



Nevada State Public Charter School Authority

AB 462 Implementation Update: Presentation of 2019 Academic and Demographic Needs Assessment

July 26, 2019

Agenda & Objective

Agenda

- Agenda & Objectives
- Review Requirements of AB 462
- Implications for Authorizing Practices
- Methodology for 2019 Needs Assessment
- Identified Needs for 2019 Needs Assessment
- Summary of Findings
- Stakeholder Engagement & Public Input
- Next Steps
- Questions

Presentation Objective

The purpose of this presentation is to review the SPCSA's 2019 Demographic and Academic Needs Assessment and explain its key findings.

Review: Requirements of Assembly Bill 462

AB 462 has four key requirements that impact the work of the SPCSA:

- 1 Provide [written notice](#) to local school district and Department of any notices of intent, new school applications, amendment requests and approvals
- 2 Conduct the [Academic and Demographic Academic Needs Assessment](#) to identify geographic areas within the state that are in need of high quality school options by **July 30, 2019** and use this tool to inform authorizing decisions going forward.
- 3 Submit initial [Growth Management Plan](#) by **January 1, 2020**
- 4 Complete all [site evaluations](#) and provide a report to the Legislative Committee on Education by **June 30, 2020**

Review: Requirements of Academic and Demographic Needs Assessment

AB 462 stipulates the following regarding the Academic and Demographic Needs Assessment:

- The assessment shall be an evaluation of demographic information of pupils, the academic needs of pupils, and the needs of pupils who are at risk of dropping out of school in this state;
- The SPCSA shall conduct the assessment in collaboration with the Department and the board of trustees of each school district in Nevada;
- The SPCSA's initial assessment must be conducted by July 30, 2019. Thereafter, the SPCSA shall conduct this assessment annually and prior to January 31 of each year;
- When reviewing applications, the SPCSA must solicit input from the school district in which the applicant proposes to open and consider whether the application aligns with identified needs;
- When approving charter applications, the SPCSA must allow for public input and affirm that any application recommended for approval meets one or more identified needs.

Review: 2018 SPCSA Authorizing Process

Staff receives and assesses applications against application rubric.

Staff provides approval recommendations to the board.

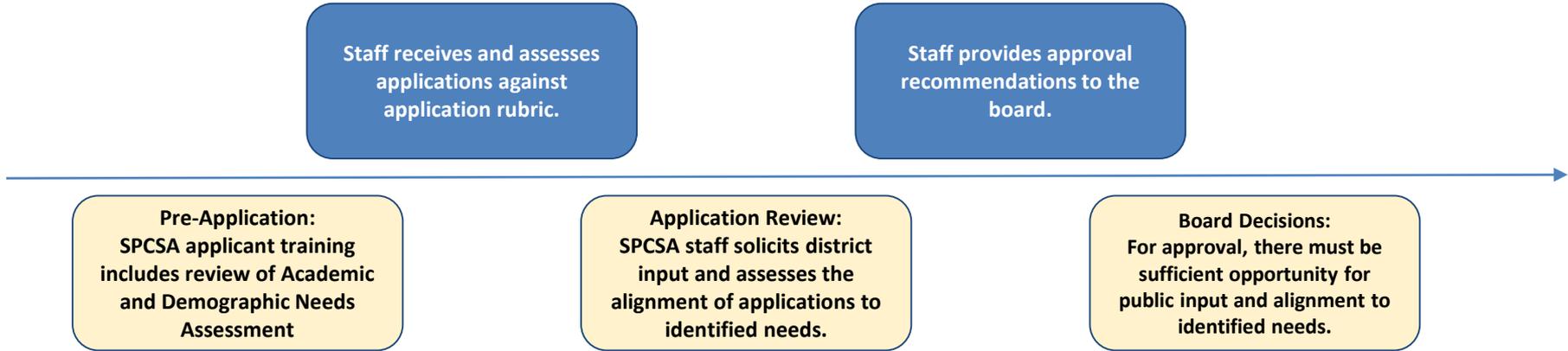
Board Decisions.

The SPCSA’s application process has always required that charter applicant define the academic need the proposed school would serve as well as the school’s academic, operational, and financial plans.

Based on the information provided, SPCSA staff and third-party reviewers then evaluated applicants and recommend those that address each section with “specific and accurate information that shows thorough preparation, presents a clear, realistic picture of how the school expects to operate, and inspires confidence in the applicant’s capacity to carry out the plan effectively in a way which will result in a 4- or 5-start school.”*

*Per SPCSA application rubric.

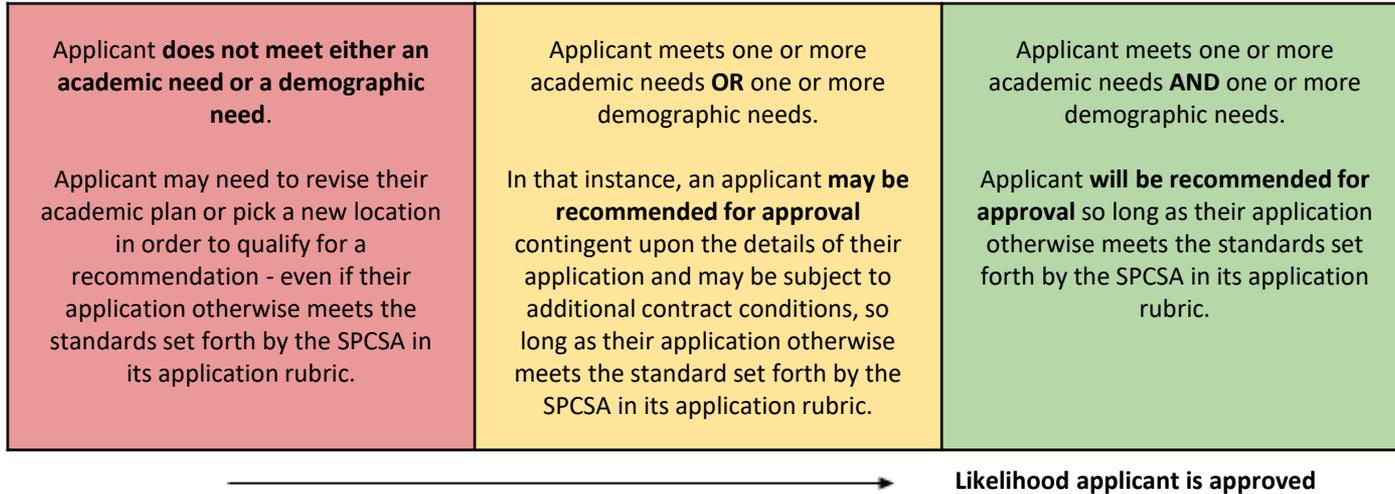
Implications of Needs Assessment for 2019 SPCSA Authorizing Process



In accordance with NRS 388A.249, the SPCSA will continue to evaluate whether applications comply with all applicable laws/regulations and whether the proposal demonstrates competence that will “likely result in a successful opening and operation of the charter school.”

Moving forward, however, the SPCSA staff will recommend approval only for charter school applications that address one or more of the needs identified in the most recent assessment.

Implications of Needs Assessment for 2019 SPCSA Authorizing Process



The graphic above shows how the SPCSA will factor alignment with needs found in the Academic and Demographic Needs Assessment into its charter authorization process.

Methodology for Identification of Needs for 2019 Assessment

In order to conduct this evaluation in accordance with the requirements of AB 462, the SPCSA has established definitions for demographic and academic needs that are transparent, grounded in student and school performance, and aligned to the state's accountability system.

Accordingly, the SPCSA has defined a set of needs that are:

- supported by data;
- accompanied by information that will be useful to both charter applicants seeking to open schools and to the SPCSA staff and Board in reviewing applications for alignment to need;
- reflective of the current context of the State Public Charter School Authority (demographic makeup, locations, density and performance of schools); and
- responsive to the statewide, district and localized educational context.

As the SPCSA develops new versions of the Academic and Demographic Needs Assessment in future years, staff will review data, engage with stakeholders, and evolve the methodology in response to changes in the statewide context.

Overview of Identified Needs for 2019 Assessment

1

Demographics

Applicants meeting this need will propose a school model that includes demonstrated capacity, credible plans, and thorough research and analysis in order to intentionally serve the following student populations, each of which has been identified as persistently underperforming based on data provided by the Nevada Department of Education: Students qualifying for free or reduced-price lunch, English Learners, and students with IEP. Successful applicants will demonstrate the capacity to support these student populations in achieving academic performance at or above the state average.

2

Academic Need: Geographies with 1 and 2 Star Schools

Applicants meeting this need will seek to provide access to 3, 4 and 5-Star schools in zip codes where students are attending a 1- or 2-Star school. A map and list of zip codes will be provided; SPCSA charter schools will be removed from the data set used to identify zip codes.

3

Academic Need: Students at Risk of Dropping out of School

Applicants meeting this need will propose a school model that includes demonstrated capacity, credible plans, and thorough research and analysis in order to prevent at-risk students from dropping out of school.

Summary of Findings Regarding Demographic Need

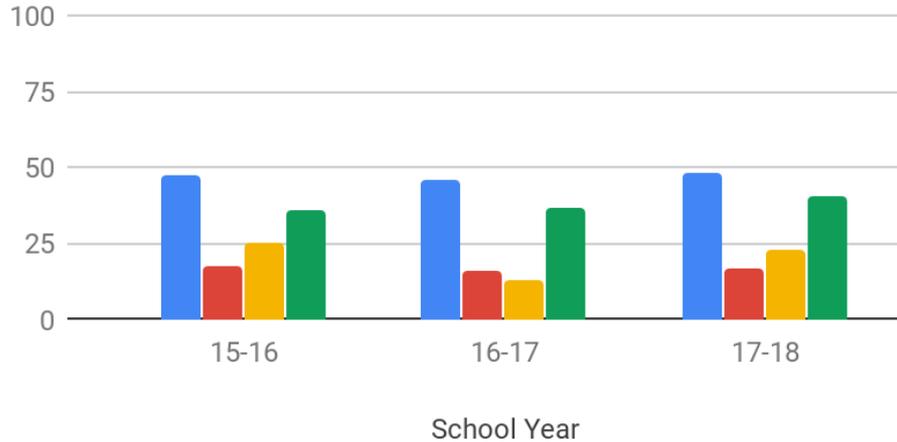
The following student populations have historically underperformed relative to the average Nevada students across multiple academic measures:

- 1 Students receiving **Free or Reduced Lunch** underperform according to graduation rate, ACT Assessment, and the Smarter Balanced Assessment (in Math and ELA).
- 2 **English Learners** underperform according to graduation rate, ACT Assessment, and the Smarter Balanced Assessment (in Math and ELA).
- 3 Students who have **Individualized Education Programs (IEPs)** underperform according to graduation rate, ACT Assessment, and the Smarter Balanced Assessment (in Math and ELA).

Summary of Findings Regarding Demographic Need

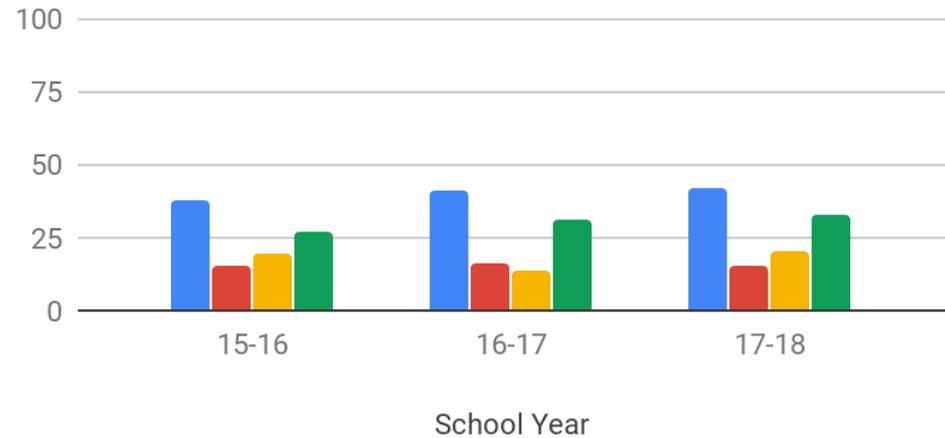
4th Grade ELA Proficiency (%) by Student Population Over Time

State IEP ELL FRL



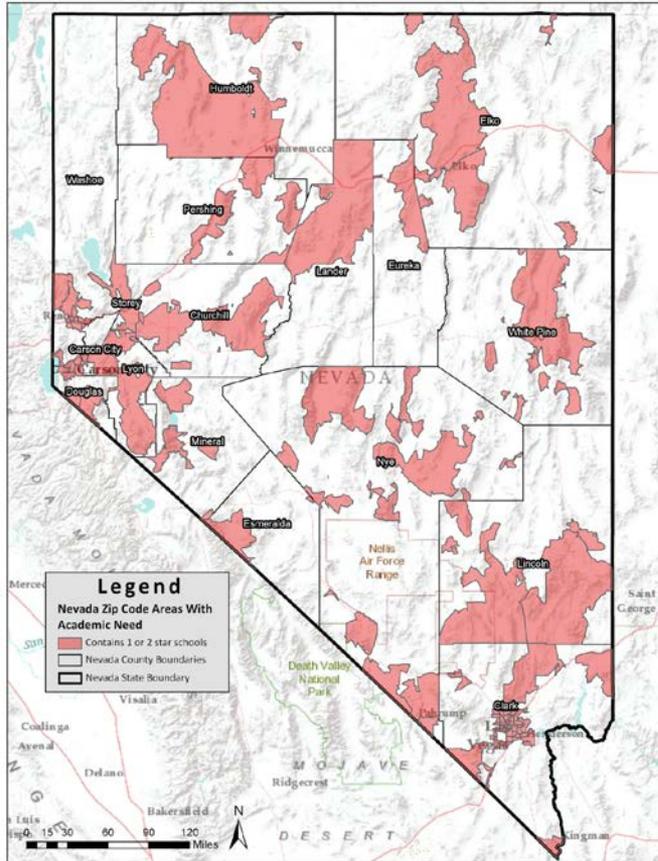
4th Grade Math Proficiency (%) by Student Population Over Time

State IEP ELL FRL



Charts comparing subgroup performance to statewide averages on other academic measures are available in section IV of the Demographic and Academic Needs Assessment.

Summary of Findings Regarding Statewide Academic Need



Statewide Summary

- In Nevada, 17 local school districts serve approximately 450,000 students;
- Across the state, there are 262 schools rated 2-star or below and they serve approximately 165,000 students;
- The zip codes with the greatest number of students attending 1- and 2-star schools are 89110, 89115, and 89107.

Appendix A of the Needs Assessment includes a detailed summary and associated map for each local school district in Nevada.

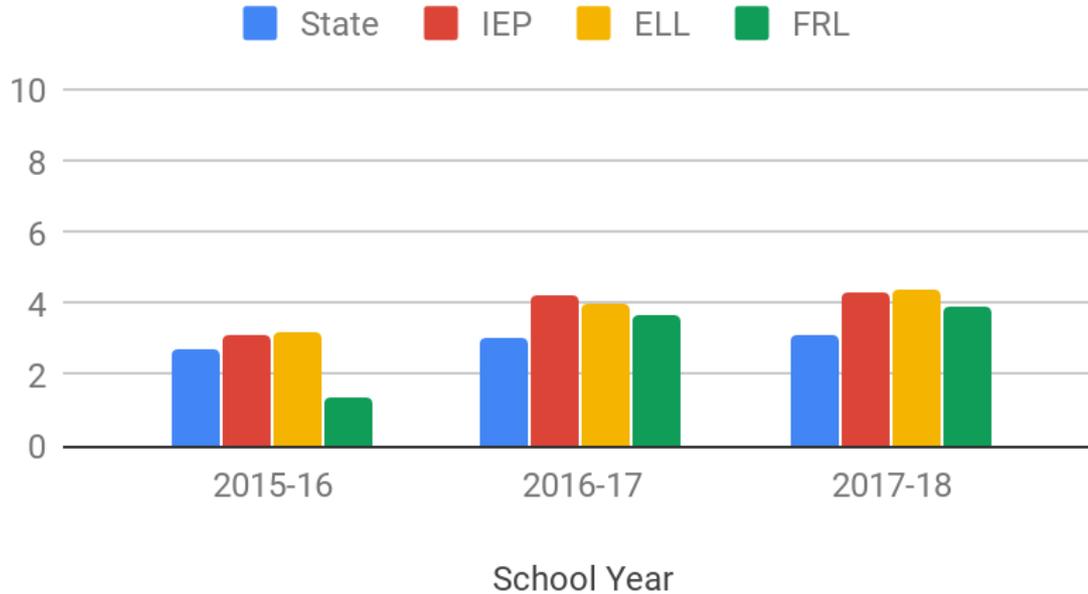
Summary of Findings Regarding Dropout Rates

The following student populations have higher dropout rates overall and in each grade than the average Nevada student between 6th and 12th grade:

- 1 English Learners** have a higher dropout rate overall and in each grade than the average Nevada students between 6th and 12th grade.
- 2 Students who have Individualized Education Programs (IEPs)** have a higher dropout rate overall and in each grade than the average of Nevada students between 6th and 12th grade.
- 3 Students receiving Free and Reduced Lunch (FRL)** have a higher dropout rate overall and in each grade than the average of Nevada students between 6th and 12th grade.

Summary of Findings Regarding Dropout Rates

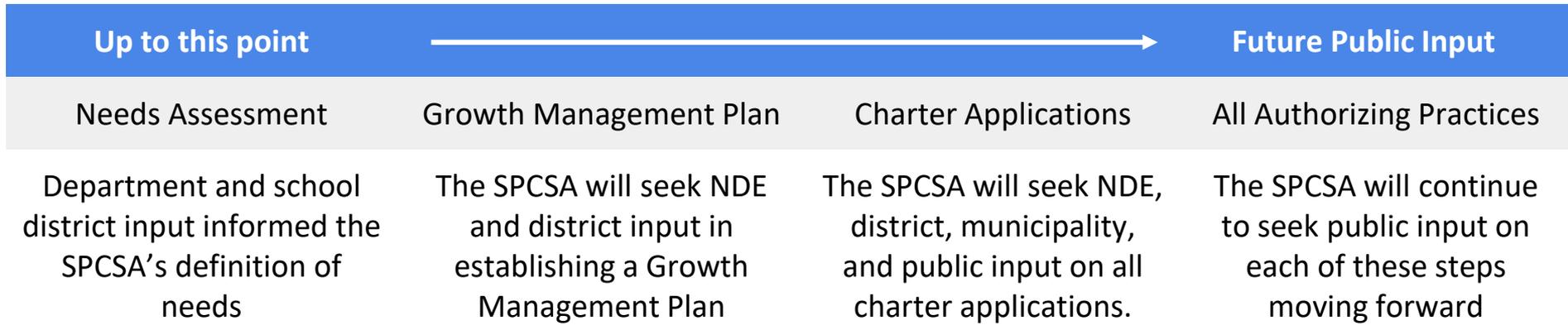
Dropout Rate by Student Population Over Time



Charts comparing other subgroup dropout rates to statewide averages are available in section IV of the Demographic and Academic Needs Assessment.

Stakeholder Engagement & Public Input

The SPCSA thanks the Nevada Department of Education, the staff of the Clark County School District, the staff of the Washoe School District, and the City of Henderson for their contributions to the Academic and Demographic Needs Assessment.* Input from the Department, districts, and the public will be critical in future planning and authorizing decisions.



*The SPCSA looks forward to further engagement with school districts and their boards of trustees and has initiated outreach to other municipalities across the state and anticipates including their input in future iterations of the Needs Assessment.

Next Steps

We are prepared to begin developing the Growth Management Plan following the approval of the Academic & Demographic Needs Assessment. As required by AB 462, we must complete the Growth Management Plan by the end of this calendar year.



Finalize Needs Assessment

We have finalized the Academic & Demographic Needs Assessment and have shared our methodology, findings, and the implications for SPCSA authorizing practices moving forward.

Update Needs Assessment with 10/1 Demographics

What questions do you have at this time?