

Authority staff is requesting that NCA clarify the following per the Notice of Breach letter dated March 12, 2018:

- 1) Nevada Connections (NCA) was asked to articulate the most essential features of the proposed academic change(s) to the education program to be implemented to correct the level of underperformance. NCA was asked to include information on how these approaches are different from those previously implemented.

Authority staff would like more information on how the following proposed changes are different from those previously implemented:

- a) MATH, We Got This! (pgs. 9 – 11);
 - b) Math Time to Talk (pgs. 11 – 12), including the frequency of these sessions; and
 - c) Response to Intervention Model Training (pgs. 17 – 19).
-
- 2) NCA was asked to articulate how the organization will measure and evaluate academic progress throughout the school year, at the end of the academic year, and the entire school year. This includes the performance of individual students, student cohorts, subgroups and the entire school.

Authority staff is requesting the following information:

- a) The MAP formative assessment section (pg. 22) describes the mean normative RIT scores as a critical element in determining satisfactory progress for students. A cut-score chart by grade level is referenced, but was not included in the submission.
 - b) The LEAP formative assessment section (pgs. 22 – 23) seems to indicate that NCA currently utilizes this assessment. If this assessment has already been implemented by NCA, Authority staff would like to review a copy of an anonymized student report, as described on page 22, that provides academic information to teachers and parents so as to identify skills, strengths and weaknesses of a student.
 - c) On page 23, NVA references that Connections Education has specific definitions for each assessment that NCA uses in the formative assessment cycle. It appears that the submission only provides a definition for Satisfactory progress for the LEAP assessment. If there are, in fact, other definitions of satisfactory progress as implied, Authority would like for these to be provided.
-
- 3) NCA was asked how teachers and school leadership will be supported in developing capacity around the academic benchmarks and interim and annual assessments. Additionally, NCA was asked what

steps the school will take should the school fall short of benchmarks at a school-wide and/or classroom level.

Authority staff is requesting the following information:

- a) More details about how teachers will be supported in the implementation of the Math, We Got This! initiative as described on page 10, Math Time to Talk as described on page 11, and the Response to Intervention model training as described on page 18. Specifically, Authority staff requests to know the scope of the professional learning opportunities, the frequency of each, and how participation is to be monitored.
- b) More details about how learning coaches will be supported in the implementation of the Math, We Got This! initiative as described on page 10, and on the learning coach training as described on page 17. Specifically, Authority staff requests to know the scope of the professional learning opportunities, the frequency of each, and how participation is to be monitored so as to increase the participation rate from 34% during the 2017-2018 school year.
- c) More details about how frequently Professional Learning Communities (PLCs) will be implemented in the 2018-19 school year, and what student test data will be utilized during these meetings as described on page 19.

Additionally, Authority staff has a few follow-up requests that are specific to the response received on May 4, 2018:

- 1) On page 1, the submission notes that the school is working in consultation with a turnaround specialist on targeted interventions, and expects to receive the preliminary findings at the end of May, 2018. Authority staff is requesting a copy of these findings.
- 2) In the rationale for the Math Time to Talk initiative described on page 12, the submission states that two Connections Academy schools participated in a pilot of the Math Time to Talk program. The rationale goes on to state that the outcomes of this pilot were closely studied and verified in order to decide whether the program was successful and should be used in other schools. Because the program was deemed successful, Authority staff is requesting a copy of these results for review.
- 3) In the description of the Lexia Reading Core5, the submission states on page 16 that NCA data shows a need to increase student proficiency in the six areas (phonological awareness, phonics/phonemic awareness, structural analysis, fluency, vocabulary, and comprehension) of reading instruction, including activities focused on academic vocabulary through structural analysis. Authority staff is requesting a copy of this data for review.
- 4) In the description of the Response to Intervention Model Training, the submission explains how the School Support Team (SST) and performance data will be used to support struggling students on page 19. Authority staff would like more information on the RtI tiering process, as well as how frequently students will be re-evaluated for movement within the RtI tiers.

- 5) Authority staff agrees with NCAs assessment that the student mobility rate at the school has been a problem the last few years. Page 21 of the submission notes that the school had the highest mobility rate in Nevada in 2015-16 at 73%. Authority staff requests that the school provide the mobility numbers for the 2016-17 and 2017-18 school years.