because now knowing that these
14 conversations are in the public environment at the
15 forefront, I'm just elated to hear.

16 My only question would be, is there support
17 to have the presentation that's in front of us today
18 either included in the support docs and/or forwarded to
19 the Board members?

20 MR. PELTIER: Member Corbett, this is Danny
21 Peltier. Yeah, that will all be included. I believe
22 there's a link that will be uploaded and live later
23 today. But if not, you guys will all have it really
24 soon.

25 MEMBER CORBETT: Great. Thank you.

1 VICE-CHAIR MACKEDON: Sorry. Can I just add
2 one more thing? I'm sorry. Payback for all of these
3 meetings.

4 CHAIR JOHNSON: Do not apologize.

5 VICE-CHAIR MACKEDON: The other thing, going
6 right along with what Member Corbett just said, is if all
7 goes according to the discussions, although certain data
8 points will not be part of the performance framework,
9 there's a plan in place for a data dashboard, if you
10 will, that will put a tremendous amount of this data that
11 you're talking about available to the public for -- I
12 mean, it's insane the amount of data. The amount that
13 people want. And we'll see what actually ends up in that
14 final dashboard, but I think even though it won't count,
15 you know, towards your points in your school in your
16 rating system, I think there are really great plans in
17 place to make a lot of this data very public, including
18 things like -- I mean, I don't want to speak out of turn
19 in case this doesn't end up getting there, but the
20 conversation was around things like, you know, years of
21 experience of the principal at these school, how many
22 teachers are considered, you know, novice teachers,
23 brand-new teachers verses veteran teachers, those things
24 that, like you said, they haven't necessarily been in the
25 public eye and the spotlight hasn't been on them will

1 hopefully be more readily available to everyone in the
2 public. So I also thought that was really encouraging.

3 CHAIR JOHNSON: Well, there are no additional
4 comments or questions, we will move on.

5 Mr. Barley, thank you so much for that
6 presentation. That's very helpful and looking forward to
7 looking at some of this data and then also helping to
8 provide input on the plan.

9 MR. BARLEY: Thank you so much. Looking
10 forward to your feedback. If you want us to go anywhere
11 or do anything, have any conversations with anybody,
12 we're happy to do it.

13 CHAIR JOHNSON: All right. We'll move on to
14 Item No. 5: Beacon contractual amendment update of
15 performance targets. So I know Mr. Gavin is not here,
16 but Mr. Scroggins will fill in in his stead.

17 DEPUTY DIRECTOR SCROGGINS: Yes,
18 Mr. Chairman. Beacon will give an update presentation
19 here, so we invite them to come up.

20 CHAIR JOHNSON: And some had to go to the
21 restroom, so we will wait for two minutes until they
22 return.

23 (Brief recess.)

24 MS. TONDRYK: Good morning. This is Tambre
25 Tondryk, for the record. Thank you for the opportunity

1 to present to you this morning.

2 As you may recall, on December 16th, 2016,
3 the SPCSA Board unanimously approved a jointly drafted
4 charter amendment requesting to limit the enrollment at
5 Beacon Academy to students who are eligible under SB 460,
6 the bill that created the alternative performance
7 framework. Based on the approved amendment of the Board,
8 the parties anticipated Beacon would not become eligible
9 to be evaluated on the State's alternative framework
10 until cohort 2019. The parties also agreed that the
11 framework would be created to evaluate Beacon during this
12 transitionary period that would be presented to this
13 board no later than March 2017, which is why we are here
14 today.

15 The draft framework represents a cooperative
16 effort between Beacon Academy, Momentum Strategy and
17 Research, and Director Gavin. These organizations
18 utilized guidance from Nevada statutes NRS 385A.74 -- 730
19 section 5. 740 section 5 as well as discussions between
20 Beacon and the SPCSA.

21 I'd like to introduce to you Dr. Jody Ernst,
22 the cofounder and vice-president of Momentum Strategy and
23 Research, a Colorado-based nonprofit focused on
24 collecting and providing the best available data to K-12
25 education stakeholders to form education policy and

1 practice. Dr. Ernst and her partner, Jim Griffin, have
2 been involved in policy and research surrounding
3 alternative education and accountability for over a
4 decade and founded Momentum to focus more exclusively on
5 these issues. Prior to forming Momentum, both Jody and
6 Jim worked for the Colorado League of Charter Schools,
7 where they provided research and advocacy to Colorado's
8 charter schools and their work on alternative school
9 accountability framework. Momentum's collective
10 expertise with charter school law, charter school
11 accountability, and alternative schools and
12 accountability made them an ideal partner to work with
13 Beacon and the Authority to develop the framework being
14 proposed today.

15 So, Danny, if you don't mind, take it to the
16 first slide, please.

17 MS. ERNST: Thank you, Tambre. Dr. Jody
18 Ernst. So we'll just dive right in. As Tambre
19 mentioned, the three organizations have been working for
20 the past several months on developing a framework for
21 holding Beacon Academy accountable in the interim until
22 the State has developed their own alternative framework
23 and as Beacon goes through the transition of, you know,
24 bringing in the alternative students.

25 There were several objectives that we had

1 while developing the framework. First and foremost, we
2 wanted to parallel, as closely as possible, the
3 frameworks being used by the Authority currently for
4 traditional high schools but allowing enough room for the
5 mission, the new mission of Beacon Academy.

6 In addition, we wanted to parallel as closely
7 as possible what we're seeing coming from the State with
8 respect to where they are on drafting their alternate
9 accountability framework. We were provided a draft in
10 January, I believe it was, shortly after our first
11 iteration of the framework, and we're delighted to see a
12 number of overlapping measures, and I'll point those out
13 as we go along.

14 In addition, we wanted to follow common and
15 best practices or alternative frameworks that are being
16 or have been in place for states and authorizers across
17 the country. One of the value adds for Momentum is that
18 we have a 50-state database on what every state is doing
19 as far as alternative accountability and defining
20 alternative schools, so we have a good reference log to
21 draw from, and we've worked with a number of those states
22 or authorizers within those states to develop those, so
23 we are a pretty familiar.

24 The targets being set or the targets that
25 have been set and that are present in the documents, we

1 wanted to make sure that they were rigorous, but to
2 understand what rigor was for the specific group of
3 schools, we needed data. So Momentum has a database of
4 4,000 alternative education schools and programs across
5 the country, and we have been slowly collecting publicly
6 available data on graduation rates, whether that's
7 four-year cohort, five-year cohort, six-year cohort,
8 attendance rates, anything that we can find that's
9 publicly available at this time. In addition, we have a
10 couple of vendors for national assessments that we have
11 started working with where they have provided us data on
12 alternative schools to analyze in order to find out how
13 the students typically perform on assessments like NWEA
14 and Star 360.

15 Finally, we really wanted to ensure that
16 whatever was selected was usable not only for the
17 Authority's purpose of holding the school accountable,
18 which is very important, but also for the school's own
19 use in its day-to-day practice. So we at Momentum feel
20 very strongly that accountability measures shouldn't just
21 be, you know, checking boxes and busy work, that the data
22 that's, you know, within them should be able to be used
23 by the staff to work with its students in real time and
24 for school improvement practices and strategies.

25 Next slide, please.

1 MS. TONDRYK: So the mission at Beacon
2 Academy of Nevada is to offer at-risk high school
3 students the choice of an innovative and relevant
4 education which provides the flexibility and support to
5 graduate from high school with concrete plans for the
6 future. This has been the mission of the school since it
7 began. And so as you know, when we transitioned in
8 December and we've been enrolling students, we continue
9 to work towards that mission. And our goal is by the
10 2018-2019 school year, we will serve at least 75 percent
11 alternative education students. Next slide, please.

12 MS. ERNST: So as I mentioned, it was really
13 important to us that we stay as close as possible to the
14 Authorities' traditional high school framework, and we
15 did so mostly under what we call "indicators." So these
16 are the large buckets of measures that are being used to
17 hold traditional high schools accountable and, therefore,
18 Beacon as well.

19 So on the left side are the three indicator
20 areas that are in the Authority's current framework, so
21 status measures. Those are, you know, your proficient
22 and advanced measures like that, growth measures, and
23 college and career readiness measures. So Beacon has
24 measures under each of those indicators, but
25 additionally, we have added an indicator called student

1 engagement.

2 Now, because of the addition of the fourth
3 indicator and to adjust to the mission of the school, the
4 weighting, which is the percentages in the
5 parentheticals, have been shifted around. And it was
6 very important to Beacon that college and career
7 readiness receive actually the most weight because that's
8 really where the focus of their mission lies. So you can
9 see that the weights are a little bit different across
10 the three that overlap, but it is holding with the
11 overall sentiment that growth in college and career
12 readiness should be heavily weighted for high schools.

13 Next slide, please. It is our understanding,
14 in conversations with Mr. Gavin, that the State is in
15 flux with respect to its end-of-course exams and whether
16 or not those are going to be used for accountability up
17 into the future. So in the interim, because NWEA is an
18 assessment that Beacon has been using, and because
19 Momentum has a lot of data and has recently published a
20 report on how alternative students typically perform and
21 grow on NWEA, that seemed a really good place to start
22 with finding how Beacon is doing with respect to
23 students' performance, excuse me, at the end of the year
24 in math and reading.

25 So I'm not going to go in detail into the

1 actual targets unless asked, but there was a document
2 that was provided that is very thick with technical
3 details, and this is to ensure that the Authority
4 understands what's being proposed and also to help the
5 school implement it because once we're finished with our
6 project, you know, it's theirs to implement. So that's
7 what this document is meant to do. So we can refer to it
8 if there are specific questions about that. Just know
9 that the targets that were set for performance on NWEA
10 were set using that research that Momentum has conducted,
11 how the typical alternative school does in that case.

12 Next slide, please. Similarly with growth,
13 we're proposing that they use NWEA growth measures, and
14 just as with the status measure, it will be on reading
15 and mathematics, and the targets that are established are
16 based on research from other alternative campuses across
17 the country.

18 Next slide, please. For college and career
19 readiness, there are four measures in the proposal:
20 quarterly credit accrual, transition success, graduation
21 rates, and college and career readiness assessments. It
22 was neat to see the ESSA presentation because what they
23 had to say around college and career readiness definitely
24 is reflected in here, and some of the measures around
25 work keys and ACT are reflected in the college and career

1 readiness assessments.

2 Because the mission of Beacon is to take in
3 students who are behind in credits, of course credit
4 accrual has to be a measure, right? So we're going to be
5 looking at quarterly credit accrual. This measure takes
6 into account the length of time that students are
7 enrolled in Beacon, so if they are there for two
8 semesters, sorry, two quarters, Beacon will be able to
9 say okay, for the two quarters they were here, did they
10 meet the 1.5 credit accrual during those two semesters if
11 they were there for three? So really, we can get
12 measurement on nearly 100 percent of the students in this
13 manner in that -- I should have put that on the first
14 slide as well -- is that each of the measures we really
15 want to reflect all of the students, not just the
16 students who stay for a year or not just students that
17 are there on a particular test day, et cetera. So we
18 tried really hard to make sure that any of the
19 computations that go into this are able to adjust based
20 on students that enter late or leave early throughout a
21 year.

22 Transition success is probably the most
23 complicated measure that we have, but essentially what it
24 does is looks at each of the students that exit the
25 school and looks at why and considers successful any

1 transition that is educationally positive for the
2 student. So transitioning to, you know, they deal with a
3 lot of adult students, students who are over 18, and for
4 one reason or another, whether it's work schedules or,
5 you know, just needing to take care of a child, full-time
6 school might not be the best option for them, and so if
7 they transfer to an adult education facility that
8 eventually offers them a GED or an adult diploma, that
9 will be considered a success in this case because these
10 students are at such high risk for dropping out.

11 There are some that also are considered
12 neutral, and I want to be very clear that they are not
13 considered neutral in as far as their impact on the
14 student, but in as far as the level of, sorry, the
15 school's ability to impact what's happening. So
16 incarceration, for example, would be considered neutral,
17 whereas by the State, currently, that's considered a
18 dropout. So this kind of takes all of the reasons for
19 leaving and applies positive value to educational
20 transitions, graduations, of course, and then puts in a
21 neutral category those that the school really has no
22 control over. Graduation --

23 CHAIR JOHNSON: Quick question. I'm sorry.
24 So there's a positive value for positive transitions, a
25 neutral value for things outside of their control.

1 MS. ERNST: Uh-huh.

2 CHAIR JOHNSON: Is there a deduction value
3 for things that are in the control --

4 MS. ERNST: Yes. Absolutely. I'm sorry. I
5 thought that would be implied. Yeah, absolutely. So
6 there are some of the codes that are being looked into
7 because interpretation of them is unclear such as being
8 withdrawn for juvenile court reasons. That one is being
9 looked at currently, but that's currently in the
10 negative. Ten-day absence withdrawals are negative,
11 30-day unknown whereabouts and withdrawals are a
12 negative. So basically, anything that the State
13 currently kind of considers a dropout code is in the
14 negative category. Does that make sense?

15 CHAIR JOHNSON: Yes -- this is Chair Johnson.
16 It makes sense to me. I'm just trying to understand.
17 Sometimes, even within those codes, though, you still --
18 it might still -- it should be coded as a neutral. So
19 within ten days, you might drop out, but it may not be
20 within your control why the student dropped out, so I
21 wouldn't want to be adversely affected, even though you
22 have a -- it's in like another category that's
23 traditionally a category that's negative.

24 MS. ERNST: Right.

25 CHAIR JOHNSON: So how do we kind of mitigate

1 that type of risk?

2 MS. ERNST: Right. Again, I think the three
3 categories that we're looking at are those that are
4 currently considered negative. Some of them -- I believe
5 that most of them, and this is just my belief -- we don't
6 have evidence to this, are transitional codes. So, for
7 example, withdrawn for juvenile court, that might be a
8 transition code where the student has been incarcerated
9 or will move to a juvenile detention center but is not
10 yet enrolled in a school there. That's what's being
11 looked into at this time to ensure that those kinds of
12 issues are corrected so that only students that leave and
13 are unknown -- granted that isn't always in the control
14 of the school, but that's sort of on everybody, right?
15 But if a kid is absent for ten days, the school is
16 required to drop them. And if they don't get picked up
17 at another school, that would be considered a dropout.

18 CHAIR JOHNSON: Thank you. Member Corbett?

19 MEMBER CORBETT: Thank you. Member Corbett
20 here. Kind of in line with what Chair Johnson just
21 asked, are there any conversations around prevention or
22 intervention strategies based on these negative impacts?

23 MS. ERNST: That would be yours.

24 MS. TONDRYK: Tambre Tondryk, for the record.
25 Yes, we have three social workers who our main focus,

1 even now, is called re-engagement. So ten days is
2 clearly a problem with all schools and all students. But
3 really, typically, these kids are two years behind as it
4 is, so they're looking at graduating, you know, 19, 20,
5 sometime. So it's really hard to keep them in school.

6 Anyway, yes, we are actively going after the
7 students. We're contacting them, you know, trying to get
8 them back, bringing them in, trying to remove some of
9 those barriers. We're not always successful but, you
10 know, we do the best we can with that. And so that is
11 really something that we're focusing on and then trying
12 to -- we're looking for surveys to identify that before
13 the kids get there, so giving those surveys so that we
14 can identify kids who are considering dropping out and so
15 that we can act proactively to prevent it.

16 These are challenges that we spend a lot of
17 time even at our Board meeting on Wednesday night,
18 talking about these withdrawal codes. Because the State
19 hasn't come out with their alternative performance
20 framework, our thoughts are when that comes out, we will
21 align this with the State because those schools may be
22 facing -- some of the schools will be facing these
23 challenges. The alternative performance schools, the alt
24 ed schools right now in the state are mainly adjudicated
25 and then so the students are incarcerated really and

1 attending school or they're going -- there are schools
2 that serve a special education population. So they don't
3 necessarily have the same problem of this withdrawal
4 code. But if the State is starting to think about
5 schools like ours that are serving the credit deficient
6 students that have fallen through the cracks all along,
7 this is going to be something that hopefully will be
8 included in the State's framework that we can change to.

9 MS. ERNST: Jody Ernst, for the record. The
10 draft does have a very similar measure to this. They
11 score it a little bit differently, but we chose the codes
12 that aligned to the extent that they were available.
13 Like sometimes they have words in there, and sometimes,
14 like for graduation for specific diploma types, the codes
15 were actually in there, but then they used words like
16 "transition to adult education" or "transition to GED,"
17 so they just used words in that case, and so we selected
18 out the codes that had that description. So but to
19 Tambre's point, they will be following the State 's
20 guidance on that when it's available.

21 And the only point that I wanted to make
22 about graduation rates is they will be using a four-year
23 cohort graduation. But as Tambre mentioned, they are
24 taking students that are two years behind already, and so
25 at this time for the interim couple of years, they will

1 be reporting that to you all, but that will not be
2 included as a measure that will be scored or will count
3 towards the framework because there is no data at this
4 time to indicate what would be an appropriate and
5 rigorous benchmark for that measure. This will be
6 revisited in two years when we believe that the State
7 will have some data with more schools coming online that
8 are serving this population and a benchmark will be set
9 at that time. Any questions about that?

10 Next slide, please. Finally, under student
11 engagement, the two measures that, in talking with
12 Mr. Gavin, we decided to include now -- and there are a
13 few that will also fit under student engagement that will
14 be revisited at a later time -- are student retention and
15 student attendance. These are ones that we were able to
16 not put some goals around because of existing evidence.
17 We have some attendance rates from other alternative
18 schools across the country, so we were able to set a
19 student annual attendance rate around that. And student
20 retention, we looked at students that are current or that
21 have been attending Beacon for the past couple of years
22 that would have fit under the alternative school
23 definition and looked at what percentage of those
24 students have returned on average and set the bar for
25 meets a little bit higher than what that was.

1 Next slide, please. Next slide, please. So
2 as I mentioned a couple of times now, in 2019-20 when
3 Beacon projects that it will be a fully functioning
4 alternative ed school at that time and when the State
5 will likely have data to help set some goals around some
6 other items, there will be a re-evaluation of the
7 framework and the measures within it, particularly with
8 the graduation rate. We anticipate that they will
9 actually set a goal around that rate that is rigorous and
10 applicable to alternative schools. But then also,
11 chronic absence and truancy is something that they would
12 like to track and will begin tracking now but will not be
13 held accountable for it at this time as well as beginning
14 to do some student surveys around, you know, how is the
15 student's adjustment as they come in and then how does it
16 change over time with the support structure that Beacon
17 is able to offer. Does the student feel supported? Do
18 the parents, you know, think their students are being
19 supported? And then for the students that come in with
20 behavioral challenges, maybe they were expelled before or
21 have been suspended, looking at those students in
22 particular for changes in incidents over time. So those
23 are some that will be considered for addition in 19-20.

24 Next. Oh, thank you. Finally, or not
25 finally yet -- close to finally -- the targets that we

1 have set follow the same structure as the Authority's
2 current targets within their traditional framework, so
3 those are the six categories ranging from "exceptional"
4 at the top to "critical" at the bottom.

5 Next slide. And then the roll-up will be
6 based on the same point values, so they'll accrue points
7 for each measure, it has its weighting, and then when
8 it's rolled up, there's a total score that will range
9 from zero to a hundred, and the designation that they
10 get, whether it's exceptional, exceeds adequate,
11 approaches rolls up to the same point values as in the
12 traditional framework now. So that will be parallel as
13 well, so it will look and feel much the same.

14 The other document that you received is a
15 one-page document with some data pieces that shouldn't be
16 viewed as how the school is doing exactly right now. The
17 NWEA, for example, is just based on fall to winter this
18 year, and some of the other pieces were ones that we were
19 looking at for the past few years and trying to help set
20 the goals, so they're like an amalgam of a couple of
21 years put together, so we just thought it would be
22 interesting for you to see what it would look like, that
23 it's very similar to what the Authority currently does,
24 and let you have a frame of reference.

25 At this time, I'm done presenting on the

1 framework, and I'm open to questions about technical
2 issues or anything that you might have.

3 CHAIR JOHNSON: Member Snow?

4 MEMBER SNOW: Thank you. For the record,
5 Member Snow. First of all, I think that you're to be
6 commended for taking on this Brave New World assignment
7 and forging ahead where no educational institution has
8 gone before, so to speak, with no real strong amount of a
9 framework and guidance for "this is how you're supposed
10 to do it." So to me, it's obvious you put a lot of work
11 into this, and I think you're to be commended for coming
12 to this point.

13 But I have a question for you, Principal
14 Tondryk. I know that just by the nature of Beacon
15 Academy and the student population that you work with
16 that you're accustomed to challenges from students, and
17 you're working very hard to get them through and to teach
18 them and to get to the point where they can thrive, but
19 my question to you is this. As you've been through this
20 transition, what have you learned that you think is
21 valuable that's different from what you were doing
22 previously as part of this process? Is there something
23 -- does it just have to do with a renewed focus on
24 student engagement, or what have you learned through this
25 process or what you think would be of value to others

1 that might be in your situation? Do you think it just
2 could be beneficial in general?

3 MS. TONDRYK: That's a tough question. I
4 think that the most challenging and what we've learned is
5 that it's, I guess is that we, every day, we learn what
6 we don't know. And so it's been challenging identifying
7 students that qualify, looking at the statute and trying
8 to stay within the statute so that we hit the 75 percent
9 threshold. And so there are many things not included in
10 the legislation, so we're struggling as a school, my
11 counselors, my social worker, myself. Does the student
12 qualify? Does the student not qualify? And it's because
13 there is a lot of unknown. As you mentioned, we're going
14 first. And so, you know, just an example, the amount --
15 the credits, the way that the statute defines it is at
16 the end of the year or after two semesters or four
17 semesters or six semesters. Well, there's a midyear, and
18 so we're having to hold students back from enrolling
19 because at the end of two semester, they may not have
20 been at zero credits, but in the midyear, they only have
21 earned one that they had earned at the end of two
22 semesters, but at the end. So there are many things like
23 that.

24 I would say the best thing we've learned,
25 though, is there's a lot of students that fall in the

1 alternative education classification or meet the
2 criteria, and it's really nice to be that place where
3 they go and they feel welcomed and they're excited.
4 They're getting a whole new fresh start. They're treated
5 as a person. We trust them, you know, we have them on
6 campus. We're not treating them -- hiding them away in
7 the back corner of the school but welcoming them, asking
8 them how we can help, being that school where they can go
9 and, you know, re-engage and have that hope again. So I
10 guess, you know, there's the good and the bad. But
11 really seeing these kids really haven't given up.
12 They've just lost a place to start over, you know.

13 MEMBER SNOW: Is there something that you
14 need from the Charter School Authority that you're not
15 getting in terms of support in going through this
16 process?

17 MS. TONDRYK: Yes. Okay. So the questions
18 that we have, because the statute is new, so there's a
19 lot of -- I don't know how you say it, a lot of holes in
20 it. And so just reclassifying, identifying such as what
21 is the end of the year? Is it June? Is it August? Is
22 it the last day of school? Is it June 30th? We don't
23 know. And so when we look at those -- when we're trying
24 to be compliant and reach the 75 percent threshold,
25 because I'm very nervous that if we do it wrong, we're

1 not going to hit the 75 percent threshold, and then we're
2 going to continue to be in this midregion, and then all
3 of us, you know, are back to square one. The school is
4 in trouble again because we haven't remained compliant.
5 We're trying, but we don't know when the end of the year
6 actually is. We don't understand if it's after two
7 semesters why can't there be a three semester and a
8 fourth semester?

9 Another question would be, you know, after --
10 okay. So in sixth grade, students earn a half a credit
11 for computer science. Does that half credit mean that
12 the ninth grader who ends the year, he hasn't earned a
13 credit in those two semesters, but is someone going to
14 look at that transcript and say, "No, he didn't have zero
15 after two. He had a half a credit that he earned back in
16 sixth grade." So I have several questions such as this.
17 That's really preventing us from enrolling students. And
18 I have parents that are saying, you know, "What do I have
19 to do? Rob a bank to get in your school? I want to be
20 in your school." And every question that I have is a
21 person or several people, and so I'd like answers sooner
22 rather than later.

23 And then also, you know, the end of the year
24 is coming, and if we enroll students, we want to start
25 them right away earning credits. We don't -- we offer

1 free summer school. We're a year-around program. So
2 when can I -- if I start them in June and they earn two
3 credits over the summer, they're no longer going to
4 qualify for alternative ed. Am I going to hear next
5 fall, "Oh, those kids don't count?" And they would have
6 qualified if the end of the school year was June the last
7 day of school. I just need to make sure that I am
8 following the rules very, very closely, and I can't mess
9 up because that impacts everything.

10 CHAIR JOHNSON: Thank you. Thank you very
11 much.

12 MS. TONDRYK: Thank you. Those are good
13 questions.

14 MEMBER SNOW: I'm sure Mr. Scroggins will be
15 happy to share with you the list of banks that are going
16 to be easiest to rob so those students can find a niche.
17 But, Dr. Ernst, excellent presentation. Do you have
18 anything else that you want to add? You mentioned
19 accountability. Do you have anything else you want to
20 add on metrics for accountability? That seems to be a
21 very important issue to you.

22 MS. ERNST: It is. I think I would encourage
23 the Authority, if not the State, to really move beyond a
24 four-year cohort graduation rate for this group of
25 students. It just is not one that makes a lot of sense,

1 and we see it across the country. And so a number of
2 states and/or authorizers or school districts who are
3 being proactive have really started looking at extended
4 year cohorts and been successful with that. Colorado
5 actually goes out through eight years to account for the
6 length of time that students are funded publicly. So
7 looking at sort of a best of five, six, seven-year
8 graduation rates is something that we're seeing people
9 start to use and feel like that's a very promising and
10 realistic measure for schools whose mission is to take
11 students that have fallen behind already.

12 MEMBER SNOW: Thank you, Mr. Chairman.
13 That's the end of my questions.

14 CHAIR JOHNSON: Thank you, Member Snow.
15 Actually, I wanted to follow back up though because it
16 sounds like this is -- the support you said you needed,
17 Principal Tondryk, is one that is a systematic kind of
18 solution that we need to be able to provide, and it's not
19 like -- because individual questions will continue to
20 come, right? There will always be individual questions.

21 And so looking at you, Mr. Scroggins, I know
22 Director Gavin will be here eventually, but how do we
23 think through providing support when, you know, A, we
24 know that you are -- there's capacity issues. And what
25 structures can we put in place so that we can provide

1 answers quickly? Because when we have our schools who
2 are, again, I want to reiterate Member Snow's comments
3 about just how impressed I am around your diligence and
4 putting in support, putting in accountability measures.
5 I really do appreciate that. But how do we make sure
6 that we can allow for them to follow the rules so that
7 they know what's expected of them and then they can have
8 a system to follow and not just have to reach out to
9 Director Gavin for an answer which then puts an
10 additional strain on the Authority and all of you,
11 because again, the systems are more important than the
12 individual question every two weeks or how often they
13 arise.

14 DEPUTY DIRECTOR SCROGGINS: Patrick is up
15 north. Oh, there he is.

16 EXECUTIVE DIRECTOR GAVIN: I was really
17 trying to stay in the background and just watch all of
18 this, but I didn't want Brian twisting in the wind on
19 this particular one.

20 So actually, to be really clear, this entire
21 medical emergency has just been part of the secret ploy
22 to ensure that our poor court reporter does not have to
23 listen to me speak 360 words a minute. But yes,
24 apparently that's what they clocked me at as of last week
25 or last month. So I'm endeavoring -- it helps that it's

1 hard to read all of the letters on this page that I'm
2 looking at so I can go slower.

3 I think the core challenge here, Mr. Chairman
4 and Member Snow, is that we don't make the rules. The
5 rules are made, in this case, by the State Board of Ed.
6 And to the degree that there is ambiguity in them, I have
7 counselled the school to take the most conservative
8 interpretation possible. I recognize that that creates
9 exactly the kinds of roadblocks that Tambre has
10 articulated, and I really think the appropriate means for
11 doing this is initially public comment and then through
12 face-to-face meetings with individual members of the
13 state board to discuss how this is working in practice.
14 Because I think candidly, the folks who are doing this
15 work at the Department are incredibly hard working
16 people, including some former members of our team, but
17 they've never run an alt ed school. They've never done
18 this work that Tambre is doing right now or that many of
19 our schools, or really in some cases, many of our schools
20 are doing because they come from a more research-based
21 background.

22 So much like we do not have the authority to
23 calculate a 6-year or 7-year graduation rate as an
24 agency, I don't feel like we're in a position to nor do I
25 think it would be good for the school to take our word

1 and our interpretation on something when ultimately, we
2 aren't the final arbiter on this. And I really do think
3 that the voice of a school and the voice of CSED is a
4 more effective way to get at this. Certainly, once we
5 get down to item number 7, I would say yes, the voices of
6 schools on issues are a far more effective way to get the
7 attention of the decision makers than it is by just
8 constant nagging of the nice folks who work in this
9 building.

10 CHAIR JOHNSON: I want to interject. I think
11 there's a lot of value in the trailblazer being able to
12 help identify for the rest of the group where the biggest
13 points of pain are. And so if there's some way for us
14 to, with this experience that they're going through, to
15 help us ensure that others don't have to kind of see some
16 of the same pain points, I really think that that would
17 be a very good use of time because we don't have any
18 others at this point who are doing that. So I don't know
19 what that looks like and I don't know what the steps are,
20 so I'm not being very helpful in terms of providing a
21 solution there, but as we start thinking about again, as
22 they are uncovering new problems every week, how do we
23 allow for them to again have a more direct and quick
24 resolution to those; and B, be able to have some sort of
25 voice in making sure that those are able to be resolved

1 because I think Principal Tondryk's point is a very
2 important one. Every question is a person, and if our
3 duty is to students and children and families, then we
4 can't allow for, you know, the laws of -- the time to be
5 grinding by as some student is waiting trying to figure
6 out how to get back engaged in their own educational
7 experience, especially if they want to. So I'll get off
8 the soapbox now, but I think that's really important.

9 MEMBER SNOW: Member Snow, for the record.
10 Thank you, Mr. Chairman. Well said. And it probably
11 shouldn't be put just on Mr. Gavin's shoulders to go do
12 all of this, and maybe the Board needs to help get
13 involved to see if we can get some answers to at least
14 have a basic framework where students can actually be
15 brought into the program because we've seen from the
16 financial presentation previously that that's going to be
17 part of the measures that we're going to be following to
18 establish success. So if we can't get people in the
19 program, we just can't be successful and maybe need to go
20 to the State Board of Education, assist Patrick with
21 that.

22 CHAIR JOHNSON: And so, Director Gavin --
23 this is Chair Johnson. Again, all of us are eager to
24 assist all of our schools. And so again, I'm going to
25 allow for you to do the heavy lifting and thinking of

1 what needs to be done, but as Member Snow just mentioned
2 and I'll reiterate, we are here to be helpful, so please
3 use us as you see necessary because these are students
4 and families who are impacted by this, not the adults.

5 DEPUTY DIRECTOR SCROGGINS: Mr. Chairman,
6 just wanted to add -- this is Brian Scrogins, deputy
7 director. We actually attended the Board meeting, Joan
8 Jurgensen and myself went Wednesday night to the Board
9 meeting. We got a list of questions from staff and legal
10 counsel and just committed to working with them to get
11 those answers as best we can.

12 CHAIR JOHNSON: Thank you, Mr. Scrogins.
13 Other questions? Are there additional questions?

14 MEMBER GUINASSO: Yes, Mr. Chairman. Member
15 Guinasso here. Not so much any questions. I just wanted
16 to echo Member Snow's comment that it's extraordinarily
17 commendable the courage and the leadership that's being
18 shown by Beacon to be a trailblazer. I think it was said
19 before. And I think with that praise is the concern that
20 we don't turn our trailblazer into this sacrificial lamb.
21 And so insomuch as within our authority we can be
22 committed to helping these courageous people who are
23 trying to innovate and produce results accomplish those
24 goals, I think, you know, we should go out of our way to
25 do that.

1 I think it's really within the spirit of the
2 charter movement, as I've come to know it, to be
3 innovative, to serve populations of students who may in
4 fact be falling through the cracks and to do that in a
5 way that's successful and accountable. And again, I just
6 am very, I guess, pleased and excited to see the good
7 work that's happening at Beacon, you know, not assuming
8 the results, but just the effort is clear that the work
9 that they're doing is quality work, they desire to be
10 accountable, and I think accountability is the bedrock to
11 being able to show that what we're doing in the charter
12 movement is successful and important work in the overall
13 portfolio of the education we're trying to deliver in our
14 state. Thank you.

15 CHAIR JOHNSON: Thank you again for that
16 report. We're excited to be able to partner with you.
17 And again, as Member Snow mentioned, as I mentioned and
18 Director Gavin, including you as well, however we can be
19 useful in assisting this to move forward quickly, please
20 don't hesitate to reach out to us and let us know. We
21 want to make sure that this is a success. We are
22 partners in this work.

23 EXECUTIVE DIRECTOR GAVIN: Mr. Chairman?

24 CHAIR JOHNSON: Yes.

25 DIRECTOR GAVIN: Patrick Gavin, for the

1 record. I'm again endeavoring to speak at a moderate
2 pace. I would just note that it had been, I think, both
3 Principal Tondryk's intent and my intent that we would
4 actually have some draft contract language for you to
5 review to sort of fully incorporate in this month.
6 Unfortunately, between just sort of all of the things on
7 our plates and then my lack of presence for much of the
8 last week, that did not occur. I believe we essentially
9 have an agreement in principle on what we want to have
10 this look like. It's just really making sure that both
11 our counsels are comfortable with what that language
12 looks like so that we can get that back to you as soon as
13 possible.

14 And I believe if it weren't for the import of
15 this particular language with relation to the -- and how
16 unique and trailblazing it is, I would actually ask for
17 delegated authority to just basically execute based on
18 the terms that we've already articulated. But I think
19 it's important enough that it should come back to you for
20 your careful review.

21 CHAIR JOHNSON: Ms. Sanchez?

22 MS. SANCHEZ: Thank you, Chairman Johnson and
23 Members of the Board. Africa Sanchez, for the record.
24 That's correct. I have been in discussions with Greg
25 Ott, and the terms of the agreement are really

1 encompassed in that December 14th, 2016, letter that was
2 provided to you at the December meeting and which was
3 voted upon and approved by your board. And so we, you
4 know, Beacon's position is that the entire agreement is
5 focused therein and large sections or large parts of the
6 charter contract will need to be amended to put in
7 obviously what we anticipate will be this new school
8 performance framework, and there's going to be almost
9 three, if you will.

10 There will be the one that, for existing
11 students, the ones that were grandfathered in, if you
12 will, that don't qualify within the 75 percent of the alt
13 framework, and then there's the ones that do qualify that
14 will be part of this new one. So it will be kind of
15 encompassing a whole new lot of different sections, if
16 you will, of that charter contract.

17 And I just wanted to speak on just from this
18 morning and thank you for viewing Beacon as a trailblazer
19 because you're right. There's a lot at stake. And when
20 we came before you in December, you know, the threshold
21 was 75 percent, and we just learned that, you know,
22 there's Assembly Bill 49 that was actually kind of
23 submitted on behalf of the State Public Charter School
24 Authority, and like Sections 1 and 2 would specifically
25 speak to Beacon Academy because now they would require a

1 hundred -- in order for them to qualify for the alt
2 framework, it would require 100 percent of their
3 students, and so we would not, you know, Beacon would not
4 qualify by the end of cohort 2019. And even our
5 amendment enrollment which was already passed in the
6 December meeting, a big part of it would become moot.

7 And so I just wanted to voice my concern
8 about that, and I hope that as this comes up to the
9 legislature that we would have the Authority's support
10 when we're dealing with that Section 1 and Section 2
11 because it's going to impact Beacon tremendously, to say
12 the least. So that's Section 1 and Section 2 of AB 49.
13 And I could not -- I have to speak up about that just
14 because of the impact that it would have. It would have
15 an impact as to the accountability because we're doing
16 all of this with the intent that it was going to be the
17 75 percent threshold and obviously, now becoming a
18 hundred totally changes the goal, the end goal.

19 MEMBER SNOW: Mr. Chairman?

20 CHAIR JOHNSON: Just a second.

21 MEMBER SNOW: Mr. Chairman, Member Snow for
22 the record. I apologize. I was not able to attend the
23 last meeting. I don't know if that particular bill came
24 up and was brought before the Charter School Authority
25 Board, but I would just ask Mr. Gavin, if it's not going

1 to be covered on the agenda item today, to come to the
2 Board with the providence of that legislation, where it
3 came from, who's sponsoring it and why and what the
4 staff's role has been with regard to that legislation. I
5 would appreciate it.

6 EXECUTIVE DIRECTOR GAVIN: Thank you for the
7 question, Member Snow. Patrick Gavin here. So just for
8 background information, we will get into this in greater
9 detail at Item No. 6, but to be clear, the AB 49 is a
10 bill from the Governor's Office that was submitted on
11 behalf of the agency side of the State Public Charter
12 School Authority.

13 With regard to Sections 1 and 2, just to be
14 incredibly clear -- and I've spoken with Ms. Tondryk
15 about this offline, but I completely appreciate
16 Ms. Sanchez's need to put this on the record. The
17 language that we provided to the Governor's Office and to
18 the Legislative Council Bureau included the 75 percent.
19 It is unclear to me why that was omitted by the drafter,
20 and we contacted the drafter and informed them that this
21 is language that will need to be amended at the table at
22 the hearing for this bill.

23 It is certainly not our intent to pull a fast
24 one with relation to a school that has been working with
25 us or to undermine the policy that was put in place

1 during the last session related to alt ed. It's simply
2 to provide essentially to articulate exactly the kind of
3 pathway that we worked with Beacon on because this is an
4 area where, frankly, some of our district brethren want
5 more clarity and statutes about what they are permitted
6 to do with potentially transitioning schools that they
7 oversee. So that's one of the elements certainly when
8 I've worked with Clark County School District on and
9 discussed this. So let me be 100 percent crystal clear.
10 It is certainly our intention to ensure that that 75
11 percent is put back in.

12 I will also say that my understanding is that
13 if the bill is tentatively still scheduled to be heard
14 this Wednesday, although it could be pushed out a week,
15 and I would strongly encourage Ms. Sanchez and/or
16 Ms. Tondryk to number one, come and voice this concern
17 and perhaps even offer their own amendment if they wish,
18 and I will certainly view that as a friendly amendment in
19 this particular case.

20 And also, with relation to the issues that
21 Ms. Tondryk has brought up with regard to the ambiguity,
22 I do not think it would be at all inappropriate to
23 articulate the quandary in which she finds herself in
24 trying to ensure that they operate with integrity but
25 recognizing that there is a lack of clarity in some

1 cases. While that is certainly more the providence of
2 the state board, I don't think it is ever inappropriate
3 to make her voice heard in the legislative process on
4 those kinds of matters.

5 I feel like Mr. Ott wants to say something
6 as he sits next to me.

7 DEPUTY AG OTT: I was just going to mention
8 this to Patrick, but even in the event because we have no
9 control over what the legislature does if the legislature
10 chooses to pass something with 100 percent, that would
11 not prevent us from altering the contract to change to
12 prevent the school from having the goalpost moved on them
13 at a later date and giving them no time to comply with
14 that. So there might still be things that the SPCSA
15 could do on the contractual side to address the issue if
16 legislature were passed as written.

17 EXECUTIVE DIRECTOR GAVIN: I think that is
18 accurate. I would also note, to be very clear actually,
19 that Sections 1 and 2 of the bill are specifically
20 related to a school that is making that transition. I
21 would argue Beacon has already made it, and so they've
22 already completed the journey or they are well on their
23 way.

24 So again, and I also believe there's
25 certainly a lot of authority for the state board regs to

1 clarify in the event that this was somehow messed up
2 legislatively, but I do not believe it will be. I think
3 that there's certainly understanding. That 75 percent
4 was a hard one, a hard negotiated number, and certainly,
5 if it doesn't get cleaned up on the assembly side,
6 assuming the bill survives, I am confident that we will
7 be able to take care of that on the Senate side because
8 the sponsor of SB 460 remains a very vocal member of
9 Senate Ed.

10 CHAIR JOHNSON: Ms. Tondryk?

11 MS. TONDRYK: This is Tambre Tondryk, for the
12 record. I just wanted to thank the Authority Board, the
13 staff, Patrick Gavin, and Greg Ott for their continued
14 support in helping us transition to the framework and
15 just your ongoing assistance and everything. It really
16 means a lot, and we really appreciate it.

17 CHAIR JOHNSON: Yes, Ms. Sanchez?

18 MS. SANCHEZ: Africa Sanchez on behalf of the
19 Board. Thank you, Director Gavin and Greg, for your
20 explanation of what we can expect as we continue forward.

21 And so just another one of the discussions
22 that we had in December that came from the Board was the
23 narrow definition of the students that qualify for the
24 alt ed framework, and there was also actually some
25 discussion about kind of expanding that definition, and

1 this would seem like the opportune time to do it. And so
2 I'm hoping as we have this discussion, of course we would
3 participate in that discussion ourselves, but if we can
4 have the assistance of Director Gavin as well if it could
5 be a friendly amendment as we interpret who will qualify
6 for this alternative framework, I think that would be
7 very helpful as well as we continue forward.

8 CHAIR JOHNSON: I imagine that was directed
9 to Deputy Attorney General Greg Ott.

10 MS. SANCHEZ: What the position of the
11 Authority is and of the Board, if this is something that
12 they're going to be bringing forward, you know, in
13 regards to this legislative bill, I think that the time
14 is now. And because we are doing it because we're
15 already in and we're already having these issues, let's
16 do it, you know. If we're going to be working together,
17 that would be my request.

18 CHAIR JOHNSON: Director Gavin or Mr. Ott?
19 Member Guinasso?

20 MEMBER GUINASSO: Yeah. Thank you,
21 Mr. Chairman. I just want to ask legal counsel with
22 regard to where the discussion is going now, are we
23 outside the scope of the agenda item? I think we might
24 need to wait to talk about legislative positions and
25 these sorts of things for a later agenda item.

1 DEPUTY AG WHITNEY: Mr. Chairman, this is
2 Robert Whitney. I think Mr. Member Guinasso brings up a
3 good point. We are kind of getting out beyond the scope
4 of the agenda item, and although it's interesting, I do
5 think we need to stick closer to the agenda item, and I
6 think we're about ready to wrap up on it.

7 CHAIR JOHNSON: So then I guess in that same
8 vein, I don't want to stray too far away then. How do we
9 complete this conversation knowing that in March, we
10 actually won't be or have very little room for agenda
11 items aside from the ones that are already going to be
12 listed on there? Member Snow? I guess I'm just looking
13 for some guidance here.

14 MEMBER SNOW: Mr. Chairman, Member Snow, for
15 the record. As I alluded to earlier, I appreciate
16 Patrick's comments with regard to clarifying the
17 situation, and I asked that he send something to the
18 Board about the providence of this legislation and just
19 give us an updated legislative report that we can deal
20 with in between our meetings. If he can do that, maybe
21 that will suffice.

22 DEPUTY AG WHITNEY: This is Robert Whitney,
23 for the record. I think that sounds fine.

24 CHAIR JOHNSON: Then we'll go that route
25 then. Thank you for the guidance, Member Snow.

1 If there are no further questions or
2 discussions, again thank you all so much, and we're
3 excited to continue to move forward. I guess I would be
4 willing to take a motion.

5 MEMBER SNOW: This is Member Snow. I'll move
6 for approving the framework.

7 MEMBER LUNA: Nora Luna. I second that
8 motion.

9 CHAIR JOHNSON: All in favor of approving of
10 the framework?

11 THE BOARD: Aye.

12 CHAIR JOHNSON: I would also note that Member
13 Mackedon was absent and Member Corbett was absent from
14 the vote as well.

15 All right. We will move on to Agenda Item
16 No. 6: 2017 legislative session update, and I don't know
17 if that's going to be handled by Director Gavin or
18 Mr. Scroggins. I see they're both here. I'm sure
19 they're both eager to provide us with an update, so
20 whoever would like to move forward with that.

21 EXECUTIVE DIRECTOR GAVIN: Thank you for the
22 question, Mr. Chairman. I'd actually suggest we move
23 just to the end, but since we did just kind of almost
24 jump into this agenda item, so -- and Member Snow, I'm of
25 course happy to send you an update on the information

1 that was shared with the Board last month including links
2 to the legislation.

3 To be clear again, so there are a couple of
4 bills that are worth discussing today. And on a couple
5 of these, I'll be taking the lead, and I believe there's
6 one in which Member Mackedon may wish to have a -- to
7 voice the conversation because it's a matter that I know
8 has come to her attention, and it may merit some
9 Authority interest as well. So let's talk -- I will
10 first speak about AB 78, that is Assembly Bill 78, which
11 is sponsored -- which is brought forth on the behalf of
12 the Clark County School District. It is my understanding
13 that that bill will be heard either on Monday or
14 Wednesday of next week.

15 For those of you who will recall, this is the
16 bill that requires that the Charter School Authority
17 engage in consultative activity with the local school
18 district location regarding both the initial approval and
19 then any siting approval for new charter schools or new
20 charter school campuses. I will note that the Charter
21 School Association is currently opposing this bill. And
22 based on the conversation during our last meeting,
23 sentiment seemed to be that this would be an area where
24 again, we would be opposing this, and this is certainly
25 what I am articulating based on the current language to

1 our friends at the Clark County School District.
2 Although there are certainly other ways we can
3 collaborate, the fiscal impact of that and the
4 organizational impact of that, given the challenges we
5 would have in complying, make it very difficult.

6 I will note that I have also begun to share
7 some compelling research with them on other strategies
8 that have been used by different states and districts
9 around the country regarding district and charter school
10 collaboration because I do think there is a real desire
11 on their part to figure out how to do this better and how
12 to be more playful. It's just quite challenging in our
13 current context, especially giving the siting and
14 facilities challenges that schools have around our state
15 as we've seen at our own meetings with schools that have
16 had to move significant distances from their initial
17 approved location due to approval issues. So that's a
18 key one.

19 Assembly Bill 49, which is the one that we
20 just spoke of briefly during number five of this meeting.
21 Assembly Bill No. 5, again, is a Governor's Office bill
22 that is offered on behalf of the Authority, and it
23 contains a number of sections. And we spent a lot of
24 time talking about this during the last go-around during
25 the last meeting, and I wanted to update you on some

1 developments.

2 One is yes, we certainly have provided the,
3 you know, amended language to the Legislative Counsel
4 Bureau and requested that they incorporate that certainly
5 as an amendment to the bill so that we will be able to
6 present that at the hearing specifically in relation to
7 the concern that Beacon has raised, which again, was not
8 -- which appears to be unintentional oversight. It's not
9 clear why the bill drafter did that.

10 Other key areas that I know this Board had
11 had some concerns about. The first of those -- so based
12 on additional conversations with the Governor's Office,
13 the guidance we have received is that their preference
14 remains that the appointment of the executive director be
15 under the authority -- and the removal of the executive
16 director be under the authority of the Governor, much as
17 the case with the State Board of Education and the state
18 superintendent relationship.

19 With regard to the membership concerns, there
20 continue to be concerns regarding the idea of vendors or
21 officers or staff of an EMO being on the board or
22 director or board members of a school. There was some
23 thought that staff members of a charter school or a
24 charter school management organization might be
25 acceptable in limited numbers. So I have vetting contact

1 with the council bureau regarding that potential
2 compromised language.

3 Again, to be clear, as the agency, it is my
4 role to articulate the bill as put forward by the
5 Governor's Office in an attempt to push that through as
6 much as possible. Should the Board wish to take a
7 different position, it is certainly -- and I would
8 certainly understand that regarding your particular
9 concerns about this language, because I have no way of
10 knowing what the legislature may wish to do.

11 I will note that during the last session,
12 there was a -- and just for clarification because Member
13 Snow and others may not realize this. Under statute, I
14 am a termed officer which actually is somewhat sui
15 generis. There are, at this point to my knowledge, no
16 other executive branch agency heads that actually serve a
17 term, which means that the only way that -- there's
18 really no mechanism for removing me. I essentially
19 report to myself much like a constitutional -- much like
20 an elected official does. And that is -- and while I
21 certainly have to work very closely with this board, but
22 I think there was this concern originally about sort of
23 this separation between staff and the board for lots of
24 reasons, including -- for a number of reasons when the
25 legislation was originally passed in 2013.

1 But what is quite clear to me is that
2 somebody needs to be able to fire me if I do something
3 wrong. We actually, during the 2015 session, put in the
4 bill that was sponsored by the State -- by the Senate
5 Education Committee, the concept of this board being able
6 to remove me by a majority vote. That was something that
7 the legislature was uncomfortable with. They didn't, for
8 whatever reason, they did not feel that was appropriate
9 and it did not wind up in the final bill. So this is
10 another attempt to sort of figure out how to get at that
11 with this removal by the Governor. And again, there is
12 ample precedent for this statute, so it makes a certain
13 amount of sense.

14 I am also certainly cognizant of the concerns
15 that that could raise. While a department of public
16 health or a department of education are generally
17 considered to be sort of pretty standard agencies and
18 most people recognize the need to put someone with
19 expertise and talent who know how to run those agencies
20 in them, a charter school authority is a relatively
21 unique animal, and different governors may have different
22 viewpoints on whether they even want one or who they want
23 in it or whether they want charter schools. So I would
24 certainly understand if this board wished to articulate a
25 different approach. And again, so I want to make sure

1 that in the event that this board wishes to offer an
2 amendment, that that's something that certainly should be
3 discussed in hearing and discussed in the building if
4 this is an area where there is a lack of consensus
5 between the position of the Governor's Office and the
6 position of the members of this body, either individually
7 or collectively, because I can certainly see you all
8 having different opinions as well and wanting to talk to
9 your legislators about them.

10 The other bill, I think, that is worth
11 talking about -- and I don't have the exact number off
12 the top of my head -- is another assembly bill sponsored
13 by Assemblywoman Neil, which is intended to repeal the
14 legislation which created the achievement school
15 district. The entire bill essentially just crosses out
16 everything that was in Assembly Bill 448 of the last
17 session.

18 It is my understanding that the Charter
19 School Association of Nevada, last week, voted to oppose
20 the repeal of the achievement school district. And so in
21 consult -- when I spoke with Member Mackedon, followed up
22 with me about agenda items, we did discuss this matter,
23 and I wanted to make sure that she at least had the
24 opportunity to voice CCN's position on this and determine
25 if members of the Board, either individually, or if the

1 body collectively wanted to take a stand on a particular
2 issue.

3 MR. PELTIER: Real quick, that's Assembly
4 Bill 103.

5 EXECUTIVE DIRECTOR GAVIN: Thank you, Danny.

6 VICE-CHAIR MACKEDON: Largely, initially, and
7 we'll just say this. Initially, CCN had determined that
8 they were going to remain neutral on this bill and on the
9 achievement school district at large, being that really
10 the mission of CCN is to support existing charter
11 schools. But in light of many things that have occurred
12 with the rollout of this bill or with the rollout of the
13 process, I should say, it just kind of became apparent to
14 us that we needed to stand behind this and that some of
15 these students in these schools that were slotted to be
16 in the achievement school district were -- information
17 was being misrepresented to their parents, the leaders of
18 those schools were -- just going to be blunt here --
19 getting promotions. It was kind of crazy, and it was not
20 in the best interest of kids.

21 And so the long and short of it is that CCN
22 decided to come out in opposition to this bill because at
23 the end of the day -- trying to be politically correct,
24 but I guess I'll just throw that to the wind and just go
25 with it -- these kids can't be worse off than they

1 currently are, right? I mean, nothing is going to get
2 worse for these kids. So let's give it a try, and let's
3 see how it goes, and I'm not -- those are my thoughts. I
4 don't want to represent those as CCN's thoughts for sure.
5 So yeah, that's where we're at. And I certainly don't --
6 I'm not saying that this board should do that. Those
7 schools aren't going to be authorized by us, et cetera,
8 et cetera, but it is an interesting discussion to have
9 whether we should, you know, be a community that's
10 solidified around this event or just remain neutral or
11 what have you.

12 CHAIR JOHNSON: Any questions for Director
13 Gavin or Vice-Chair Mackedon?

14 MEMBER GUINASSO: Member Guinasso, for the
15 record. There was legislation yesterday where we were
16 criticized in one way or another. Did you want to
17 address that, Director Gavin, what the context of the
18 criticism was?

19 EXECUTIVE DIRECTOR GAVIN: There was a bill
20 heard in Senate Education yesterday, Senate Bill 132
21 sponsored by Senator Harris, which is the result of an
22 extensive collaboration including with some
23 representatives from the charter school sector, certainly
24 the department of education, really an extraordinarily
25 broad coalition ranging from teachers unions all the way

1 to more sort of people who are considered more
2 traditionally reform, although certainly there are
3 reform-minded elements within certainly the unions as
4 well, but a very broad coalition around this concept of
5 individual graduation rates. I'm sorry, individual
6 graduation plans, I apologize, and essentially creating a
7 pathway by which students who are significantly
8 academically behind, much like the students that we
9 discussed under Agenda Item No. 5, to provide a plan
10 which would create a mutual accountability between the
11 student and the school related to achieving graduation
12 within three semesters of the initial plan.

13 Based on an -- after extensive conversations
14 with Senator Harris, both during the interim and then
15 afterwards, she invited me to offer an amendment
16 clarifying a couple of areas. I did so. She viewed that
17 as a friendly amendment. There was extensive public
18 comment following those amendments which were discussed
19 at the table from one of the schools that we worked with
20 regarding the accountability actions that this Board has
21 taken, including, but not limited to the issuance of the
22 Notice of Intent to revoke that school's written charter.
23 There were approximately ten parties including staff,
24 students, and the school's attorney, who spoke at length
25 regarding their viewpoint on that action. So that is an

1 area where there was -- a number of things were said that
2 I'm not sure everyone in this room would particularly
3 agree with, but those parties certainly have the right to
4 articulate their particular viewpoint on how they feel on
5 what's going on with their particular school. But it is
6 worth noting, especially for those of you who have
7 relationships with folks who are members of that
8 committee that this -- you may get a call from them
9 saying, "Hey, what's going on here?" So I wouldn't want
10 you to be surprised in the event that Senator Woodhouse
11 or someone else or Senator Spearman or Senator Hammond,
12 et cetera, reaches out and asks for clarification from
13 you guys about what's going on.

14 You're free to refer that to me directly if
15 you wish, or if you've got a relationship and you want to
16 share your particular perspective on why certain
17 decisions have been made to date, that's certainly within
18 your purview.

19 CHAIR JOHNSON: Thank you, Director Gavin.
20 Are there any additional updates from you?

21 EXECUTIVE DIRECTOR GAVIN: Those, I think,
22 are the major ones. Certainly the stuff that Brett has
23 talked about with relation to the ESSA plan, there's
24 certainly enabling legislation to support that work I
25 think we'll all be collectively supportive of to sort of

1 further that work.

2 There are a couple other bills that we have
3 not yet seen numbers on, so I can't really speak to those
4 or again, given my absence, may have a number but I
5 haven't tracked it down yet, one in particular related to
6 a school safety matter and ensuring that there is sort of
7 some reciprocity in terms of alternate site locations
8 when a school has some kind of a violent or disruptive
9 incident and needs to have an evaluation. So that's
10 something that Assemblywoman Bilbray-Axlerod is
11 supporting, and then also Senator Hammond is continuing
12 to work on a BDR that would provide some greater clarity
13 on a number of issues for charters that he and I've had
14 extensive conversations about, but I don't believe either
15 initial language has been offered or a bill number has
16 been assigned.

17 CHAIR JOHNSON: Thank you, Director Gavin.

18 We will move then to Item Number 7: Infinite
19 Campus implementation update.

20 EXECUTIVE DIRECTOR GAVIN: I'd like to turn
21 this over to Ms. Jurgensen because I know she prepared a
22 great deal for this since she didn't think I was going to
23 be here.

24 CHAIR JOHNSON: Yep. We already asked her to
25 step on up.

1 MS. JURGENSEN: Hello. Joan Jurgensen. I'm
2 the education program professional for assessment
3 accountability. I'm happy to provide this update for you
4 regarding our implementation of Infinite Campus. You
5 know that this is something that has been -- that this is
6 a process that began about two years ago. In discussing
7 separating out our charter schools into individual
8 databases, we started with a pilot program with two of
9 our schools. There's been extensive collaboration
10 between NDE and our SPCSA staff and Infinite Campus, and
11 it's been determined that our pilot was successful.

12 So based on that success, we're now ready to
13 move forward to separate out the rest of our charter
14 school holders into individual and separate databases.
15 So we certainly appreciate the support that Infinite
16 Campus and NDE have provided throughout this process and
17 will continue to provide. We've determined that our
18 schools will be best served when they are administrating
19 their own databases. So in order to do that, there are
20 several moving parts that will all come together. SPCSA
21 will maintain the cost of hosting and database
22 subscription on behalf of our schools. However, any
23 customization or any kind of training that schools will
24 seek out on our own behalf, they will incur those costs,
25 and those are contractual things that will be worked out

1 with Infinite Campus and the schools.

2 We do have an implementation schedule draft.

3 We have a -- I've been in contact with the Infinite
4 Campus liaison who is going to be our head person with
5 this effort. We're starting with some schools during
6 their spring breaks, so during this current 16-17 school
7 year where they're the live school year, they will take
8 over their own system administration. It's about a
9 five-day process during which they can't access Infinite
10 Campus, so we're looking at using their spring break time
11 when students aren't in the building, and so there's a
12 schedule of availability, and we're working on getting,
13 you know, getting those things ironed out.

14 What will end up happening is Infinite Campus
15 will be providing training to those schools because they
16 will be taking over full responsibility for
17 administrating their system. We'll still have access to
18 be able to audit, run reports, do the things that we need
19 to do to ensure that our schools are compliant with state
20 reporting and those types of things, but they will be --
21 schools will be required to attend some training that
22 Infinite Campus will put on their system administration
23 thing. Some will be two-hour to three-hour webinar-type
24 items. Some will be full-day implementation.

25 Schools will be contacted, and I've provided

1 information on who should be contacted at each school
2 site so that they can start moving forward in setting
3 those schedules, asking for preferred implementation
4 dates. The promised window is the earliest a school will
5 start in March, about the third week of March, with their
6 transition, and the promised completion date is before
7 school starts in August. So it will depend on when
8 school is scheduled to have those transitions happen.

9 In the interim, it's important to recognize
10 that as schools transition into their own database,
11 they'll take over their own responsibilities for system
12 administration. Until they're separated out, SPCSA
13 maintains system administration for those that will still
14 be under our purview. So it's going to be a process that
15 will happen across the summer.

16 EXECUTIVE DIRECTOR GAVIN: I would just
17 supplement one thing, and that is in addition to paying
18 the costs of the training and any customization or sort
19 of additional products like the lunch program or what
20 have you, schools also -- there will be a standardized
21 fee for support in customer service which will also mean
22 that schools will be able to call Infinite Campus any
23 time they need help. They will no longer need to sort of
24 filter through us for that, but they will actually have a
25 direct support line and the ability also to get advice

1 and guidance and even training on the fly from those
2 staff members when there is a particular need for or
3 especially when someone perhaps is new to a position.

4 CHAIR JOHNSON: What is the -- and,
5 gentlemen, you may know the answer to this. What's the
6 communication plan so that schools understand how this is
7 rolling out and then understand all of these different
8 moving parts?

9 MS. JURGENSEN: This is Joan Jurgensen.
10 Currently, Director Gavin and I have had conversations,
11 I've had conversations with Infinite Campus. We're
12 drafting some communication that will go out to schools,
13 the first part, hopefully first part of next week. It
14 will outline what the changes are that's going to happen,
15 what the expectations will be and what will happen for
16 the schools, and then of course it will list a laundry
17 list of benefits for our schools, right?

18 In addition to that, then they will be
19 contacted by Infinite Campus, and they'll do some of the
20 more specific scheduling of what needs to happen, what
21 type of training they'll need to participate in, how
22 that's going to roll out, and then set their timelines.

23 CHAIR JOHNSON: Perfect. Thank you.

24 Are there any questions?

25 EXECUTIVE DIRECTOR GAVIN: I would also note

1 that that communication will come out jointly from me and
2 Deputy Superintendent Barley, given that this is
3 something that has been a joint decision of the
4 leadership teams of both agencies, and we've had to work
5 very closely and consultatively with NDE, given the huge
6 impact that any change to Infinite Campus could have on
7 their systems.

8 I wanted to make it clear that this is
9 something that we're very sort of moving full steam ahead
10 with the full support and knowledge of the Department.

11 CHAIR JOHNSON: Wonderful. Thank you. All
12 right. If there are no additional questions, we'll move
13 on to Agenda Item No. 9, which is the Quest Academy and
14 Silver State Charter School update from Mr. Kern, if he
15 is up north?

16 MR. KERN: Yes.

17 CHAIR JOHNSON: I see Vice-Chair Mackedon
18 nodding her head yes.

19 MR. KERN: I'm ready. Good afternoon. For
20 the record, my name is Joshua Kern, and I am the receiver
21 for Quest Preparatory Academy and Silver State Charter
22 School.

23 I recognize that my last few reports to this
24 body have been quite lengthy, so for the benefit of all
25 involved, I plan to keep this testimony much, much

1 shorter. There are just a few items that I want to make
2 certain you are aware of today. Let's start with Quest.
3 Quest gave official notice to the Court and Tower, the
4 landlord for the Torrey Pines campus, that Quest will
5 vacate the premises by July 15th, 2017. The landlord and
6 its attorney swore under penalties of perjury to the
7 Court that it had a replacement tenant or tenants lined
8 up for next school year. Quest has relied and acted upon
9 these voluntary statements made by Tower and its legal
10 counsel.

11 Among other things, Quest submitted its
12 charter amendment application last week through Epicenter
13 for relocation to the Founders Academy site. I hope you
14 will consider this application at your earliest
15 opportunity. Quest notified parents, students, faculty
16 and staff of our intention to move to the Founder's
17 campus for the start of the 17-18 school year.

18 And finally, Quest increased its efforts to
19 finalize matters with our new landlords. As I mentioned
20 last month, there are five distinct parcels with four
21 separate property owners, so the mechanics of this deal
22 have been far more complicated than is usually the case.
23 On this last point concerning leases, I plan to update
24 Quest's charter amendment application in the next week or
25 two with executed leases for all five properties. The

1 lease terms will be consistent with the terms that I
2 shared at the last SPCSA meeting. Mabel Gutierrez, who
3 presented the Quest audit to you, has been working with
4 another Ten Square person to support Quest in its
5 preparations for next school year. Mabel's team will
6 include one or two instructional coaches and will also
7 support Quest's teacher recruitment efforts for next
8 year.

9 Let me also share just a few updates
10 concerning Silver State as well. First, the hearing for
11 Dr. Cotler's appointment is currently scheduled for late
12 March with Officer Lamboli. I am hopeful that this issue
13 will be resolved next month so that the school can more
14 effectively move forward in its planning for next year.

15 Silver State is submitting its accreditation
16 application on March 20th. As the school continues to
17 review past records as part of this process, one item
18 that has struck me is that the schools spent \$188,000 on
19 attorneys in the 12 months prior to my appointment.
20 That's a lot for a small school, approximately 10 percent
21 of the school's overall budget. And unfortunately,
22 Silver State continues to incur significant legal fees to
23 address legacy issues left by the previous administration
24 and Board.

25 Prior to the end of the school year, Silver

1 State will submit a charter amendment application which
2 will include a request to rename the school along with
3 new policies concerning attendance, enrollment, and other
4 changes to the school's program consistent with the audit
5 recommendations from last month.

6 Finally, you should know that enrollment for
7 both Silver State and Quest is a top priority for next
8 school year. Silver State has a goal of approximately
9 300 students, and Quest's goal is approximately 850
10 students. I'm working with both schools to make sure
11 that plans are in place to support improvement efforts.
12 That concludes my testimony this afternoon. I'm happy to
13 answer any questions you might have.

14 MEMBER GUINASSO: Chair Johnson?

15 CHAIR JOHNSON: Yes, Member Guinasso?

16 MEMBER GUINASSO: Member Guinasso, for the
17 record. Earlier in our meeting today, we had looked at
18 the financial performance framework, and knowing that you
19 were going to come up and speak, I thought we would take
20 a look at Quest's performance in that regard.

21 MR. KERN: Great. Do you have it?

22 MEMBER GUINASSO: Well, just what was
23 provided earlier just talks about the different areas of
24 evaluation under the performance framework, and it states
25 with regard to Quest that with regard to the current

1 ratio element, the days of cash on hand, the enrollment
2 forecast, the total margin, the debt-to-asset ratio and
3 cash flow, all of those were a "falls far below
4 standards" rating under this new framework. And I was
5 just wondering if you had an opportunity to review that,
6 and if --

7 MR. KERN: I haven't seen this report yet for
8 either Quest or Silver State. Have they been sent out to
9 schools?

10 EXECUTIVE DIRECTOR GAVIN: These are going
11 out next week.

12 MEMBER GUINASSO: Oh, okay. Sorry.

13 EXECUTIVE DIRECTOR GAVIN: We wanted to give
14 the Board information on what was happening and where we
15 were on things.

16 MEMBER GUINASSO: So I'll ask those questions
17 maybe next time.

18 MR. KERN: That would be great. I suspect, I
19 mean, if they're as of -- perhaps I should ask. What are
20 they as of?

21 EXECUTIVE DIRECTOR GAVIN: They're based on
22 the most recent audit.

23 MR. KERN: Yea. I mean, I can tell you
24 they're going to be horrible for Quest. I won't be
25 surprised, yeah.

1 MEMBER GUINASSO: We'll wait to ask those
2 questions.

3 MR. KERN: That's fine. Thank you.

4 CHAIR JOHNSON: Are there other questions for
5 Mr. Kern? All right. As always, thank you for the
6 update and the diligent work you're doing with both
7 schools.

8 MR. KERN: Thank you. I just would add,
9 Member Guinasso and the rest of the Board, the financial
10 situation for Quest is much better now as I reported in
11 the last meeting, but I will be prepared to answer any
12 questions you have on the last report and also on where
13 the school currently sits. Thank you so much.

14 CHAIR JOHNSON: I actually wanted to go back
15 to Item Number 8. I was unclear whether or not Director
16 Gavin will be able to assist us through that
17 conversation, but you are here, and so do you think you'd
18 be up to helping us walk through some of our strategic
19 plan goals and talk about where we are we in relation to
20 those and how we're making progress with that?

21 EXECUTIVE DIRECTOR GAVIN: Mr. Chairman, I
22 must confess I am not prepared for this. I didn't get
23 clearance from the doctors to get to even drive until
24 9:00 something this morning.

25 CHAIR JOHNSON: Well, you're certainly

1 aggressive. Getting clearance and here you are.

2 EXECUTIVE DIRECTOR GAVIN: I will confess
3 that the only reason I am here is because of Agenda Item
4 No. 10. Everything else, I am more than happy to, and I
5 know that the team is more than happy to talk about or
6 you guys can talk about. But, Mr. Chairman, I would
7 request to move to Item Number 10.

8 CHAIR JOHNSON: Yeah. So then we will bring
9 up Agenda Item No. 8 at our April meeting so we can have
10 some more in-depth discussion.

11 With that said, we'd love to talk about
12 Agenda Item Number 10. Mr. Gavin, please move forward.

13 EXECUTIVE DIRECTOR GAVIN: Ms. Hoban, will
14 you come and sit next to me so you can be seated on
15 screen? So for those of you in Las Vegas who have never
16 met her, this is Jessica Hoban. She has been our
17 administrative services officer, which basically means
18 she is our CFO and COO, since December of 2015. 2014.
19 Sorry. 2014. So over two years, which is the longest
20 that anyone has ever been in this position in the
21 Authority.

22 She's the third person to hold the position,
23 and I think in the consensus of the team by far, the
24 finest and most talented and most professional and most
25 driven and conscientious person who has held that role,

1 and she has been very much the glue that has held this
2 agency together. The team we have is not because of me.
3 It's because of Jessica and the way that she mentors the
4 people who work for her and the way that she supports
5 those of her peers.

6 And about three weeks ago, I got a call from
7 -- the agency?

8 MS. HOBAN: Welfare.

9 EXECUTIVE DIRECTOR GAVIN: Welfare. Sorry.
10 I get all of these agencies confused -- Department of
11 Welfare. Jessica had let me know that she had been
12 approached about an opportunity and I encouraged her to
13 take it, but it was the hardest thing I've had to do in a
14 number of years to have to actually give a glowing
15 recommendation for someone when I really didn't want her
16 to leave.

17 Today is Jessica's last day with the
18 Authority. And I think while there's a part of me that
19 doesn't know what we're going to do without her, the fact
20 of the matter is because of her work, we have a really
21 strong team that's grown under her and can do much of
22 what she does. And she's volunteered to be in contact
23 and answer questions, especially when I have no idea what
24 the heck is going on, and ensure that we continue to
25 operate smoothly while we search for a replacement.

1 I will also note that Jessica has volunteered
2 also to assist with budget presentations and other items
3 related to the agency's budget so that we shouldn't have
4 a hiccup in that area. And actually, I should have
5 mentioned this before as a legislative update. Our
6 budget hearing is tentatively scheduled for the 7th of
7 March, if any of you want to watch it online or come and
8 see it in person and all of the excitement that ensues
9 with that. But Jessica will be there by my side making
10 sure I don't say anything wrong. So I just really want
11 to thank Jessica for all of the work that she's done, and
12 I hope you will join me in thanking her.

13 CHAIR JOHNSON: We appreciate you here, and
14 certainly you will be sorely missed. All right.

15 Well, then, we will move forward on to Agenda
16 Item No. 11. Is there any public comment in the north,
17 Danny?

18 MR. PELTIER: Yes. We have Erica Nannini
19 with Nevada Connections Academy.

20 CHAIR JOHNSON: All right.

21 MS. NANNINI: Hi. Erica Nannini on behalf of
22 Nevada Connections Academy. I'm an attorney with Davis
23 Graham and Stubbs. We know that NCA was not on the
24 agenda today, but we would like to note for the record
25 that in the two-year financial measures summary, NCA did

1 not meet the standard in two categories for the 2014-2015
2 school year. These two categories were days of cash on
3 hand and enrollment forecast accuracy.

4 Regarding the former, we note that this
5 metric was a result of a snapshot in time that does not
6 reflect NCA's everyday cash balance, which is normally a
7 healthy one. Therefore, it should not be a significant
8 concern for the Authority.

9 Regarding the latter, we note, of course,
10 that the Board is looking into this factor as a common
11 issue among schools, and that NCA has actually fixed this
12 issue for the 2015-2016 school year. For that school
13 year, NCA was deficient in only one of eight category's
14 total margin, and this is due to the loss NCA incurred as
15 well as a change in state funding last year and will not
16 ultimately present a real issue for the school. In
17 comparison to some of the other schools listed in the
18 summary, we note that a slight deficiency in one of the
19 categories demonstrates that NCA is in relatively good
20 financial standing. Thank you.

21 CHAIR JOHNSON: Thank you very much.

22 Danny, is there any other comment in the
23 north?

24 VICE-CHAIR MACKEDON: No, there is not.

25 CHAIR JOHNSON: Any down south? I don't see

1 anyone moving forward.

2 We will move to Agenda Item No. 12. I'll
3 take a motion to adjourn.

4 MEMBER SNOW: This is Member Snow. I'll make
5 that motion to adjourn.

6 MEMBER LUNA: Nora Luna. I second.

7 VICE-CHAIR MACKEDON: Second.

8 CHAIR JOHNSON: All in favor?

9 THE BOARD: Aye.

10 CHAIR JOHNSON: All right. Meeting adjourned
11 at 1:01 p.m.

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[illegible]

I, NICOLE HANSEN, Official Court Reporter for the Nevada State Public Charter School Authority, do hereby certify:

That on the 24th day of February, 2017, I was present at said hearing for the purpose of reporting in verbatim stenotype notes the within-entitled public meeting;

That the foregoing transcript, consisting of pages 1 through 124, inclusive, includes a full, true and correct transcription of my stenotype notes of said public meeting.

Dated at Carson City, Nevada, this 27th day of
February, 2017.

NICOLE HANSEN, NV CCR #446