



**Nevada State Public
Charter School
Authority**

Report on Site Evaluations

May 29, 2020

DRAFT

Contents

I. Introduction	3
II. Background	3
The State Public Charter School Authority	3
Public Charter Schools	4
III. Accountability and Site Evaluations	4
Accountability	4
Site Evaluations	4
Components of the Site Evaluation	6
Planning for Site Evaluations	7
Site Evaluation Schedule	8
Reporting	10
IV. Observations and Trends	10
Common Strengths	10
Data driven instruction	10
High level of parent involvement and stakeholder satisfaction	11
Common Recommendations	11
Higher level questioning and student discussion	12
Diversity	12
Consistent formative assessment and checks for understanding	12
Deficiencies and Action Items	13
V. Future Site Evaluations	15
VI. Appendix	16

I. Introduction

Assembly Bill 462 from the 2019 legislative session, now codified in NRS 388A.223, requires charter school sponsors to conduct site evaluations of each charter school campus in the first, third and fifth years of their charter contract. In addition, the legislation required that each sponsor complete the first site evaluation for each of the schools it sponsors and provide a report to the Legislative Committee on Education by June 30, 2020. The SPCSA initiated this first round of site evaluations in January of 2019 and completed the final site evaluation on May 8, 2020. The SPCSA submits this report to the Legislative Committee on Education for discussion on June 16, 2020.

II. Background

The State Public Charter School Authority

Created in 2011, Nevada's State Public Charter School Authority (SPCSA) is a governmental agency of the State of Nevada and a statewide charter school sponsor. Currently, there are four sponsors of public charter schools in the State of Nevada: (1) the SPCSA; (2) Clark County School District (six charter schools); (3) Washoe County School District (five charter schools); and (4) the Carson City School District (one charter school). Notably, no other charter school sponsor has approved or opened a new charter school other than the SPCSA since the SPCSA's creation in 2011.

The SPCSA authorizes public charter schools across the state and is responsible for oversight and monitoring of those schools to ensure positive academic outcomes for students and strong stewardship of public dollars.

As defined in NRS 388A.150, the purpose of the State Public Charter School Authority is to:

- Authorize charter schools of high-quality throughout this state with the goal of expanding the opportunities for pupils in this state, including, without limitation, pupils who are at risk.
- Provide oversight to the charter schools that it sponsors to ensure that those charter schools maintain high educational and operational standards, preserve autonomy and safeguard the interests of pupils and the community.
- Serve as a model of the best practices in sponsoring charter schools and foster a climate in this state in which all high-quality charter schools, regardless of sponsor, can flourish.

The State Public Charter School Authority is comprised of the nine Authority Board and twenty employees. As a charter school sponsor, the SPCSA oversees a rigorous process for new school applications. Since 2018, the SPCSA has approved four schools to open despite receiving thirteen applications over four application cycles. Schools that are approved to open are subject to a pre-opening process and strong oversight and monitoring protocols once the charter contract commences. These include required reporting measures, regular touch points aligned to the agency's LEA responsibilities (training, monitoring, technical assistance) and bi-annual site evaluations which will be the focus of this report.

Public Charter Schools

Public charter schools are tuition-free and enroll students on a lottery basis. No admission criteria are imposed on students and families¹. Public charter schools are required to take all state assessments such as the SBAC and ACT and are subject to a performance contract with the charter school sponsor, in this case the SPCSA. This ensures high levels of accountability academically, financially and operationally. Lastly, all public charter schools are governed by volunteer boards.

In addition to the charter schools referenced above that are sponsored by the Clark County School District, Washoe County School District or Carson City School District, there were 60 SPCSA-sponsored charter school campuses that combine to serve 49,420 students² in the 2019-20 school year. In addition to three virtual school programs that serve students statewide, the SPCSA sponsors schools that are located across five of Nevada's counties: Churchill, Clark, Elko, Washoe and White Pine. The SPCSA maintains regular communication with these school districts, two of which are also charter school sponsors themselves. According to the 2019 Nevada School Performance Framework (NSPF), 64% of SPCSA-sponsored public charter schools earned a 4 or 5-star rating.

III. Accountability and Site Evaluations

Accountability

A pillar of charter schools is accountability, and the SPCSA takes this responsibility seriously. The SPCSA evaluates the performance of each school through site evaluations and against the academic, organizational and financial performance frameworks and issues notices of concern or notices related to breach of the school's charter school contract, as needed. A notice of concern is usually the result of routine performance evaluation demonstrating evidence of weak performance, repeated or material failure to complete required compliance tasks, failure by a school to make substantial progress toward remedying a previously-identified concern, or an observed operational or programmatic weakness at the school observed through a site evaluation. In more serious cases, the SPCSA may initiate receivership or charter school contract termination proceedings.

Site Evaluations

Site evaluations are an additional accountability mechanism that allow the SPCSA to garner critical information about the school, assess how the school is implementing its proposed model as detailed during the application phase and the charter contract, and determine if the school is making progress with particular attention to any current or past notices that were issued. Data and information from the performance frameworks and site evaluations are used to inform high-stakes decisions by the Authority, including requested amendments to charter contracts, renewal, and contract termination.

Since January 2019, the SPCSA has conducted 60 site evaluations at all sponsored schools' campuses. SPCSA staff developed the schedule for site evaluations in the Fall of 2018, prioritizing schools that had exhibited past performance and/or compliance concerns, were operating under a notice, and

¹ Pursuant to NRS 388A.274, a charter school may, with approval from the SPCSA and State Board of Education be rated under the Alternative Performance Framework schools and restrict enrollment to certain students, including those that are significantly under-credited. Currently this applies to one SPCSA-sponsored schools.

² As of October 1, 2019.

those schools approaching the end of their charter contract. A breakdown of when those evaluations occurred can be found in the table below:

<u>Semester</u>	<u>Evaluations</u>	<u>Charter School</u>	<u>Campus³</u>
January – May 2019	18	American Preparatory Academy	
		Beacon Academy of Nevada	
		Elko Institute for Academic Achievement	
		Equipo Academy	
		Founders Academy of Las Vegas	
		Freedom Classical Academy	
		Honors Academy of Literature	
		Leadership Academy of Nevada	
		Learning Bridge Charter School	
		Legacy Traditional Schools	North Valley
		Mater Academy of Nevada	Mountain Vista
		Mater Academy of Northern Nevada	
		Nevada Connections Academy	
		Nevada State High School	Summerlin
		Quest Preparatory Academy	
Somerset Academy of Las Vegas	North Valley Skye Point		
Sports Leadership and Management (SLAM)			
September – December 2019	16	Discovery Charter School	Hillpointe Mesa Vista
		Doral Academy of Northern Nevada	
		Imagine School at Mountain View	
		Legacy Traditional Schools	Cadence Southwest
		Mater Academy of Nevada	Bonanza
		Nevada State High School	Downtown Henderson Meadowwood Southwest Sunrise
		Nevada Virtual Academy	
		Oasis Academy	
		Signature Preparatory	
		Silver Sands Montessori	
January – May 2020	26	Alpine Academy	
		Coral Academy of Science – Las Vegas	Centennial Hills Eastgate Nellis Air Force Base Sandy Ridge Tamarus

³ If no campus is listed, the charter school operates out of a single site or delivers instruction virtually.

			Windmill
		Democracy Prep	
		Doral Academy of Nevada	Cactus Fire Mesa Pebble Red Rock Saddle
		Futuro Academy	
		Nevada Prep	
		Nevada Rise	
		Pinecrest Academy of Nevada	Cadence Horizon Inspirada Sloan Canyon St. Rose
		Somerset Academy of Las Vegas	Aliante Lone Mountain Losee Skye Canyon Stephanie

All 60 site evaluations were conducted by teams of two or three SPCSA staff members. The SPCSA began tracking the time dedicated to each site evaluation in January of 2020 through a digital time-keeping platform in order to better understand staff demands for site evaluations. In total, the SPCSA spent 1,109.50 hours completing the site evaluations during the 2020 spring semester. This includes all hours spent from the beginning of the process through the final report. On average, this equates to approximately 43 staff hours per site evaluation⁴.

Components of the Site Evaluation

The philosophy behind the Authority’s approach to Site Evaluations, stems from best practices of charter school authorizers. The Nevada SPCSA has designed its Site Evaluation protocols on the recommendations of the National Association of Charter School Authorizers, as well as the researched best practices of numerous authorizers. These include the Colorado Charter School Institute; District of Columbia Public Charter School Board; Massachusetts Department of Elementary and Secondary Education; and the SUNY Charter Schools Institute. A 34-page Site Evaluation Handbook outlining each procedure in the process is posted on the State Public Charter School Authority website and can be found in Appendix [1]. The handbook is routinely updated with the most recent revisions taking place in September 2019.

Site Evaluations are conducted in Years 1, 3, and 5 of a school’s charter terms with newly opened campuses evaluated during their first year of operation. Additional site evaluations may occur as needed. SPCSA staff evaluators are trained on a regular basis. For norming purposes, all SPCSA evaluators must undergo exercises within the training to ensure their understanding and ability to

⁴ These numbers include all staff hours spent from January 1 – May 22, 2020. This number will be updated again prior to the final submission to the Legislative Committee on Education to reflect hours spent on final reports and evaluations conducted in the month of May.

objectively use the site evaluation rubric to evaluate classrooms. These employee trainings take place prior to the beginning of each semester in August and December. School leaders are invited to attend a separate training focused on site evaluation procedures and emphasizing the ratings within the site evaluation rubric.

When a new semester begins, all school leaders scheduled for an evaluation are notified and the site evaluation date is confirmed. Six weeks prior to the evaluation, the SPCSA team lead conducts a pre-site evaluation phone call and outlines the expectations and protocols for evaluation. By this time, the SPCSA team members participating in the evaluation have been assigned. The SPCSA rotates staff members for each school and network to help create an objective and reliable process. Multiple pieces of evidence are gathered through school and classroom observations, focus groups, and review of school documents. The focus groups are conducted with key stakeholders such as families, staff, students, leadership team and governing board members. All evidence is examined through the lens of the Performance Framework and the Academic Framework which provide expectations for school performance. Financial stability is considered and focused on through ongoing oversight. Once an evaluation has been completed, a site evaluation report is written, shared with the school leader, the school board, and the SPCSA board. The cumulative evidence contained in this report becomes part of the record that informs the SPCSA’s staff renewal recommendations to the Authority Board. The Board of the Nevada State Public Charter School Authority makes all final charter renewal decisions. A breakdown of the evaluation process as well as an example of a day of evaluation is included below.

Planning for Site Evaluations

Time Frame	Action Step	Rationale
Beginning of fall/ spring semester	Schools are notified of upcoming site evaluation.	First Notification to Schools.
8 weeks prior to the site evaluation	Site evaluation dates for each individual school are confirmed.	Enable SPCSA to schedule and assign team members to each evaluation.
6 weeks prior to the site evaluation	A pre-site evaluation meeting takes place between SPCSA team lead and school leader.	Evaluation schedule including focus groups, observations, and on-line submissions are communicated.
3 weeks prior to the site evaluation	Daily schedule, focus groups, and document submissions are confirmed.	Finalize schedule for evaluation day.
1-2 weeks prior to the site evaluation	SPCSA staff reviews documents submitted in advance of site evaluation.	Ensure staff is prepared and complete review of documents that do not require on-site time.
Date of site evaluation	Site Evaluation takes place. Five focus groups, 10-20 classroom observations, on-site document review.	Evidence is collected.
Following site evaluation	SPCSA team members meet to discuss evaluation and determine key findings.	Align on key findings to include in the report.

6-8 weeks after the evaluation	SPCSA Team completes a full 10-15-page report and sends to school leader.	All data/information compiled into detailed report and school leader reviews for spelling accuracies or factual corrections.
Within 1 week of Draft sent	The school leader reviews the draft and may offer factual or spelling corrections only. The school leader may opt to write a formal written response to any section of the report, which will not result in a change to the findings but will be added as an appendix.	SPCSA team addresses any incorrect factual information and attaches the formal written response, if any, to the back of the report as an appendix.
Within 8 weeks	SPCSA staff finalizes report and submits report to school leader, school governing board, and Authority Board. SPCSA will attend school/network board meeting upon request to present the report.	Ensure all parties are aware of the results of the site evaluation.
After final report is submitted	SPCSA staff stores a copy of the report to a secure location. Strengths, Recommendations, and Deficiencies are recorded and shared with school support team. Any specific, required follow up from schools is monitored for completion.	Follow-up to correct deficiencies. Support with plan for improvement.

Site Evaluation Schedule

Though each site evaluation schedule is uniquely designed to meet the context of the school, the sample schedule below is representative of a typical site evaluation.

Time	Action
7:00	SPCSA team arrives and settles into designated space
7:15	SPCSA team pre-briefing
7:30	SPCSA Team: Overview with Admin and Leadership Team
7:45	Observes morning arrival process outside and entryway/Observes common space (cafeteria and classrooms)
8:00	Observations: Elementary and Middle School classrooms
11:00	Document Review
12:00	Lunch
12:30	Student Focus Group
12:45	Observe lunchroom and playground
1:15	Leadership Focus Group
1:30	Afternoon Observations

2:30	Board Member Focus Group
3:00	Staff Focus Group
3:30	Family Focus Group
4:00	SPCSA De-brief with Team
4:15	SPCSA De-brief with school leader
4:30	SPCSA Team Depart

Evidence and Information

The steps taken during the site evaluation process assist the SPCSA in triangulating evidence using multiple sources of data. Each of these sources of data provide opportunity for the SPCSA team to ask questions and identify patterns of strengths and weaknesses. While the complete site evaluation handbook is available in Appendix [1], a summary of sources of evidence is below.

1. Current Academic Performance as Reported on the Nevada Report Card
 - A. Overall Star Rating
 - B. Smarter Balanced Assessment Growth and Proficiency (English Language Arts & Math)
 - C. ACT proficiency
 - D. Graduation rate
 - E. WIDA Growth
 - F. Student Engagement indicators such as chronic absenteeism
2. Pre-Evaluation Submissions
 - A. Staff Directory
 - B. Organizational Chart
 - C. Teacher Roster and Certification
 - D. Teacher Schedules
 - E. State Assessment List and Calendar
 - F. Professional Development Calendar
 - G. Student and staff data (overall enrollment, special population enrollment, student attendance, student discipline, faculty retention)
3. School Campus Observations
 - A. Evidence of the Mission Statement
 - B. Lunchroom and playground
 - C. Hallways and front office
 - D. Drop off and Pick up procedures
4. Focus Group Interview with key stakeholders:
 - A. School Board
 - B. Families
 - C. Staff
 - D. Students
 - E. School Leadership
5. Classroom Observations (see Rubric in Appendix [1])

Classrooms are evaluated in two areas; (1) Classroom Environment and (2) Instruction. Classrooms are observed for approximately 20 minutes and may be rated as:

 - A. Unsatisfactory
 - B. Basic

- C. Proficient
 - D. Distinguished.
 - E. Not Observed
6. On site document review items:
- A. Core Curriculum Documents
 - B. Lesson Plans
 - C. Assessments: interim and unit tests
 - D. Student Writing samples
 - E. School staff and leader Evaluation Protocols
 - F. Student Recruitment materials
 - G. Special Education policy and procedure manual
 - H. ELL policy and procedure manual

Reporting

The SPCSA Authorizing Team collects information and evidence before and during the site evaluation. Following the site evaluation, the results are compiled into full report and shared with school leaders, the Charter School Board, and the State Public Charter School Authority Board. Reports are generally 10-15 pages and include the following sections:

- I. Cover Page with the school name, mission statement, date, and a summary of the evaluation
- II. Classroom and school campus observation rubric rating in three areas: (1) Classroom Environment, (2) Instructional Practices, and (3) Organizational Effectiveness.
- III. A Summary of each focus group interview
- IV. Results: Strengths, Recommendations, and Deficiencies, if applicable
- V. Final Page with school NSPF Star Ratings and most recent ELA/Math proficiency rates, ACT scores and high school graduation rates.

IV. Observations and Trends

Across the 60 site evaluations that the SPCSA conducted over the last 18 months, there are several trends. Below is a summary of the common strengths observed at SPCSA-sponsored charter schools as well as the common recommendations.

Common Strengths

Based on the 60 site evaluation reports, there were patterns in terms of strengths identified throughout individual site evaluations.

Data driven instruction

A common strength exhibited at many schools sponsored by the SPCSA is clear evidence of data-driven instruction and school-wide use of student results to improve student achievement. At many schools, SPCSA site evaluators noted there was a consistent use of data to inform classroom-wide instruction and student-level decisions.

Many SPCSA-sponsored schools have grade level teams that regularly meet to analyze data to determine what students have learned and their current knowledge and skill levels. During site evaluations, SPCSA staff observed various examples of teachers using data to inform one-on-one interventions and deliver targeted, small group instruction. Moreover, in many focus groups, school staff described how data was used to identify specific student skill gaps in order to provide

individualized, targeted instruction, to make decisions about reteaching content, or to amend the way the content is delivered to students.

Numerous school administrations provided SPCSA evaluation staff with a thorough overview of their data practices, data trackers, and how data tools are used to identify students who may need additional support. In addition, various administrations described the use of student data binders, which track each student's progress throughout the student's enrollment. Finally, many of the campuses provide robust professional development for staff on using data to improve instruction. Some SPCSA-sponsored schools have dedicated data days in which staff members are provided additional support in using data to improve student achievement.

High level of parent involvement and stakeholder satisfaction

In many of the site evaluation focus groups, participants and stakeholders highlighted the strong sense of community at the school. SPCSA staff also noted across the many campuses that there is a strong sense of commitment and pride in the schools. Many parents described how their child's school provided a strong alternative to the traditional district schools in their region. In many of the schools, both students and parents spoke fondly of the support teachers provide and the individualized attention students receive due to teachers knowing students so well. It was commonly observed that families are very involved in school activities and parents often spoke of the attendance by staff and teachers at organized school events, such as athletics or concerts, as a way of building relationships and supporting the 'whole child.' SPCSA site evaluation teams noted that in most focus groups students overwhelmingly feel supported, and school staff frequently identified the closeness and small size of the schools as beneficial and contributing to their success.

During site evaluation focus groups, students, parents, and families often spoke highly of the culture and atmosphere of their schools. Frequently, parents described high levels of involvement with school staff. Common examples included an appreciation of the open-door policy the school staff has maintained and the flexibility and availability of school leadership. Many parents feel that they are consulted in key school decisions and that their school proactively communicates with parents and families. These communications come in a variety of ways, such as email, newsletter, school website, school Facebook page, Classroom DoJo, and many others.

Furthermore, students and parents often highlighted their appreciation for the school providing challenging educational opportunities, as well as extracurricular opportunities. Many staff and teachers reported multiple opportunities for their learning and development, often citing these opportunities in focus groups as motivating factors to remain at the school. Teachers frequently discussed how strong professional relationships among the staff create a positive staff culture and enable peer-to-peer learning. These trends contribute to school environments that are conducive to learning for students, teachers, and staff.

Finally, many stakeholders indicated that one of the things they value most are the academic results of their school. In many focus groups, stakeholders such as parents, teachers, students, and the governing board described their involvement in their school's academic progress and overall satisfaction with the performance, including star-rating, test results, and school climate and culture.

Common Recommendations

Based on the 60 site evaluation reports, there were also patterns in terms of common recommendations regarding areas for improvement.

Higher level questioning and student discussion

The SPCSA site evaluation teams observed many schools where there was a need for more consistent higher-level questioning and increased opportunities for student discussion within lessons. Specifically, several site evaluations reported a finding that teachers should continue to develop and pose higher-level questions of students and allow for more student discussion.

During site evaluations, SPCSA staff often observed classrooms where low-level Depth of Knowledge (DOK) questions were asked of students, focusing more on recall and skills/concepts rather than higher-level analysis or application. In many classroom observations, the evaluation teams noticed that teachers used yes or no questions or asked students to provide answers without any explanation or justification. When low-level questions were asked, it was also commonly observed that the teacher did not appear to have pre-drafted or selected questions as part of the lesson planning; rather, they had relied on determining the questions in the moment. Stronger instruction typically includes crafting questions in advance that are specifically designed to assess mastery of the objective and push students to think critically.

In addition, in many classroom observations, teachers seem reluctant to turn over the discussion to students. This often resulted in lessons that were weighted heavily towards teacher lecture and explanation, providing limited opportunities for students to engage directly with the content or hear the perspectives and ideas of their peers.

Diversity

As outlined in the State Public Charter School Authority's strategic plan, the SPCSA is committed to providing equitable access to diverse, innovative, and high-quality public schools. This is also reflected in the SPCSA's updated Academic Performance Framework which, beginning in 2020, will annually measure how the enrollment of each of the special population group compares with the local school district.

In several site evaluations, the need to serve a more representative population was identified. In particular, several site evaluations included recommendations to implement strategies to improve the diversity of students served. These strategies may include adjusting school marketing and recruitment plans to ensure access for diverse student demographics, phasing in the National School Lunch Program, if not already established, and implementing a weighted lottery.

The SPCSA recognizes the value of having diverse schools that are representative of the community in which they are located and is working to ensure school demographics more closely mirror those of the community.

Consistent formative assessment and checks for understanding

The SPCSA evaluators observed inconsistent use of daily formative assessment and checks for understanding within many of our sponsored charter schools. Formative assessments come in many forms such as an exit ticket, a written explanation of learning, or a small group discussion in which the teacher listens in to determine levels of comprehension. Formative assessment can be used during class to get real-time information about student learning or after a lesson or series of lessons to determine student progress.

In several schools, consistent evidence of classroom teachers routinely conducting checks for understanding and recording results was lacking. Rather in these schools, teachers frequently moved from one portion of the lesson to the next or wrapped up a lesson altogether without determining whether students understood the material. In addition to providing teachers with real-time feedback on student learning, daily formative assessments help to set high expectation for student learning.

Deficiencies and Action Items

Pursuant to Section 6(1)(i) of Assembly Bill 462, (2019 Legislative Session), sponsors, including the SPCSA, are required to “[conduct] site evaluations of each campus of a charter school it sponsors during the first, third and fifth years after entering into or renewing a charter contract. Such evaluations must include, without limitation, evaluating pupil achievement and school performance at each campus of the charter school and identifying any deficiencies relating to pupil achievement and school performance.” In addition, the sponsor must develop a plan with the charter school to correct any deficiencies that are identified.

The SPCSA defines a deficiency as a characteristic or condition which fails to meet a standard or is not in compliance with a required specification. In addition, the SPCSA requires that each indicated deficiency be corrected using a time bound plan of action that is developed by the charter school and the SPCSA. To illustrate the process of identifying and acting on a deficiency, below is a summary of how a deficiency was handled at one SPCSA-sponsored school.

Summary of Deficiency

During one of the site evaluations, the SPCSA evaluation team identified a deficiency related to incomplete alignment between the school’s academic program and the Nevada Academic Content Standards that was negatively impacting student achievement in math. Specifically, the site evaluation team’s observations found that several pieces of evidence indicated a lack of full alignment between instruction, curriculum, interim testing systems in place at the school and the Nevada Academic Content Standards. The specific concern for this school was rooted in their mathematics curriculum. The school had adopted a mathematics curriculum but had also opted to accelerate this curriculum by one full year for all students. This meant that students were expected to begin at one year above their actual grade level even if they did not demonstrate mastery or understanding of the standards for their current grade level. For example, a first grade student was automatically learning second grade math; however the Nevada Academic Content Standards requires a first grade student to learn and understand the first grade Nevada Academic Content Standards which are designed to set a benchmark for what students should know and be able to do by the end of their first grade year. This is to be done prior to their second-grade year. While there are appropriate circumstances to accelerate a student’s learning when a student has already mastered grade level content, the choice to move all students to the next year’s math curriculum was having a negative impact on student learning as evidenced by the school’s overall math proficiency.

Ultimately, the evaluation team found that students attending this school were not being provided the opportunity to learn and meet the same high-quality standards as those in other public educational settings within the state. The issue of grade level standards appeared to be the primary cause of this occurrence.

Following the site evaluation, SPCSA staff explained to the school’s leadership that the expectation of automatically accelerating all students by one grade level in math directly

conflicted with the Nevada Academic Content Standards and this was to be addressed with a plan to correct the deficiency. The site evaluation report similarly outlined this deficiency and the requirement to work with the SPCSA to correct the deficiency as required by statute.

In a follow up conference call, the deficiency in the school site evaluation report was discussed with the school leadership team. The SPCSA team explained the reason for the deficiency and outlined expectations for steps to correct the deficiency as well as the timelines. Specifically, all plans were required to include action items, owners, and be timebound. The school leaders and the SPCSA staff began work immediately on the plan to correct the deficiency. The work included further defining and understanding the deficiency and describing the necessary actions to correct it, as well as responsible parties for progress monitoring.

The plan was co-created with the school leaders and SPCSA staff and included a number of key requirements: ensuring that all instructional staff understand the Nevada Academic Content Standards, adjusting the curriculum, providing guidance for instructional grade level teams on the Nevada Academic Content Standards, supporting staff with backwards planning, and revising all school materials to reflect curricular changes. The school's plan to address these requirements included several professional development sessions as well as ongoing support to teachers through existing professional learning communities and instructional coaching. In addition, the school identified several targeted supports that would be provided to students who were not yet proficient in math. SPCSA staff approved the co-created plan to correct the deficiency and established a schedule for follow up meetings in which the school would be asked to show evidence of the action steps and outcomes described in the plan.

It is noteworthy that some site evaluations occurring prior to the passage of AB 462 in 2019 included Action Items, which were requirements to be completed by the school as a result of identified issues arising during the site evaluation process. Eight schools were tasked with Action Items stemming from site evaluations that occurred in the spring of 2019, most of which centered around stronger governance practices and recurring training. All of these action items have been completed by individual schools, but would have likely been deemed deficiencies by SPCSA staff. In short, some action items occurring prior to the 2019 – 2020 school year and the passage of AB 462 would have qualified as deficiencies.

Overall, most of the action items related to governance and school operations. While SPCSA staff did not observe significant problems at the Board-level, multiple schools had noticeable opportunities to strengthen the school board's understanding of the school's program and strengths and weaknesses of the school. Schools that received this action item were required to develop and/or revise the board member orientation and conduct governance training.

Per these action items, the SPCSA staff has strongly advised Boards to continue to engage in a formal governance training on a regular basis with an established charter school board resource organizations such as Charter School Boards, National Alliance for Public Charter Schools, or the National Charter School Resource Center. SPCSA staff has further advised schools that trainings should be led by external resources and not by the school leader.

V. Future Site Evaluations

Having completed the first site evaluation for each of the SPCSA-sponsored charter schools, SPCSA staff are looking forward to the opportunity to continue to refine our site evaluation process and continue to use site evaluation as a means to ensure schools are fulfilling their obligation to students, families, teachers and taxpayers. Over the summer, staff will review the site evaluation protocol and identify any areas for improvement. Staff expects to bring any proposed revisions to the site evaluation protocol to the SPCSA Board by August to ensure robust implementation for the 2020 – 2021 school year. After reviewing school contract dates and the list of new campuses opening next year, staff has developed a schedule for site evaluations during the 2020-21 school year.

DRAFT

VI. Appendix

1. Site Evaluation Handbook
2. SPCSA Performance Framework
3. Academic Performance Framework
4. Financial Performance Framework
5. Organizational Performance Framework

DRAFT

Appendix 1: Site Evaluation Handbook

DRAFT

NEVADA STATE PUBLIC CHARTER SCHOOL AUTHORITY SITE EVALUATION HANDBOOK

A reference for leaders at state-authorized charter schools in Nevada



Nevada State Public Charter School Authority

Nevada SPSCA Carson City Office
1749 N. Stewart Street
Suite 40
Carson City, Nevada 89706
775-687-9174

Las Vegas Office
2080 E. Flamingo Road
Suite 230
Las Vegas, NV 89183

<http://charterschools.nv.gov/>

Table of Contents

OVERVIEW.....	3
PURPOSE OF VISITS	4
TYPES OF VISITS.....	5
Pre-Opening Readiness Checks	5
Initial Site Evaluations	5
On-Going Site Evaluations	5
Support Visits	6
Pre-Renewal Site Evaluations	6
CURRENT EVALUATIONS/NEEDS	7
Multi-Site Networks.....	7
EVALUATION PROCESS	8
OUR MEASURES	8
PREPARING FOR THE EVALUATION.....	9
Scheduling the Visit	9
Points of Contact.....	10
Team Structure.....	10
Evaluation Schedule	10
Pre-Visit Submissions	11
Logistics.....	12
DURING THE EVALUATION	13
Classroom Observations.....	13
Document Review	14
Interviews/Focus Groups.....	15
School Leader Briefing.....	16
AFTER THE VISIT.....	18
Site Evaluation Report	18
APPENDIX A: SITE EVALUATION CHECKLIST.....	19
APPENDIX B: SITE EVALUATION CLASSROOM OBSERVATION FORM AND RUBRIC	21
APPENDIX C: REQUIRED DOCUMENTS FOR REVIEW-DAY OF EVALUATION.....	28
APPENDIX D SITE EVALUATION DATA COLLECTION FORM	31
APPENDIX E: TEACHER ROSTER AND CERTIFICATION FORM ¹	32
APPENDIX F: FOCUS GROUP TEMPLATE.....	32
APPENDIX G: SITE EVALUATION FINAL REPORT TEMPLATE	34

OVERVIEW

This handbook serves as a reference for state-authorized schools on the topic of Site Evaluations. Routine visits, particularly Site Evaluations, are a critical accountability component to the oversight of schools by the Nevada State Public Charter School Authority (SPCSA) and are fundamental to charter schools' autonomy. As approved by the Legislature [NRS-388A.150] the Authority is to *“provide oversight to the charter schools that it sponsors to ensure that those charter schools maintain high educational and operational standards, preserve autonomy and safeguard the interests of pupils and the community.”* In addition, Assembly Bill No. 462, passed by the Legislature during the 80th session (2019) which outlines the responsibilities of the State Public Charter School Authority, in Sec. 6. (i) regarding the legal requirement to conduct site evaluations of each campus of a charter school it sponsors during the first, third and fifth years after entering into or renewing a charter contract. “Such evaluations must include, without limitation, evaluating pupil achievement and school performance at each campus of the charter school and identifying any deficiencies relating to pupil achievement and school performance. The sponsor shall develop a plan with the charter school to correct any such deficiencies.

Site Evaluations allow the SPCSA to assess schools' student achievement, progress to goals, and fulfillment of their mission, vision, and educational program outlined in their charter. Improving the learning of pupils, and, by extension, the public education system; increased opportunities for learning and access to quality education; and a more thorough and efficient system of accountability for student achievement in Nevada, are all foundational elements of the SPCSA's mission and the legislative intent of charter schools and are central elements of the Authority's on-going evaluation of charter schools.

The SPCSA conducts multiple visits throughout schools' charter terms. These include pre-opening readiness checks, site evaluations, and support visits. The types, frequency, and purpose of each visit is outlined in this guide. During Site Evaluations, typically conducted in Years 1, 3, and 5 of a school's charter terms, multiple pieces of evidence are gathered through classroom observations; focus groups and interviews with key stakeholders such as families, staff, and governing board members; data collection and analysis; document review; and ongoing accountability measures. All evidence is considered and examined through the lens of the Performance Framework and provided criteria, which communicate the expectations of schools in two components that are the focus of Site Evaluations: academic performance and organizational effectiveness. Financial stability is also considered and focused on through ongoing oversight. The cumulative evidence through multi-year oversight measures become part of the record that informs the SPCSA's staff renewal recommendations to the Authority Board. The Board of the Nevada State Public Charter School Authority makes all final charter renewal decisions.

The philosophy behind the Authority's approach to Site Evaluations, as outlined throughout this guide as well as the practical approach the SPCSA takes for visits, stems from best practices of charter school authorizers and are grounded in the role of an authorizer as providing oversight that allow schools to operate continuously with high levels of autonomy. The Nevada SPCSA has designed its Site Evaluation protocols on the recommendations of the National Association of Charter School Authorizers, as well as the researched best practices

of numerous authorizers, specifically the Colorado Charter School Institute; District of Columbia Public Charter School Board; Massachusetts Department of Elementary and Secondary Education; and the SUNY Charter Schools Institute.

The Authority Board and staff recognize the many challenges and responsibilities of schools and school leaders through the course of the year and appreciates the collaboration and cooperation on all visits, especially Site Evaluations. This document has been designed to provide practical and thorough information about Site Evaluations to ensure all stakeholders, particularly charter school leaders and their governing teams, know what to expect and how to best prepare and to ensure efficiency of on-site visits. Familiarity with the protocols, practices, and procedures will help ensure smooth, non-disruptive, effectual visits by the SPCSA staff. Included in Appendix A is a check-list for school leaders that supports their preparation for Site Evaluations.

PURPOSE OF VISITS

The purpose of Authority visits depends on the nature of the visit. In most cases, it is to exercise oversight, gather formal and anecdotal evidence that supports the Authority's monitoring of its schools, and document progress toward goals outlined in schools' charter to ensure accountability as a state-authorized, public school. The focus is on the academic performance and organizational effectiveness of the school, as well as adherence to the approved charter and charter contract with the Authority. In other visits, it is to support schools under the SPCSA's auspices and help schools reach their goals. We want schools, especially those we authorize, to succeed. Our work, whether through evaluative or support visits, is designed to help schools do their best for students and ensure schools can continuously operate at high levels of performance. We want all schools to succeed, and ensuring compliance with charter, state, and federal law, as well as consistent academic achievement helps support schools' continuation. While the SPCSA also focuses on financial viability during the Site Evaluations, the emphasis is on the school's operations, instruction, and compliance components. Evidence gathered during Site Evaluations is ultimately used by the staff in its recommendations for renewal and by the Authority for a renewal decision.

Site Evaluations or Support Visits can occur at any point during a charter's terms, and the Authority visits each school at least once a year for either/both a Support Visit or Site Evaluations. While evaluative visits can occur in any year of the charter, typically they occur in Years 1, 3, and 5 to best support schools' stage of development and the renewal process of Year 6. Schools in receipt of a 'Notice of Concern' or 'Notice of Breach' are more likely to have an additional Site Evaluation, and these notices may prompt more frequent visits and/or intentional oversight. The Authority strives for consistency in its processes and aims to support schools' autonomy, but the SPCSA also reserves the right to conduct oversight and compliance checks in any year of a school's operations.

Specific types of visits are outlined below, along with frequency and duration.

TYPES OF VISITS

Pre-Opening Readiness Checks

Prior to the opening of a new school, the Authority conducts a pre-opening visit within two weeks prior to the first day of instruction; schools are provided with a pre-opening readiness checklist within 30 days of authorization, and a pre-opening call takes place within 45 days prior to the first day of instruction. The checklist provides a comprehensive inventory of the tasks and deadlines to ensure a successful school opening.

The purpose of this visit, which should take between two and three hours to conduct, is to for the Authority to inspect and review the school. The Pre-Opening Readiness Check allows the school to demonstrate the work that has been done to prepare for a successful school opening. The Pre-Opening visit includes three parts: tour of the school facility; school demonstration of how the Pre-Opening Readiness Checklist items have been met; and discussion of the school's development.

Initial Site Evaluations

Authority staff on the Authorizing team conducts this Year 1 visit to ensure the new school has a strong start that sets it up for long-term success. The staff assesses the school early to identify any challenges that could be detrimental to the school meeting its goals and/or fulfilling mission, vision, and academic program outlined in the Authority-approved charter.

The visit lasts 0.5 to 1 school days and is focused on the academic performance and organizational effectiveness components of the school, and includes classroom observations, focus groups, and detailed data analysis of student achievement. The visiting team uses established criteria, performance frameworks, and metrics to inform its observations and focus groups. These visits are initiated by the Authority, and a written report is provided to the school with feedback, findings, and recommendations. These visits provide evidence for recommendations to the Board for decision making and ongoing support for a school.

On-Going Site Evaluations

The Authority typically does not conduct evaluative oversight visits to each school annually. Rather, the Authority focuses on evaluative visits in Year 1 (Initial Site Evaluations), Year 3, and Year 5. The Authority relies on the School Support team's annual support visits, as well as ongoing compliance reporting, to inform the Authorization team's understanding of schools' progress and performance. Schools with a proven track record and that are consistently recognized as 4- or 5-star schools may have fewer evaluative visits. Conversely, schools that have shown inconsistent student achievement, have consistently underperformed, and/or have received notices of concern/breach, may have additional oversight through visits.

During Evaluation Visits, which last 1 to 2 school days, the Authorization team of the SPCSA focuses on the academic performance and organizational effectiveness components of the school, and includes classroom observations, focus groups, and detailed data analysis of student achievement. The visiting team uses rubrics, performance frameworks, and metrics to inform its observations and focus groups. These evaluations are initiated by the Authority, and a written report is provided to the school with feedback, findings, and recommendations.

These visits provide evidence for renewal and recommendations to the Board for decision making.

Support Visits

Support visits are on-going annually and led by the Authority's School Support division. They are designed to help schools with specific needs and targeted support (i.e., Special Education, McKinney Vento). These are conducted through informal and formal building walk throughs, visits, and participation or observation at PDs, and they are initiated at both the school's request and by the School Support team of the Authority.

These visits can be brief (i.e., 1 hour for a meeting or campus walk through) or take place over an entire school day. Data, anecdotal evidence, and observation notes from these visits provide the entire Authority staff with a deeper understanding of the school's performance, progress, and potential, and may be included in any reports and recommendations to the Authority Board.

Pre-Renewal Site Evaluations

In year 5 and/or 6, pending staff capacity and past performance, the Authority conducts these evaluative visits for schools to assess the school's progress against goals outlined in its charter and the school's student performance. Additionally, these evaluations will help identify key needs for schools that have shown inconsistent student achievement or have been consistently underperforming for purposes of renewal. Pre-Renewal Site Evaluations may be combined with the year 5 evaluation.

The focus for the Authorization team of the SPCSA is on the academic performance and organizational effectiveness of the school, with an emphasis on analysis for recommendation for renewal. These visits provide schools with another opportunity to showcase their compliance, achievement, and accomplishments in favor of renewal.

These visits may last 1-2 school days and include classroom observations, focus groups, and detailed data analysis of student achievement. The visiting team uses rubrics, performance frameworks, and metrics to inform its observations and focus groups. These visits are initiated by the Authority, and a written report is provided to the school with feedback, findings, and recommendations. These evaluations provide evidence for renewal and recommendations to the Board for decision making.

Figure 1: Types of Visits and Evaluations

Type of Visit	Occurrence	Purpose
Pre-Opening Readiness Check	Within 2 weeks of first day of instruction	Determine school's readiness for first day of instruction
Initial Site Evaluation	Year 1, typically fall or early winter	Ensure new school has a strong start that sets it up for long-term success; Identify any challenges that
On-going Site Evaluations	Years 3 and 5	Evaluate school's progress, student achievement, and alignment to mission
Support Visits	On-going	Provide specific and targeted support to schools based on their needs
Pre-Renewal Site Evaluation	Year 5 and/or 6, pending staff capacity and past performance. This may be combined with the on-going year 5 site evaluation.	Opportunity to assess the school's progress against goals outlined in its charter and student achievement. Additionally, this evaluation will help identify key needs for schools that have shown inconsistent student performance or have been consistently underperforming for purposes of renewal

CURRENT EVALUATIONS/NEEDS

SPCSA staff will review the Authority's portfolio of schools on at least a semiannual basis. Schools that are due for a site evaluation will be contacted at least two months prior to the actual site evaluation. Per Assembly Bill 462 from the 80th legislative session, SPCSA staff will conduct site evaluations of each campus during the first, third and fifth years of a charter. Additionally, the SPCSA may conduct a brief evaluation in the third year if the charter receives, in the immediately preceding year, one of the two highest ratings of performance pursuant to the statewide system of accountability for public schools.

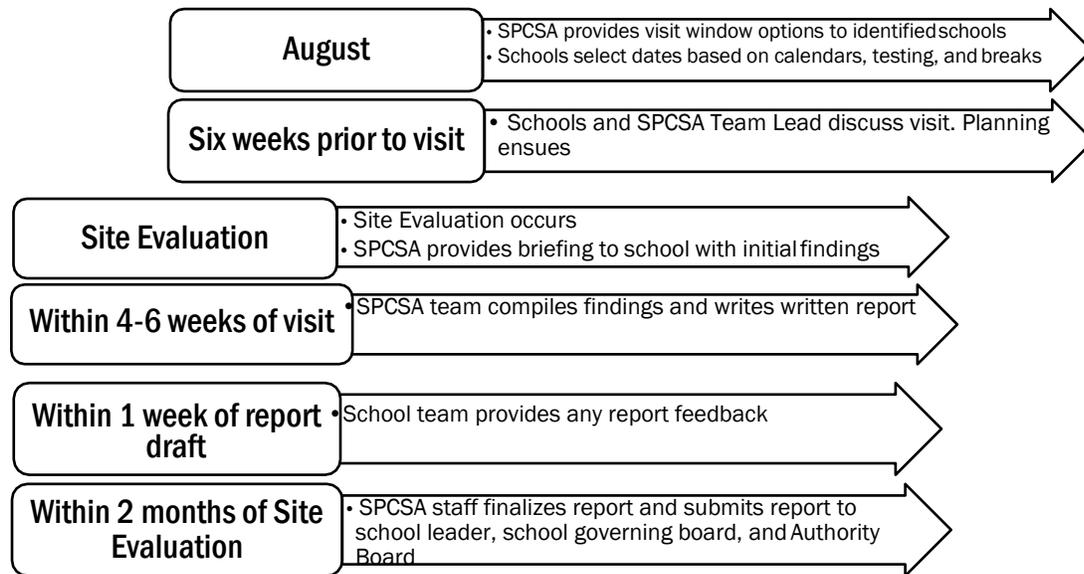
Schools that are approaching or about to enter the renewal process will be prioritized. Those schools that are operating under a Notice be added to the calendar for a Site Evaluation in any year. For schools with multiple campuses, Authority team members will identify the most fitting campus(es) to evaluate in a given year and communicate with those school leaders.

Multi-Site Networks

Beginning 2019-2020 school year, the SPCSA shall continue to refine and improve the logistics for site evaluations. Should a network of schools require site evaluation(s), the authorizing team will work to eliminate possible redundancies. For example, it may be feasible to conduct one or more focus group interviews for a set of schools within the same network rather than several at each school site. Additionally, a network may request that evaluators specifically look for a set of predetermined best practices across campuses. This may be helpful to school and network leaders to identify patterns across network schools.

EVALUATION PROCESS

The process for a Site Evaluation can take about three to nine months, depending on when the evaluation occurs. From the initial outreach, which will typically take place at the beginning of the school year, to schedule the visit, to the final report being submitted to the school, the school's board, and the Authority Board, the process can take time. The following diagram outlines the complete Site Evaluation process. Please note, the SPCSA is conducting this process and process with multiple schools through the course of the year.



OUR MEASURES

Using the Performance Framework as the foundational guide, the SPCSA also uses pre-established, clear criteria for Site Evaluations, centered on the academic performance and organizational effectiveness, with a focus on fidelity to the school's charter and its execution.

Resulting site evaluation reports will contain findings or observations related to the outlined criteria (Appendix B). Findings provide an objective description of the school's performance, as defined by the criteria. Findings synthesize the SPCSA team's analysis of collected data. The Authority uses a ratings scale to summarize a school's performance against the criteria. Ratings provide a concrete summary of a school's performance at the time of the Site Evaluation. In the site visit report, each criterion will be accompanied by a rating: Distinguished, Proficient, Basic, Unsatisfactory. Schools' goals for rating should be at least 'proficient.'

Figure 3: Rating Scale

Rating	Description
Distinguished	The school consistently demonstrates this criterion and is a potential exemplar in this area.
Proficient	The school substantially demonstrates this criterion though minor concerns are noted.
Basic	The school demonstrates some aspects of this criterion but not others and/or moderate concerns are noted.
Unsatisfactory	The school does not demonstrate the criterion and/or significant concerns are noted.

The site evaluation report will identify examples of the school demonstrating/not demonstrating the criteria and which justifies the ratings. For criteria in need of improvement, the Authority will offer solutions grounded in best practice and/or aligned with the school's mission, vision, and academic program as outlined in its charter.

Per AB 462, (80th Legislative Session), SPCSA authorizing team is required to evaluate pupil achievement and school performance. Any deficiencies noted must be addressed jointly by the SPCSA authority and the school by developing a plan to correct such deficiencies.

PREPARING FOR THE EVALUATION

Given Nevada schools' calendars and established best practices, the SPCSA typically conducts Site Evaluations between the end of September and April. Pre-Renewal Site Evaluations are scheduled later in the year to allow schools with inconsistent performance to better demonstrate strong operations, while allowing time to address any urgent matters in advance of Year 6 renewal application. Renewal Site Evaluations take place in the fall of Year 6, both prior to and during the window for the renewal application process.

Initial Site Evaluations generally take place in the fall or early winter of a school's first year to best support a strong opening of the school and help troubleshoot any operational challenges that could impact the long-term success of the school.

The Authority recognizes that the time of year of an evaluation may have an impact on the quality of instruction and efficiency of operations, and the SPCSA takes timing into consideration during observations and when drawing conclusions based on evidence gathered during a visit. Schools should maintain their regular schedule and daily routines for Site Evaluations and visits.

Scheduling the Visit

Prior to Site Evaluation, the SPCSA staff coordinates with school leaders, or their designated contact, to plan visit dates. When planning Site Evaluations, we consider a variety of factors, including holidays, testing schedules, field trips, and school professional development days, as well Authority staff availability. SPCSA staff provides a window of potential dates to schools, based on staff calendars, known school factors, and visit purpose (i.e., Initial Site Evaluation,

Pre-Renewal Site Evaluation). As the Authority staff works collaboratively with schools to accommodate their schedules and preferences, planned visits days are generally not changed or rescheduled unless a serious conflict arises. Once a school leader knows the day(s) of a Site Evaluation, s/he should share that information with the staff, board, and other stakeholders to begin preparation for the visit.

Points of Contact

For Site Evaluations, including Initial Site Evaluations and Renewal Site Evaluations, the primary point of contact for the Authority is the Director of Authorizing. S/he may assign a staff member as Team Lead for the visit, but schools' initial point of contact should be the Director of Authorizing.

For the school, the SPCSA will first contact the school leader (i.e., the Head of School, Principal). It is at the school leader's discretion to identify a different primary point person from the school with whom the SPCSA will coordinate the site visit and communicate that person's name and contact information to the SPCSA staff.

Team Structure

The Site Evaluation team is led by a member of the SPCSA's Authorization team. The team leader coordinates and facilitates the visit, which may include staff members from other SPCSA teams and/or external consultants. Factors such as academic achievement, fiscal soundness, school size, and school location will be considered when assembling the site visit team, as well as team members' expertise in fiscal management, governance, school leadership, curriculum, and instruction.

Evaluation Schedule

Based on best practices of authorizers, the SPCSA's Site Evaluations will generally take place over the course of 1 to 2 days, depending on the size, structure, and location of the school. Evaluators will conduct focus groups/interviews, observe operations and instruction, and review requested documents. The team's schedule also will allow for a debrief to discuss preliminary findings.

The Site Evaluation schedule and plan will be developed using school-provided teacher and daily schedules and will typically start an hour before the start of instruction and go until at least 1.5 hours after instruction. The team leader will coordinate with the school's primary point person to arrange specific times for the team's arrival and departure based on the school's daily schedule.

A sample 1-day Site Evaluation visit may look like the following, but is subject to change based on the needs of the school and the purpose of the visit:

Figure 4: SAMPLE ONLY 1-Day Site Evaluation Schedule

TIME	ACTION
7:00 a.m.	SPCSA team arrives and settles into designated space
7:15 a.m.	SPCSA team pre-briefing
7:30 a.m.	SPCSA Team: Overview with Admin and Leadership Team
7:50 a.m.	SPCSA Team A: Observes morning arrival process outside and entryway SPCSA Team B: Observes in common space (i.e., cafeteria) and classrooms
8:10 a.m. - 10:00 a.m.	Team A: Observe in Middle School Team B: Observe in Elementary School
10:00 a.m. - 11:00 a.m.	SPCSA Team: Document Review
11 a.m. - 11:30 a.m.	Team A: Student Roundtable Team B: Personal lunch/break
11:30 a.m. - 12 p.m.	Team A: Personal lunch/break Team B: Observe lunch/operations
12:00 p.m. - 12:30 p.m.	SPCSA Team Debrief
12:30 p.m. - 2 p.m.	Team A: Observe in Elementary School Team B: Observe in Middle School
2: 00 p.m. - 2:45 p.m.	Team A: Roundtable with Admin and Leadership Team Team B: Roundtable with select Governance Team members
2:45 p.m. - 3:15 p.m.	Team A: Interview with Special Education and ELL team members Team B: Document Review
3:15 p.m. - 4: 00 p.m.	EPP Team A: Staff Focus Group (no admin) EPP Team B: Family Focus Group
4:00 p.m. - 4:15 p.m.	SPCSA Team Debrief
4:15 p.m. - 4:30 p.m.	EPP Team Lead/Team A: Debrief with Admin & School Leader EPP Team B: Clean Up
4:30 p.m.	SPCSA Team Departure

Pre-Visit Submissions

Prior to the evaluation, there are a variety of documents the SPCSA Site Evaluation team needs in order to prepare for and plan the visit. These documents also help familiarize the Authority team with the organizational structure, academic programs, and instructional schedule of the school to maximize their time on campus and create the most efficient schedule for the Site Evaluation. The school’s point person will coordinate with the Authority team lead to determine submission process and due dates.

When providing pre-visit documents, schools need to ensure they are the most current and accurate. Schools should provide updated documents to the SPCSA should they change between initial submission and the Site Evaluations (i.e., staff rosters). We recognize the time schools will spend compiling pre-visit materials; complete and timely submissions ensure an efficient visit with minimal requests of the staff and disruptions of instruction on the day of the visit.

Whenever possible, SPCSA staff will use documents schools post in Epicenter as part of the Reporting Requirements, provided they are the most recent and current for the Site Evaluation. Schools are encouraged to use and share existing documents, rather than create just for Site Evaluations.

Required documents for pre-visits submissions include:

1. Staff Directory: Provide a complete staff directory, including staff members' names, roles, room assignments. The directory should also include non-instructional staff and any consultants/contracted employees, such as Speech Pathologist or cafeteria workers.
2. Organizational Chart: Submit a chart that includes *all* instructional and non-instructional staff and accurately illustrates the school's reporting structure. The Org Chart does not need to include staff by name; it should reflect all positions, current titles, and relationships between management/governance and any CMO/EMO.
3. Teacher Roster and Certification: Using the template provided in Appendix E, complete the Teacher Roster and Certification form, identifying each current teacher's certification, content/grade area, and years of experience. The Authority recognizes that staffing changes occur from the beginning of the year through the school year, and the Site Evaluation Team Lead and school leader will discuss these changes in a pre-visit call so the SPCSA can best understand the current staffing strengths and challenges prior to their visit.
4. Teacher Schedules: Provide schedules that indicate where each teacher will be throughout the day and what subject/grade s/he teaches within each block of the day. Please also indicate any non-instructional time, such as prep period, lunch, coaching meeting, team meetings. To allow the SPCSA to create the most efficient schedule for the Site Evaluation, please clarify class names and locations, such as Harvard or "The Lions" by providing an explanatory key.
5. Assessment List and Calendar: Provide a list and calendar for all diagnostic, formative, and summative assessments administered by each grade level throughout theyear.
6. Professional Development Calendar: Submit a calendar of all professional development opportunities provided to the staff throughout the year. If possible, please include a rationale or objective for each PD session, i.e., "Schoolwide Management 101 – August 2018: To align on schoolwide behavior and management expectations and consequences to ensure consistency for students and staff."
7. Site Evaluation Data Collection Form: Complete and submit the Authority's Site Evaluation Data Collection Form, the template for which will be provided. An example of this form is including in Appendix D.
8. Focus Group Template: Complete and submit the Focus Group Template provided to you in Epicenter. *Due date approximately two weeks prior to the Site Evaluation*

Logistics

The SPCSA team requests the following from the school site for the duration of their Site Evaluation:

1. On-site Point Person: The school should designate someone, typically the school leader,

to serve as the liaison for the Authority team. This person should be available throughout the visit to troubleshoot issues that may arise, such as document location or schedule changes. The on-site point person should be able to answer questions and provide information about the school to the visiting team.

2. Meeting Space: The Site Evaluation team will need a private meeting space (i.e., small conference room) from which to run point for the duration of the Site Evaluation. We recognize that charters often have limited space and that Authority staff taking over a room for at least a full day can be disruptive to some staff. However, a private meeting space is critical to the successful and thorough conduct of the Site Evaluation and will be used for team discussions, document review, and interviews with members of the school community.
3. Access to WIFI and power outlets: The Authority staff will use their laptops extensively through the visit and will need access to power outlets when in the assigned meeting space. Please ensure that adequate access is provided, including extension cords and power outlets. Please have guest WiFi access ready, with a log in and password provided to the Team Lead upon arrival to the school.

Team Lead will address any other logistical requests with the school point person, such as an LCD projector or a nursing space, as they arise through the planning stages for the Site Evaluation.

DURING THE EVALUATION

Site Evaluation team members will observe throughout the school, including morning arrival and lunch; conduct classroom observations in all grade levels and/or content areas; interview teachers, administrators, governance team members, support staff, students, and families; and conduct document reviews. The gathered data provides evidence to SPCSA and allows the team to generate conclusions and findings on the school's effectiveness with the execution of its charter and its achievement of the school's mission, goals, and purpose as outlined in the charter.

Classroom Observations

In order to get a full picture of the instructional practices, student achievement, and the school's execution of his academic program detailed in its charter, the SPCSA Site Evaluation team conducts extensive observations. Classroom observations provide in-depth understanding of instructional delivery, curriculum implementation, and student learning, while Operational observations, such as morning arrival, lunch, and transitions provide insight into the practices and procedures of the school that impact and influence instruction.

The SPCSA provides all site-evaluation team members training in order to fully understand the indicators, and ratings used during the evaluation. The content of this training includes an analysis of the three areas which receive a rating. These are classroom environment, instruction, and organizational effectiveness. An emphasis is placed on norming observed factual data obtained during classroom visits. These trainings include the use of live classroom videos and hands-on practice of using rubrics during an observational classroom

setting. Trainings will take place for members of the authorizing team at SPCSA at least one time per semester. During their time in classroom, evaluation team members observe instruction, teacher action, student action, classrooms, and inspect curriculum resources, student work (both on display and in journals, folders, etc.). Evaluators may talk with students and/or teachers but never during instruction; team members are conscious of not interrupting instruction or disrupting regular routines in the classrooms.

SPCSA staff will host live and web-based learning sessions for charter school leaders to gain a clear understanding of the SPCSA Classroom Observation Form and Rubric. These will be offered at least once per academic semester. For more information, or to inquire when the next session will be, please contact Karen Gordon (karengordon@spsca.nv.gov).

Teachers should have lesson plans, grade books, artifacts of student work, and other relevant documents readily available and in an area accessible/labeled so as evaluators do not need to interrupt to find them. Teachers are not obligated to greet or respond to visitors in any way; teachers and students should adhere to regular routines and practices. Part of the purpose of classroom observations is to get an accurate representation of the day-to-day practices of schools; changes to routines or teaching methods often have unintended negative consequences, and teachers should follow their regular habits.

SPCSA team members will use a Classroom Observation template (Appendix B) and rubric to ensure consistent alignment across state-authorized schools, as well as for familiarity with the tool. However, schools will be asked to provide observation and evaluation templates for teachers and administrators during the on-site document review so that SPCSA staff can better understand how schools observe, evaluate, and assess instructional delivery, as well as how the schools' observation methods are used in coaching, teacher evaluation, and professional development.

Document Review

Visiting site evaluators examine a broad range of documents during visits. The Family Educational Rights and Privacy Act (FERPA) permits the Authority and its staff, as the school's authorizer, as an LEA, to inspect student records, including student performance data, Individualized Education Plans (IEPs), and discipline records during a Site Evaluation. Any external members of the SPCSA team will have signed a legally binding confidentiality agreement that ensure student privacy.

Documents for the onsite review should be placed in the site visit team's room in an organized, easy-to-access manner (i.e., labeled binders, folders). For documents that are too large or impractical to print, the school should arrange electronic access for at least two team members (to be designated during pre-visit logistics). Team members will have a designated time to review the requested documents, though documents should be ready by the start of the team's visit. Evaluators may ask the school leader and/or designated point person for orientation around some documents. Team members may also ask for additional documents, not originally provided, particularly when pursuing a particular line of inquiry. In

order to minimize the work in preparing these documents for the visit, and to allow the Authority to better understand the school's actual operations, please provide existing documents, when possible.

Requested on-site documents for review are found in Appendix C. Additional items may be requested during the logistical planning for the visit based on school needs, performance, and/or previous evaluations.

Interviews/Focus Groups

Interviews and Focus Groups provide first-hand and distinct feedback from stakeholders of the school. Parents, teachers and staff, governing board members, and students all have a variety of perspectives from their involvement with the school. Therefore, it is important to collect anecdotal and factual evidence from these stakeholders. Additionally, staff in critical roles such as Special Education coordinator or ELL instructor, provide a unique lens into the overall educational program and supports for diverse populations.

Interviews and Focus Groups are conducted by members of the Site Evaluation team and depending on the size and availability of the team, may include one to three team members. Interviews are typically individual or two people, while a Focus Group is up to 10 people within a given category (i.e., parents of enrolled students). The SPCSA Team Lead will work with the school's point person on the number of focus groups, the criteria for participation, and the amount of time needed. Interviews and Focus Groups typically take 45 to 60 minutes but may be abbreviated if the team finds they have conclusive evidence for their findings. To ensure a holistic picture of the school's population and stakeholders' experience, criteria for Focus Groups for parents/families and students will ensure a range of time enrolled at school, student skill level (i.e., students from both special education and gifted programs), grade levels, and socio-economic status (as identified by the school through Free/Reduced lunch status).

Questions for participants are standard across Site Evaluations, to ensure objectivity, with a few questions specific to the context of the school and developed due to observations, document reviews, or other collected data during the Site Evaluation. A Focus Group Template will be provided to school leaders via Epicenter prior to the visit. The template is to be completed and uploaded into Epicenter approximately two weeks prior to the site evaluation.

Interviews/Focus Groups will be conducted with the following stakeholders:

1. **School Leader/Administrative Team:** Depending on school context and previously- identified need, an individual interview with the school leader or a small focus group with the Administrative team will be conducted. The SPCSA team will ask question and address issues related to the day's observations and visit, instruction and curriculum, student achievement, student engagement, school, culture, Special Education, discipline, operations, and the overall educational program.
2. **Teachers/Staff:** SPCSA team will provide criteria for participation to ensure a range of representation based on grade levels, content areas, years of teaching, years employed

at the school, and certified/classified staff. SPCSA will ask questions related to instruction, culture, student achievement, discipline, and the school's overall education plan.

3. **Governing Board:** In addition to other objectives, board members will address fiscal questions and questions specific to the charter. Board members will self-select into focus group, ensuring multiple board members participate but not so many as to violate any state open meeting law.
4. **Students:** Heterogeneously grouped 3rd – 12th graders randomly selected by schools from given criteria (i.e., low achieving, high achieving, enrolled since Kindergarten, newly enrolled student, EL student). Questions will center around the school's learning practices and opportunities, school discipline, and school culture.
5. **Parents of Enrolled Students:** Randomly selected by schools from given criteria (i.e., parent/guardians from across grade levels and years of enrollment at school). Questions will center around the school's learning practices and opportunities, school discipline, and school culture.
6. **Selected staff members based on role:** Critical school roles, such as a Special Education coordinator or ELL coordinator, offer a unique perspective on student supports for diverse populations and the implementation of the school's educational program for *all* students.

School Leader Briefing

At the end of the visit, the Team Lead and select members of the SPCSA team will conduct a briefing with the school leader and anyone else s/he invites to the discussion, such as a board member. The SPCSA Team Leader shares the team's initial analysis, providing preliminary findings and any recommendations for immediate implementation. SPCSA Team Lead also outlines the next steps in the Site Evaluation process.

Figure 5: Components of Site Evaluations

Component	Purpose
SPCSA Team Pre-Briefing	Allows SPCSA Team Lead to welcome the team, provide relevant documents (such as school map, schedule, e.g.), reviews the purpose and context of the visit, reviews the school’s code of conduct and procedures (i.e., no cell phones in hallways), and answers questions about the day from team members. School staff will not be present for this pre-briefing.
SPCSA Team Overview w/Admin and Leadership Team	Provides opportunity for school leaders to review purpose of visit, clarify any questions, address team SPCSA questions, and preview the scope of the day. The SPCSA Team Lead also reviews the team’s schedule for the day, and the school leader provides any additional information about the school relevant to the day’s visit.
Classroom Observations	Guided by the school’s common practices, classroom observations allow SPCSA staff to examine instruction and curriculum delivery, student engagement, and supports for diverse learners. Visitors will collect lesson plans, review student work and ask teachers and students questions without disrupting instruction.
Operations Observations	Observing operations components such as morning arrival, lunch, and school wide transitions provides insight into the school’s culture. Team members can analyze these systems to assess their impact on instruction and the overall efficiency of school’s procedures.
Document Review	Offers visitors an opportunity to examine policies and practices, i.e., student-family handbook or lesson plans, and assess alignment with school’s charter, mission, and vision. Provides a fuller picture of the day-to-day operations informs the evaluators’ understanding of the school.
Student Roundtable	Allows students, the biggest stakeholder of schools, the opportunity to provide their perspective on learning practices and opportunities, school discipline, and school culture. Criteria for participation will be provided to the school, which will identify and facilitate logistics around participation. To ensure a mix of perspectives, criteria will be based on a range of students’ grades/ages, skill levels, and time enrolled at school.
Focus Groups/Interviews	Provides perspectives and feedback from key stakeholders, including families, teachers, governing board members, and staff in critical roles, such as Special Education coordinator or ELL Coordinator. Criteria for participation will be provided to the school, which will identify and facilitate logistics around participation. Team members will guide the conversations to include specific evidence and data from participants, with questions tailored specific to each school and its current context.

Figure 5: Components of Site Evaluations; Continued

Component	Purpose
SPCSA Team Debrief	Allows SPCSA team members to identify trends from the Site Evaluation and compile initial trends to share with school administration and leadership. Mid-visit debrief allows team to troubleshoot anything related to the visit and identify priority areas for remaining time on campus.
School Leader Briefing	SPCSA Team Leader shares the team’s initial analysis with the school leader, and another administrators/school staff the school identifies for the briefing. This short, oral report provides the school with a summary of initial findings and immediate recommendations, as well as outlines the next steps in the Site Evaluation process.

AFTER THE VISIT

Site Evaluation Report

At the end of the visit, the SPCSA Team Lead and other team members will share a brief oral report with the school leadership. The team may present critical and urgent findings to the school leadership. However, a more thorough report will be developed within 4-6 weeks of the team’s visit.

After the Site Evaluation, the SPCSA staff prepares a written report, “Site Evaluation: Year (X) Report,” based on the team’s findings as a result of observations, document review, focus groups and interviews, and data analysis. This report provides findings, recommendations, and critical evaluation of the overall school program, not a specific teacher, staff member, grade level, or content area. The SPCSA will not use names in its reports, but may refer to specific positions when warranted, such as a discussion of instructional leadership or coordination of the Special Education program.

The Team Lead will facilitate the process for collecting individual team members’ data, observation notes, and findings following an established team protocol and assign a team member to be the lead in drafting the Site Evaluation Report. Members of the Site Evaluation will review the report to ensure it is factually accurate and reflects the collective discoveries from the Site Evaluation. The Team Lead incorporates the team’s corrections and notes following a review and issues the report the school. The school has one week to respond to any factual errors, suggest corrections, and/or request a meeting with the Team Lead to discuss. The school may also choose to submit a response to the SPCSA’s findings, to be included with the report in the public domain. The final report, and any related rebuttals, are submitted to the school’s leadership and governing teams, the Authority Board, and into public record via Authority board meetings and website.

APPENDIX A: SITE EVALUATION CHECKLIST

The following checklist outlines the prework and preparation for Site Evaluations by the SPCSA staff.

Upon receipt of the Site Evaluation notice email/letter

- Check the suggested site visit date(s). Is it a regularly school day without testing, field trips, or early release?
- Confirm the suggested date(s) by the deadline provided. Please email your confirmation to the SPCSA Team Lead for your school's Site Evaluation. If the proposed date creates a conflict or hardship for your school, call the SPCSA point person to find a mutually agreeable date.
- Upon confirmation of the site visit date(s), share the visit date and Site Evaluation details with the school's governing board, staff, and other relevant stakeholders.
- Plan to attend the Site Evaluation call six weeks prior to the visit

Six weeks prior to the Site Evaluation

- Participate in call with SPCSA Team Lead to clarify questions, understand visit purpose and protocols, discuss criteria for participants in interviews/focus groups, and coordinate any remaining logistics.
- Lead the staff in preparing for the visit. This includes talking with the school's board, teachers and staff, families, and students about what to expect from the SPCSA's visit. Inform teachers that classroom observations will take place, but that the purpose of these observations is to collect evidence for school wide trends not to evaluate individual teachers.
- Review the Site Evaluation Protocol and share it with relevant members of the school community.
- Begin gathering required documents for pre-visit submission:
 - Staff Directory [label as School Name Staff Directory School Year]
 - Organizational Chart [label as School Name.Org Chart School Year]
 - Teacher Roster and Certification [label as School Name Teacher Roster School Year]
 - Teacher Schedules [label as School Name Teacher Schedule School Year]
 - Assessment List and Calendar [label as School Name Assessments School Year]
 - Professional Development Calendar: Submit a calendar of all professional development opportunities provided to the staff throughout the year.
 - Site Evaluation Data Collection Form [label as School Name Data Collection School Year]
 - Focus Group Template: (see Appendix F)

Four weeks prior to the Site Evaluation

- Send the gathered required pre-visit documents to the SPCSA Team Lead, using provided naming conventions. Work with Team Lead to clarify any submissions.
- Begin coordinating participants for the focus groups, as discussed in previous call.
- Begin working with the SPCSA Team Lead, school community, and Board to determine the schedule for the visit. This will likely take several iterations to finalize.

Two weeks prior to the Site Evaluation

- Work with the Team Lead to finalize the visit schedule.
- Make final logistical preparations, including designation of room for visiting team and focus group participation
- Confirm all focus group participants. Submit a completed Focus Group template, (Appendix F) by uploading to Epicenter. Arrange any necessary coverage of staff participants

One week prior to the Site Evaluation

- Speak with the Team Lead to finalize all logistical and schedule details. This includes parking details, options for lunch ordering (see “logistics” in the handbook), securement of private space for SPCSA team use, and clarification of all required pre- visit documents.
- Begin to gather documents and materials for the onsite document review.

One day before the Site Evaluation

- Distribute the SPCSA’s visit schedule to the school community, including janitorial staff, school security, and other personnel
- Ensure all requested materials are available, organized, and clearly labeled in the team’s private meeting space.
- Have teachers post the schedule for their classroom for the day of the visit on the door of their classroom.
- Remind teachers to make requested documents (i.e., lesson plans, grade books, student work) available in a clearly marked spot in their classroom.
- Determine which stakeholders will attend the end of day Briefing.

During the Site Evaluation

- Ensure the team’s meeting room is labeled and remains private for the duration of the visit.
- Ensure that Focus Group/Interview rooms are labeled remain private while they are being conducted.
- Make sure point person is available to the visiting team for a morning overview and end of day briefing, as well as any follow-up, troubleshooting, or requests for additional information/documents.
- Bring concerns/questions to the Team Lead as they arise.

After the Site Evaluation

- Work with the SPCSA team and school’s leadership team to review and provide factual corrections or other feedback on the Site Evaluation Report.
- If deemed necessary, prepare and submit a response to the final report. This response will be included in the report and public domain.
- Share the final, public report with the school’s board, staff, parents, and other stakeholders.

APPENDIX B: SITE EVALUATION CLASSROOM OBSERVATION FORM AND RUBRIC

Using the Performance Framework as the foundational guide, the SPCSA also uses a specific scale for Site Evaluations with clear criteria. These criteria include classroom environment, instruction, and organizational effectiveness. The resulting site evaluation reports will contain information related to school-wide ratings based on the aforementioned three areas. The site evaluation report provides both an overall indicator for the school in each of the three areas as well as specific data related to the classroom and organizational rubric located below. Findings provide an objective description of the school's performance, as defined by the criteria. Findings synthesize the SPCSA team's analysis of collected data. The Authority uses a ratings scale to summarize a school's performance against the criteria. Ratings provide a concrete summary of school-wide performance at the time of the Site Evaluation. In the site visit report, each criterion will be accompanied by a rating: Distinguished, Proficient, Basic, Unsatisfactory.

Figure 3: Rating Scale

Rating	Description
Distinguished	The school consistently demonstrates this criterion and is a potential exemplar in this area.
Proficient	The school substantially demonstrates this criterion though minor concerns are noted.
Basic	The school demonstrates some aspects of this criterion but not others and/or moderate concerns are noted.
Unsatisfactory	The school does not demonstrate the criterion and/or significant concerns are noted.

I. CLASSROOM ENVIRONMENT

Expected Practices & Strategies

Classroom climate characterized by respectful relationships, behaviors, tones, and discourse.

Classroom is well-organized with established routines that are followed.

Learning time is maximized for all students.

Learning environment is physically and emotionally safe.

Classroom interactions are warm, friendly, and demonstrate a culture of respect. (Both between students and teacher and between students and peers.)

Student behavior expectations are clear, well-managed, and quickly corrected, if need be.

	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 1. Creating an Environment of Respect and Rapport	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students ensure maintenance of high levels of civility among classmates.	Classroom interactions reflect general warmth and caring and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions, both between the teacher and students and among students, are negative and/or inappropriate and characterized by sarcasm, putdowns, and/or conflict.	During the observation, Site Evaluator did not observe this criterion. This criterion is not rated.
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 2. Establishing a Culture for Learning	Students assume much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Students demonstrate a passionate commitment to the subject.	The classroom environment represents a genuine culture for learning, with commitment to the subject by both teacher and students, high expectations for student achievement, and student pride in work.	Classroom environment reflects a minimal culture for learning, with modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and limited student pride in work. Both teacher and students are performing at the minimal level to "get by."	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	During the observation, Site Evaluator did not observe this criterion. This criterion is not rated.
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 3. Managing Classroom Procedures	Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for the smooth functioning of the classroom.	Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Classroom routines and procedures have been established but function unevenly or inconsistently, with some loss of instruction time.	Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	During the observation, Site Evaluator did not observe this criterion. This criterion is not rated.
	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed

Area 4. Managing Student Behavior	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher monitoring of student behavior is subtle and teachers' response to student misbehavior is sensitive to individual student needs.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Teacher is inconsistently able to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior.	Teacher consistently fails to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior.	During the observation, Site Evaluator did not observe this criterion. This criterion is not rated.
--	--	--	--	--	---

II. INSTRUCTIONAL OBSERVATION

Expected Practices & Strategies

A wide range of instructional practices that are likely to motivate and engage most students are used during the lesson. Active discussion and collaboration among student peers is observed during appropriate times in the lesson. Instruction, materials, and assessments are adapted to support/challenge all learners. Classroom staff and additional resources support diverse learning needs of students. All students are held to high standards and participate/engage in class activities and lessons. Evidence of clear behavior expectations and consistent enforcement for all students. Teacher demonstrates higher level questioning. EL practices are evident (as applicable)

Other areas of potential evidence:

Type of instructional task, teacher corrections, teacher questioning techniques, depth and quality for work/responses, higher order thinking, academic vocabulary, students taking academic risks, students challenging themselves to learn. Groupings, modalities, ratio of student voice, student-to-adult ratio, curricula, different types and amount of work, support materials, technology, extension activities, seating arrangements, language objective, etc.

	<input type="checkbox"/> 100% -90% <input type="checkbox"/> 89%-70% <input type="checkbox"/> 69%-25% <input type="checkbox"/> Less than 25%				
	Student Engagement Observed The percentage of students who appear to be on task and/or participating during the lesson:				
Area 1. Communicating with Students Using Questioning and Discussion Techniques/Purpose of the Lesson	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
	Teacher's oral and written communication is clear. The purpose of the lesson or unit clear, including where it is situated within broader learning, linking purpose to student interests. Explanation of content connects with students' background knowledge. Students	Teacher communicates clearly and accurately to students both orally and in writing. Teacher's purpose for the lesson or unit is clear, including where it is situated within broader learning. Teacher's explanation of content is appropriate and connects with students'	Teacher's oral and written communication contains no errors but may not be completely appropriate or may require further explanation to avoid confusion. Teacher attempts to explain the instructional purpose, with limited success. Teacher's	Teacher's oral and written communication contains errors or is unclear or inappropriate to students. Teacher's purpose in a lesson or unit is unclear to students. Teacher's explanation of the content is unclear or confusing.	During the observation, Site Evaluator did not observe this criterion. This criterion is not rated.

	contribute by explaining concepts to their peers.	knowledge and experience.	explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.		
Area 2. Using Questioning and Discussion Techniques	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
	Students formulate many of the high-level questions and assume responsibility for the participation of all students in the discussion.	Teacher use of questioning and discussion techniques reflects high-level questions, true discussion, and full participation by all students.	Teacher questioning and discussion techniques are uneven. There is limited evidence of high-level questioning and discussion; There are moderate to low levels of student participation.	Teacher makes poor use of questioning and discussion techniques, with low-level questions, limited student participation, and little true discussion.	During the observation, Site Evaluator did not observe this criterion. This criterion is not rated.
Area 3. Engaging Students in Learning	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
	Students are highly engaged throughout the lesson and make material contribution to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are intellectually engaged only partially, resulting from activities or materials or uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are not at all intellectually engaged in significant learning, because of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	During the observation, Site Evaluator did not observe this criterion. This criterion is not rated.
Area 4. Using Assessment in Instruction	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
	Students are fully aware of the criteria and standards by which their work will be evaluated; have contributed to the development of the criteria; frequently assess and monitor the quality of their own work against the assessment criteria and performance standards; and make active use of that information in their learning. Teacher actively and systematically elicits diagnostic information from	Students are fully aware of the criteria and performance standards by which their work will be evaluated, and frequently assess and monitor the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic	Students know some of the criteria and performance standards by which their work will be evaluated, and occasionally assess the quality of their own work against the assessment criteria and performance standards. Teacher monitors the progress of the class but fails to consistently check for understanding.	Students are unaware of criteria and performance standards by which their work will be evaluated, and do not engage in self-assessment or monitoring. Teacher does not monitor student learning in the curriculum, and feedback to students is of poor quality and in an untimely manner.	During the observation, Site Evaluator did not observe this criterion. This criterion is not rated.

	individual students regarding understanding and monitors progress of individual students; feedback is timely, high quality, and students use feedback in their learning.	prompts to elicit information; feedback is timely, consistent, and of high quality.	The feedback to students is uneven and inconsistent in its timeliness.		
--	--	---	--	--	--

III. ORGANIZATIONAL EFFECTIVENESS

Expected Practices & Strategies

Well-established and executed school-wide systems.

Seamless routines and procedures are observed and consistent throughout the school.

Systems emphasize and are focused on student/staff safety.

Clear connection to mission in established routines, procedures, and practices.

	Distinguished	Proficient	Basic	Unsatisfactory	Not Observed
Area 1. Mission driven operations	Operations, systems, and schoolwide procedures by/for staff are consistently designed and implemented with the school's mission in mind as demonstrated by their seamless execution	Operations, systems, and schoolwide procedures by/for staff are routinely designed and implemented with the school's mission in mind as demonstrated by evidenced of their execution.	Operations, systems, and schoolwide procedures by/for staff are inconsistently designed or implemented with the school's mission; the execution of operations does not align with the mission	Operations, systems, and schoolwide procedures by/for staff are not designed or implemented with the school's mission; the execution of operations does not align with the mission	During the observation, Site Evaluator did not observe this criterion. This criterion is not rated.
Area 2. Managing Schoolwide Procedures	Schoolwide routines and procedures are seamless in their operation and consistently implemented with fidelity across the campus.	Schoolwide routines and procedures have been established and function smoothly for the most part, with general continuity across the campus.	Schoolwide routines and procedures have been established but function unevenly or inconsistently, contributing to loss of instructional time and/or lack of cohesion across campus.	Schoolwide routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time and/or a considerable lack of cohesion throughout the school.	During the observation, Site Evaluator did not observe this criterion. This criterion is not rated.
Area 3. Maintaining a Safe Environment	Operations, systems, and schoolwide procedures exist and are consistently evident to ensure student and staff safety throughout the day. There are evident indicators specific to each school (i.e., emergency clipboards posted) that indicate consistent execution and/or consistent execution was	Operations, systems, and schoolwide procedures exist and are evident and generally ensure student and staff safety. There are evident indicators specific to each school that indicate execution and/or execution was observed.	Operations, systems, and schoolwide procedures exist but are inconsistently evident. The school lacks a sense of overall safety due to a lack of procedures (i.e. no sign in process – open access to classrooms) or consistent implementation of procedures. There are not consistent	Operations, systems, and schoolwide procedures do not exist in several areas and are not evident schoolwide. The school generally feels unsafe due to a lack of procedures (i.e. no sign in process – open access to classrooms). Safety issues consistently arise due to lack of procedures or inconsistently used procedures.	During the observation, Site Evaluator did not observe this criterion. This criterion is not rated.

	observed (i.e., through a fire drill).		indicators of execution. execution was observed.		
--	--	--	--	--	--

Additionally, SPCSA staff will examine the following components of the school during various portions of the on-site evaluation. See Figure 5, page 20, for more information. Findings will be incorporated into the final evaluation report:

- Mission and Key Design Elements as described within its charter
- Student Performance
- Student Access and Equity
- Culture and Family Engagement
- Compliance
- Staff Culture
- Governance Capacity

APPENDIX C: REQUIRED DOCUMENTS FOR REVIEW-DAY OF EVALUATION

Schools need to have these documents ready for review by the Site Evaluation team during the visit.

Documents for the onsite review should be placed in the site visit team’s room in an organized, easy-to-access manner (i.e., labeled binders, folders). For documents that are too large or impractical to print, the school should arrange electronic access for at least two team members (to be designated during pre-visit logistics). Team members will have a designated time to review the requested documents, though documents should be ready by the start of the team’s visit.

Provided	Item	Purpose
	<p>Core Curriculum documents: Present documents that demonstrate a comprehensive curriculum aligned to state standards, such as curriculum frameworks or maps, scope and sequences, pacing guides, unit plans, and lesson plans. These documents should include those used by teachers in their planning. If the school uses commercial curriculum, i.e., textbooks or prepared labs, provide examples of their alignment to the school’s curriculum and to state standards.</p>	<p>Provide insight into the school’s curriculum; evaluators can better follow instruction during observations and assess for alignment to state standards; helps observers understand the context of instruction as related to curriculum</p>
	<p>ELD Curricular Materials: Provide any ELD/ESL materials and curriculum that support EL learners</p>	<p>Provide insight into the school’s ELD instruction and support for EL students</p>
	<p>Lesson Plans: Provide copies of English Language Arts and math lesson plans from all teachers who will teach these subjects during the Site Evaluation. All teachers should have lesson plans readily available in an easily-identifiable location in their classrooms.</p>	<p>Observers can better follow instruction during observations and assess for alignment to state standards; Lesson plans can provide answers to evaluators’ questions without the interruption of instruction or disturbing teacher</p>

Provided	Item	Purpose
	<p>Assessment Documents: Provide examples of the school's key assessments, such as interim or unit tests. Any documents, tools, and results that demonstrate the school's systems for collecting and analyzing data should also be provided. Other documents may include sample data binders, rubrics, item analysis, action plans, and/or report cards. The school leader (and any Assessment coordinator)</p>	<p>Provide insight into the school's assessments and data analysis; allows evaluators to consider rigor and alignment of assessments to standards and instruction</p>
	<p>should be ready to explain the evaluative team how the staff uses the assessment data.</p>	
	<p>Student Writing Samples: Provide writing samples from each student in one representative class from each grade level. All teachers should have student work readily available in an easily-identifiable location in their classrooms (i.e., on bulletin boards, in labeled folders).</p>	<p>Demonstrate student mastery and progress toward goals and achievement; allow observers to evaluate rigor and grade-level expectations through student work product</p>

Provided	Item	Purpose
	<p>Evaluations: Provide all protocols for evaluations of teachers, administrators, school leaders, and the school's governing Board. If applicable, evaluations of the school's CMO/EMO should also be provided.</p> <p>Teachers/Staff: This can include formal evaluation documents, teacher self-assessments, or summative evaluation documents.</p> <p>Administrators: Provide all evaluations of instructional leaders and other senior staff, and the criteria used, e.g. annual goals, job descriptions, bonus requirements.</p> <p>School Leaders: Provide the board's evaluation of school leaders who report directly to it and the criteria used to assess leadership performance.</p> <p>CMO/EMO: If the school has a charter or educational management organization, provide copies of the board's evaluation of the company.</p>	<p>Allow evaluators to assess the school's standards and bar of achievement for staff; provide insight into the way schools conduct and use evaluations that may be useful to other schools within the Authority's auspices; ensure adherence to charter and charter contract with regards to staff evaluations and employment practices</p>
	<p>Recruitment Materials: Current recruitment materials, including the school's application and/or intent to enroll form; any brochures or fliers; lottery forms. Please include samples of recruitment materials translated into other languages.</p>	<p>Ensure compliance with charter, state, and federal regulations related to public schools; provides insight to evaluators regarding community outreach and family engagement</p>
	<p>Special Education and ELL Policy and Procedure Manuals: Copy of the policies and procedures manuals for special education and ELL</p>	<p>Provide insight into the school's support for EL students and students in Special Education; ensure compliance with charter, state, and federal regulations</p>

APPENDIX D SITE EVALUATION DATA COLLECTION FORM

School Name						Date		
STUDENT ENROLLMENT						AT-RISK STUDENTS		
Grade	Current enrollment	Enrollment at beginning of school year	Number of currently enrolled students returning from last year	Number of students who have left since the beginning of the school year	Average number of students per class	Number of students with IEPs receiving academic services		
						Number of students with IEPs receiving related services only		
						Number of students declassified from special education last year		
						Number of students who are English language learners		
K						ATTENDANCE AND DISCIPLINE		
Grade 1								
Grade 2							Last Year	This Year
Grade 3						Total Days of Instruction last year		
Grade 4						Average daily attendance rate		
Grade 5						Number of in-school suspensions		
Grade 6						Number of out-of-school suspensions		
Grade 7						Number of expulsions		
Grade 8						FACULTY RETENTION		
Grade 9						Number of teachers on roster at the end of last academic year		
Grade 10						Number of teachers who returned from last year		
Grade 11						Number of teachers from last year promoted to non-instructional positions		
Grade 12						Number of teachers from last year who were not rehired this school year		
Total						Number of teachers who left during this school year		
Number of students on waitlist from last spring's lottery*						Number of teachers who were terminated during this school year		
Grades in which the school enrolls new students						Number of vacant instructional positions		
Completed by						Title		

APPENDIX E: TEACHER ROSTER AND CERTIFICATION FORM ¹

SCHOOL _____ SITE EVALUATION DATE: _____

Person Completing Form Name: _____ Title _____ Date _____

Directions for this form

Enter the name of each lead teacher in the school and provide the requested information in each column. If needed, you may add additional rows or use a second sheet. Enter the number of non-certified teachers at the bottom (include these teachers in the list and list as 'uncertified'. This form should include General Education classroom teachers and any teachers and staff in Special Education. Please be as specific as possible, as demonstrated in the example of the first row.

Teacher LAST Name	Teacher FIRST Name	Grade/ Subject	Certified [Yes/No]	Certification Type	Certification Status	Certification Issue Date	Certification Expiration Date	Total Years Teaching Experience	Years Teaching at this School
<i>Example</i>	<i>Jane</i>	<i>1st</i>	<i>Yes</i>	<i>Early Childhood</i>	<i>Professional</i>	<i>May 2009</i>	<i>n/a</i>	<i>8</i>	<i>3</i>

APPENDIX F: FOCUS GROUP TEMPLATE

Please include a range of staff roles (i.e., instructional and non-instructional) and years on staff. Please include at least 20% of your full staff (FTE & Part-time) and no more than 12 staff members.

Staff Name	Role	Years on staff

Please include less than 50% of your board. Please try to include a range of years on board (i.e., a Founding Board Member, a first-year board member).

Staff Name	Officer Role (if applicable)	Year joined Board

Please include a range of students in 3-8 with a range of years enrolled in school (i.e., at least one student who has been in the school since it opened, at least one student who is in their first year of enrollment) and a range of identification for services (i.e., a student of a student in Special Education, a student in GATE, a student designated EL). Please include at least one student from each grade level at your school, 3rd grade and above.

Student Name	Grade Level	Year enrolled in school

Please include a range of parent/guardians across **all** grade levels with a range of when they enrolled in the school and identification of services (i.e., a parent of a student in Special Education, a student in GATE, a student designated EL). This focus group should have no more than 12 participants.

Family/Guardian Name	Grade Level(s) of student	Year student(s) enrolled in school

APPENDIX G: SITE EVALUATION FINAL REPORT TEMPLATE



**Nevada State Public
Charter School
Authority**

To:
From:
CC:
Date:
Re: Site Evaluation Report for

SITE EVALUATION REPORT

Site Evaluations are a critical accountability component to the oversight of schools by the Nevada State Public Charter School Authority (SPCSA) and are fundamental to charter schools' autonomy. As approved by the Legislature [NRS-388A.150] the Authority is to *“provide oversight to the charter schools that it sponsors to ensure that those charter schools maintain high educational and operational standards, preserve autonomy and safeguard the interests of pupils and the community.”*

Site Evaluations allow the SPCSA to assess schools' student achievement, progress to goals, and fulfillment of their mission, vision, and educational program outlined in their charter. Improving the learning of pupils, and, by extension, the public education system; increased opportunities for learning and access to quality education; and a more thorough and efficient system of accountability for student achievement in Nevada are all foundational elements of the SPCSA's mission, the legislative intent of charter schools and are central elements of the Authority's on-going evaluation of charter schools.

The SPCSA conducts multiple visits and evaluations throughout schools' charter terms. The cumulative evidence through multi-year oversight measures become part of the record that help inform recommendations put forth by SPCSA staff, specifically renewal recommendations to the Authority Board. The Board of the Nevada State Public Charter School Authority makes all final charter renewal decisions. Site Evaluations are just one criterion considered for renewal; student achievement, financial prudence, organizational compliance and fulfillment of the program outlined in the approved charter are also evaluated by the Authority when making renewal decisions.

Attached is the Site Evaluation Report _____ which was conducted by SPCSA team members, _____, and _____ on _____ 2019 at _____ located at _____. The school chose _____ include a response. The school is _____ year of charter authorization term, which expires _____. The school leader is _____, and the board chair is _____.

Please contact the Team Lead for this Site Evaluation, (name here), with any questions.

AB 462 (2019) requires the State Public Charter School Sec. 6. (i) conduct site evaluations which must include, without limitation, evaluating pupil achievement and school performance at each campus of the charter school and identifying any deficiencies relating to pupil achievement and school performance. The sponsor shall develop a plan with the charter school to correct any such deficiencies.

PUPIL ACHIEVEMENT AND SCHOOL PERFORMANCE¹

Name of School _____

School Year 2018-2019 Nevada School Performance Framework Rating(s) (NSPF)

Elementary: _____
 _____ of _____ Stars

Middle: _____
 _____ of _____ Stars

High School _____
 _____ of _____ Stars

ELA Proficiency (CRT New NV Standards)		Math Proficiency (CRT New NV Standards)	
Elementary	Middle	Elementary	Middle

High School Data (As Applicable)

Graduation Rate:	Average ACT Composite:
-------------------------	-------------------------------

AB 462 (2019) requires the State Public Charter School Sec. 6. (i) conduct site evaluations which must include, without limitation, evaluating pupil achievement and school performance at each campus of the charter school and identifying any deficiencies relating to pupil achievement and school performance. The sponsor shall develop a plan with the charter school to correct any such deficiencies.

SITE EVALUATION REPORT: Name of School

Campus Name:

Grade Levels:

School Leader:

Purpose of Site Evaluation:

Date of Re-Authorization:

Conducted Date:

Conducted By:

SUMMARY OF SITE EVALUATION

The mission of (insert mission here)

During our Site Evaluation, the team observed this mission being lived out on the campus through the following: (bullet point out)

The team conducted ___ classroom observations across all grade levels at ___ in both elementary and middle school classrooms. On average, the observation time in each classroom was --- minutes. Evaluators were able to observe lessons in the beginning, middle, and end of each class periods.

Observers noted

During the site evaluation, the SPCSA Team noted

While the team identified some opportunities for _____ overall, the

Our identification of strengths of (name of school) , as well as recommendations for continued growth, are below.

I. CLASSROOM ENVIRONMENT

Classroom Environment	Evidence Observed	School-wide Rating
Creating an Environment of Respect and Rapport		Distinguished Proficient Basic Unsatisfactory
Establishing a Culture for Learning		Distinguished Proficient Basic Unsatisfactory
Managing Classroom Procedures		Distinguished Proficient Basic Unsatisfactory
Managing Student Behavior		Distinguished Proficient Basic Unsatisfactory Not Observed

II. INSTRUCTIONAL OBSERVATION

Instructional Observation	Evidence Observed	School-wide Rating
Communicating with Students		Distinguished Proficient Basic Unsatisfactory
Using Questioning and Discussion Techniques		Distinguished Proficient Basic Unsatisfactory
Engaging Students in Learning		Distinguished Proficient Basic Unsatisfactory
Using Assessment in Instruction		Distinguished Proficient Basic Unsatisfactory Not Observed

III. ORGANIZATIONAL EFFECTIVENESS

Observations	Evidence Observed	School-wide Rating
Mission driven operations	.	Distinguished Proficient Basic Unsatisfactory
Managing Schoolwide Procedures	.	Distinguished Proficient Basic Unsatisfactory
Maintaining a Safe Environment		Distinguished Proficient Basic Unsatisfactory

SAMPLE

IV. FOCUS GROUP SUMMARY

Group	No. of Participants	Duration of Focus Group
Governing Board¹		
Parents/Families		
Students		
School Leadership		
Staff		

Governing Board

(Insert summary of findings here)

Parents/Families

(Insert summary of findings here)

¹ Two members of the five-member board participated. Quorum was not met, and Open Meeting Law was not violated.

Students

(Insert summary of findings here)

Leadership

(Insert summary of findings here)

Teachers

(Insert summary of findings here)

V. **OVERALL STRENGTHS OF PROGRAM (insert areas of strengths here)**

- 1.
- 2.
- 3.
- 4.

VI. **RECOMMENDATIONS**

1. **Recommendation**

a)

2. **Recommendation**

a)

Note

Recommended items are provided as possible suggestions of ways a school may increase their school-wide ratings contained in this report. SPCSA School Support Team members will follow up on each listed recommendation.

VII. **DEFICIENCIES**

- 1.
- 2.

3.

4.

Note: A deficiency is defined as a characteristic or condition which fails to meet a standard or is not in compliance with a required specification. Each indicated deficiency must be corrected using a time bound plan of action to be developed by the charter school and the SPCSA.

SAMPLE

Appendix 2: SPCSA Performance Framework

DRAFT

Charter School Performance Framework

The Nevada State Public Charter School Authority (Authority) authorizes, facilitates and oversees SPCSA authorized Nevada public charter schools. The Authority has the responsibility to authorize high-quality charter schools throughout the state, ensure sponsored schools are open to all and prepare all of its students for college and career success and model best practices in charter school sponsorship ([NRS 388A.150](#)).

In these role, and pursuant to [NRS 388A.273](#), the SPCSA is required to develop a framework that measures the Academic, Organizational and Financial performance of schools. This document describes the Charter School Performance Framework, the accountability mechanism for all charter schools sponsored by the Authority.

Objective and Purpose of a Performance Framework:

To provide charter school boards and leaders with clear expectations, fact-based oversight, and timely feedback while protecting charter school's autonomy for local decision-making within the constraints of state and federal laws.

This document provides:

- A conceptual overview of the Charter School Performance Framework (the body of the document);
- The specifics regarding Performance Framework implementation, and the academic, financial, and organizational performance standards; and
- Details regarding responses, including interventions, for schools that do not meet performance standards and incentives for schools that consistently exceed performance standards.

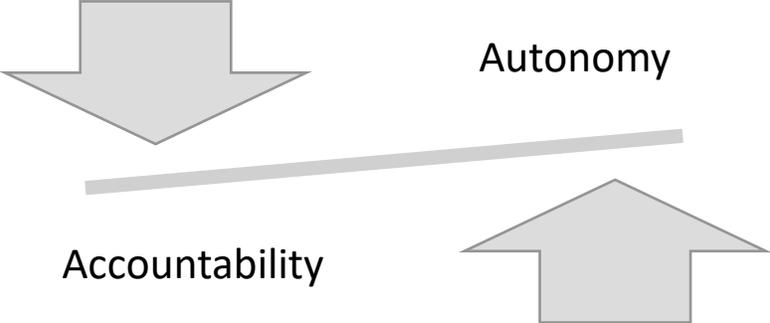
To hold public charter schools to high expectations and deliver upon the agency's responsibilities, the Authority has these obligations:

- Clearly communicate rigorous standards and expectations to schools;
- Conduct a transparent, consistent, and predictable oversight process;
- Ensure that oversight is reflective of school performance and compliance;
- Emphasize high-quality student outcomes and compliance;
- Provide fact-based, timely feedback to schools and communities indicating where schools stand relative to performance framework standards and expectations;
- Provide comprehensive information to guide high-stakes decisions.

The Authority acknowledges that local, school-level decision making can enable schools to develop and apply the policies and educational strategies that maximize their effectiveness.

The Charter School Performance Framework balances the importance of local decision making or autonomy with the critical role of accountability. In doing so, high standards are maintained—not by dictating inputs or controlling processes—but by setting expectations, providing schools with appropriate levels of autonomy and then by holding schools accountable for results.

The Performance Framework describes methods that seek the optimal balance between oversight and autonomy. The Performance Framework is a dynamic process subject to continuous review and improvement.



Section 2: Performance Framework Components

The Performance Framework provides for the evaluation of schools based on their ability to operate as sound, independent entities that successfully serve all students.

Academic, Financial and Organizational Components

- **Academic** – The SPCSA Academic framework is based on the Nevada School Performance Framework (NSPF), which is released annually by the Nevada Department of Education. The SPCSA framework also reviews diversity and geographical comparisons when rating schools.
- **Financial** – The near-term fiscal health of schools is assessed through four measures: 1) Current Ratio; 2) Unrestricted Days Cash on Hand; 3) Enrollment Forecast Accuracy; and 4) Debt Default. The longer-term, fiscal sustainability of schools is assessed through four different measures: 1) Total Margin; 2) Debt to Asset Ratio; 3) Cash Flow; and 4) Debt Service Coverage Ratio. Schools are evaluated against these measures annually.
- **Organizational** – These indicators define the operational and compliance standards to which all charter schools are held accountable in terms of meeting minimum legal and ethical requirements. They include a review of five key categories: 1) Education Program, 2) Financial Management and Oversight, 3) Governance and Reporting, 4) Students and Employees, and 5) School Environment.

Annual Review

Once all data for a school year is finalized, the Authority will publish reports for each school that describe the Academic, Financial and Organizational performance of the school for the most recent school year. Due to the timeline for annual financial audits, complete performance reports will be released approximately six months after the end of the school year. More information on this can be found in Section 3 of this document.

Section 3: Performance Framework Process Description & Timeline

Throughout the year, the Authority collects information and data from a variety of sources as described below.

Data Sources

Document Submissions: Routine, year-round submissions are described and called for in the Reporting Requirements Manual. Certain submission items (as indicated in the Reporting Requirements Manual) will be reviewed in order to evaluate the performance of the school on the performance framework. One of the most important submissions is the annual financial audit for all charter holders. This is the primary data source for the financial performance framework.

Nevada Department of Education Data: This includes, but is not limited to, information reported within the Nevada School Performance Framework (NSPF) as well as demographic data published by the Nevada Department of Education.

Site Evaluations: Site evaluations afford a sponsor with an opportunity to examine qualitative and quantitative aspects of the school not directly measured in ways other than observation or personal interaction. They are not an exclusive part of the academic, financial or organizational performance frameworks and findings from site evaluations may be used in one or more of those performance framework ratings. More information regarding site evaluations can be found in the Site Evaluation Handbook located on the SPCSA website.

Below is a summary of how data is gathered and used throughout the year.

	Performance Framework		
	Academic	Financial	Organizational
Ongoing Oversight	<ul style="list-style-type: none"> - Monitor and communicate with schools - Monitor data reported by schools to NDE 	<ul style="list-style-type: none"> - Monitor and communicate with schools - Monitor document and data submissions from schools to SPCSA and NDE 	<ul style="list-style-type: none"> - Monitor and communicate with schools - Monitor document and data submissions from schools to SPCSA and NDE
Annual Review <i>(A complete review report will be provided once all data from each of the three frameworks has been compiled)</i>	Fall of the following academic year, or when NSPF results are finalized	Winter of the following academic year, or shortly after receipt of the annual financial audit	Fall of the following academic year, or when all school submissions have been reviewed
High Stakes Decisions	Dependent on charter term, length, intervention, and nature of any submitted amendments.		

Ongoing oversight or results of an annual review may trigger intervention. See Section 5 for details on intervention.

Section 4: Interventions and Incentives

Occasionally, the routine Performance Framework process will result in adverse findings. Charter schools may fall out of compliance on important legal or contractual requirements. Academic standards may not be met. Financial sustainability may become an issue. When these situations occur, the Authority may respond in a number of ways.

Below is a chart that outlines **possible** circumstances that could cause a school to enter the intervention ladder:

<u>Notification</u>	<u>Possible Circumstances</u>	<u>Possible Outcomes/Consequences</u>
Notice of Concern	<ul style="list-style-type: none"> Evidence of weak financial, academic or organizational performance through ongoing oversight or at the time of annual review Repeated or material failure to submit Reporting Requirement Manual items in a timely and/or complete manner 	<ul style="list-style-type: none"> Written notification to charter school governing body detailing area(s) of concern, expected actions on the part of the school, and time to remedy as applicable
Notice of Breach	<ul style="list-style-type: none"> Continued evidence and/or significant evidence of material weak financial, academic or organizational performance through ongoing oversight or at the time of annual review Failure to make substantial progress towards remedying previously-identified concern Failure to comply with applicable laws, regulations and/or the terms of the charter contract 	<ul style="list-style-type: none"> Written notification to charter school governing body detailing area(s) of deficiency May require corrective action plan, a site visit and/or site evaluation
Notice of Intent to Revoke	<ul style="list-style-type: none"> Serious violations of laws, regulations and/or the charter contract through ongoing oversight or at the time of annual review; or Patterns of failure to comply with performance standards 	<ul style="list-style-type: none"> Written notification to charter school governing body regarding termination and school closure

While the vast majority of performance concerns will first be addressed by a Notice of Concern, this may not always be the case. For example, if a school is found to be egregiously out of compliance, or becomes financially insolvent, schools may receive a Notice of Breach, bypassing a Notice of Concern.

Most Notices and Interventions will be recommended to the Authority for issuance. Certain circumstances, particularly those that are time-sensitive and/or egregious, may warrant the issuance of a Notice of Concern by staff.

Should the SPCSA or Authority staff issue a Notice, correcting unsatisfactory performance is ultimately the school's responsibility. This is inherent to the charter school bargain as sponsored schools are afforded a high-degree of local decision-making control in exchange for strong accountability. SPCSA notices may require additional communication and monitoring, more frequent check-ins, additional reporting, and/or that the school develop a corrective action plan. This list is not comprehensive but reiterates that the authorizer sets performance expectations and sponsored schools are responsible for meeting those expectations.

In unfortunate cases, data gathered from the Performance Framework process can be used to directly initiate charter school revocation/termination proceedings. The Authority recognizes the severity of this process and will use this right only in the case of persistent performance shortcomings or a grave incident that threatens the health, safety, or welfare of children.

Unless a school is operating under a notice as described above, and the school meets standards under all performance frameworks, the school is considered to be in good standing and is therefore subject to all standard oversight and monitoring. Schools in good standing may be eligible to incentives, including but not limited to longer charter terms and fewer site evaluations.

Section 5: High-Stakes Decisions

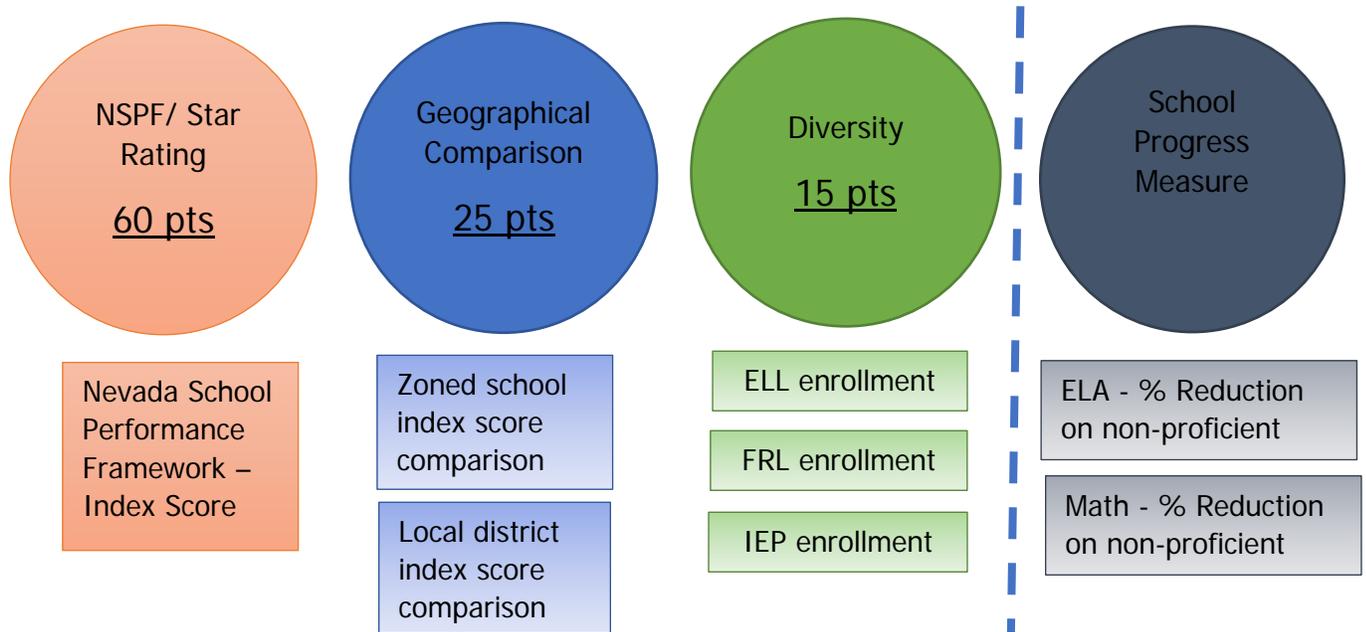
The Authority will consider the collective record of a school's academic, financial, organizational, findings from the site evaluation process, and all data and information provided by the Department of Education when making high-stakes decisions such as contract renewal, amendments and revocation. Academic performance will be the most important factor in these recommendations.

Appendix 3: Academic Performance Framework

DRAFT

SPCSA ACADEMIC PERFORMANCE FRAMEWORK

The primary goal for the SPCSA Academic Performance Framework is to provide charter school boards and leaders with clear expectations, fact-based oversight, and timely feedback while ensuring charter autonomy.



The SPCSA Academic Performance Framework will incorporate the Nevada School Performance Framework because it includes many key performance indicators. The NSPF results for each school will be combined with the following measures to create a final score/rating under a revised SPCSA Academic Performance Framework.

Data Sources

- 2018-2019 Validation Day File (October 1, 2018)
- 2018- 2019 Nevada School Performance Framework (NSPF) School Ratings (September 15, 2019)

SPCSA Academic Performance Framework Overview

SPCSA schools receive an index score from 1 – 100 for Academic Performance Framework. Points are assigned to earned Measures according to the Point Attribution Tables (PATs). A school may also earn additional points for increasing their English Language Learners (ELL), Free or Reduced Lunch (FRL) or Individual Education Plan (IEP) enrollment. Schools demonstrating improvement of at least 25 percent, or more, over the prior year’s enrollment will earn 3 bonus points for the Diversity Indicator.

A total index score is the sum of the number of points earned for all indicators (NSPF, Geographic Comparison, Diversity etc.). Each score range corresponds to an academic performance level (Exceeds Standards, Meets Standards, Does Not Meet Standards, Far Below Standards)

Exceeds Standard	≥ 80
Meets Standard	≥50 and < 80
Does Not Meet Standard	≥20 and < 50
Far Below Standard	> 20 and 50

Point Attribution Tables 2018 - 2019

The Point Attribution Tables (PATs) identifies points for each indicator and measure. Measures include; Nevada School Performance Framework, Geographical Comparison (both zoned school and district), Diversity (ELL, FRL and IEP enrollment) and School Progress.

The PATs for each measure can be found below:

SPCSA Academic Performance Framework									
Index Score	Geographical Comparison - Zoned school index		Geographical Comparison - District index		Diversity	School Progress - ELA		School Progress - Math	
	>= 50	15	>= 50	10	See Point Attribution Table by District	>=10	5	>=10	5
	<50 and >=45	14	<50 and >=40	9		<10 and >=8	4	<10 and >=8	4
	<45 and >=40	13	<40 and >=37	8		<8 and >=5	3	<8 and >=5	3
	<40 and >=36	12	<37 and >=30	7		<5 and >=2	2	<5 and >=2	2
	<36 and >=32	11	<30 and >=25	6		<2 and >0	1	<2 and >0	1
	<32 and >=28	10	<25 and >=20	5		No reduction	0	No reduction	0
	<28 and >=25	9	<20 and >=15	4					
	<25 and >=21	8	<15 and >=10	3					
	<21 and >=18	7	<10 and >=5	2					
	<18 and >=15	6	<5 and >= Dist. Perf.	1					
0.6*Index Score	<15 and >=12	5	Below District Perf.	0					
	<12 and >=9	4							
	<9 and >=6	3							
	<6 and >=3	2							
	<3 and >= School Perf.	1							
	Below School Perf.	0							
60 pts	15 pts		10 pts		5 pts each		Informational Only		

Nevada School Performance Framework (NSPF) (60 points)

The total index score from NSPF results will incorporate (0.6*Index Score) to this indicator. For example, assuming the school earned a total of 80 index points, the calculation would be 80 multiplied by 0.6, giving the school 48 points (80*0.6= 48).

Student proficiency, growth, graduation rates, closing opportunity gaps, WIDA AGP measure and school quality indicators results included in NSPF – Star Rating results. The detail measures under NSPF can be found below:

Elementary School

INDICATOR/MEASURES	POINTS
Academic Achievement Indicator	25
Pooled Proficiency Measure	20
Read-by-Grade-3 Measure	5
Growth Indicator	35
Math Median Growth Percentile (MGP) Measure	10
ELA MGP Measure	10
Math Adequate Growth Percentile (AGP) Measure	7.5
ELA AGP Measure	7.5
English Language Proficiency Indicator	10
WIDA AGP Measure	10
Closing Opportunity Gaps Indicator	20
Math Closing Opportunity Gaps Measure	10
ELA Closing Opportunity Gaps Measure	10
Student Engagement Indicator	10
Chronic Absenteeism Measure	10

Middle School

MIDDLE SCHOOL INDICATOR/MEASURES	POINTS
Academic Achievement Indicator	25
Pooled Proficiency Measure	25
Growth Indicator	30
Math Median Growth Percentile (MGP) Measure	10
ELA MGP Measure	10
Math Adequate Growth Percentile (AGP) Measure	5
ELA AGP Measure	5
English Language Proficiency Indicator	10
WIDA AGP Measure	10
Closing Opportunity Gaps Indicator	20
Math Closing Opportunity Gaps Measure	10
ELA Closing Opportunity Gaps Measure	10
Student Engagement Indicator	15
Chronic Absenteeism Measure	10
Academic Learning Plans Measure	2
8 th Grade Credit Requirements (NAC 389) Measure	3

High School

INDICATOR/MEASURES	POINTS
Academic Achievement Indicator	25
Math Proficiency Measure	10
ELA Proficiency Measure	10
Science Proficiency Measure	5
Graduation Rates Indicator	30
4-year ACGR Measure	25
5-year ACGR Measure	5
English Language Proficiency Indicator	10
WIDA AGP Measure	10
College and Career Readiness Indicator	25
Post-Secondary Preparation Participation Measure	10
Post-Secondary Preparation Completion Measure	10
Advanced/CCR Diploma Measure	5
Student Engagement Indicator	10
Chronic Absenteeism Measure	5
9 th Grade Credit Sufficiency Measure	5

Geographical Comparison (25 pts)

Zoned school index score and district index score will be compared with SPCSA schools. This comparison will allow us to analyze if the students are performing well on the state accountability (NSPF index score) compared to zoned schools and local district?

If the SPCSA school receives a 5-Star rating from NSPF, it will automatically qualify for 25 points in the Geographical Comparison indicator. If the SPCSA school receives a 5-Star rating from NSPF, it will automatically be given 25 points. If the SPCSA school receives a 4-Star rating from NSPF, it will automatically earn 15 points and may qualify for additional points depending on comparison results.

Geographical Comparison - Zoned school index pts		Geographical Comparison - District index pts	
>= 50	15	> = 50	10
<50 and >=45	14	<50 and >=40	9
<45 and >=40	13	<40 and >=37	8
<40 and >=36	12	<37 and >=30	7
<36 and >=32	11	<30 and >=25	6
<32 and >=28	10	<25 and >=20	5
<28 and >=25	9	<20 and >=15	4
<25 and >=21	8	<15 and >=10	3
<21 and >=18	7	<10 and >=5	2
<18 and >=15	6	<5 and >= Dist. Perf.	1
<15 and >=12	5	Below District Perf.	0
<12 and >=9	4		
<9 and >=6	3		
<6 and >=3	2		
<3 and >= School Perf.	1		
Below School Perf.	0		
15 pts		10 pts	

Diversity (15 pts – plus 3 bonus points)

How is student enrollment on special populations (English Language Learners, Free and Reduced Lunch and Individualized Education Plan) compared with their local district?

If the SPCSA school serves statewide, a statewide comparison will be used for special populations enrollment.

The significant increase in ELL, FRL and IEP enrollment measure is included in the SPCSA Academic Performance Framework as a bonus. Schools showing an annual increase 25% or more in ELL, FRL or IEP categories will receive three bonus points.

SPCSA Academic Performance Framework- State					
Diversity - ELL 14.74%		Diversity - FRL 60.54%		Diversity - IEP 12.07%	
> 14	5	> 60	5	> 12	5
<= 14 and => 10	4	<= 60 and => 47	4	<= 12 and => 9	4
<10 and >=7	3	< 47 and >=33	3	<9 and >= 6	3
<7 and <= 4	2	< 33 and <= 20	2	< 6 and <= 3	2
< 4 and >= 1	1	< 20 and >= 8	1	< 3 and >= 1	1
<1	0	<8	0	< 1	0
5 pts		5 pts		5 pts	

SPCSA Academic Performance Framework-Clark					
Diversity - ELL 16.75%		Diversity - FRL 68.22%		Diversity - IEP 11.93%	
> 16	5	> 68	5	> 11	5
<=16 and => 12	4	<= 68 and => 53	4	<= 11 and => 8	4
<12 and >=8	3	<53 and >=38	3	< 8 and >= 5	3
<8 and <= 4	2	< 38 and <= 23	2	< 5 and <= 3	2
< 4 and >= 2	1	< 23 and >= 8	1	< 3 and >= 1	1
<2	0	<8	0	< 1	0
5 pts		5 pts		5 pts	

SPCSA Academic Performance Framework- Washoe					
Diversity - ELL 14.97%		Diversity - FRL 46.10%		Diversity - IEP 13.5%	
> 14	5	> 46	5	> 13	5
<= 14 and >= 10	4	<= 46 and >= 36	4	<= 13 and >= 11	4
<10 and >=7	3	<36 and >=26	3	< 11 and >=9	3
<7 and <= 4	2	< 26 and <= 16	2	< 9 and <= 6	2
< 4 and >= 1	1	< 16 and >= 9	1	< 6 and >= 3	1
<1	0	<9	0	< 3	0
5 pts		5 pts		5 pts	

SPCSA Academic Performance Framework- Churchill					
Diversity - ELL 6.87%		Diversity - FRL 45.96%		Diversity - IEP 15.20%	
> 6	5	> 45	5	> 15	5
<= 6 and >= 5	4	<= 45 and >= 35	4	<= 15 and >= 12	4
<5 and >=4	3	<35 and >=25	3	< 12 and >= 8	3
<4 and >=3	2	< 25 and <= 15	2	< 8 and <= 5	2
<3 and <= 2	1	< 15 and >= 5	1	< 5 and >= 2	1
<2	0	<5	0	< 2	0
5 pts		5 pts		5 pts	

SPCSA Academic Performance Framework- Elko					
Diversity - ELL 9.92%		Diversity - FRL 33.95%		Diversity - IEP 12.56%	
> 9	5	> 33	5	> 12	5
<= 9 and >= 7	4	<= 33 and >= 26	4	<= 12 and >= 9	4
<7 and >=5	3	<26 and >=20	3	< 9 and >= 6	3
<5 and <= 3	2	< 20 and <= 14	2	< 6 and <= 3	2
< 3 and >= 1	1	< 14 and >= 8	1	< 3 and >= 1	1
<1	0	<8	0	< 1	0
5 pts		5 pts		5 pts	

SPCSA Academic Performance Framework- White Pine					
Diversity - ELL 2.18%		Diversity - FRL 49.31%		Diversity - IEP 16.37%	
> 2	5	> 49	5	> 16	5
< = 2 and > = 1.7	4	< = 49 and > = 39	4	< = 16 and > = 12	4
< 1.7 and > = 1.3	3	< 39 and > = 29	3	< 12 and > = 8	3
< 1.3 and < = .9	2	< 29 and < = 19	2	< 8 and < = 4	2
< .9 and > = .5	1	< 19 and > = 9	1	< 4 and > = 1	1
< .5	0	< 9	0	< 1	0
5 pts		5 pts		5 pts	

School Progress Measure (No points assigned)

This measure will focus the non-proficient students' performance on the mandated state assessment. Current and prior year state mandated assessment results will be used. School progress measure will check if the school demonstrating reduction in non-proficiency rate compared to the previous year results in ELA and Math. This indicator is informational only, there are no points attached to this.

School Progress - ELA		School Progress - Math	
>=10	5	>=10	5
<10 and >=8	4	<10 and >=8	4
<8 and >=5	3	<8 and >=5	3
<5 and >=2	2	<5 and >=2	2
<2 and >0	1	<2 and >0	1
No reduction	0	No reduction	0
Informational Only			

Appendix 4: Financial Performance Framework

DRAFT

State Public Charter School Authority Charter School Financial Performance Framework Technical Guide



Acknowledgment

This workbook was developed in consortium by the Clark County School District Office of Charter Schools and the State Public Charter School Authority

Table of Contents

Acknowledgment 2

Introduction: Core Financial Performance Framework Guidance 4

Framework Structure 4

Ratings and their Significance 5

Indicators..... 5

1. Near-Term..... 5

2. Sustainability 5

SECTION 1 7

NEAR TERM MEASURES..... 7

Near Term Measure 1 - Current Ratio 8

Near Term Measure 2 - Unrestricted Days Cash-On-Hand Ratio 9

Near Term Measure 3 - Enrollment Forecast Accuracy 10

Near Term Measure 4 – Debt (or lease) Default..... 12

SECTION 2 13

SUSTAINABILITY MEASURES 13

Sustainability Measure 1 – Total Margin and Aggregated Three-Year Total Margin 14

Sustainability Measure 2 - Debt to Asset Ratio 16

Sustainability Measure 3 – Cash Flow..... 17

Sustainability Measure 4 – Debt or Lease Service Coverage Ratio..... 18

Glossary: Terms Used in the Financial Performance Framework 20

Introduction: Core Financial Performance Framework Guidance

The Financial Performance Framework is intended as a starting point for charter school sponsors to adopt and to evaluate a charter schools' financial well-being, health and performance as part of ongoing monitoring and the renewal decision making process. Charter schools have the autonomy to manage their finances consistent with state and federal law; however, sponsors must ensure that the schools they sponsor are financially stable. In the process of renewing or not renewing a charter school, sponsors must determine whether the school is not only academically and organizationally sound, but also financially viable.

The Financial Performance Framework provides sponsors a tool to identify schools currently in, or trending towards, financial difficulty and to proactively evaluate and address the problem. The guidance aligns with NACSA's Principles & Standards for Quality Charter School Authorizing (2012), which states that sponsors should, through a Performance Framework, set clear expectations for "financial performance and sustainability." The Financial Performance Framework was created after a review of model sponsor practices, charter school lender guidance, and expertise in the field. While the framework does not specifically mirror any single source, it was created to provide a clear picture of a school's past financial performance, current financial health, and potential financial trajectory.

Framework Structure

The Financial Performance Framework gauges both near-term financial health and longer-term financial sustainability. The framework includes indicators, measures and metrics. Targets and ratings are established by the individual sponsors.

It is designed to work with accrual-based information. Using modified accrual-based information should be avoided and may result in errant ratings. The Government-Wide or School-Wide Financial Statements are accrual based and consist of the Statement of Net Position and the Statement of Activities. The modified accrual statements include the Balance Sheet and the Statement of Revenues, Expenditures and Changes in Fund Balances. These latter two statements may include the words Government Funds in their titles.

The Authority may still need to work with a school in the financial area, where law or regulations require, even if the school achieves Meets Standards ratings in this framework.

Ratings and their Significance

The Financial Performance Framework facilitates rating a school's financial health by measuring the eight generally accepted areas of measurement of the financial health of a school as described in this technical guide. The eight measures gauge both near-term financial health and longer-term financial sustainability.

If the results of all eight measures meet standards then the school would receive a Meets Standards rating regarding its Financial Performance and health. If a school does not achieve a Meets Standards rating for all eight measures, it may be subject to further review by the charter school authority, a request for a plan of remediation or other action.

Poor financial performance measure ratings may trigger a Notice of Concern or a Notice of Breach. A Notice of Concern is sent to all charter schools whose financial framework profile results in at least one indicator scoring at "Falls Far Below Standard" or at least three indicators at "Does Not Meet Standard."

Continued or significant evidence of materially weak financial performance observed through ongoing oversight, and/or failure to make substantial progress towards remedying previously-identified concerns may result in further escalation within the intervention ladder, including a Notice of Breach or a Notice of Intent to Terminate.

Indicators

The Financial Performance Framework includes two indicators, or general categories, used to evaluate a schools' financial performance.

1. Near-Term

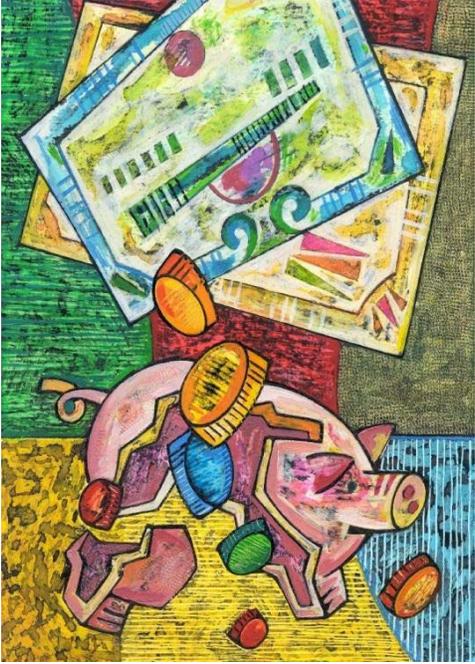
The portion of the framework that tests a school's near-term financial health is designed to predict the school's financial position and viability in the upcoming year. Schools meeting the desired standards demonstrate a low risk of financial distress for the coming year. Schools that fail to meet the standards may currently be experiencing financial difficulties and/or are at risk for financial hardship in the near term. These schools may require additional review and immediate corrective action on the part of the sponsor.

2. Sustainability

The framework also includes longer-term financial sustainability measures and is designed to predict a school's financial position and viability over time. Schools that meet the desired standards demonstrate a low risk of financial distress in the future. Schools that fail to meet the standards may be at risk for financial hardship in the future.

The Authority also requires schools to submit quarterly financial statements and other financial and enrollment related information so the Authority and the state can monitor the financial health and well-being of its charter schools.

SECTION 1
NEAR TERM MEASURES



Near Term Measure 1 - Current Ratio

Purpose - The current ratio depicts the relationship between a school’s Current Assets and Current Liabilities. In addition, the Current Ratio is a financial ratio that measures the extent to which a school has enough resources to pay its debts over the coming 12 months. It compares a school's Current Assets to its Current Liabilities.

What is the formula?

$$\frac{\text{Total Current Assets}}{\text{Total Current Liabilities}} = \text{Current Ratio}$$

Data source(s):

- Statement of Net Position

ABC Academy Example

$$\frac{\text{Total Current Assets}}{\text{Total Current Liabilities}} = \frac{\$197,115}{\$95,382} = 2.07 \text{ Current Ratio}$$

Current ratio is 1.1 or greater

Meets Standard

What is the metric used to determine school status?

Near Term Measure - Current Ratio

Current Assets / Current Liabilities

Meets Standard:

Current Ratio is 1.1 or greater.

Or

Current Ratio is between 1.0 and 1.1 and one-year trend is positive.

Note: For schools in their first or second year of operation, the Current Ratio must be greater than 1.1.

Does Not Meet Standard:

Current Ratio is between 0.9 and .99.

Or

Current Ratio is between 1.0 and 1.1 and one-year trend is negative.

Falls Far Below Standard:

Current Ratio is less than 0.9.

Near Term Measure 2 - Unrestricted Days Cash-On-Hand Ratio

Purpose - The Unrestricted Days Cash-On-Hand (UDCOH) ratio indicates how many days a school can pay its operating expenses without an inflow of cash. National standards state 60-120 days of cash-on-hand is considered a model practice.

What is the formula?

$$\frac{\text{Annual Expense} - \text{All noncash expenses}}{365 \text{ Days}} = \text{Average Daily Expense}$$

$$\frac{\text{Unrestricted Cash and Equivalents}}{\text{Average Daily Expense}} = \text{Unrestricted Days Cash - On - Hand}$$

Data source(s):

- Statement of Net Position
- Statement of Activities
- Notes to the audited financial statements or supplementary information

ABC Academy Example

Formula used to determine the Average Daily Expense

$$\$1,173,620 - \$10,000 = \frac{\$1,163,620}{365 \text{ Days}} = \$3,188 \text{ Average Daily Expense}$$

Formula used to determine Unrestricted Days of Cash-On-Hand

$$\frac{\$245,528}{\$3,188} = 77 \text{ Days}$$

60 or more days of cash

Meets Standard

What is the metric used to determine school UDCOH status?

Near Term Measure - Unrestricted Days Cash-On-Hand Ratio
Average Daily Expenses : (Total Annual Expenses - Annual Depreciation - Amortization) /365
Unrestricted Days Cash-On-Hand: Unrestricted Cash and Equivalents / Average Daily Expense
<p>Meets Standard:</p> <p><input type="checkbox"/> 60 or more days of cash.</p> <p><input type="checkbox"/> Exceptions for schools in year one or two of their original contract term:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Original Contract, Year 1 schools: 15 days or more <input type="checkbox"/> Original Contract, Year 2 schools: 30 days or more <input type="checkbox"/> Original Contract, Year 3 + schools: 60 days or more <input type="checkbox"/> All schools—including schools in their original contract term—showing operating deficits will be held to the normal 60-day standard.
<p>Or</p> <p><input type="checkbox"/> Between 30 and 60 days of cash <i>and</i> one-year trend is positive—a negative trend may still support a Meets Standard rating with adequate documentation¹ from the school.</p> <p>Does Not Meet Standard:</p> <p><input type="checkbox"/> Days of cash is between 15 and 29 days, except for original contract term first or second year schools.</p> <p>Or</p> <p><input type="checkbox"/> Days of cash is between 30 and 60 days <i>and</i> one-year trend is negative —a negative trend may support a Meets Standard rating if the school provides adequate supporting documentation.</p> <p>Falls Far Below Standard:</p> <p><input type="checkbox"/> Less than 15 days cash, regardless of whether school is in its original contract term.</p>

Near Term Measure 3 - Enrollment Forecast Accuracy

Purpose - Enrollment forecast accuracy tells sponsors whether or not the school is meeting its enrollment projections, thereby generating sufficient revenue to fund ongoing operations.

What is the formula?

$$\frac{\text{Actual Enrollment}}{\text{Projected Enrollment}} = \text{Percent Forecast Accuracy}$$

¹ An example of adequate documentation could be copies of the school’s governing board Minutes from a year or two earlier approving a plan and decision to accumulate cash in order to deploy it in the acquisition of a campus and it being reasonably apparent that the cause of the negative trend was the approved, planned use of the cash.

Data source(s):

- School enrollment reports submitted upon SPCSA/NDE request

Actual Enrollment = Certified Count Day numbers

Projected Enrollment = Charter school board-approved budgeted enrollment

ABC Academy Example

$$\frac{\text{Actual Enrollment}}{\text{Projected Enrollment}} = \frac{225}{210} = \mathbf{107\% \text{ Forecast Accuracy}}$$

Enrollment forecast accuracy equals or exceeds 95% in the most recent year and equals or exceeds 95% each of the last three years. Charter schools with enrollment Forecast Accuracy 10% more or less than projections must check with the authority as they may be required to submit a Request For Amendment of their Charter Contract for changes of this magnitude.

Meets Standard

What is the metric used to determine school status?

Near Term Measure - Enrollment Forecast Accuracy

Actual Enrollment / Projected Enrollment

Meets Standard:

- Enrollment forecast accuracy equals or exceeds 95% in the most recent year *and* equals or exceeds 95% each of the last three years.
- For schools in their original contract term not operating at a deficit enrollment forecast accuracy equals or exceeds:
 - Year 1: 90.0% accuracy;
 - Year 2: 92.5% accuracy;
 - Year 3+: 95% accuracy.
- For schools operating at a deficit, enrollment forecast accuracy equals or exceeds:
 - 95% accuracy in the most recent year and
 - 95% each of the last three years

Does Not Meet Standard:

- Enrollment forecast accuracy is between 85% and 94% in the most recent year.
Or
- Enrollment forecast accuracy is 95% or greater in the most recent year *but does not* equal or exceed 95% or greater each of the last three years.

Falls Far Below Standard:

- Enrollment forecast accuracy is less than 85% in the most recent year.

Near Term Measure 4 – Debt (or lease) Default

Purpose - The debt (or lease) default indicator addresses whether or not a school is meeting its loan or lease obligations or is delinquent with its debt service payments. Notes from the audited financial statements are used as the source of data. *In most cases this will not be applicable for charter schools that do not have an outstanding loan.*

What is the indicator?

Sponsors may consider a school in default only when the charter school is not making payments on its debt, or when it is out of compliance with other requirements in its debt covenants.

Data source(s):

- Statement of Net Position
- Notes to the audited financial statements.

ABC Academy Example

ABC Academy’s notes to the audited financial statements indicate that the school is not making payments on its debt, or it is out of compliance with other requirements in its debt covenants.

Falls Far Below Standard

What is the metric used to determine school status?

Near Term Measure - Debt Default

Notes to the audited financial statements.

Meets Standard:

School is not in default of loan covenant(s) and is not delinquent with debt service payments.

Or

School does not have an outstanding loan.

Does Not Meet Standard:

Not Applicable.

Falls Far Below Standard:

School is in default of loan covenant(s) or is delinquent with debt service payments.

SECTION 2

SUSTAINABILITY MEASURES



Sustainability Measure 1 – Total Margin and Aggregated Three-Year Total Margin²

Total Margin measures the surplus or deficit a school generates from its total revenues less its expenses. It indicates whether the school is operating within its available resources. The measurement looks at each year—as well as—, where calculable, the school’s aggregated three-year margin performance.

Nevada law and regulation prohibit deficit spending. A negative margin may mean a school is out of compliance with Nevada law, the Financial Performance Framework and the Organizational Performance Framework.

What is the formula?

*Total Three Year Revenue - Total Three Year Expenditures = **Three Year Net Surplus/Deficit***

$$\frac{\text{Total Three Year Net Surplus}}{\text{Total Three Year Revenues}} = \text{Aggregated Three Year Total Margin}$$

Current Year Total Margin

$$\frac{\text{Current Year Net Surplus}}{\text{Current Year Total Revenue}} = \text{Current Year Total Margin}$$

Data source(s):

- Three years of Statements of Activities with the most recent year counting as year 3 and the earliest (and oldest) of the three years counting as year 1.

ABC Academy Example

Revenue Year One = \$700,000, Year Two = \$750,000, Year Three = \$775,000
Expenditures Year One = \$704,000, Year Two = \$746,000, Year Three = \$770,000

Formula used to determine the total Three-Year Net Surplus (Deficit)

Year 1: \$700,000 - \$704,000 = -4,000 (-.57%)

Year 2: \$750,000 - \$746,000 = 4,000 (.53%)

Year 3: \$775,000 - \$770,000 = 5,000 (.65%)

-\$4,000 + \$4,000 + \$5,000 = \$5,000 Aggregated Three Year Net Surplus

² For purposes of this rating, adjusting net surplus for expenses related to an increase in Net Pension Liability is appropriate.

Formula used to determine the total Three Year Revenue

$$\$700,000 + \$750,000 + \$775,000 = \mathbf{\$2,225,000 \text{ Three Year Revenue}}$$

Formula used to determine the Aggregated Total Margin

$$\frac{\$5,000}{\$2,225,000} = .225\% \mathbf{\text{ Aggregated Three Year Total Margin}}$$

Most recent Total Margin is positive and, where calculable, the aggregated three-year Total Margin is positive.

Meets Standard

What is the metric used to determine school status?

Sustainability Measure - Total Margin

Current Year Total Margin: Current Year Net Surplus / Current Year Total Revenue

Aggregated Total Margin: Total Three-Year Net Surplus / Total Three-Year Revenues

Meets Standard:

The most recent year Total Margin is positive. The Aggregated Three-Year Total Margin, when calculable, is also positive.

Does Not Meet Standard:

Aggregated Three-Year Total Margin, when calculable, is negative *or* the most recent year Total Margin is negative.

Falls Far Below Standard:

Aggregated Three-Year Total Margin is negative *and* most recent year Total Margin is negative.

Note: For schools in their first or second year of operation, substitute the “Aggregated Three-year Total Margin” with the “Total Margin.”

Sustainability Measure 2 - Debt to Asset Ratio

Purpose - The Debt to Asset Ratio measures the amount of debt a school owes compared to the assets they own; it measures the extent to which the school relies on borrowed funds to finance operations. A Debt to Asset Ratio greater than 1.0 indicates a school has more debt than it has assets to pay off said debt. It is a generally accepted indicator of potential long-term financial issues, as the organization owes more than it owns, reflecting a risky financial position. A ratio less than 0.9 indicates a financially healthy balance sheet, both in the assets and liabilities, and with the balance in the Net Position, or equity, account.

What is the formula?

$$\frac{(\text{Total Liabilities} - \text{Net Pension Liabilities})}{\text{Total Assets}} = \text{Debt to Asset Ratio}$$

Data source(s):

- Statement of Net Position
- Net Pension Liability balance information
- Confirmation that employer contribution expenses are not backed out from Statement of Activities

ABC Academy Example

$$\frac{\text{Total Liabilities}}{\text{Total Assets}} = \frac{\$12,000}{\$20,000} = \mathbf{0.60 \text{ Debt to Asset Ratio}}$$

Debt to Asset Ratio is less than 0.90

Meets Standard

What is the metric used to determine school status?

Sustainability Measure - Debt to Asset Ratio

Total Liabilities / Total Assets

Meets Standard:

Debt to asset ratio is less than 0.90.

Does Not Meet Standard:

Debt to asset ratio is greater than or equal to 0.90 and less than or equal to 1.0.

Falls Far Below Standard:

Debt to asset ratio is greater than 1.0.

Sustainability Measure 3 – Cash Flow

Purpose - The Cash Flow measure compares changes in a school’s end of year cash balances for cash balance growth as a sign of a school’s financial health and well-being.

The “Total Cash” balances include the unrestricted and the restricted cash balances. The measurement reviews most recent year and, where applicable, prior year cash balances.

What is the formula?

For all most recent years where the information is calculable:

*Year 3 Total Cash - Year 1 Total Cash = **Multi-Year Cash Flow***

*Year 2 Total Cash - Year 1 Total Cash = **One Year Cash Flow***

Data sources:

- Three most recent years of Statement of Net Position (Assets: cash)--with year 3 being the most recent year and year 1 being the earliest or oldest year for which the annual financial report has been presented.

ABC Academy Example

Year 1 (Y1) = \$38,000, Y2 = \$40,000, Y3 = \$42,000 in cash balances.

(Y3-Y1) \$42,000 - \$38,000 = **\$4,000 Cash Flow**

(Y3-Y2) \$42,000 - \$40,000 = **\$2,000 Cash Flow**

Cash flow balances grew every year for the most recent years measurable.

Meets Standard

Sustainability Measure - Cash Flow

Multi-Year Cash Flow = Year 3 (most recent year) Total Cash - Year 1 Total Cash

One Year Cash Flow = Year 3 Total Cash -Year 2 (prior year) Total Cash

Meets Standard:

Y3-Y1 Cash Flow and cash balances (multi-year cash flow), where calculable, are positive. The most recent year Cash Flow is positive. Or,

For schools in their original contract term, year 1 and year 2 schools, all years have a positive cash flow. In year 1, for a school in its original term, the year 0 balance is assumed to be zero.

Does Not Meet Standard:

Multi-year cash flow, where calculable, is negative *or* the most recent year cash flow is negative.

Falls Far Below Standard:

- ❑ Multi-year cash flow, where calculable, is negative *and* the most recent year cash flow is negative.

Notes:

1. A rating within this section may be adjusted for large capital investments resulting in cash balance declines-- only for schools not showing an operating deficit.
2. A school may Meet Standards even with a cash balance decline based upon the supporting documentation provided by the school, such as if the school board had earlier approved a facility acquisition plan which would draw down cash savings and the cash balance decline was a result of the approved spending plan.

Sustainability Measure 4 – Debt or Lease Service Coverage Ratio³

Purpose - The Debt or Lease Service Coverage Ratio indicates a school’s ability to cover its debt or long-term lease obligations. *In most cases this will not be applicable for charter schools that do not have an outstanding facility loan or lease(s).* This ratio measures the degree to which a school can pay facility principal and interest due or lease payments based on the current year’s net income and available cash. Depreciation expense and Amortization are added back to the net income because they are non-cash transactions. This means they are accounting transactions where no cash leaves the organization for that account name. They do not affect a school’s ability to service its debt. The interest expense is added back to the net income to show the before-interest-expense available balance. It is also added to the denominator.

What is the formula?

$$\frac{\text{Net Income} + \text{Depreciation} + \text{Interest Expense}}{\text{Annual Principal} + \text{Interest Payments}} = \text{Debt Service Coverage Ratio}$$

Data source(s):

- Statement of Net Position
- Statement of Activities
- Notes to the audited financial statements or supplementary information

ABC Academy Example

School obtains two year loan of \$175,000 for facility renovations (\$85,753 per year).
Formula used to determine the ratio indicating if the school can afford the loan.

³ For purposes of this rating, adjusting net surplus for expenses related to an increase in Net Pension Liability is appropriate.

$$\frac{\$100,000 + \$2,000 + \$5,439}{\$85,753 + \$5,439} = \frac{\$107,439}{\$91,192} = \mathbf{1.18 \text{ Debt Service Coverage Ratio}}$$

Debt (or long-term Lease) Service Coverage Ratio is equal to or exceeds 1.10.

Meets Standard

What metric is used to determine the school's DSCR or LSCR level and rating?

Sustainability Measure - Debt Service Coverage Ratio

See formula above

Meets Standard:

Debt or long-term Lease Service Coverage Ratio (DSCR or LSCR) is equal to or exceeds 1.10.

Or

School does not have an outstanding loan or long-term lease.

Does Not Meet Standard:

Debt or long-term Lease Service Coverage Ratio is less than 1.10.

Falls Far Below Standard:

Not Applicable

Glossary: Terms Used in the Financial Performance Framework

Accrual (or Full Accrual) Accounting: Method of accounting that records revenues and expenses when they are incurred, regardless of when cash is exchanged. A school acquiring a campus may show their annual mortgage payments under this approach but would not show the full cost of the facility on any one of their annual reports if the school did not pay the full amount in the year in question. *See also Modified Accrual.*

Annual Expenses: The yearly total of payments of cash or incurrence of a liability for the purpose of acquiring assets, or services or settling losses.

Assets: A probable future economic benefit obtained or controlled by a particular entity as a result of past transactions or events. These economic resources can be tangible or intangible. Assets might be financial in nature (like cash and accounts receivable) or nonfinancial (like buildings and equipment).

Audit: A systematic collection of the sufficient, competent evidential matter needed to attest to the fairness of management's assertions in the financial statements or to evaluate whether management has efficiently and effectively carried out its responsibilities. The auditor obtains this evidential matter through inspection, observation, inquiries, and confirmations with third parties. Refer to Compliance Audit, Corrective Action Plan, Financial Audit, Performance Audit, and Single Audit.

Balance Sheet: A financial statement that discloses the assets, liabilities, and equities of an entity at a specified date in conformity with generally accepted accounting principles (GAAP). Also, referred to as the Statement of Financial Position or Statement of Net Assets (not to be confused with Statement of Net Position, see below).

Basis of Accounting: The methodology and timing of when revenues and expenditures or expenses are recognized in the accounts and reported in the financial statements. Refer to Accrual Basis, Modified Accrual Basis, and Cash Basis.

Cash Basis: A basis for accounting whereby revenues are recorded only when received and expenses are recorded only when paid, without regard to the period in which they were earned or incurred.

Cash Flow: Cash receipts minus cash disbursements from a given operation or fund for a given period of time.

Changes in Net Position: The difference between the net balance from one accounting period to the next.

Consultant: An independent individual or entity contracting with an agency to perform a personal service or render an opinion or recommendation according to the consultant's methods and without being subject to the control of the agency except as to the result of the work. The agency monitors progress under the contract and authorizes payment.

Current Assets: Resources that are available, or can readily be made available, to meet the cost of operations or to pay current liabilities.

Current Liabilities: Obligations that are payable within one year from current assets or current resources.

Current Ratio: A financial ratio that measures whether or not an organization has enough resources to pay its debts over the next 12 months. It compares a firm's current assets to its current liabilities and is expressed as follows: $\text{current ratio} = \text{current assets} \div \text{current liabilities}$.

Debt: An obligation resulting from the borrowing of money or from the purchase of goods and services. Debts include bonds, accounts payable, and other liabilities. Refer to Bonds Payable, Accounts Payable, Liabilities, Long-Term Obligations, and General Long-Term Obligations.

Debt Service: The cash that is required for a particular time period to cover the repayment of interest and principal on a debt. Debt service is often calculated on a yearly basis.

Debt Service Coverage Ratio: Also known as "debt coverage ratio," is the ratio of cash available for debt servicing to interest, principal, and lease payments.

Debt Service Default: Occurs when the borrower has not made a scheduled payment of interest or principal.

Debt to Asset Ratio: A financial ratio that measures the proportion of an organization's assets that are financed through debt. It compares an organization's total assets to its total liabilities and is measured by dividing the total liabilities by the total assets. If the ratio is less than one, most of the organization's assets are financed through equity. If the ratio is greater than one, most of the organization's assets are financed through debt.

Deficit: Schools are not authorized to have expenses in excess of appropriations and should budget accordingly to always operate with a surplus of revenue over expenses.

Depreciation: The systematic and rational allocation of the cost of an asset over its useful life.

Financial Accounting Standards Board (FASB): FASB is the independent, private-sector, not-for-profit organization that establishes financial accounting and reporting standards for public and

private companies and not-for-profit organizations that follow Generally Accepted Accounting Principles (GAAP).

Financial Audit: An audit made by an independent external auditor for the purpose of issuing an audit opinion on the fair presentation of the financial statements of the school in conformity with Generally Accepted Accounting Principles. Refer to Audit.

Fiscal Period: Any period at the end of which a charter school determines its financial position and the results of its operations. Refer to Accounting Period.

GAAP: Refer to Generally Accepted Accounting Principles.

General Fund: The general fund is used to account for the financial activities of the charter schools not required to be accounted for in another account.

Generally Accepted Accounting Principles (GAAP): These are the uniform minimum standards for financial accounting and reporting. They govern the form and content of the financial statements of an entity. GAAP encompass the conventions, rules, and procedures necessary to define accepted accounting practice at a particular time. They include not only broad guidelines of general application, but also detailed practices and procedures. The primary authoritative body on the application of Generally Accepted Accounting Principles (GAAP) to state and local governments is the Governmental Accounting Standards Board.

Governmental Accounting: The composite activity of analyzing, recording, summarizing, reporting, and interpreting the financial transactions of a governmental entity.

Governmental Accounting Standards Board: The Governmental Accounting Standards Board is the source of generally accepted accounting principles (GAAP) used by state and local governments and other public entities in the United States, including charter schools in Nevada. GASB establishes accounting and financial reporting standards for U.S. state and local governments that follow GAAP.

Income Statement: A financial statement that shows revenues and expenditures of an entity at a specified date in conformity with Generally Accepted Accounting Principles (GAAP). The full accrual statements are usually referred to as the (Government Wide) Statement of Activities. The modified accrual statements are usually referred to as the (Government Funds) Statement of Revenues, Expenditures, and Changes in Fund Balances.

Indicator: General categories of financial performance.

Interest Expense: The money the school pays out in interest on loans.

Interest Payable: A liability account reflecting the amount of interest owed by the school. In governmental funds, interest is to be recognized as an expenditure in the accounting period in which it becomes due and payable, and the liability is to be recorded as interest payable at that time. In proprietary and trust funds, interest payable is recorded as it accrues, regardless of when payment is actually due.

Interest Payment: The amount of interest that a school pays to a lender on a loan each month.

Interim Financial Statement: A financial statement prepared before the end of the current fiscal period and covering only financial transactions during the period to date.

Long-term Lease Service Coverage Ratio (LSCR): The ratio of cash available for long-term Lease servicing to meet lease payments. See also the “Debt Service Coverage Ratio (DSCR).”

Liabilities: Probable future sacrifices of economic benefits arising from present obligations of a particular entity to transfer assets or provide services to other entities in the future as a result of past transactions or events. These are economic obligations. The term does not include encumbrances.

Margin: The difference between revenues and expenses. The margin can refer to the gross margin (operating revenues less operating expenses) or the total margin (see Total Margin).

Measure: General means to evaluate an aspect of an indicator.

Metric: Method of quantifying a measure.

Modified Accrual Accounting: Method of accounting which “combines accrual basis accounting with cash basis accounting. It recognizes revenues when they become available and measurable and, with a few exceptions, records expenditures when liabilities are incurred.” A charter school acquiring a campus would likely show the total lump sum cost of the school in their annual report for the year the campus was acquired, instead of showing an annual mortgage payment and depreciation, under this reporting method.

Net Assets: The difference between assets and liabilities. Refer to Fund Equity.

Net Income: A term used in accounting for proprietary funds to designate the excess of total revenues and operating transfers in divided by total expenses and operating transfers out for an accounting period.

Net Pension Liability: The difference between the total pension liability (the present value of projected benefit payments to employees based on their past service) and the assets (mostly

investments reported at fair value) set aside to pay current employees, retirees, and beneficiaries.

The Government Accounting Standards Board (GASB) Statement No. 68 requires the reporting of Net Pension Liabilities of all entities participating in the Public Employees' Retirement System of Nevada (PERS). However, per NRS 286.110(4) "The respective participating public employers are not liable for any obligation of the System." Consequently, the SPCSA's review nets the Net Pension Liability from the Liabilities of the school being reviewed. Schools should still have annual PERS contributions related expense obligations included in their expenses.

Net Surplus: The amount of revenue recognized after certain operating expenses have been deducted.

Principal: The amount of the loan excluding any interest.

Statement of Activities: A GASB GAAP Government-Wide full accrual financial statement that reports the net revenue of its individual functions, pursuant to GASB 34. An objective of using the net revenue format is to report the relative financial burden of each of the reporting government's functions on its taxpayers. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows.

Statement of Cash Flows: A GASB GAAP financial statement for proprietary funds that provides relevant information about the cash receipts and cash payments of a government during a period. It categorizes cash activity as resulting from operating, noncapital financing, capital financing, and investing activities.

Statement of Net Position: A GASB GAAP Government-Wide full accrual financial statement, pursuant to GASB 34, that reports the difference between assets and liabilities as net assets, not fund balances or equity. Assets are reported in order of liquidity, or how readily they are expected to be converted to cash and whether restrictions limit the government's ability to use the resources. Liabilities are reported based on their maturity, or when cash is expected to be used to liquidate them. Net assets are displayed in three components: invested in capital assets, net of related debt; restricted; and unrestricted.

Statement of Revenues, Expenditures and Changes in Fund Balances: A GASB GAAP Government Fund (modified accrual) financial statement. Revenue is recognized as soon as it is both measurable and available. Revenue is considered to be available if it is collected within the current period or soon enough thereafter to pay liabilities of the current period. Expenditures generally are recorded when a liability is incurred, as under accrual accounting. However, debt

service expenditures, as well as expenditures related to the net pension liability are only recorded when due.

Target: Threshold that signifies success for a specific measure.

Total Assets: The sum of all cash, investments, furniture, fixtures, equipment, receivables, intangibles, and any other items of value owned by a school.

Total Expenditure: The total costs of doing business; that is, the costs that must be incurred in order for a school to generate revenue or provide services.

Total Liabilities: The aggregate of all debts a school is responsible for.

Total Margin: Total revenues less total expenses.

Total Revenue: The total amount of a schools' sources of income (gross receipts and receivables).

Unrestricted Cash: Monetary reserves that are not restricted for a particular use; General funds are considered unrestricted cash, subject to legal restrictions for a public educational entity.

Appendix 5: Organizational Performance Framework

DRAFT

STATE OF NEVADA

STEVE SISOLAK
Governor



REBECCA FEIDEN
Executive Director

STATE PUBLIC CHARTER SCHOOL AUTHORITY
ORGANIZATIONAL PERFORMANCE FRAMEWORK
TECHNICAL GUIDE

Updated February 2020

STATE OF NEVADA

STEVE SISOLAK
Governor



REBECCA FEIDEN
Executive Director

STATE PUBLIC CHARTER SCHOOL AUTHORITY

<p>1749 North Stewart Street Suite 40 Carson City, Nevada 89706-2543 (775) 687 - 9174 · Fax: (775) 687 - 9113</p>	<p>2080 East Flamingo Road, Suite 230 Las Vegas, Nevada 89119 (775) 687 - 9174 · (702) 486-5543</p>
--	--

Dear Public Charter School Boards and School Leaders:

Attached is the Nevada Organizational Performance Framework (OPF) and Technical Guide. This framework is provided to public charter schools sponsored by the State Public Charter School Authority (SPCSA) to enable them to understand key areas of organizational compliance. This OPF is based on the National Association of Charter School Authorizers (NACSA) OPF and enables an external review of a charter school from the perspective of primarily five indicators or categories.

A few of the benefits of this organizational framework include:

- To help sponsored schools avoid most of the common, significant and material organizational issues which befall many charter schools.
- To provide clear guidance to charter schools of critical obligations and expectations which the charter schools must be in compliance with to perform within the legal parameters they have committed to operate within.
- To provide charter school stakeholders transparency and assurances that the school is meeting its obligations and that the SPCSA is striving to ensure schools provide high-quality organizational environments within which schools—and students—can thrive.

Of course, performance, compliance, with all applicable federal, state and local laws, regulations and ordinances as well as adherence to contract provisions by sponsored public charter schools is an ongoing obligation.

Certification of compliance is required of schools at certain times of the school year. Schools should consult the applicable law, regulations, ordinances and their contracts for all requirements. Schools will also find a number of such requirements called for in the Reporting Requirements Manual which the SPCSA publishes annually.

One of the four strategies of the SPCSA strategic plan is to “Ensure Fulfillment of Public School Obligations.” Schools that adhere to the organizational requirements described within the OPF give themselves the best chances of organizational success.

The SPCSA will provide ongoing oversight and monitoring of individual school’s performance against the indicators and measures listed within the OPF. School board members, school leaders and stakeholders are welcome to contact the SPCSA with any questions regarding this document.

Sincerely,

Mike Dang, Manager
Financial and Organizational Performance Frameworks
Nevada State Public Charter School Authority

Table of Contents

Introduction	4
Framework Guidance	4
Autonomy	4
Indicators	5
Measures	6
Metrics	6
Targets and Ratings	6
Considerations when using the OPF	7
Data Sources	7
Measures in Detail	8
Ratings and Scoring	8
Indicator 1: Education Program (20 pts)	9
Indicator 2: Financial Management and Oversight (20 pts)	13
Indicator 3: Governance and Reporting (20 pts)	15
Indicator 4: Students and Employees (20 pts)	17
Indicator 5: School Environment (20 pts)	21
Annual Reporting	24
Intervention	24
High-Stakes Decision Making	24
Updates	25

Organizational Performance Framework

Introduction

An Organizational Performance Framework (OPF) for charter schools provides a framework within which a charter school sponsor, authorizer and regulatory agency may carry out its oversight roles and responsibilities.

This Organizational Performance Framework (OPF) for State Public Charter School Authority (SPCSA) charter schools (CSs) is based on the National Association of Charter School Authorizers (NACSA) [Core Performance Framework and Guidance Academic, Financial, and Organizational Frameworks for Charter School Accountability](#), March 2013.

The OPF reviews a charter school from the perspective of five indicators or categories. This structure facilitates the evaluation of the school's organizational performance and compliance with federal, state and local law, regulations, ordinances, and policy in addition to the contract between the SPCSA and the governing board of the school.

The Organizational Performance Framework documents consist of the following:

1. The Organizational Performance Framework Technical Guide.
 - a. This Organizational Performance Framework Technical Guide explains the Organizational Performance Framework, its purpose, objectives and methods.
2. The Certification of Compliance
 - a. The Certification of Compliance with the Organizational Performance requirements of the SPCSA is for the school's board to confirm that they and their school leadership have verified and do certify that the operations of their school are in compliance as described herein.
 - b. The school board is required to complete and submit this no later than 45 days after the completion of the school year.
3. Organizational Performance Ratings of School Compliance.
 - a. The SPCSA will complete and submit this to the school board after receiving the Certification of Compliance by the board.

A copy of this OPF Technical Guide, and of the latter two documents described above will be posted separately on the SPCSA website. Copies of the latter two documents are shown below in Appendix A and Appendix B. An example of a possible score is included below as Appendix C.

Framework Guidance

The Organizational Performance Framework defines the operational standards to which a charter school should be accountable to its authorizer and the public. It is designed to treat all schools as though they are the same only in terms of meeting minimum legal and ethical requirements. This enables schools to retain the flexibility and autonomy to be different in the ways that matter most for a school's mission, vision, and educational program.

The expectations set out in the Organizational Framework derive from state and federal law as well as the operating terms that the school has proposed in the charter application. Of the three frameworks, the Organizational Framework is most closely aligned with the charter contract in terms of documenting operational expectations such as special education, accounting practices, reporting requirements, and the like.

One of the authorizer's core responsibilities with respect to charter schools is to protect the public interest. The Organizational Framework is the primary lever for carrying out this responsibility. It enables the authorizer to ensure that charter schools are respecting rights of students, staff, and families within the schools as well as the interests of the general public in ensuring that charter schools meet the legal obligations that state and federal legislatures have determined should apply.

Autonomy

"It is widely recognized that school autonomy was never intended to free charter operators from the following fundamental obligations, which serve to promote both students' wellbeing and societal interests:

1. State assessments of student achievement and consequences for poor performance;
2. Health and safety regulations;

3. Teacher background checks;
4. Open enrollment policies;
5. Zero tuition policies;
6. Civil rights protections;
7. Open meeting laws;
8. Anti-nepotism rules for governing boards; and
9. Financial accountability rules.”
10. Federal, state and local law, regulations, and ordinances and contract terms (SPCSA)

“Charter School Autonomy: A Half-Broken Promise,” by Dana Brinson and Jacob Rosch, April 2010, Updated May 2010, The Thomas B. Fordham Institute (first 9; SPCSA #10)

Of the three frameworks, the Organizational Framework abuts most closely against school autonomy. The central premise of charter school autonomy is that the authorizer will articulate the expected outcomes, and the school will have maximum flexibility to determine the best way to achieve those outcomes. In other words, the authorizer articulates the ends and the school decides the means of getting there.

Whereas the Academic and Financial Frameworks focus almost exclusively on results, as in the results of a race, the Organizational Framework inevitably focuses on processes, as in the course and operations of running the race. Whether it is meeting requirements for minimum instructional days and minutes or ensuring that the facility meets applicable health and safety codes; the Organizational Framework is the place where the school becomes externally accountable for how it operates.

However, this process-focused accountability should be limited to those processes that are mandated by law, rules, regulations, or policies.

It is in this spirit that the SPCSA is operating.

Framework Structure

The Organizational Framework is divided into indicators, measures, metrics, and ratings, which are explained below.

Indicators

The framework includes six indicators or categories used to evaluate the school’s organizational performance and compliance.

	Indicators
1	Education Program
2	Financial Management and Oversight
3	Governance and Reporting
4	Students and Employees
5	School Environment

1. Education Program

The Education Program section assesses the school’s adherence to the material terms of its proposed education program. As a legal term, something is “material” if it is relevant and significant. For purposes of defining educational program accountability, the SPCSA will consider whether the information would be relevant and significant to decisions about whether to renew, non-renew, or revoke a charter.

In addition to capturing material terms of the education program, this section also captures certain aspects of an education program that are required by law (e.g., content standards, assessments, special education requirements, etc.).

2. Financial Management and Oversight

While the Financial Framework is used to analyze the school's financial performance, the SPCSA will use this section of the Organizational Framework to set expectations for the school's management and oversight of its finances, without regard to financial performance. Audit results and audit findings are critical sources of evidence when evaluating schools against this indicator.

3. Governance and Reporting

A charter school must practice sound governance and adhere to reporting requirements of the SPCSA and other responsible entities. In this section the SPCSA sets forth expectations of the charter board's compliance with governance-related laws as well as the board's own bylaws and policies. Additionally, this indicator includes a measure to evaluate the extent to which the board oversees the individuals or organizations to which it delegates the duties of implementing the program, a fiduciary responsibility of the board.

4. Students and Employees

While charter schools may be exempt from certain laws and allowed to function with greater autonomy, they still must adhere to federal and state laws regarding treatment of individuals within the organization. In this section, the SPCSA measures charter school compliance with a variety of laws related to students and employees, including the rights of students and employees as well as operational requirements such as teacher licensing and background checks.

5. School Environment

Charter schools must also follow laws related to the school's physical plant and the health and safety of students and the charter community. This section addresses the school's facility, transportation, food service, and health services, among other things.

Measures

For each of the indicators, the framework provides a number of measures by which to evaluate schools. The measures take the form of questions about each school's performance. For example:

- Is the school implementing the material terms of the education program as defined in the current charter contract?
- Is the school protecting the rights of English Language Learner (ELL) students?
- Is the school meeting financial management and oversight requirements?

Information and guidance specific to each measure is provided below in the **Measures in Detail** section.

Metrics

Metrics are expectations set forth in evaluating a measure. For example, to evaluate the question, "Is the school following Generally Accepted Accounting Principles?" Examples of metrics for this measure are:

- An unqualified audit opinion
- An audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses
- An audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report

Throughout the Organizational Framework, we set forth the metrics for evaluating the different measures within the "Meets Standard" rating.

Targets and Ratings

For each measure a school receives one of two ratings based on evaluation of the established metrics.

Meets Standard:

The "Meets Standard" rating is defined by the threshold of success for the measure, or the target the school is expected to meet. In the Organizational Framework, this rating provides the detailed metrics against which the charter school is judged. If the school meets the target, then the SPCSA does not need to follow up with the school or require corrective action. Schools do not meet the standard if failures are material in nature, meaning they are relevant to the SPCSA's accountability decisions.

Does Not Meet Standard:

The "Does Not Meet Standard" rating remains consistent for each measure in the Organizational Framework

and reads:

“The school failed to materially comply in the manner described above.”

This means that the school has materially failed to meet the target during the evaluation period. Schools with a number of “Does Not Meet Standard” designations may be placed into the intervention ladder or even considered for non-renewal.

Considerations when using the OPF

As with the Academic and Financial Performance Frameworks, the SPCSA will use the Organizational Performance Framework to collect evidence of performance and to evaluate schools at least annually, to monitor schools throughout their charter terms, to report to schools and the public annually, to intervene in schools that do not meet expectations, and to make high-stakes decisions, including: renewal, non-renewal, possible revocation, expansion or replication.

Assurance of compliance by the charter board

The Organizational Framework provides a space for the SPCSA to report any credible cases of noncompliance in areas where it may not routinely evaluate the school. Documentation by the charter board provides an assurance to the SPCSA that the board is aware of and is compliant with its legal obligations.

Certification

The SPCSA requires an assurance from the charter school board including in the form of a certification of compliance. This certification means that the board has reviewed attests that the school is in compliance with federal, state, and local laws, regulations and ordinances as well as with conditions of and amendments to its charter contract with the SPCSA.

The SPCSA will follow up if complaints or reports from the State Education Agency indicate noncompliance. Follow-up review could include requests of data to verify compliance such as school calendars, student records, or reports the school may submit to the State Education Agency (e.g., reports to verify state assessment compliance).

When evaluating the requirement that the school implemented “mandated programming as a result of state or federal funding,” the SPCSA could work with divisions and documents within the Nevada Department of Education or other agencies that oversee these programs (e.g., Title IV), as they likely have processes in place to evaluate and report findings of noncompliance.

Data Sources

The Data Sources sections below list the sources of the documentation the SPCSA will look to in reviewing the organizational performance and compliance levels of the school. Schools provide most of the information used to make compliance determinations and ratings regarding any OPF measure and its indicators. Where that is not the case, SPCSA will indicate “(School)” next to data sources the school needs to provide. A designation of “SPCSA” in this part of the table indicates where SPCSA will request information from another agency or entity, such as NDE or PERS.

Data Sources may also include items not specifically listed here, including school policies, site visit observations and site evaluations, record audits, interviews of stakeholders, WIDA testing documents and other ELL reporting requirements.

Measures in Detail

Ratings and Scoring

	Category	Points Possible	Points Earned
1	Education Program	20	
2	Financial Management and Oversight	20	
3	Governance and Reporting	20	
4	Students and Employees	20	
5	School Environment	20	
	Total	100	

Ratings

Meets Standard Rating (80 points or more)

- The threshold of success for the measure, the target expectations.
- The detailed metrics against which the charter school is judged.
- If the school meets the target, the SPCSA may still follow up on a specific issue.
- Schools earning this rating are performing well and are on track for charter renewal
- The targets for this rating category set the minimum expectations for charter school performance

Does Not Meet Standards (79 points or less)

- The school has failed to materially comply in the manner described above.
- The SPCSA will follow up with the school to ensure corrective action is taken.
- Schools in this rating category failed to meet minimum expectations
- At a minimum, they should be subject to closer monitoring, and their status for renewal is in question

A school must earn a total of 80 points or more in any one year for all indicators to achieve a Meets Standards Rating. A school that earns less than 80 points in any one year is automatically subject to additional oversight, will be placed into the intervention ladder and will be required to take corrective action steps.

A Notice of Concern is sent to all charter schools whose organizational framework ratings results in less than 80 points earned on an annual basis. Continued or significant evidence of materially weak organizational performance observed through ongoing oversight, and/or failure to make substantial progress towards remedying previously-identified concerns may result in further escalation within the intervention ladder, including a Notice of Breach or a Notice of Intent to Terminate.

A school may earn full, partial or no points for any of measure, and it is possible that a school may earn an annual rating of Meets Standard but only earn a few points in one of the five categories listed above. The SPCSA will work with schools falling into this category to ensure the school has an opportunity to resolve the problems or non-compliance issues. The SPCSA will note the issue and how the issue was resolved.

Each category (such as the Education category) of measures below is equally weighted against the other categories. However, each category may not have the same number of measures or questions, review elements and data sources to review. Still, the weighting for each category is the same for all five categories.

If a school scores a Does Not Meet Standards (DNMS) for any one measure or for one question in a measure in a category it does not automatically mean the school has failed the entire category. The materiality of the DNMS will be considered to make such a determination.

There is some level of subjectivity with some measures and not with others. For example, there may be a subjective zone in determining whether a school’s educational program was materially consistent with the program the school committed to provide in its charter contract. On the other hand, an example of an objective standard would be where a financial auditor declares that a school was clearly not using Generally Accepted Accounting Principles in its accounting work, as is required. Where there is such subjectivity, SPCSA determinations will reference the evidence used to support its ratings.

Should a school fail to provide sufficient information or fail to demonstrate compliance within a certain measure, SPCSA staff will take a more active role and request additional information in order to more fully inform a final rating. In most cases, this will require additional or supplemental information not previously provided. In rare cases of extreme concern, a desk audit or a document sample may be required if all other options are exhausted.

Should a school fail to provide sufficient information or fail to demonstrate compliance within a certain measure, SPCSA staff will take a more active role and request additional information in order to more fully inform a final rating. In most cases, this will require additional or supplemental information not previously provided.

If SPCSA staff determine that a Notice of Concern is warranted, SPCSA staff will contact the school Board president and/or school leaders before issuing any applicable formal Notice of Concern or otherwise work with the school if SPCSA intervention is required. Given the compliance focus of the organizational performance framework, which can be reevaluated throughout the year and requires timely feedback, staff would only issue a Notice of Concern should a serious concern arises. Authority approval would be required to place a school further into the Intervention Ladder.

Indicator 1: Education Program (20 pts)

The Education Program section assesses the school’s adherence to the material terms of its proposed education Program, such as content standards. **These measures are different from the Academic Performance Framework in that they measure educational compliance rather than educational performance outcomes.**

1a. Implementing the program

This measure does not evaluate the Academic performance of the school, which is the focus of the Academic Performance Framework. This measure only addresses the program itself, the organization’s fidelity to that program, and organizationally whether the school is appropriately notifying the authorizer of and gaining approval for major changes to the education program.

Measure 1a (5 pts)	
Is the school implementing the material terms of the education program as defined in the current charter contract?	
<input type="checkbox"/> MS <input type="checkbox"/> DNMS Explanation (for DNMS):	
<p>Meets Standard:</p> <p>The school implemented the material terms of the education program (“fidelity to the program”) in all material respects and the education program in operation reflects the material terms as defined in the charter contract or amendments thereto.</p> <p>Does Not Meet Standard</p> <p>The school has failed to materially comply in the manner described above.</p>	
Description <i>(For full points, the school must be in compliance with all laws, regulations, ordinances and contractual conditions including the following.)</i>	Data Source <i>(Epicenter file used unless source is “School” or SPCSA)</i>

<p>The school website and curriculum are in alignment with the material terms of the education program (“fidelity to the program” and “truth in advertising”) defined in its application and current charter contract.</p>	<ul style="list-style-type: none"> • Charter application • Charter contract • Course outlines or syllabi (School) • Web-link(s) showing fidelity to the program. (School)
<p>The site evaluation demonstrates that the school model is in alignment with the material terms of the education program (“fidelity to the program” and “truth in advertising”) defined in its application and current charter contract. If no site evaluation occurred during the year, SPCSA staff will revert to the most recent site evaluation to determine if the model aligns with the education program.</p>	<ul style="list-style-type: none"> • Most recent Site Evaluation (SPCSA)

1b. Education Requirements

Some elements of a public school’s education program are fixed in law and may not be waived for charter schools. This measure evaluates the school’s adherence to education requirements, such as content standards.

<p>Measure 1b (5 pts)</p>	
<p>Is the school complying with applicable education requirements?</p>	
<p><input type="checkbox"/> MS <input type="checkbox"/> DNMS Explanation (for DNMS):</p>	
<p>Meets Standard:</p> <p>The school materially complies with applicable federal and state laws, rules, regulations, and provisions of the charter contract relating to education requirements, including but not limited to:</p> <ul style="list-style-type: none"> • Charging no tuition, mandatory donations, fines or fees (except where provided by law or regulations); • Requiring no volunteer hour requirements as a condition of enrollment, • Being compliant with lottery requirements, pursuant to R131-16, • Meeting instructional days or minutes requirements, • Meeting state assessment requirements including the 95% participation requirement¹ • Implementing mandated programming as a result of state or federal funding. <p>Does Not Meet Standard</p> <p>The school has failed to materially comply in the manner described above.</p>	
<p>Description <i>(For full points, the school must be in compliance with all laws, regulations, ordinances and contractual conditions including the following.)</i></p>	<p>Data Source <i>(Epicenter file used unless source is “School” or SPCSA)</i></p>
<p>1. The school was in session for at least 180 days or, the Governing Body adopted and received approval from the Department of Education for a calendar with an equivalent number of minutes of instruction per school year based on a different number of days of instruction.</p>	<ul style="list-style-type: none"> • Approved NDE Calendar
<p>2. The school’s policies and practices related to admissions, enrollment waiting lists, fair and open recruitment, and enrollment practices (including rights to enroll or maintain enrollment), lottery method, are consistent with applicable law and regulation (R131-16AP).</p>	<ul style="list-style-type: none"> • Application and enrollment forms • Parent/Student Handbook and no verified, adverse complaints
<p>3. Meets the 95% state assessment participation requirement which states that 95% of students are required to participate by taking the following</p>	<ul style="list-style-type: none"> • Self-certification of NSPF verified results issued by NDE

¹ An At Risk oriented program may be viewed differently regarding this measure.

examinations: For ES, MS, 3rd-8th graders, each year, the SBAC ELA (Part 1) and Math (Part 2) tests; for HS: ACT Test administered in 11th grade.	
4. The school did not charge any fees that may be considered tuition.	<ul style="list-style-type: none"> • Parent/Student Handbook and no verified, adverse complaints

1c. Students with Disabilities

Charter schools must follow state and federal special-education laws and provide a high-quality learning environment for all students. In addition to an evaluation of how well a school is educating students with special needs (a component of the Academic Performance Framework), the Organizational Performance Framework includes an evaluation of how well the school is meeting its legal obligations regarding services to these students and protecting their rights under state and federal law.

Measure 1c (5 pts)	
Is the school protecting the rights of students with disabilities?	
<input type="checkbox"/> MS <input type="checkbox"/> DNMS Explanation (for DNMS):	
<p>Meets Standard:</p> <p>Consistent with the school's status and responsibilities as a public school within the SPCSA Local Education Agency (LEA), the school materially complies with applicable laws, rules, regulations, and provisions of the charter contract (including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act) relating to the treatment of students with identified disabilities and those suspected of having a disability, including but not limited to:</p> <ul style="list-style-type: none"> • Equitable access and opportunity to enroll • Identification and referral • Appropriate development and implementation of Individualized Education Plans and Section 504 plans • Operational compliance, including provision of services in the least restrictive environment and appropriate inclusion in the school's academic program, assessments, and extracurricular activities. • Discipline, including due process protections, manifestation determinations, and behavioral intervention plans. • Access to the school's facility and program to students in a lawful manner and consistent with students' IEPs or • Section 504 plans. 	
<p>Does Not Meet Standard</p> <p>The school has failed to materially comply in the manner described above.</p>	
<p>Description (For full points, the school must be in compliance with all laws, regulations, ordinances and contractual conditions including the following.)</p>	<p>Data Source (Epicenter file used unless source is "School" or SPCSA)</p>
1. The school conducted required disability screenings on all new identified special education students within required deadlines, to the extent reasonably possible.	<ul style="list-style-type: none"> • Self-certification and no verified adverse complaints
2. The school uses Staff (internal or contracted) who hold Nevada licensure in special education, to the extent possible, over and above any requirements of law, regulation, or contract to provide special education services.	<ul style="list-style-type: none"> • Self-certification • NDE certifications database (SPCSA)
3. Evaluations and current, signed IEPs are on file for all special education students when available. 34 CFR 300.341-350 and 300.531-536 and NAC 388 https://www.leg.state.nv.us/nac/nac-388.html	<ul style="list-style-type: none"> • Self-certification, site visits, and NDE SPED Audits (SPCSA)

4. The charter school has a current special education policy that has been approved by the governing body.	<ul style="list-style-type: none"> Board minutes showing specific date of meeting board adopted item (School)
5. The school ensured that all students with disabilities and all students receiving instruction in a class funded with Gifted and Talented Funds were served at the required student-teacher ratios (NAC 388.150).	<ul style="list-style-type: none"> Self-certification and no verified adverse complaints

1d. English Language Learner (ELL) students

Similar to their responsibilities regarding special education, charter schools must follow state and federal laws governing access and services for students who are English Language Learners (ELLs). In addition to an evaluation of how well a school is educating ELL students (a component of the Academic Performance Framework), the Organizational Performance Framework includes an evaluation of how well the school is meeting its legal obligations regarding services to these students and is protecting their rights under state and federal law.

Measure 1d (5 pts)	
Is the school protecting the rights of English Language Learner (ELL) students?	
<input type="checkbox"/> MS <input type="checkbox"/> DNMS Explanation (for DNMS):	
<p>Meets Standard:</p> <p>The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract (including Title III of the Elementary and Secondary Education Act [ESEA] and U.S. Department of Education authorities) relating to requirements regarding English Language Learners (ELLs), including but not limited to:</p> <ul style="list-style-type: none"> Equitable access and opportunity to enroll Required policies related to the service of ELL students Compliance with native language communication requirements Proper steps for identification of students in need of ELL services Appropriate and equitable delivery of services to identified students Appropriate accommodations on assessments Exiting of students from ELL services Ongoing monitoring of exited students <p>Does Not Meet Standard</p> <p>The school has failed to materially comply in the manner described above.</p>	
Description <i>(For full points, the school must be in compliance with all laws, regulations, ordinances and contractual conditions including the following.)</i>	Data Source <i>(Epicenter file used unless source is "School" or SPCSA)</i>
1. The school took proper steps to identify all students in need of ELL services as required by law, evidenced by <ol style="list-style-type: none"> The presence of completed Home Language Surveys (HLS) of pupil records reviewed; Screening Tests for pupils identified as having a primary home language other than English and for students who have received ELL services at the charter school; and evidence of Parent Notification for identified pupils. 	<ul style="list-style-type: none"> Self-certification and no verified, adverse complaints Enrollment packet with HLS (School) WIDA Screener Completion
2. The school developed, approved, and submitted the annual ELL Plan by the required deadline.	<ul style="list-style-type: none"> Title III ELL Plan/Policy submission

<p>3. Staff the school uses (internal or contracted) to provide services to English Language Learners hold, as required by law, Nevada licenses with English Language Acquisition and Development (ELAD) endorsements (with or without practicum).</p>	<ul style="list-style-type: none"> • Self-certification and no verified, adverse complaints
--	--

Indicator 2: Financial Management and Oversight (20 pts)

Critical to an organization’s health and stability is its ability to manage its finances well. The SPCSA has a responsibility to protect the public’s interest and must evaluate the extent to which the charter school is responsibly managing its finances. Charter schools should have an unqualified, or “clean,” financial audit. This means that the auditor found the financial statements to be accurate and complete, which is necessary for evaluating a school’s financial health.

2a. Financial Reporting and Compliance

The financial reports included in this measure are used as a basis for the analysis of a school’s financial viability (i.e., Financial Performance Framework) and financial management (see Measure 2b below). The purpose of this measure is to determine whether the school is submitting accurate and timely information to the SPCSA.

Reporting requirements such as financial audits and budget reports are often required by state law. Charter schools are public schools that use public funds. The SPCSA is charged with ensuring that schools are responsible stewards of those funds. The SPCSA requires charter schools to report on their financial positions through annual budgets, periodic (e.g., quarterly) financial reports, financial audits, etc.²

<p>Measure 2a (6.7 pts)</p>	
<p>Is the school meeting financial reporting and compliance requirements?</p>	
<p><input type="checkbox"/> MS <input type="checkbox"/> DNMS Explanation (for DNMS):</p>	
<p>Meets Standard:</p> <p>The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to financial reporting requirements, including but not limited to:</p> <ul style="list-style-type: none"> • Complete and on-time submission of financial reports, including annual budget, revised budgets (if applicable), • Quarterly financial reports as required by the authorizer, and any reporting requirements if the board contracts with an Education Service Provider (ESP), • On-time submission and completion of the annual independent audit and corrective action plans, if applicable, • All reporting requirements related to the use of public funds. <p>Does Not Meet Standard</p> <p>The school has failed to materially comply in the manner described above.</p>	
<p>Description <i>(For full points, the school must be in compliance with all laws, regulations, ordinances and contractual conditions including the following.)</i></p>	<p>Data Source <i>(Epicenter file used unless source is “School” or SPCSA)</i></p>
<p>1. The charter school complied with generally accepted standards of fiscal management (NRS 388A.330).</p>	<ul style="list-style-type: none"> • Budget, quarterly and annual financial statements
<p>2. The governing body received the final version of the prior year audit not less than four months of the close of the fiscal year (NAC 387.775).</p>	<ul style="list-style-type: none"> • Annual Independent Audit

² Additionally, if the school contracts with an Education Service Provider (ESP), sometimes referred to as a Charter Management Organization or Education Management Organization, the SPCSA may include additional contractual provisions in the charter contract that “ensure...the school’s financial independence from the external provider. Principles & Standards for Quality Charter School Authorizing. National Association of Charter School Authorizers, (2012). The SPCSA considers this a best practice.

2b. Generally Accepted Accounting Principles

The Nevada Administrative Code (NAC 387.765) requires charter schools to “[c]omply with generally accepted accounting principles.” This measure assesses compliance with this requirement.

Measure 2b (6.7 pts)	
Is the school following Generally Accepted Accounting Principles (GAAP)?	
<input type="checkbox"/> MS <input type="checkbox"/> DNMS Explanation (for DNMS):	
<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to:</p> <ul style="list-style-type: none"> • An unqualified audit opinion • An audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses • An audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report 	
<p>Does Not Meet Standard The school has failed to materially comply in the manner described above.</p>	
Description <i>(For full points, the school must be in compliance with all laws, regulations, ordinances and contractual conditions including the following.)</i>	Data Source <i>(Epicenter file used unless source is “School” or SPCSA)</i>
1. Receive an unqualified audit opinion.	• Annual financial audit
2. Receive an audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses	• Annual financial audit
3. Receive an audit that does not include a going concern disclosure in the notes or an explanatory paragraph within the audit report	• Annual financial audit

2c. The Nevada Chart of Accounts

The Nevada Administrative Code (NAC 387.765) requires charter schools to “Use the chart of accounts prescribed by the Department” of Education. This measure evaluates compliance with this requirement.

Measure 2c (6.7 pts)
Is the school using the chart of accounts prescribed by the Nevada Department of Education?³
<input type="checkbox"/> MS <input type="checkbox"/> DNMS Explanation (for DNMS):
<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to use of the Chart of Accounts prescribed by the Nevada Department of Education.</p>
<p>Does Not Meet Standard The school has failed to materially comply in the manner described above.</p>

³ As of 5/2019 the Nevada Department of Education and SPCSA are reviewing potential required revisions to the manner in which the chart of accounts is used in order to meet federal Every Student Succeeds Act (ESSA) reporting requirements. Schools will not be required to comply with any new additional requirements until such time as the Nevada Department of Education notifies schools of its rollout schedule and provides a period of time for the implementation of required changes for the school year in which compliance will be required. Until such time, schools are required to continue to use the COA as currently required in various periodic reports requested by the Nevada Department of Education.

Description <i>(For full points, the school must be in compliance with all laws, regulations, ordinances and contractual conditions including the following.)</i>	Data Source <i>(Epicenter file used unless source is "School" or SPCSA)</i>
The governing board certifies that it is submitting all required reports in the NDE chart of accounts (COA) formats requested by the Department.	<ul style="list-style-type: none"> Self-certification and submittal of trial balance and Charter School COA (School)

Indicator 3: Governance and Reporting (20 pts)

Charter school boards are responsible to improve student achievement in their schools. In doing so, they are responsible to the SPCSA, Nevada, the federal government, and the public to ensure the school is operating in accordance with the board’s charter contract and all applicable laws, regulations and ordinances. This section regards governance-related laws, the school board’s bylaws and policies and its oversight of its school and fidelity to its fiduciary duties.

3a. Governance Requirements

Charter school boards hold fiduciary responsibility for the charter schools they oversee and must comply with applicable governance requirements. Boards may have different governance requirements based on how they are legally structured.

Measure 3a (6.7 pts)	
Is the school complying with governance requirements?	
<input type="checkbox"/> MS <input type="checkbox"/> DNMS Explanation (for DNMS):	
<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to governance by its board, including but not limited to:</p> <ul style="list-style-type: none"> Board policies, including those related to oversight of an Education Service Provider (ESP), if applicable Board bylaws State open meetings law Code of ethics Conflicts of interest Board composition and/or membership rules (e.g., requisite number of qualified teachers, ban on employees or contractors serving on the board, etc.) Compensation for attendance at meetings 	
<p>Does Not Meet Standard The school has failed to materially comply in the manner described above.</p>	
Description <i>(For full points, the school must be in compliance with all laws, regulations, ordinances and contractual conditions including the following.)</i>	Data Source <i>(Epicenter file used unless source is "School" or SPCSA)</i>
1. The Attorney General did not issue findings of fact and conclusions of law that the governing body or any other public body created by the charter school has taken action in violation of any provision of NRS 241.010 et seq. during the fiscal year.	<ul style="list-style-type: none"> Self-Certification and no verified adverse findings.
2. The school received no material governance compliance complaints which were substantiated or if they were substantiated the school board promptly implemented acceptable corrective actions.	<ul style="list-style-type: none"> Self-Certification and no verified adverse findings.
3. The governing body ensured that it held at least quarterly meetings (NRS 388A.320(5)).	<ul style="list-style-type: none"> Board minutes

3b. Management Accountability

The central role of the charter school board is to responsibly delegate the work of actualizing the board’s educational vision and mission. To that end, the board has a responsibility to oversee and hold accountable the charter school management, whether it chooses to contract with a management organization or hire an individual. In any event, the school governing board is the party ultimately responsible for the success or failure of the school.”

Measure 3b (6.7 pts)	
Is the school holding management accountable?	
<input type="checkbox"/> MS <input type="checkbox"/> DNMS Explanation (for DNMS):	
<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to oversight of school management, including but not limited to:</p> <ul style="list-style-type: none"> • (For Education Service Providers [ESPs]) maintaining authority over management, holding it accountable for performance as agreed under a written performance agreement, and requiring annual financial reports of the ESP • (For Others) oversight of management that includes holding it accountable for performance expectations which may or may not be agreed to under a written performance agreement 	
<p>Does Not Meet Standard The school has failed to materially comply in the manner described above.</p>	
Description (For full points, the school must be in compliance with all laws, regulations, ordinances and contractual conditions including the following.)	Data Source (Epicenter file used unless source is “School” or SPCSA)
1. The governing body has conducted an annual evaluation of any EMO with which the school has contracted, per the written performance agreement between the board and the EMO if applicable (NAC 388A.580(5)). ⁴	• School-EMO contracts
2. The governing body submitted a copy of ESP and management contracts to the SPCSA for the current fiscal year and the contract complied with NRS 388A.393 .	• Contract(s)

3c. Reporting Requirements

Reports from schools are required in order to allow the SPCSA to monitor and evaluate the school’s academic and operational performance and form the basis for renewal recommendations. Additionally, charter schools are responsible to other entities, including the State Education Agency, for certain reporting requirements.

Measure 3c (6.7 pts)
Is the school complying with reporting requirements?
<input type="checkbox"/> MS <input type="checkbox"/> DNMS Explanation (for DNMS):
<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to relevant reporting requirements to the school’s authorizer, State Education Agency (SEA), district education department, and/or federal authorities, including but not limited to:</p> <ul style="list-style-type: none"> • Accountability tracking • Attendance and enrollment reporting

⁴ Regarding charter management organizations, the SPCSA collects, analyzes and reports on pupil achievement and school performance to determine whether the client charter school is meeting the performance indicators, measures and metrics for the achievement and proficiency of pupils. NRS 388A.229

<ul style="list-style-type: none"> Compliance and oversight <p>Does Not Meet Standard</p> <p>The school has failed to materially comply in the manner described above.</p>	
<p>Description <i>(For full points, the school must be in compliance with all laws, regulations, ordinances and contractual conditions including the following.)</i></p>	<p>Data Source <i>(Epicenter file used unless source is "School" or SPCSA)</i></p>
<p>1. The school’s governing board certifies the school has complied with all applicable reporting requirements called for in the Reporting Requirements Manual during the most recent school year with no material gaps in reports submitted.</p>	<ul style="list-style-type: none"> Self-certification

Indicator 4: Students and Employees (20 pts)

Charter schools must adhere to federal and state laws regarding treatment of individuals within the organization. The SPCSA measures charter school compliance with a variety of laws related to students and employees, including the rights of students and employees as well as operational requirements such as teacher licensing and background checks.

4a. Rights of students

Charter schools must protect the rights of the students they serve. The SPCSA has a responsibility to ensure that the charter school is in compliance with a range of requirements from admissions policies to protections of students’ civil rights.

<p>Measure 4a (3.3 pts)</p>	
<p>Is the school protecting the rights of all students?</p>	
<p><input type="checkbox"/> MS <input type="checkbox"/> DNMS Explanation (for DNMS):</p>	
<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to the rights of students, including but not limited to:</p> <ul style="list-style-type: none"> The Policies and practices it has developed and which it implements designed to protect the rights of students related to admissions, waiting lists, fair and open recruitment, and enrollment (including rights to enroll or maintain enrollment) Due process protections, privacy, civil rights, and student liberties requirements, including First Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction Conduct of discipline (discipline hearings and suspension and expulsion policies and practices) <p><i>Note: Proper handling of discipline processes for students with disabilities is addressed more specifically in Section 1c.</i></p>	
<p>Does Not Meet Standard</p> <p>The school has failed to materially comply in the manner described above.</p>	
<p>Description <i>(For full points, the school must be in compliance with all laws, regulations, ordinances and contractual conditions including the following.)</i></p>	<p>Data Source <i>(Epicenter file used unless source is "School" or SPCSA)</i></p>
<p>1. The school properly collects and protects student private information.</p>	<ul style="list-style-type: none"> Self-Certification and no verified adversary findings.
<p>2. The school has an established conduct of discipline policy which it implements with integrity.</p>	<ul style="list-style-type: none"> School progressive discipline plan.

<p>3. Due process protections, privacy, civil rights, and student liberties requirements, including First Amendment.</p>	<ul style="list-style-type: none"> • Self-Certification means all complaints and issues have been resolved as required, noting any open issues.
--	--

4b. Attendance Goals

SPCSA charter schools are expected to achieve attendance levels of 90% or greater. Attendance, like re-enrollment, is an important leading indicator of a quality education program,

<p>Measure 4b (3.3 pts)</p>	
<p>Is the school meeting attendance goals of 90% or greater?</p>	
<p><input type="checkbox"/> MS <input type="checkbox"/> DNMS Explanation (for DNMS):</p>	
<p>Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to attendance goals.</p> <p>Does Not Meet Standard The school has failed to materially comply in the manner described above.</p>	
<p>Description <i>(For full points, the school must be in compliance with all laws, regulations, ordinances and contractual conditions including the following.)</i></p>	<p>Data Source <i>(Epicenter file used unless source is "School" or SPCSA)</i></p>
<p>1. The governing board certifies that the school was in material compliance with student attendance requirements, achieving attendance of 90% or greater.</p>	<ul style="list-style-type: none"> • Self-certification • Nevada Schools Report Card

4c. Re-enrollment

Re-enrollment, like attendance, is an important leading indicator of a quality education program, but it is not included in the Academic Performance Framework because it is not in itself an academic performance outcome. Consequently, SPCSA evaluates the school’s attendance rates through the lens of organizational effectiveness. Schools with strong re-enrollment rates typically have higher parent and student satisfaction and are more financially and organizationally stable. Schools that struggle with re-enrollment, especially if chronically, may be at risk of academic or financial failure.

<p>Measure 4c (3.3 pts)</p>	
<p>Is the school re-enrolling 80% of its students, year over year?</p>	
<p><input type="checkbox"/> MS <input type="checkbox"/> DNMS Explanation (for DNMS):</p>	
<p>Overview: “Reenrollment” is defined as the number of students continuing to be enrolled in the school from one year to the next expressed as a percentage of the total number of students eligible to continue their enrollment at the school.</p> <p>Meets Standard: The school’s student reenrollment rates are 80% of its students or greater.</p> <p>Does Not Meet Standard The school has failed to materially comply in the manner described above.</p>	
<p>Description <i>(For full points, the school must be in compliance with all laws, regulations, ordinances and contractual conditions including the following.)</i></p>	<p>Data Source <i>(Epicenter file used unless source is "School" or SPCSA)</i></p>

<p>1. The school’s student re-enrollment rates are at least 80% or greater.</p>	<ul style="list-style-type: none"> • Validation data files (Count Day Files, 10/1 files) (SPCSA) • Enrollment records (Instant SYE and prior year SYE) (School) • Charter Contract (Epicenter)
---	---

4d. Staff Credentials

Public schools must employ appropriately qualified and credentialed staff including administrative, teaching, and educational support staff as required by law. For schools that receive Title II funding, staff must meet Highly Qualified Teacher and Paraprofessional requirements.

<p>Measure 4d (3.3 pts)</p>	
<p>Is the school meeting Nevada teacher and other staff credentialing requirements?</p>	
<p><input type="checkbox"/> MS <input type="checkbox"/> DNMS Explanation (for DNMS):</p>	
<p>Staff Credentials</p> <p>Public schools must employ appropriately qualified and credentialed staff including administrative, teaching, and educational support staff as required by law.</p> <p>Meets Standard:</p> <p>The school materially complies with applicable federal and state laws, rules, regulations, and provisions of the charter contract relating to state certification requirements.</p> <p>Does Not Meet Standard</p> <p>The school has failed to materially comply in the manner described above.</p>	
<p>Description <i>(For full points, the school must be in compliance with all laws, regulations, ordinances and contractual conditions including the following.)</i></p>	<p>Data Source <i>(Epicenter file used unless source is “School” or SPCSA)</i></p>
<p>1. The school complies with requirements regarding maintenance of personnel records.</p>	<ul style="list-style-type: none"> • Self-Certification • SPCSA may use OPAL if available

4e. Employee Rights

Schools are required to follow applicable employment laws. While schools are responsible for meeting all facets of employment law, the SPCSA reviews compliance with certain key requirements.

<p>Measure 4e (3.3 pts)</p>	
<p>Is the school complying with laws regarding employee rights?</p>	
<p><input type="checkbox"/> MS <input type="checkbox"/> DNMS Explanation (for DNMS):</p>	
<p>Meets Standard:</p> <p>The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to employment considerations, including those relating to the Family Medical Leave Act, the Americans with Disabilities Act, and employment contracts. The school does not interfere with employees’ rights to organize collectively or otherwise violate staff collective bargaining rights.</p>	

Does Not Meet Standard	
The school has failed to materially comply in the manner described above.	
Description <i>(For full points, the school must be in compliance with all laws, regulations, ordinances and contractual conditions including the following.)</i>	Data Source <i>(Epicenter file used unless source is "School" or SPCSA)</i>
1. The school has no known outstanding payroll, unemployment, or other payment or reporting or ADA or FLMA obligations with the IRS, or other federal, state and local entities.	<ul style="list-style-type: none"> • Self-certification • Third-party reports if available(SPCSA)
2. The school is current with all IRS, payroll, unemployment, and other federal, state and local employee payment and reporting obligations.	<ul style="list-style-type: none"> • Financial audit • Self-certification, including verification documentation of issues resolved.
3. The school is current with all PERS obligations.	<ul style="list-style-type: none"> • Self-certification and verification from PERS (SPCSA)

4f. Background Checks

Charter schools must conduct background checks, or ensure background checks have been completed, as an assurance of credentialing for certain employees within the school. Additionally, state law or the SPCSA may require through the charter contract that certain individuals in the charter community, such as volunteers and board members, submit to background checks.

Measure 4f (3.3 pts)	
Is the school completing required background checks?	
<input type="checkbox"/> MS <input type="checkbox"/> DNMS Explanation (for DNMS):	
Meets Standard: The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to background checks of all applicable individuals (including staff and members of the charter community, where applicable).	
Does Not Meet Standard The school has failed to materially comply in the manner described above.	
Description <i>(For full points, the school must be in compliance with all laws, regulations, ordinances and contractual conditions including the following.)</i>	Data Source <i>(Epicenter file used unless source is "School" or SPCSA)</i>
1. The school timely obtained valid fingerprint clearance for all school employees which would have regular contact with children or with student data, all employees and volunteers of the charter school and all vendor employees situated or regularly on campus NRS 388A.515.	<ul style="list-style-type: none"> • Self-Certification and no adverse related finding in the financial audit.
2. The charter school maintains up-to-date fingerprints of all Governing Body members as of the testing date NRS 388A.323.	<ul style="list-style-type: none"> • Self-Certification and no adverse related finding in the financial audit.
3. All Governing Body members, after being appointed, have met the 10 day law regarding fingerprint submissions, pursuant to NRS 388A.323 Fingerprinting of members.	<ul style="list-style-type: none"> • Self-Certification and no adverse related finding in the financial audit.

Indicator 5: School Environment (20 pts)

Charter schools must follow laws related to the school's physical plant and the health and safety of students and the charter community.

5a. Facilities and Transportation

Authorizers should ensure that the school's physical plant is safe for occupancy as a school and that the school complies with laws related to the provision of transportation services.

Measure 5a (10.0 pts)	
Is the school complying with facilities and transportation requirements?	
<input type="checkbox"/> MS <input type="checkbox"/> DNMS Explanation (for DNMS):	
<p>Meets Standard:</p> <p>The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to the school facilities, grounds, and transportation, including but not limited to:</p> <ul style="list-style-type: none"> • Americans with Disabilities Act (ADA) • Fire inspections and related records (Epicenter) • Viable certificate of occupancy or other required building use authorization (Epicenter) • Documentation of requisite insurance coverage (Epicenter) • Student transportation (as applicable) 	
<p>Does Not Meet Standard</p> <p>The school has failed to materially comply in the manner described above.</p>	
Description (For full points, the school must be in compliance with all laws, regulations, ordinances and contractual conditions including the following.)	Data Source (Epicenter file used unless source is "School" or SPCSA)
<p>Insurance Requirements NAC 386.215</p> <p>1. The school has all required insurance coverages, did not have any interruption in insurance coverage during the fiscal year and provided evidence of updated insurance coverage to the sponsor immediately following receipt.</p>	<ul style="list-style-type: none"> • Certificates of insurance
<p>2. The school meets all other requirements including Americans with Disabilities Act (ADA), Fire inspections and related records,</p>	<ul style="list-style-type: none"> • Fire Inspections, Certificate of Occupancy, insurance coverage • Viable certificate of occupancy or other required building use authorization, • Documentation of requisite insurance coverage, • All required transportation licenses received and current. (School)
<p>3. The school complies with its charter school application, any approved amendment, and NRS 386.790-386.845 regarding pupil transportation.</p>	<ul style="list-style-type: none"> • SPCSA⁵

⁵ SPCSA to work with NDE's office of Pupil Transportation and Emergency Management @ http://www.doe.nv.gov/Pupil_Transportation/Home/

5b. Health and Safety

Charter schools must meet state and federal health and safety requirements related to health services and food services, whether these services are provided by a Local Education Agency or contracted independently. Some charter schools, depending on their legal structures, may access additional health and/or safety services from traditional school districts.

Measure 5b (10.0 pts)	
Is the school complying with health and safety requirements?	
<input type="checkbox"/> MS <input type="checkbox"/> DNMS Explanation (for DNMS):	
<p>Meets Standard:</p> <p>The school materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to safety and the provision of health-related services, including but not limited to:</p> <ol style="list-style-type: none"> 1. Appropriate nursing services and dispensing of pharmaceuticals 2. Food service requirements 3. Other health and safety services, as applicable 	
<p>Does Not Meet Standard</p> <p>The school has failed to materially comply in the manner described above.</p>	
Description <i>(For full points, the school must be in compliance with all laws, regulations, ordinances and contractual conditions including the following.)</i>	Data Source <i>(Epicenter file used unless source is "School" or SPCSA)</i>
1. Current fire, building, health and asbestos inspection documents and approvals, including the certificate of occupancy, have been submitted into Epicenter in compliance with NAC 388A.155 .	<ul style="list-style-type: none"> • Epicenter Facility Management Folder
2. The school complies with NRS 392.616 regarding establishment of a crisis and emergency response development committee. Crisis/Emergency Response Plan Development NRS 388.243 (fka SB 289) - Annual Review - Development Committee NRS 388.245 - Annual Review - School Committee NRS 388.249 Emergency Operation Plan (EOP) Crisis/Emergency Management Plan NRS 388.253 Emergency Drill Report - Monthly Requirements - NRS 392.450 Annual Notification to Local Law Enforcement - NRS 388A.363	<ul style="list-style-type: none"> • Crisis Response Management Plan, • Establishment of Committee for Crisis/Emergency, Emergency Management
3. The school complies with NRS 388.243 regarding development of an emergency plan and NRS 388.245 regarding annual review and update of the plan for responding to a crisis or emergency, including uploading the plan to Epicenter and forwarding to the Department of Public Safety by the deadline.	<ul style="list-style-type: none"> • Crisis Response Management Plan-
4. The school complies with all other requirements including providing appropriate nursing services and dispensing of pharmaceuticals, food service requirements, and other health and safety services.	<ul style="list-style-type: none"> • Self-Certification and no adverse finding.

Conclusion

The Organizational Performance Framework is designed to evaluate schools against existing requirements in law, rules, regulations, or charter contracts, not to create new requirements for schools. While schools are accountable for compliance with most existing requirements even without the Organizational Framework, this framework allows the SPCSA to transparently communicate the primary areas for compliance through one document.

Collecting Evidence and Evaluating Schools on the Organizational Performance Framework

Some measures in the Organizational Framework require periodic monitoring to ensure compliance, while others can be analyzed annually or through reports submitted directly to the authorizer. Others still may only require a self-certification, an assurance, of compliance by the charter school board and may require follow up if concerns are raised.

Due to the complexity in verifying compliance with some metrics, evidence of compliance may be determined only after the collection and analysis of multiple data points. For example, the SPCSA may periodically evaluate whether a school is compliant with special-education requirements by gathering evidence through multiple sources at different points in the school year (e.g., the SPCSA may annually verify compliance by review of special-education audits conducted by the State Education Agency as well as through site visit observations and analysis of school records).

The sections below outline common ways the SPCSA will collect data to evaluate charter schools' organizational performance, beginning with the least intensive approach. The SPCSA will always revert to the least intensive approach, and escalate only where absolutely necessary when staff capacity and/or concerns warrant a different approach.

Assurance of compliance by the charter board

The Organizational Framework provides a space for the SPCSA to report any credible cases of noncompliance in areas where it may not routinely evaluate the school. The SPCSA will require that the school maintain a file of official assurance of compliance by the charter school board. This documentation by the charter board provides an assurance to the SPCSA that the board is aware of its legal obligations to the organization. The charter school board should approve this document annually. Accompanying this assurance should be evidence of compliance or direct reference to evidence (e.g., reference to board minutes or policies, reference to school procedures, or certificates). The assurance and evidence could be organized in a file or binder that the authorizer can access upon request.

The SPCSA will review files when deemed necessary (e.g., the SPCSA may review this report and request follow-up information on some measures should there be questions or concerns).

The SPCSA may require that the charter school board assure that it is compliant with employment law. Evidence of compliance would include an assurance and would be verified annually by the authorizer; in this case, compliance would be assumed unless determined otherwise. A complaint to the SPCSA may warrant more direct review or investigation of an issue, but the burden of providing evidence of compliance lies with the charter school board that has assured compliance to the authorizer.

Required reporting

The SPCSA requires that the charter school verify and certify compliance, in which case evidence of compliance would be at the disposal of the SPCSA for reference during monitoring. For example, the SPCSA may require that the charter school submit a list of teachers' proof of credentials on an annual basis. The SPCSA is passionate that schools act well to provide high quality educations to Nevada's children and focus maximum resources towards this vision.

The SPCSA also understands that excessive required reports may be burdensome on both the school and SPCSA and could cause the SPCSA to spend more time and resources monitoring reporting requirements than evaluating the school's performance outcomes.

To prevent unnecessary burden on both parties, while upholding its regulatory responsibilities, the SPCSA has established a calendar of required reports within a manual to clearly communicate regular reporting deadlines to its charter schools. The calendar outlines which reports the SPCSA requires, the form the reports should take, and the point(s) in the year when reports are due to the authorizer.

Third-party reviews

Another way to verify compliance is to seek reviews from a third-party reviewer (e.g., the SPCSA may rely on the special-education division of the State Education Agency for part of their assessment of compliance with special-education laws). This allows for the SPCSA to access expert opinions while at the same time reducing redundancy in review and evaluation of the school, which could tend to lower charter school autonomy.

Another form of third-party review could be the hiring of a consultant with the necessary expertise to verify compliance. If the SPCSA through initial review or from efforts to confirm complaints observes issues of potential noncompliance the SPCSA will work with the school to resolve the issue or award points accordingly.

Observed practice

The SPCSA may verify compliance for certain measures in the Organizational Framework through direct observation. For example, the SPCSA may observe mandatory state assessments to ensure compliance with required procedures.

Investigations

At times the SPCSA may receive complaints or assertions from individuals that a school is not in compliance. In most cases, the SPCSA will generally refer the complainant to the charter school board, which is responsible for investigating such cases. However, from time to time the SPCSA may receive complaints that it must investigate directly, especially if the complaint is a major infraction (e.g., school leadership is accused of cheating on state assessments) or if it involves the charter school board (e.g., accused violations of open meeting law). In some instances, the SPCSA itself may be required by law to take action or notify appropriate authorities, including the State Education Agency, of its findings. The Organizational Framework ratings process may consider information gleaned from investigations conducted by the SPCSA.

Ongoing Organizational Performance Framework Monitoring

The Organizational Performance Framework is meant to evaluate a school's compliance with existing requirements and to consider organizational processes only to the extent that they are mandated by law, rules, or regulations. However, even though many educational or organizational process measures may not be appropriate for performance-based accountability, they retain a critical place in school oversight. Authorizers can use process-related information gained from site visits and other means for several purposes, including:

- Monitoring schools that may not yet have sufficient outcome or compliance data
- Determining the degree to which issues reflected in the Performance Framework are systemic
- Providing supplemental information for high-stakes decisions

Annual Reporting

Each year and at the time of renewal, the SPCSA will report on the findings of its evaluation of the school's performance against organizational expectations. This report will clearly demonstrate to both charter schools and the public how each school has performed on the OPF. The annual report acts as an important tool to notify schools of their strengths and areas for improvement so that schools understand where they need to improve and are not surprised by intervention, revocation, or non-renewal. The report also gives transparency to charter school accountability and provides important information about charter school quality to the public as a whole, but in particular to students and families who are searching for a high-quality school. The annual report also provides an opportunity for the SPCSA to document the school's shortcomings, should it need evidence of systemic issues with organizational effectiveness as a reason for recommending closure.

Intervention

The Intervention policy and procedures implemented by the SPCSA are contained in the SPCSA [Charter School Performance Framework](#) which should be consulted for questions regarding this matter.

High-Stakes Decision Making

The OPF is one of the primary tools for making high-stakes decisions, such as renewal, non-renewal, closure, or replication. The SPCSA will consider the collective record of a school's academic, financial, and organizational performance when making high-stakes decisions, though academic performance will be the most important factor in most decisions. Regardless of the point in the life of the charter, whether during an interim review or at the time of renewal, schools that have multiple occurrences where they fall below the standards may be considered for non-renewal or revocation. At the end of a charter term, the SPCSA will analyze both static and trend data related to the organizational performance using the Performance Framework. It is important to analyze whether the school's performance in any one area is trending upward or downward, as that may impact both intervention and renewal decisions.

Nevada State Public Charter School Authority (SPCSA)
Organizational Performance Framework
Appendix B

SPCSA Organizational Performance Ratings Scorecard

For the _____, a SPCSA Public Charter School

For School Year Ending _____

Date _____

A “No” in any subsection does not necessarily result in a failing score for a that subsection, the greater section or the entire questionnaire. Points may be awarded ranging from 0 to the maximum shown for the indicator below. An overall score of 80 points (80%) is required for a Meets Standards Rating.

Indicator Point Breakdown

	Category	Points Possible	Points Earned	% Earned
1	Education Program	20		
2	Financial Management and Oversight	20		
3	Governance and Reporting	20		
4	Students and Employees	20		
5	School Environment	20		
	Total	100		

(MS = Meets Standards ; DNMS = Does Not Meet Standards)

Indicator 1: Education Program (20 pts)

	Rating		Notes
	MS	DNMS	
Measure 1a (0 to 5 pts)			
Is the school implementing the material terms of the education program as defined in the current charter contract?			
Measure 1b (0 to 5 pts)			
Is the school complying with applicable education requirements?			
Measure 1c (0 to 5 pts)			
Is the school protecting the rights of students with disabilities?			

Measure 1d (0 to 5 pts)			
Is the school protecting the rights of English Language Learner (ELL) students?			

(MS = Meets Standards ; DNMS = Does Not Meet Standards)

Indicator 2: Financial Management and Oversight (20 pts)

	Rating		Notes
	MS	DNMS	
Measure 2a (0 to 6.7 pts)			
Is the school meeting financial reporting and compliance requirements?			
Measure 2b (0 to 6.7 pts)			
Is the school following Generally Accepted Accounting Principles (GAAP)?			
Measure 2c (0 to 6.7 pts)			
Is the school using the chart of accounts prescribed by the Department?			

(MS = Meets Standards ; DNMS = Does Not Meet Standards)

Indicator 3: Governance and Reporting (20 pts)

	Rating		Notes
	MS	DNMS	
Measure 3a (0 to 6.7 pts)			
Is the school complying with governance requirements?			
Measure 3b (0 to 6.7 pts)			
Is the school holding management accountable?			
Measure 3c (0 to 6.7 pts)			
Is the school complying with reporting requirements?			

(MS = Meets Standards ; DNMS = Does Not Meet Standards)

Indicator 4: Students and Employees (20 pts)

	Rating		Notes
	MS	DNMS	
Measure 4a (0 to 3.3 pts)			
Is the school protecting the rights of all students?			
Measure 4b (0 to 3.3 pts)			
Is the school meeting attendance goals?			
Measure 4.c (0 to 3.3 pts)			
Is the school meeting recurrent enrollment requirements?			
Measure 4d. (0 to 3.3 pts)			
Is the school meeting teacher and other staff credentialing requirements?			
Measure 4e (0 to 3.3 pts)			
Is the school complying with laws regarding employee rights?			
Measure 4f (0 to 3.3 pts)			
Is the school completing required background checks?			

(MS = Meets Standards ; DNMS = Does Not Meet Standards)

Indicator 5: School Environment (20 pts)

	Rating		Notes
	MS	DNMS	
5.a. Facilities and Transportation			
Measure 5a (0 to 10.0 pts)			
Is the school complying with facilities and transportation requirements?			
Measure 5b (0 to 10.0 pts)			
Is the school complying with health and safety requirements?			

(MS = Meets Standards ; DNMS = Does Not Meet Standards)

The SPCSA reserves the right to add/remove/edit additional obligations from time to time as it deems fit to achieve its mission to improve and influence public education in Nevada. Should changes to measures need to be made, or if additional measures needed to be added, SPCSA staff will bring those to the Authority for final approval. Non-substantive updates, such as updating statutes to reflect recent changes in law or regulation, may be done without Authority approval.

Nevada State Public Charter School Authority (SPCSA)
Organizational Performance Framework
Appendix C

SPCSA Organizational Performance Ratings

For the (EXAMPLE), a SPCSA Public Charter School

For School Year Ending _____

Date _____

A “No” in any subsection does not necessarily result in a failing score for a that subsection, the greater section or the entire questionnaire. Points may be awarded ranging from 0 to the maximum shown for the indicator below. An overall score of 80 points (80%) is required for a Meets Standards Rating.

Ratings Breakdown (EXAMPLE)(Meets Standards >= 80%)

	Category	Points Possible	Points Earned	% Earned
1	Education Program	20	20	100%
2	Financial Management and Oversight	20	18	90%
3	Governance and Reporting	20	15	75%
4	Students and Employees	20	20	100%
5	School Environment	20	20	100%
	Total	100	93%	93%