

AUTHORITY BOARD SUPPORT DOC TABLE OF CONTENTS

Regular Meeting

1. Approval of May 3rd and May 4th 2012 Meeting Minutes (Kathleen Conaboy, Chair) (*Agenda Item 2*) (**Page 1 – Page 11**)
2. Authority Update (Kathleen Conaboy, Chair) (*Agenda Item 3*) (**Page 12**)
3. Director's Report (Dr. Steve Canavero, Director, SPCSA) (*Agenda Item 4*) (**Page 13 – Page 14**)
4. Charter School Association of Nevada update on conference and recent activities (John Hawk, President, CSAN) (*Agenda Item 5*) (**Page 15**)
5. Overview of the Elementary and Secondary Education Act (ESEA) Flexibility Waiver as submitted by the Nevada Department of Education and current assessment data from SPCSA sponsored charter schools. (Katherine Rohrer, Education Program Professional, SPCSA) (*Agenda Item 6*) (**Page 16 – Page 27**)
6. Discussion and possible action related to performance-based charter contracts and the draft Performance Frameworks for SPCSA sponsored charter schools. The discussion may result in the Authority providing direction to the committees working to develop frameworks. (Dr. Steve Canavero, Director, SPCSA) (*Agenda Item 7*) (**Page 28 – Page 68**)
7. Discussion and possible action related to the State Public Charter School Authority (SPCSA) FY12 and FY13 budgets and the FY14/15 budget development process. The discussion will include an overview of staff work areas and services provided to SPCSA sponsored charter schools. (Dr. Steve Canavero, Director, SPCSA) (*Agenda Item 8*) (**Page 69 – Page 114**)
8. Special education in SPCSA sponsored charter schools. (Angela Blair, Education Program Professional, SPCSA; Representatives from SPCSA sponsored charter schools) (*Agenda Item 9*) (**Page 115**)
9. Presentation of the bill draft requests as submitted by the June 1, 2012 agency deadline. (Steve Canavero, SPCSA) (*Agenda Item 10*) (**Page 116 – Page 140**)
10. Recommendation(s) for possible consideration by the Legislative Committee on Education during the Work Session to be held on Thursday, August 16, 2012. (Steve Canavero, SPCSA) (*Agenda Item 11*) (**Page 141 – Page 143**)
11. Update on preliminary Title I allocations and service plan for FY13. (Angela Blair and Steve Canavero, SPCSA) (*Agenda Item 12*) (**Page 144 – Page 158**)
12. Progress report on Quest Academy's proposed purchase of real property. (Connie Jordan, Principal, Quest Academy of Nevada) (*Agenda Item 13*) (**Page 159**)
13. Discussion and possible action related to the development of a Request for Proposal to hire an appropriate contractor to facilitate the strategic plan and mission statement. (Dr. Steve Canavero, Director, SPCSA) (*Agenda Item 14*) (**Page 160**)
14. Discussion and possible action identifying future agenda items (Kathleen Conaboy, Chair,) (*Agenda Item 15*) (**Page 161**)

STATE PUBLIC CHARTER SCHOOL AUTHORITY

SUPPORTING DOCUMENT

S U B J E C T: Approval of May 3rd and May 4th 2012 Meeting Minutes

<u> / / </u>	Public Workshop
<u> / / </u>	Public Hearing
<u> / / </u>	Consent Agenda
<u> / / </u>	Regulation Adoption
<u> / / </u>	Approval
<u> / / </u>	Appointments
<u> / x/ </u>	Information
<u> / x/ </u>	Action

MEETING DATE: June 29, 2012

AGENDA ITEM: 2

NUMBER OF ENCLOSURE(S):

PRESENTER(S): Kathleen Conaboy, SPCSA Chair

RECOMMENDATION:

FISCAL IMPACT:

BUDGET ACCOUNT (FOR PRINTING CHARGES ONLY):

LENGTH OF TIME EXPECTED FOR PRESENTATION (IN MINUTES): 10 mins

BACKGROUND: President Conaboy will lead the Authority through the approval of May 3rd and May 4th meeting minutes.

SUBMITTED BY: _____

NEVADA STATE PUBLIC CHARTER SCHOOL AUTHORITY

May 3, 2012

Nevada Legislature
Room 2134
401 South Carson Street
Carson City, Nevada

And

Grant Sawyer Building
Room 4412
555 East Washington Avenue
Las Vegas, Nevada

MINUTES OF THE ANNUAL AUTHORITY RETREAT
(Video Conferenced)

AUTHORITY MEMBERS PRESENT:

In Las Vegas:

Kathleen Conaboy
Robert McCord
Marc Abelman
Nora Luna
Melissa Mackedon
Michael Van

In Carson City:

None

AUTHORITY MEMBERS ABSENT:

Elissa Wahl

AUTHORITY STAFF PRESENT:

In Las Vegas:

Steve Canavero, Director, State Public Charter School Authority
Tom McCormack, Education Program Professional, State Public Charter School Authority
Angela Blair, Education Program Professional, State Public Charter School Authority
Katherine Rohrer, Education Program Professional, State Public Charter School Authority

In Carson City:

Allyson Kellogg, Management Analyst, State Public Charter School Authority
Danny Peltier, Administrative Assistant, State Public Charter School Authority

LEGAL STAFF PRESENT:

In Las Vegas:

Shane Chesney, Senior Deputy Attorney General

AUDIENCE IN ATTENDANCE:

In Las Vegas:

John Hawk

In Carson City:

Brian Flanner

CALL TO ORDER; ROLL CALL; PLEDGE OF ALLEGIANCE; APPROVAL OF AGENDA

President Conaboy called the meeting to order at 9:00 a.m. with attendance as reflected above.

Agenda Item 1 - Public Comment

None

Agenda Item 2 – Retreat Opening Comments

Director Canavero explained to the Authority the speakers and topics that were going to be covered during the Authority Retreat. He also explained that the Regular Meeting of the Authority would be taking place on Friday May 4th from 1:00 p.m. to 5:00 p.m.

Agenda Item 3 – Open Meeting Law for Public Bodies

Senior Deputy Attorney General George Taylor presented “Open Meeting Law for Public Bodies” to the Authority.

Agenda Item 5 – Ethics in Government

Nevada Commission on Ethics Executive Director Caren Jenkins presented “Ethics in Government” to the Authority.

Agenda Item 6 – General Discussion related to contested cases to be heard at a public hearing before the Authority

Senior Deputy Attorney General Shane Chesney presented and led the discussion regarding contested cases to be heard at a public hearing before the Authority.

President Conaboy called for a recess at 4:47 p.m. until 9:00 a.m. Friday May 4th.

NEVADA STATE PUBLIC CHARTER SCHOOL AUTHORITY

May 4, 2012

Nevada Department of Education
Board Room
401 South Carson Street
Carson City, Nevada

And

Las Vegas Nevada Department of Education
Board Room
555 East Washington Avenue
Las Vegas, Nevada

MINUTES OF THE ANNUAL AUTHORITY RETREAT
(Video Conferenced)

AUTHORITY MEMBERS PRESENT:

In Las Vegas:

Kathleen Conaboy
Robert McCord
Marc Abelman
Nora Luna
Melissa Mackedon
Michael Van

In Carson City:

None

AUTHORITY MEMBERS ABSENT:

Elissa Wahl

AUTHORITY STAFF PRESENT:

In Las Vegas:

Steve Canavero, Director, State Public Charter School Authority
Tom McCormack, Education Program Professional, State Public Charter School Authority
Angela Blair, Education Program Professional, State Public Charter School Authority
Katherine Rohrer, Education Program Professional, State Public Charter School Authority

In Carson City:

Allyson Kellogg, Management Analyst, State Public Charter School Authority
Danny Peltier, Administrative Assistant, State Public Charter School Authority

LEGAL STAFF PRESENT:

In Las Vegas:

Shane Chesney, Senior Deputy Attorney General

AUDIENCE IN ATTENDANCE:

In Las Vegas:

John Hawk

In Carson City:

Brian Flanner

RECALL TO ORDER; ROLL CALL; PLEDGE OF ALLEGIANCE

President Conaboy called the meeting to order at 9:00 a.m. with the attendance as reflected above.

Agenda Item 7 – National Association of Charter School Authorizers (NACSA) presentation

NACSA Vice President William Haft presented the national outlook on charter schools and the charter school movement.

Agenda Item 8 – Public Comment

None

President Conaboy moved to adjourn the retreat. Member Abelman seconded. The motion carried unanimously.

NEVADA STATE PUBLIC CHARTER SCHOOL AUTHORITY

May 4, 2012

Nevada Department of Education
Board Room
700 East Fifth Street
Carson City, Nevada

And

Las Vegas Nevada Department of Education
Board Room
9890 South Maryland Parkway
Las Vegas, Nevada

MINUTES OF THE REGULAR BOARD MEETING
(Video Conferenced)

AUTHORITY MEMBERS PRESENT:

In Las Vegas:

Kathleen Conaboy
Robert McCord
Marc Abelman
Nora Luna
Melissa Mackedon

In Carson City:

None

AUTHORITY MEMBERS ABSENT:

Elissa Wahl
Michael Van

AUTHORITY STAFF PRESENT:

In Las Vegas:

Steve Canavero, Director, State Public Charter School Authority
Tom McCormack, Education Program Professional, State Public Charter School Authority
Angela Blair, Education Program Professional, State Public Charter School Authority
Katherine Rohrer, Education Program Professional, State Public Charter School Authority

In Carson City:

Allyson Kellogg, Management Analyst, State Public Charter School Authority
Danny Peltier, Administrative Assistant, State Public Charter School Authority

LEGAL STAFF PRESENT:**In Las Vegas:**

Shane Chesney, Senior Deputy Attorney General

AUDIENCE IN ATTENDANCE:**In Las Vegas:**

None

In Carson City:

Brian Flanner

CALL TO ORDER; ROLL CALL; PLEDGE OF ALLEGIANCE; APPROVAL OF AGENDA

President Conaboy called the meeting to order at 1:08 p.m. with attendance as reflected above.

President Conaboy asked for a motion for a flexible agenda.

Member McCord moved to approve a flexible agenda. Member Abelman seconded. The motion carried unanimously.

Agenda Item 5 – Update from Governor Sandoval’s Office

Dale Erquiaga presented the Authority an update from the Governor’s office. He said Governor Sandoval is very pleased with the work the State Public Charter School Authority has accomplished up to this point. Mr. Erquiaga explained some of the items the Governor would like to see worked on during the upcoming 2013 Legislative Session. Those items include, but are not limited to;

1. Parental Choice via charters, vouchers and scholarships
2. 3rd grade reading proficiency
3. performance-based block grants, for which charters will be eligible
4. educator effectiveness, including career ladders that include professional development programs
5. Longitudinal Data Systems
6. Workforce readiness

Mr. Erquiaga also explained some of the work that is being done with the new Superintendent of Public Instruction, Dr. James Guthrie, with regard to the organization of the Nevada Department of Education (NDE) and staffing of the NDE. He also mentioned some of the charter school issues of interest to the Governor, including:

- the status, responsibilities and duties of the Authority
- development of performance-based charters
- funding for planning and start-up of charter schools
- funding mechanisms, such as bonding, for charter school facilities

Agenda Item 1 - Public Comment

Danny Peltier read an email from a concerned Coral Academy of Science Las Vegas parent into the record. The letter expressed the parent’s concern with the English speaking ability of a teacher at the school. The parent wanted to make sure the Authority heard her concerns about Coral Academy of Science Las Vegas.

Agenda Item 2 – Approval of the Minutes

President Conaboy led the discussion of the approval of the March 23, 2012 meeting minutes. Some minor edits were made to grammar and punctuation.

Member McCord moved to approve the March 23, 2012 meeting minutes with the discussed edits. Member Abelman seconded. The motion carried unanimously.

Agenda Item 3 – Authority Update

President Conaboy said she and Dr. Canavero had been in talks with the Governor's office about approaching deadlines for bill draft requests for the upcoming 2013 Legislative Session. The Governor said that the next time block grants are proposed charter schools will be included. They also discussed the role of the SPCSA within the state government. President Conaboy also said the governor has invited the SPCSA to submit a Bill Draft Request (BDR). President Conaboy said that collaboration with the school districts will be key to crafting quality statutory language. President Conaboy also met with some of Nevada's Congressional Delegates' aides to express some disappointment with Nevada not receiving the federal Charter School Programs Grant.

Agenda Item 4 – Director's Report

Director Canavero updated the Authority about Renaissance Academy's voluntary closure/surrender of their charter and also the appointment of a trustee to facilitate the closure of the school.

Director Canavero then detailed the availability of approximately \$700,000 - \$800,000 in Title I funding for the Authority's schools. Before distributing the funds, the Authority holds back 5% in administrative overhead to fund the travel necessary to help schools spend the funds appropriately. Dr. Canavero said that, going forward, the Authority needs to develop a "district plan" re: allocation of the funds.

Director Canavero then discussed the process by which a charter may change sponsorship. He said there were questions whether SPCSA staff needed to craft additional guidance with regard to the change of sponsorship. The SPCSA feels there is enough language, and guidance, in regulation and staff will reach out within the next month to schools to let them know a change of sponsorship can occur.

Director Canavero also discussed the purchase of real property by a charter school in response to the questions raised at the March 23, 2012 Authority meeting on charter schools purchasing real property. Dr. Canavero has met with Director of Administration Jeff Mohlenkamp and Jim Lawrence, director of state lands.

Agenda Item 6 – Report concerning the nature and content of initial discussions with stakeholders regarding key issues for legislative consideration. Possible action may include the development of a prioritized list of legislative issues to pursue at the 2013 Legislative session

Director Canavero led a discussion with the Authority to begin to prioritize the legislative initiatives to pursue during the upcoming session. Director Canavero reached out to Authority-sponsored charter schools and the Washoe and Clark district charter coordinators to discuss and prioritize their legislative considerations. The Authority Board discussed: pursuing lottery exemptions for all schools that include: sibling, pre-K, children of employees, children of Committee to Form a School and Board members, particular category of at-risk, distance of residence. USED non-regulatory guidance will help define the exemptions.

Member Mackedon moved to approve pursuing lottery exemptions extended to all schools that include: sibling, pre-K, children of employees, children of CTF and Board members, particular category of at-risk, distance of residence. Member Abelman seconded. The motion carried unanimously.

The Authority then discussed revisions to NRS reflecting model practices in the area of performance management. This includes: performance-based charter contracts; clear renewal/non-renewal/revocation processes; monitoring plans; enhanced operational autonomy; and clear intervention protocols. This shift would allow us to put a primary focus on outcomes, rather than processes.

Member Mackedon moved to propose revisions to NRS reflecting model practices in the area of performance management. This includes: performance-based charter contracts; clear renewal/non-renewal/revocation processes; monitoring plans; enhanced operational autonomy; and clear intervention protocols. Member Abelman seconded. The motion carried unanimously.

Director Canavero then led the discussion on access to regulatory power of the State Public Charter School Authority.

President Conaboy said that Mr. Eriquiaga indicated that one of the governor's priorities was clarifying the exact duties and regulatory powers of the State Public Charter School Authority.

Member McCord moved to clarify the State Public Charter School Authority's responsibilities, powers, and duties, including the possible authority to promulgate regulations. Member Abelman seconded. The motion carried unanimously.

The Authority then discussed equitable access to capital and facilities for charter schools. They discussed different ways to allow for access to low-cost capital for facilities.

Member McCord moved to submit an "Item for Special Consideration" of \$1 million to fund the charter school revolving loan account, eliminate or increase cap on loan, and revise language on how schools may use loan funds. Member Abelman seconded. The motion carried unanimously.

The Authority then moved on to special education burden of proof. Angela Blair, SPCSA Special Education Program Professional, discussed discretionary units, cost to schools, and other special education concerns for charter schools. There was confusion as to what exactly the State Public Charter School Authority is and how that relates to special education. Authority members had further discussion on these special education costs to schools. The Authority then came to the conclusion that it would be best to work with local districts' superintendents and the Nevada Department of Education to better understand the intricacies of the special education burden of proof. The Authority decided to not take action.

Director Canavero moved on to Educational Management Organizations (EMO) and their definition in Nevada Revised Statute. Director Canavero recommended the Authority clean up the definition in the Nevada Revised Statutes. He recommended two different options for the EMO definition to the Authority. The first option would involve minor clean up of the definition of EMO by adding language to Nevada Revised Statute that more clearly defines an EMO. The second option was to clearly define EMO based on national models used to define these entities.

President Conaboy moved to include the National Alliance for Public Charter Schools' definition for Educational Management Organization in the SPCSA 2013 Legislative cleanup bill. Member Mackedon seconded. The motion carried unanimously.

Director Canavero then discussed the Revolving Loan Account, which would support low-cost loans for start-up and operational exceptions. Director Canavero recommended the Authority support the inclusion of an "Item for Special Consideration" at the time of the budget submission. Director Canavero also recommended the revision of language in Nevada Revised Statutes to allow strong charter schools to meet cash flow shortages via the loan account. Discussion continued between the Authority and Director Canavero regarding the Revolving Loan Account, language change, and the dollar amount in which the account should be funded.

Member Mackedon moved to submit an "Item for Special Consideration" of \$1 million to fund the charter school revolving loan account, eliminate or increase the cap on loans, and revise language on how schools may use loan funds. Member Luna seconded. The motion carried unanimously.

Discussion then moved on to multi-county charter schools. Director Canavero believed that this was an issue that needed to be looked at more closely, but also said that some states have the option to allow multi-county charter schools. Member Mackedon and Member McCord had questions regarding the reasons a charter school would be chartered across multiple counties. Discussion between Director Canavero and the Authority continued. The Authority decided to have SPCSA staff look into the issue further and take it up at a future meeting. The Authority did not take action.

Member McCord and Chair Conaboy discussed creating a baseline study of the state sponsored charter schools. During the discussion Member McCord felt it would be in the Authority's best interest to go forward with the study because it would lead to information that could better direct the Authority to some of the charter schools' areas of weakness. Along with that, Chair Conaboy also added that she would like to see the Authority speak to the Legislative Committee on Education regarding facility financing for charter schools and to create the mechanisms for funding once money became available. Member McCord was disagreed at first, but Chair Conaboy said that schools were already making attempts on their own and receiving money. Director Canavero added that facility funding was a problem that would need to be discussed further at later Authority meetings.

Chair Conaboy motioned to go forward with part of the legislative package to include a discussion in front of LCE about facility financing for charter schools and bring to LCE's attention some existing models and see if LCE is willing to consider them in their work plan for a Bill Draft Request going forward. Member Abelman seconded. The motion carried unanimously.

Member McCord moved to submit to the governor a bill draft request for a comprehensive third part study of Nevada Charter Schools funded with a legislative appropriation. Member Abelman seconded. The motion carried unanimously.

Agenda Item 7 – Discussion and possible recommendations for future action related to items discussed during the Annual Retreat

Director Canavero stated he wants to revisit the issue of the 233B Contested Hearings on a future agenda. He would work with Deputy Attorney General Shane Chesney to further clarify when a 233B Contested Hearing needs to be held and how the hearing would proceed.

President Conaboy then asked the about discussion of the proposed IRS action during the previous day's retreat. She asked if the Authority should have Deputy Attorney General Chesney look into drafting a letter to Nevada's Congressional Delegation further clarifying that charter school teachers are public employees. Deputy Attorney General Chesney said this might be an issue that was better left to the Public Employee Retirement System to explain. President Conaboy then said the Authority should bring this matter to the Governor's attention to see how they recommend proceeding. Member Abelman wanted to make sure this issue was not ignored. He said if this was something that charter schools in Nevada were going to use to recruit highly qualified teachers, it definitely needed to be addressed.

Director Canavero said the last thing he would like to address from the retreat was the agendized public comment. He wanted to ensure that language on the agenda was clear with regard to public comment. Discussion continued between Director Canavero, Deputy Attorney General Chesney, and the Authority. The Authority decided to keep the structure of the agenda affording ample public comment at its meetings the same. No vote was taken on the matter.

Agenda Item 8 – Discussion and possible action to authorize the Authority staff to solicit proposals from contractors to facilitate and lead the collaborative development of a strategic plan and mission statement

Director Canavero said the Charter School Association of Nevada sent a resolution to staff asking the Authority to develop a strategic plan, which would ultimately lead to a mission statement. Member Abelman asked if there would be a cost to this. Director Canavero said it would cost between \$20,000 and \$40,000 and the funding would come from the Charter School Reserve account. President Conaboy asked how this would be different than the work that the SPCSA is already doing with the National Association of Charter School Authorizers. Director Canavero said it will help provide the Authority with a vision and direction for the future. He said that NACSA was more involved with building authorizer processes; this would allow those processes to be framed in the larger strategic vision of the Authority. Discussion continued between the Authority and Director Canavero.

Member Luna moved to authorize SPCSA staff to solicit proposals from contractors to facilitate and lead the collaborative development of a strategic plan and mission statement amended to not exceed \$30,000. Member Abelman seconded. The motion carried unanimously.

Agenda Item 9 – Discussion and possible action identifying future agenda items

Member Mackedon requested that Katherine Rohrer, SPCSA Educational Program Professional, present charter school writing examination data, Criterion Reference Tests (CRT), and other charter school performance measures to the Authority at the next meeting.

Agenda Item 10 – Member Comment

President Conaboy thanked SPCSA staff for all the work that went into making the Retreat and meeting so successful and informative.

Agenda Item 11 – Public Comment

None

Agenda Item 12 – Next Meeting Date

The Authority's next scheduled regular meeting will be June 29, 2012.

Member McCord moved to adjourn the Authority meeting. Member Abelman seconded. The motion carried unanimously.

Meeting Adjourned at 5:13 p.m.

STATE PUBLIC CHARTER SCHOOL AUTHORITY

SUPPORTING DOCUMENT

S U B J E C T: Authority Update

<u> / / </u>	Public Workshop
<u> / / </u>	Public Hearing
<u> / / </u>	Consent Agenda
<u> / / </u>	Regulation Adoption
<u> / / </u>	Approval
<u> / / </u>	Appointments
<u> / x/ </u>	Information
<u> / / </u>	Action

MEETING DATE: June 29, 2012

AGENDA ITEM: 3

NUMBER OF ENCLOSURE(S):

PRESENTER(S): Kathleen Conaboy, SPCSA Authority President

RECOMMENDATION:

FISCAL IMPACT:

BUDGET ACCOUNT (FOR PRINTING CHARGES ONLY):

LENGTH OF TIME EXPECTED FOR PRESENTATION (IN MINUTES): 10 mins

BACKGROUND: President Conaboy will update the Authority with the latest news and events.

SUBMITTED BY: _____

STATE PUBLIC CHARTER SCHOOL AUTHORITY

SUPPORTING DOCUMENT

S U B J E C T: Director's Report

<u> / / </u>	Public Workshop
<u> / / </u>	Public Hearing
<u> / / </u>	Consent Agenda
<u> / / </u>	Regulation Adoption
<u> / / </u>	Approval
<u> / / </u>	Appointments
<u> / x/ </u>	Information
<u> / / </u>	Action

MEETING DATE: June 29, 2012

AGENDA ITEM: 4

NUMBER OF ENCLOSURE(S):

PRESENTER(S): Steve Canavero PhD, Director, SPCSA

RECOMMENDATION:

FISCAL IMPACT:

BUDGET ACCOUNT (FOR PRINTING CHARGES ONLY):

LENGTH OF TIME EXPECTED FOR PRESENTATION (IN MINUTES): 10 mins

BACKGROUND: Director Canavero will give the Authority a report on:

- Website update;
- Legislative Committee on Education;
- Superintendents meeting;
- Staffing – recruitments; and
- CSAN Conference

SUBMITTED BY: _____

http://charterschools.staging.nv.gov/ - Windows Internet Explorer

File Edit View Favorites Tools Help

Convert Select

Home - Bighorn Web Slice Gallery Track-It! Web Down Data Warehouse of N... PowerSchool

http://charterschools.staging.nv.gov/


to print screen windows xp ...

Google


Page Safety Tools

100%

Internet



State of Nevada
Charter Schools



NV.gov
Agencies Jobs About Nevada

Ⓞ This Site Only Ⓞ State-Wide

[ABOUT](#) [OPEN A CHARTER SCHOOL](#) [FOR SCHOOLS](#) [FOR PARENTS](#) [PUBLICATIONS/RESOURCES](#) [NEWS](#)

PUBLIC NOTICES

June 22, 2012 @ 08:00 AM

What's new?

- [Link 1](#)
- [Link 2](#)

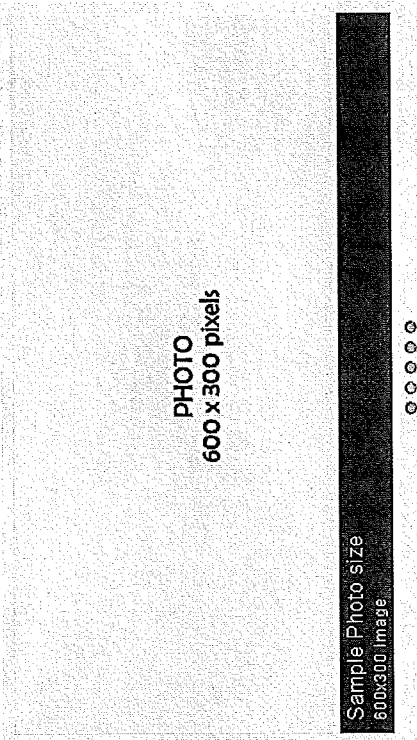
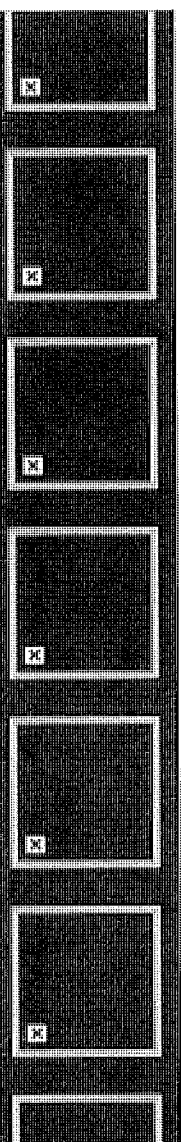


PHOTO
600 x 300 pixels

Sample Photo size
600x300 image

Ⓞ Ⓞ Ⓞ Ⓞ Ⓞ Ⓞ Ⓞ

NEVADA CHARTER SCHOOLS



STATE PUBLIC CHARTER SCHOOL AUTHORITY

SUPPORTING DOCUMENT

S U B J E C T: Charter School Association of Nevada update on conference and recent activities

<u> / / </u>	Public Workshop
<u> / / </u>	Public Hearing
<u> / / </u>	Consent Agenda
<u> / / </u>	Regulation Adoption
<u> / / </u>	Approval
<u> / / </u>	Appointments
<u> / x/ </u>	Information
<u> / / </u>	Action

MEETING DATE: June 29, 2012

AGENDA ITEM: 5

NUMBER OF ENCLOSURE(S):

PRESENTER(S): John Hawk, President, Charter School Association of Nevada

RECOMMENDATION:

FISCAL IMPACT:

BUDGET ACCOUNT (FOR PRINTING CHARGES ONLY):

LENGTH OF TIME EXPECTED FOR PRESENTATION (IN MINUTES): 15 mins

BACKGROUND: John Hawk will give the Authority an update of the CSAN conference and other activities currently under way in CSAN.

SUBMITTED BY: _____

STATE PUBLIC CHARTER SCHOOL AUTHORITY

SUPPORTING DOCUMENT

S U B J E C T: Overview of the Elementary and Secondary Education Act (ESEA) Flexibility Waiver as submitted by the Nevada Department of Education and current assessment data from SPCSA sponsored charter schools

- / / Public Workshop
- / / Public Hearing
- / / Consent Agenda
- / / Regulation Adoption
- / / Approval
- / / Appointments
- / x/ Information
- / / Action

MEETING DATE: June 29, 2012

AGENDA ITEM: 6

NUMBER OF ENCLOSURE(S):

PRESENTER(S): Katherine Rohrer, Education Program Professional, SPCSA

RECOMMENDATION:

FISCAL IMPACT:

BUDGET ACCOUNT (FOR PRINTING CHARGES ONLY):

LENGTH OF TIME EXPECTED FOR PRESENTATION (IN MINUTES): 60 mins

BACKGROUND: Katherine Rohrer will give the Authority an Overview of the Elementary and Secondary Education Act (ESEA) Flexibility Waiver as submitted by the Nevada Department of Education and current assessment data from SPCSA sponsored charter schools.

SUBMITTED BY: _____

Assessment and Accountability

June 29, 2012

1

Topics to discuss

- ESEA Waiver
- 2011-2012 Nevada Proficiency Examination Program results

2

NV's School Performance Framework (NSPF)

School Level	Status	Gap	Growth	Grad.	College & Career	Other	Total
Elem Middle	30	20	40			10	100
HS	30	10	(Growth proxy in status and gap)	30	16	14	100

3

Elementary/Middle School Index (100 points)

Growth (40 points)		
	Math	Reading
School Median Growth Percentile (MGP)	10	10
Overall % of Students meeting AGP	10	10
Status (30 points)		
Overall % of Students meeting Prof.	15	15
Gap (20 points)		
% of IEP, ELL, FRL meeting AGP	10	10
Other (10 points)		
Other Indicator	10	

4

High School Index (100 points)

Status/Growth (30 points)		
	Math	Reading
Overall % of 10 th grade meeting Prof.	5	5
Cumulative % of 11 th grade meeting Prof.	5	5
MGP for grade 10	5	5
Gap (10 points)		
Cumulative % of 11 th grade IEP, ELL, FRL Proficiency	5	5
Graduation (30 points)		
Overall Graduation Rate	15	
Graduation Rate Gap for IEP, ELL, FRL	15	

5

High School Index (100 points)

College and Career Readiness (16 points)	
% of students in NV colleges needing remediation	4
% of students earning an Advanced Dip.	4
AP Participation/Proficiency	4
ACT/SAT Participation/Proficiency	4
Other (14 points)	
Other Indicator	10
% of 9 th graders credit deficient	4

6

Status Indicator

(30/30)

- Student attainment of proficiency
- Math and Reading (CRT & HSPE)
- Annual Measurable Objectives (AMO)
 - Annual goals indicating the minimum percentage of students that must score at or above the "meets standard" level of achievement
 - <http://www.nevadareportcard.com/>
- See AMO handout

7

Growth Indicator

(40/0 points)

- Uses CRT math and reading assessment data
- Norm-referenced growth—compare the progress made by individual students to the progress made by other students with a similar starting point or performance history
- Criterion-referenced growth—assess whether students are making sufficient growth to attain a certain status within a defined time period.

8

Two types of Growth Indicators

- Student Growth Percentiles—How much growth a student makes relative to a student's "academic peers." (norm-referenced)
- Adequate Growth Percentiles-- Assess whether or not a student is on track to attain and maintain proficiency. (criterion-referenced)

9

Median Growth Percentiles (MGP)

- Summarizes student growth rates by district, school, grade level, or other group interest
- 2010-2011 Nevada Growth Model Results
 - <https://bighorn.doe.nv.gov/sites/NGMA/default.aspx>

10

Growth at the HS Level

- Calculating MGP from 8th grade CRT and 10th grade HSPE
- SBAC assessments for high school are being developed to assess against college readiness standards. 2014-2015 will be the baseline year.

11

Gap Indicator

(20/10)

- % of IEP, ELL, and FRL students meeting AGP (Elementary)
- Differences between subgroup performance and the average statewide performance of all students (High School)
- Sub-groups = IEP, LEP, FRL
- N size = 10
- Supergroup is used if a school does not have a least 10 students within each of these three groups (unduplicated count of students)

12

Graduation Indicator (0/30)

- Four-year adjusted cohort graduation rate = number of students who graduate in four years with a regular high school diploma
- Regular high school diploma = a standard diploma, an advanced diploma, or an adult diploma
- Cohort = First time 9th graders

13

Graduation Indicator "All Students" (0/30)

- Every high school with a graduation rate of less than 60% will be identified as a Priority School
- 2010-2011 cohort graduation rates (Handout)
 - Alpine 50.00%
 - Beacon 16.20%
 - NV Connections 26.50%
 - NV State HS 100.00%
 - NV Virtual 32.50%
 - Silver State 10.00%

14

Graduation Indicator "Graduation Gap" (0/30)

- Graduation gaps are defined as the difference between subgroup graduation rates and the average statewide graduation rate.
- Subgroups = IEP, ELL, FRL

15

Career & College Readiness Indicator (0/16)

- Definition closely aligned with the requirements for an Advanced Diploma (NAC 389.663)
- 4 elements contained in Indicator
 - % of students earning an advanced diploma
 - % of students in NV colleges requiring remediation
 - Improvement on participation & performance in Advanced Placement courses
 - Increasing participation & performance on ACT& SAT exams

16

Advanced Diplomas (2010-2011)

School	Cohort #	Total Grads	# Adv. Dip.	% Adv. Dip
Alpine	46	15	1	7%
Beacon	301	38	7	18%
NV Connect	325	53	0	0%
NV State HS	84	84	33	39%
NV Virtual	248	25	0	0%
Silver State	357	23	0	0%

17

College Remediation NSHE 2010-2011 Report

School	# attended NSHE	# needing remediation	% needing remediation
Alpine	2	0	0%
Beacon	10	3	30%
NV Connect	5	3	60%
NV State HS	58	0	0%
NV Virtual	Not reported	Not reported	Not reported
Silver State	Not reported	Not reported	Not reported

18

Advanced Placement Credit 2010-2011

School	# of 12 th graders	# of 12 th graders who passed AP	% of 12 th graders who passed AP
Alpine	22	0	0%
Beacon	78	6	8%
NV Connect	109	4	4%
NV State HS	85	85	100%
NV Virtual	190	2	1%
Silver State	67	0	0% ¹⁹

ACT Participation 2010-2011

School	11 th grade enrollment	# of 11 th graders who participated	% of 11 th graders who participated
Alpine	27	2	7%
Beacon	85	3	4%
Coral	4	0	0%
NV Connect	151	34	23%
NV State HS	105	88	84%
NV Virtual	256	0	0%
Silver State	106	3	3% ²⁰

Other Indicator (10/14)

- Average Daily Attendance or other state-approved indicator
- Other State-Approved indicator
 - Parent satisfaction surveys
 - Student climate and safety surveys
 - School discipline or school violence data
 - ESEA assessment participation
 - Mission specific

21

Mission Specific Indicator

- **Must be:**
 - SMART
 - Specific
 - Measurable
 - Ambitious but achievable
 - Reflective of the mission
 - Time-specific
 - Rigorous
 - Backed by Research

22

Mission Specific Indicator Example

Mission	Ensure students receive a quality education & obtain the necessary skills and knowledge needed to further their lives.
Indicator	Student Graduation
Measures	Grade promotion
Metrics	Credit accumulation
Target	Each year, 80% of all students will receive enough credit accumulation for grade promotion and remain on track for graduation at the end of four years

23

Mission Specific Indicator Example

Mission	Provide all students with a foundation for excellence in education
Indicator	College & Career Readiness
Measure	National Standardized Test
Metric	ACT benchmarks
Target	Students with at least three consecutive years in the school will obtain a ACT composite score of 21 or above by their senior year
Ratings	Exceeds Standards ≥80% Meets Standards <80% ≥50% Does Not Meet Standards <50% ²⁴

NSPF Performance Classifications

NSPF Classifications	Index Points	Additional Designations
5 Stars	≥77	May also be: Reward (Exemplary, High Status, or High Growth)
4 Stars	≥68 and <77	
3 Stars	≥50 and <68	
2 Stars	≥32 and <50	May also be: Priority or Focus
1 Star	<32	

Star Ratings Explained

- Nevada's Managed Performance Empowerment Continuum (MPE) Handout
- SAGE = Student Achievement Gap Elimination

Charter School Considerations

- ESEA waiver will classify and identify Priority and Focus schools without regard to their charter/non-charter status.
- However, nothing in the ESEA shall interfere with the autonomy and accountability of charter schools as defined by NV charter law and regulations.
- ESEA will be implemented in a way that will protect the authority of charter sponsors to close low-performing charter schools under their timeframes and according to the performance expectations in their charter agreements.

Reward Schools

- High Status;
 - High Growth; or
 - Exemplary
- *May be slight variations between elementary and high school designations. High Status for high schools may be among the title I high schools with the highest grad rates*

Reward-High Status

- Top 10% of schools during the current year in the "All students" ranking for percent of students who attain proficiency in reading & math
- Top 25% of schools for each subject the previous two years
- "All Students" group and all subgroups with at least ten student must have met the AMO targets in both reading and math for the current year's analysis
- No significant within school achievement gaps
- Tested 95% of eligible population of students

Reward-High Growth

- Top 10% of schools during the current year in the "All student" ranking for Median School Growth Percentile in reading and math
- Top 25% of schools for each of these subjects in the previous two years
- Minimum N-count threshold of 25 for each year
- Tested 95% of their eligible population of students
- No significant within school achievement gaps

Reward-Exemplary

- Must qualify as both High Status and High growth

31

Reward—Additional Requirements

- No elementary reward school can be in the bottom 25% of schools for the “subgroup” or “supergroup” calculations for AGP in reading or math in the current year
- No high school reward may be in the bottom 25% of high schools for the “subgroup” or “supergroup” calculations for graduation and proficiency in reading and math

32

Focus and Priority Schools

- While both Title One and non-Title One schools can be designated as focus or priority:
 - The level at which the process identifies the lowest-performing 10% of Title One schools will be the cut-off for identification of all focus schools.
 - The level at which the process identifies the lowest performing 5% of Title One schools will be the cut-off for identification of all priority schools.

33

First set of Focus Schools

- Identified using 2010-2011 data
- Required to implement interventions in the 2012-2013 school year
- Data from the previous spring will be used to identify focus schools in September of each year, for implementation of interventions in the following year.

34

Focus Designation

- Elementary: Bottom 25% of schools for the “subgroup” calculations for AGP in reading and math in the current year
- High School: Bottom 25% of schools for the “subgroup” calculations for graduation and proficiency in reading and math
- Once identified, these schools will remain on “focus” status priority for three years

35

Exit Focus Designation--Elementary

- Supports and interventions implemented for a minimum 3 year period
- Implementation of Student Achievement Gap Elimination (SAGE) school improvement plan
- School meets or exceeds 95 percent participation rate
- Identified “subgroup” or “supergroup” is above the bottom 25% of all Title One served schools in reading and math earned in the AGP gap analysis during the most recent three years designated as Focus

36

Exit Focus Designation—High School

- Meets or exceeds the 95% participation rate
- Targeted subgroup/supergroup is above the bottom 25% of Title One served schools in reading and math proficiency during the three most recent years designated as Focus
- Targeted subgroup/supergroup is above the bottom 25% of Title One served schools in graduation during the three most recent years
- Targeted subgroups/supergroup has a graduation rate above the bottom 25% Title One served schools for the most recent year

First set of Priority Schools

- Schools identified as School Improvement Grant (SIG) Schools
- Feb. 2013, NSPF will be used to issue star ratings to each school in NV, but will not be used to label Priority Schools.
- The next set of priority schools will be identified using 2012-2013 data for implementation of turnaround principles in 2014-2015 school year.

Priority Designation

- Bottom 10% of schools in reading and math earned in the areas of status and growth during the current year
- Every high school with a graduation rate less than 60% will also be identified as a priority school
- Schools identified as priority will remain on probationary status as priority for a three-year period

Priority Designation

- Priority turnaround plan required
 - Research-based approach about how performance will improve
 - New improvement strategies to be implemented
 - Actions steps to be taken to implement the improvement strategies including timeline, key personnel, resources, and benchmarks

Exit Priority Designation-Elementary

- Meets or exceeds 95% participation rate
- School is above the bottom 15% of Title One served schools in reading and math earned in both of the areas of status and growth during each of the three most recent years designated as "Priority"
- School is above the bottom 25% of all schools in reading and math earned in both of the areas of status and growth during the most recent year it is designated as "Priority"

Exit Priority Designation-High School

- Meets or exceeds 95% participation rate
- School is above the bottom 15% of Title One served schools in reading and math earned in both of the areas of status and growth during each of the three most recent years designated as "Priority"
- School is above the bottom 25% of Title One served schools in reading and math during the most recent year designated as Priority
- School has a graduation rate above the AMO for the most recent year designated as Priority

NSPF adoption

- What does this mean for the charter schools the Authority sponsors?
- What does this mean for the Authority making high stake decisions?

43

Potential Problems Areas For Improvement

- Growth at the High School Level
- Fifth year grad rate in order to reflect schools who cater to "at risk students"
- Career and College Readiness that is more robust

44

SPCSA Academic Performance Framework

- Adoption of a SPCSA Academic Performance Framework would allow for the Authority to measure indicators outside of the NSPF
- But how do we marry the two frameworks and create a harmonious whole?

45

Possible Options

1. Adopt NSPF for charter school renewal purposes, identifying "Five star" school for possible replication and evaluation "One star" and "Two star" schools possible closure/non-renewal.
 - Pros: Easy to follow—Simple to communicate
 - Cons: Components that are not sensitive to the uniqueness of some of the charter schools

46

Possible Options

2. Create framework that is aligned with certain NSPF measures, but stands separate—The SPCSA framework would be used to make high stake decisions
 - Pros: Allows flexibility and the development of a framework that is sensitive to the charter school needs
 - Cons: May cause friction with NDE and may cause confusion if the two frameworks communicate to very different results

47

Possible Options

3. Use the NSPF framework but add additional measures and focus on specific NSPF—Create a blend
 - Pros: Uses and builds on NDE resources and research while taking into account the uniqueness of the charter schools
 - Cons: May create a little confusion - Expectations and outcomes would have to be clearly defined, accepted, and communicated

48

**ESEA Waiver
Proposed AMOs for Reading and Mathematics through 2015-2016**

	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	
Read	Elementary	62.73	65.49	38.25	71.01	73.77	76.53
	Middle School	53.66	56.33	59.40	62.26	65.13	68.00
	High School	---	76.92	81.60	86.29	90.97	95.65
Math	Elementary	70.57	73.41	76.25	79.10	81.94	84.78
	Middle School	67.35	69.74	72.13	74.52	76.91	79.30
	High School	77.97	80.88	83.78	86.69	89.59	92.50

Current AMOs for ELA and Mathematics through 2013-2014

	2002-2003 2003-2004	2004-2005 2005-2006 2006-2007	2007-2008 2008-2009	2009-2010 2010-2011	2011-2012	2012-2013	2013-2014	
ELA	Elementary	27.50	39.60	51.70	63.80	75.90	88.00	100.00
	Middle School	37.00	39.60	51.70	63.80	75.90	88.00	100.00
	High School	73.50	77.90	82.30	86.70	91.10	95.50	100.00
Math	Elementary	34.50	43.30	54.60	65.90	77.20	88.50	100.00
	Middle School	32.00	43.30	54.60	65.90	77.20	88.50	100.00
	High School	42.80	52.30	61.80	71.30	80.80	90.30	100.00

2010-2011 Graduation Rates

School	# in Cohort	Graduates	Completer	Other Non-graduate	Other Transfer	Drop out	Missing Status	Transfer Out	Grade Rate Percentage
Alpine	46 (30)	15	0	2	0	10	3 (15)	16	50%
Beacon	301 (235)	38	5	23	10	130	29 (197)	66	16.2%
Connections	325 (200)	53	0	13	1	133	0 (147)	125	26.5%
NV State	129 (84)	84	0	0	0	0	0 (0)	45	100%
Virtual	248 (77)	25	0	16	0	36	0 (52)	171	32.5%
Silver State	357 (229)	23	10	0	0	178	18 (206)	128	10%

- Graduate = Standard, advanced, and adult diploma
- Completer = Certificate of attendance, adjusted diploma, high school equivalency
- Other non grad = Did not meet requirements to obtain any of the above
- Other transfer = Withdraw code of W1(a) or other transfer code not recognized as a Transfer Out
- Drop out = Withdraw code in list specified by state
- Missing status = student has missing or unrecognized completion type or withdrawal code
- Transfer out = Withdraw code in list specified by state

Nevada's Managed Performance Empowerment (MPE) Continuum

5-Star Schools	<ul style="list-style-type: none"> • Autonomy in school improvement planning, creating a 5-Star Performance Plan • Flexible use of allocations within parameters of school board policies • Site based decision making on use of core instructional materials • Pay for performance/financial incentives • Public recognition
4-Star Schools	<ul style="list-style-type: none"> • Autonomy in school improvement planning with school district review, creating a 4-Star Performance Plan • Negotiated flexibility between school district and school in use of allocations • Site based decision making on use of core instructional materials • Pay for performance/financial incentives
3-Star Schools	<ul style="list-style-type: none"> • Participation in statewide SAGE school improvement planning process, creating a 3-Star Improvement Plan • Negotiated flexibility in use of allocations • Negotiated flexibility between school district and school with core instructional materials • Optional visits to model sites • Public recognition
2-Star Schools	<ul style="list-style-type: none"> • Participation in statewide SAGE school improvement planning process, creating a 2-Star Improvement, Priority/Turnaround or Focus School Improvement Plan • Required engagement of district leaders to support school in uniform school improvement planning and monitoring of implementation through the NDE's established eNOTE system (i.e., WestEd Tracker platform) • Prescribed use of core instructional materials • Prescribed scheduling • Collaboration with districts and local educational associations to negotiate collective bargaining agreements and engage national resources for school turnaround • Required visits to model sites and provision of embedded professional development that aligns with strategies, including coaching and mentoring if determined necessary through data analysis • Differentiated supports negotiated by the NDE and the LES, with a focus on capacity building of school and LEA educational leaders
1-Star Schools	<ul style="list-style-type: none"> • Participation in statewide SAGE school improvement planning process, creating a 1-Star Improvement, Priority/Turnaround or Focus Plan • Required engagement of district leaders to support school in uniform school improvement planning and monitoring of implementation through the NDE's established eNOTE system (i.e., WestED Tracker platform) • Prescribed use of core instructional materials • Prescribed scheduling • Collaboration with districts and local educational associations to negotiate collective bargaining agreements and engage national resources for school turnaround • Required visits to model sites and provision of embedded professional development that aligns with strategies, including coaching and mentoring if determined necessary through data analysis • Differentiated supports negotiated by the NDE and the LES, with a focus on capacity building of school and LEA educational leaders, including engagement in University of Virginia school turnaround leadership program • Personnel changes including teaching faculty and/or leadership as recommended by LEA and approved by the NDE • Imposed turnaround principles • Reopening of schools using different delivery models • School closure based on chronic failure

STATE PUBLIC CHARTER SCHOOL AUTHORITY

SUPPORTING DOCUMENT

S U B J E C T: Discussion and possible action related to performance-based charter contracts and the draft Performance Framework for SPCSA sponsored charter schools.

<u> / / </u>	Public Workshop
<u> / / </u>	Public Hearing
<u> / / </u>	Consent Agenda
<u> / / </u>	Regulation Adoption
<u> / / </u>	Approval
<u> / / </u>	Appointments
<u> / x/ </u>	Information
<u> / x/ </u>	Action

MEETING DATE: June 29, 2012

AGENDA ITEM: 7

NUMBER OF ENCLOSURE(S):

PRESENTER(S): Steve Canavero PhD, Director, SPCSA

RECOMMENDATION: The Authority provides general direction to assist in framing the committees work in developing the frameworks. Such direction may include the following concepts: a strong focus on outcomes; simple over complex; understandable; defensible – valid and rigorous measures; actionable.

FISCAL IMPACT:

BUDGET ACCOUNT (FOR PRINTING CHARGES ONLY):

LENGTH OF TIME EXPECTED FOR PRESENTATION (IN MINUTES): 60 mins

BACKGROUND: Director Canavero will lead discussion and possible action related to performance-based charter contracts and the draft Performance Framework for SPCSA sponsored charter schools. The discussion may result in the Authority providing direction to the committees working to develop frameworks.

SUBMITTED BY: _____

Charter Contract and Performance Framework

Outcomes

- Appreciation for how the related parts make a whole
 - Contract, Frameworks, Monitoring, Renewal
- Develop a collaborative approach to the development of the frameworks
 - How should we proceed?

The Charter Contract: Present

- Application and Written Agreement
 - Blueprint for the school; proposed plan
 - Audience – parents and students, community, sponsor, funders, teachers/recruiting tool
 - Treating the application as the charter (1/2) has implications on application review
 - Example - Curriculum: to be developed, if a proposal yes but if charter then no.
- Fails to define MATERIALITY

The Charter Contract: Proposed

- Materiality: something is material if it is relevant and significant to the outcome.
- For school and sponsor – the relevant outcome is a renewal decision.
- Is the contract term material? Hinges on whether it would be relevant and significant to the sponsor in making a renewal decision.

The Charter Contract: Proposed

- The embodiment of the autonomy for accountability bargain
- Clearly articulates the rights and responsibilities of both parties
 - School autonomy
 - Expected outcomes
 - Measures for evaluating success or failure
 - Performance consequences and other material terms

External Authority

- Schools and sponsors operate under the shadow of laws and regulations.
- Multi-layered legal framework that includes federal, state, local codes and policies
- Contract needs to explicitly identify the state law and regulation with which the school is expected to comply (alt. exempted from)

Material Terms: Categories

- Recitals
- Establishment of School
- Operation of School
- School Financial Matters
- Personnel
- Charter Term, Renewal and Revocation
- Operation of the Contract
- Sponsor Policies

Sponsor Policies (Examples)

- Performance Frameworks
- Pre-Opening Procedures
- Financial and Attendance Reporting
- Scope of Independent Audit
- Comprehensive EMO Contract Req.
- School Intervention Protocol
- Renewal Decision Making Protocol
- School Closure Protocol

Consideration in Contract Development

- Means and Ends
- Shifting from how to what
- Fundamental tension – most efforts (Title programs, IDEA, civil rights) focus on procedure
- Contract must balance
 - Each additional requirement constrains flexibility and autonomy.
 - New regulation vs potential cost

Consideration in Contract Development

- When to stop
 - Test whether a term warrants inclusion
 - Material?
 - Typical that material changes require amendment
 - Change facility – yes
 - Eliminate science focus at a Math and Science Academy – yes
 - Change textbooks in 6th grade math – no

Sponsor Policies: Performance Frameworks

- Contract is a COMPLIANCE document
- Performance Frameworks – Heart of the Contract

Performance Management

```

    graph TD
      A([Establish Expectations:  
Set performance expectations attached to the contract]) --> B([Monitor Performance:  
Conduct interim reviews through multiple courses])
      B --> C([Intervene (if Necessary): Inform and require remedy of unsatisfactory performance])
      C --> A
    
```

What is a Performance Framework

- Contractual
- Expectations for performance and compliance
- Enforced through monitoring, evaluating, and intervention and decision-making

Performance Framework: Development

- Review existing practice
- Review law
- Engage internal stakeholders
- Engage leadership
- Determine policy changes if necessary
- Engage external stakeholders

Review of Existing Practices

- Heavy on compliance (how)
 - Compliance may be performance
 - Or accepted as a proxy
- Materializes in APA
 - Vast majority of 36 items are operational
 - Next, financial
 - Finally, academic
- Disconnected
- Meaningful?

Performance Framework Sections

Academic Framework

Framework Components

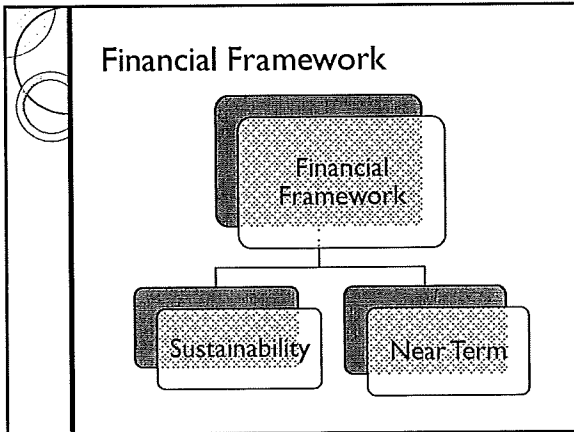
Component	Definition	Example
Indicators	General categories of performance	Student Achievement
Measures	General means to evaluate an aspect of an indicator	Proficiency on State Assessments
Metrics	Method of quantifying a measure	Percentage of students achieving proficiency on specific exams
Target	Threshold that signifies "meeting the standard" for a specific measure	70 % of students achieve proficiency on state assessment
Rating	Labels to categorize charter performance	Exceeds Standard Meet Standard Does Not Meet Standard Falls Far Below Standard

Academic Framework

- Purpose: determine whether schools are academically successful and effective
- Primary Source(s):
 - State Accountability system
 - Publicly available information
- Action Steps: identify schools that are candidates for
 - Replication/Expansion
 - Intervention
 - Renewal/Nonrenewal
 - Closure
- Transparency: make summary data available to the public

Academic PF Considerations

- Weightings
- Aggregate or not
- Must ensure a multidimensional view of performance
- Demands on resources – more testing, more data
- No reversion to process, focus on outcomes

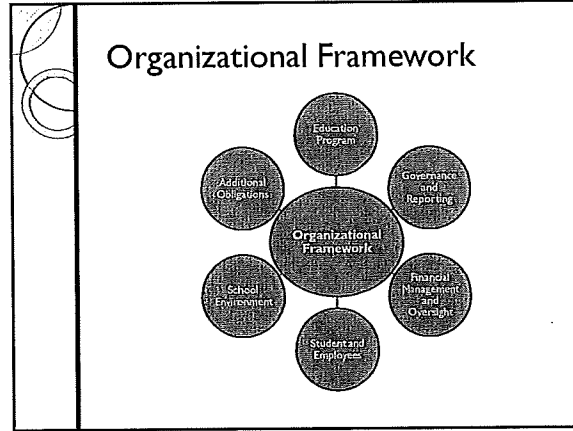


Framework Components

Component	Definition	Example
Indicators	General categories of performance	Near Term
Measures	General means to evaluate an aspect of an Indicator	Current Ratio
Metrics	Method of quantifying a measure	Current Assets over current liabilities
Target	Threshold that signifies "meeting the standard" for a specific measure	Current ratio is greater than 1.1
Rating	Labels to categorize charter performance	Meet Standard Does Not Meet Standard Falls Far Below Standard

Financial Framework

- Purpose: assess financial health and viability
- Primary source(s): independent financial audits
- Action steps: Analysis of more current (unaudited) financial data to:
 - Assess potential problems prior to emergency
 - Anticipate financial failure and remedy
- Transparency: Appropriate use of public funds and viable for continued investment



Framework Components

Component	Definition	Example
Indicators	General categories of performance	Governance and Reporting
Measures	General means to evaluate an aspect of an indicator	Is the school complying with governance requirements?
Metrics	Method of quantifying a measure	Board Bylaws
Target	Threshold that signifies "meeting the standard" for a specific measure	Materially complies with compliance expectations related to board bylaws
Rating	Labels to categorize charter performance	Meet Standard Does Not Meet Standard Falls Far Below Standard

Organizational Framework

- Purpose: ensure compliance with legal obligations
- Primary Source(s): self-reported, 3rd party monitoring, sponsor monitoring (e.g., school visits)
- Action Steps: staged intervention including notification, follow up investigation, demand for remedy, etc.
- Transparency: Parameters for appropriate autonomy and protecting students' and the public's interest

Framework Guidance

Purpose: Provide authorizers with guidance necessary to develop and implement a quality Performance Framework that is aligned with the Principles and Standards

Content

- Definition
- Methodology
- Implementation guidance (information sources)
- Follow up guidance (intervention)

Next Steps

- Initial thoughts
 - PF Committee
 - Charge – collaborate on the development of the PF, bring technical capacity or access to, identification of critical questions, make general recommendations
 - Charter Contract Committee
 - Provide "just in time" feedback to consultant and Authority staff in the development of the model contract.

Performance Frameworks

Draft

Financial
Operational
and
Academic

The following is an excerpt from the Generic Model Draft Frameworks developed by NACSA. The information is incomplete and the Targets and Ratings are generic. The frameworks are provided to aid in developing familiarity with the concept.

Section	Page Number
Financial Framework	4
Organizational Framework	13
Academic Framework	23

Considerations For Implementing a Performance Framework

Purpose of Performance Frameworks

- Expectations of accountability
- Comprehensive accountability each element is important
- For use in a performance based contract
- Definitions key terms
 - Indicators, measures metrics, targets

Use: Accountability


- Executing the contract
- Annual reviews
- Ongoing monitoring
- Renewal reviews

Implementation

- Incorporation into the contracts
- Determine when to implement
- Board adoption/revision to policies
- Communication: gaining buy in from various stakeholders (internal, external, charter school leaders, policymakers, leadership)

Complementary Tools and Reporting Mechanisms

- Internal accountability reporting
- Public accountability reporting

Component	Definition	Example
Indicators	General categories of academic performance	Student achievement
Measures	General means to evaluate an aspect of an indicator	Proficiency on state assessments
Metrics	Method of quantifying a measure	Percentage of students achieving proficiency on specific exams
Targets	Thresholds that signify success in <i>meeting the standard</i> for a specific measure	80% of students achieve proficiency on state assessment
		
Ratings	Assignment of charter school performance into one of four rating categories, based on how the school performs against the framework targets	If school meets the target proficiency rate of 85%, the rating category is "Meets Standard"

FINANCIAL FRAMEWORK GUIDANCE

The following Financial Performance Framework will help sponsors evaluate charter schools' financial performance as part of ongoing monitoring and renewal decision-making. It provides sponsors tools to recognize schools currently in or trending towards financial difficulty and to more proactively evaluate or address the problem. The guidance aligns with NACSA's *Principles and Standards for Quality Authorizing*, which states that sponsors should, through a performance framework, set clear expectations for "financial performance and sustainability."

The Financial Performance Framework was derived through a review of model authorizer 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. Additionally, the framework was pilot tested with several state authorizers across the country.

FRAMEWORK STRUCTURE

The Financial Performance Framework gauges both near term financial health and longer term financial sustainability.

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

The portion of the framework that tests a school's longer term financial sustainability are designed to depict a school's financial position and viability over time. Schools meeting the desired standards demonstrate a low-risk of financial distress in the future. Schools that fail to meet the standards are at high risk for financial hardship in the future.

The framework includes five main levels of information: Indicators, Measures, Metrics, Targets, and Ratings.

1.a. Current Ratio – Near Term Indicator

Definition: The current ratio depicts the relationship between a school's current assets and current liabilities.

Overview: The current ratio measures a school's ability to pay its obligations over the next twelve months. A current ratio of greater than 1.0 indicates that the school's current assets exceed its current liabilities, thus indicating ability to meet current obligations. A ratio of less than 1.0 indicates that the school does not have sufficient current assets to cover the current liabilities and is not in a satisfactory position to meet its financial obligations over the next 12 months.

Source of Data: Audited balance sheet

Near Term
1.a. Current Ratio:
Current Assets divided by Current Liabilities
<p>Meets Standard:</p> <p><input type="checkbox"/> Current Ratio is greater than 1.1</p> <p>or</p> <p><input type="checkbox"/> Current Ratio is between 1.0 and 1.1 <i>and</i> one-year trend is positive (current year ratio is higher than last year's)</p> <p>Note: For schools in their first or second year of operation, the current ratio must be greater than 1.1.</p>
<p>Does Not Meet Standard:</p> <p><input type="checkbox"/> Current Ratio is between 0.9 and 1.1</p> <p>Or</p> <p><input type="checkbox"/> Current Ratio is between 1.0 and 1.1 <i>and</i> one-year trend is negative</p>
<p>Falls Far Below Standard:</p> <p><input type="checkbox"/> Current ratio is less than 0.9</p>

Basis for Target Level: The general rule of thumb for a current ratio is that it should be a minimum of 1.0. An upward trend of a current ratio that is >1.0 indicates greater financial health, hence the greater than 1.1 to meet standard. A current ratio less than 0.9 is a serious financial health risk, based on common standards.

1.b. Unrestricted Days Cash – Near Term Indicator

Definition: The unrestricted days cash on hand ratio indicates how many days a school can pay its expenses without another inflow of cash.

Overview: The unrestricted days cash ratio tells authorizers whether or not the school has sufficient cash to meet its obligations. This critical measure takes on additional importance in states and localities where the timing of school payments is irregular and/or can be delayed.

Source of Data: Audited balance sheet and income statement

Near Term
1.b. Unrestricted Days Cash:
Unrestricted Cash divided by (Total Expenses/365)
<p>Meets Standard:</p> <p><input type="checkbox"/> 60 Days Cash</p> <p>or</p> <p><input type="checkbox"/> Between 30 and 60 Days Cash <i>and</i> one-year trend is positive</p> <p>Note: For schools in their first or second year of operation, they must have a minimum of 30 Days Cash.</p>
<p>Does Not Meet Standard:</p> <p><input type="checkbox"/> Days Cash is between 15 and 30 days</p> <p>Or</p> <p><input type="checkbox"/> Days Cash is between 30 and 60 days <i>and</i> one-year trend is negative</p>
<p>Falls Far Below Standard:</p> <p><input type="checkbox"/> Less than 15 Days Cash</p>

Source for Target Level: At least one month’s of operating expenses cash on hand is a standard minimum measure of financial health of any organization. Due to the nature of charter school cash flow and the sometimes irregular receipts of revenue, a 60 day threshold was set for schools to meet the standard, though schools showing a growing cash balance from prior years and who have enough cash to pay at least one month’s expenses are also financially stable enough and show positive trending, therefore meeting standard. If a school has less than 15 days of cash on hand, they will not be able to operate for more than a few weeks without another cash inflow, and are at high risk for immediate financial difficulties.

1.c. Enrollment Variance – Near Term Indicator

Definition: Enrollment variance tells authorizers whether or not the school is meeting its enrollment projections, thereby generating sufficient revenue to fund ongoing operations.

Overview: The enrollment variance depicts actual versus projected enrollment. A school budgets based on projected enrollment but is funded based on actual enrollment; therefore, a school that fails to meet its enrollment targets may not be able to meet its budgeted expenses. It is critical to capture this information as early in the school year as possible to determine whether an authorizer may need to take action or intervene in some way.

Schools less than five years old may have greater fluctuations in their enrollment because they have not yet established themselves in the community. However, mature schools with large, unexplained fluctuations in enrollment may be in financial distress if they are not able to adjust accordingly. Often, financially stable schools will purposefully underestimate enrollment so that they may budget more conservatively.

Model authorizers in the field use enrollment variance as a way to not only evaluate a charter school’s financial health, but also to monitor how savvy the school’s board and management are at forecasting, so while this is a primary indicator of financial health, it can also be seen as a secondary measure for organizational aptitude.

Source of Data:

- Projected enrollment – Charter school board-approved enrollment budget for the year in question.
- Actual enrollment

Near Term
1.c. Enrollment Variance:
Actual Enrollment divided by Enrollment Projection in Board-Approved Budget
<p>Meets Standard:</p> <p><input type="checkbox"/> Enrollment Variance equals or exceeds 95% in the most recent year <i>and</i> equals or exceeds 95% over each of the last three years</p> <p>Note: For schools in their first or second year of operation, Enrollment Variance must be equal to or exceed 95% for each year of operation.</p>
<p>Does Not Meet Standard:</p> <p><input type="checkbox"/> Enrollment Variance is between 85% and 95% in the most recent year</p> <p>or</p> <p><input type="checkbox"/> Enrollment Variance is 95% or greater in the most recent year <i>but does not</i> equal or exceed 95% greater</p>

each of the last three years

Falls Far Below Standard:

Enrollment Variance is less than 85% in the most recent year

Basis for Target Level: Enrollment variance less than 85 percent indicates that a significant amount of funding a school set its expense budget on is no longer available, and thus is at a significant financial risk. Schools that achieve at least 95 percent of projected enrollment generally have the operating funds necessary to meet all expenses, and thus are not at a significant risk of financial distress, thus qualifying to meet standards.

1.d. Debt Default – Near Term Indicator

Definition: Debt default indicates if a school is not meeting debt obligations or covenants.

Overview: Each authorizer can determine the exact application of this definition. Authorizers may consider a school in default only when it is not making payments on its debt, or when it is out of compliance with other requirements in its debt covenants. This metric addresses whether or not a school is meeting its loan covenants and/or is delinquent with its debt service payments. A school which cannot meet the terms of its loan may be in financial distress.

Source of Data: Notes to the audited financial statements

Near Term
1.d. Default
<i>Meets Standard:</i> <input type="checkbox"/> School is not in default of loan covenant(s) and/or is not delinquent with debt service payments
<i>Does Not Meet Standard:</i> <input type="checkbox"/> Not Applicable
<i>Falls Far Below Standard:</i> <input type="checkbox"/> School is in default of loan covenant(s) and/or is delinquent with debt service payments

Basis for Target Level: Schools that are not meeting financial obligations, either through missed payments or violations of debt covenants, are at risk of financial distress. Debt environments do vary

from state to state, so authorizers should individually determine if violations of debt covenants should be considered a qualification for falling below or far below standards.

2.a. Total Margin and Aggregated Three-year Total Margin – Sustainability Indicator

Definition: Total margin measures the deficit or surplus a school yields out of its total revenues; in other words, whether or not the school is living within its available resources

Overview: The total margin measures if a school operates at a surplus (more total revenues than expenses) or a deficit (more total expenses than revenues) in a given time period. The total margin is important to track as schools cannot operate at deficits for a sustained period of time without risk of closure.

The aggregated three-year total margin is helpful for measuring the long-term financial stability of the school by smoothing the impact of single-year fluctuations on the single year total margin indicator.

Source of Data: 3 years of audited income statements

Sustainability
2.a. Total Margin:
Net Income divided by Total Revenue
Aggregated Total Margin:
Total 3 Year Net Income divided by Total 3 Year Revenues
<p><i>Meets Standard:</i></p> <p><input type="checkbox"/> Aggregated Three-Year Total Margin is positive <i>and</i> the most recent year Total Margin is positive</p> <p>or</p> <p><input type="checkbox"/> Aggregated Three-Year Total Margin is greater than -1.5%, the trend is positive for the last two years, <i>and</i> the most recent year Total Margin is positive</p> <p>Note: For schools in their first or second year of operation, the annual Total Margin must be positive.</p>
<p><i>Does Not Meet Standard:</i></p> <p><input type="checkbox"/> Aggregated Three-Year Total Margin is greater than -1.5%, but trend do not meet standard</p>
<p><i>Falls Far Below Standard:</i></p> <p><input type="checkbox"/> Aggregated Three-Year Total Margin is less than -1.5%</p> <p>or</p> <p><input type="checkbox"/> Current year Total Margin is less than -10%</p>

Basis for Target Level: General preference in any industry is that total margin is positive, but organizations can make strategic choices to operate at a deficit for a year for a large capital expenditure or other planned expense. The targets set allow for flexibility over a three-year timeframe in the aggregate total margin, but require a positive total margin for the current year to meet standard. A margin in any year of less than -10% or an aggregate three-year total margin less than -1.5% is an indicator of financial risk.

2.b. Debt to Asset Ratio – Sustainability Indicator

Definition: *The debt to asset ratio measures the amount of liabilities a school owes versus the assets they own; in other words, it measures the extent to which the school relies on borrowed funds to finance its operations.*

Overview: The debt to asset ratio compares the school’s liabilities to its assets. Simply put, the ratio demonstrates what a school owes against what it owns. A lower debt to asset ratio generally indicates stronger financial health.

Source of Data: Audited balance sheet

Sustainability
2.b. Debt to Asset Ratio:
Total Liabilities divided by Total Assets
<i>Meets Standard:</i>
<input type="checkbox"/> Debt to Asset Ratio is less than 0.90
<i>Does Not Meet Standard:</i>
<input type="checkbox"/> Debt to Asset Ratio is between 0.90 and 1.0
<i>Falls Far Below Standard:</i>
<input type="checkbox"/> Debt to Asset Ratio is greater than 1.0

Basis for Target Level: A debt to asset ratio greater than 1.0 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 the implied balance in the equity account.

2.c. Cash Flow – Sustainability Indicator

Definition: The cash flow measure indicates a school’s change in cash balance from one period to another.

Overview: Cash flow indicates the trend in the school’s cash balance over a period of time. This measure is similar to days cash on hand, but indicates long-term stability versus near-term. Since cash flow fluctuations from year-to-year can have a long-term impact on a school’s financial health, this metric assesses both three year cumulative cash flow and annual cash flow. The preferred result is greater than zero.

Source of Data: 5 years of audited balance sheets

Sustainability
2.c. Cash Flow Three-Year Cash Flow = (Year 5 Total Cash) – (Year 2 Total Cash) One-Year Cash Flow = (Year 1 Total Cash) – (Year 0 Total Cash)
Meets Standard (in one of two ways): <input type="checkbox"/> Three-year cumulative cash flow is positive <i>and</i> cash flow is positive each year or <input type="checkbox"/> Three-year cumulative cash flow is positive, cash flow is positive in two of three years, <i>and</i> cash flow in the most recent year is positive Note: For schools in their first or second year of operation, they must have positive cash flow.
Does Not Meet Standard: <input type="checkbox"/> Three-year cumulative cash flow is positive, but trend does not meet standard
Falls Far Below Standard: <input type="checkbox"/> Three year cumulative cash flow is negative

Basis for Target Level: A positive cash flow over time generally indicates increasing financial health and sustainability of a charter school.

2.d. Debt Service Coverage Ratio – Sustainability Indicator

Definition: The debt service coverage ratio indicates a school’s ability to cover its debt obligations in the current year.

Overview: This ratio measures whether or not a school can pay the principal and interest due on its debt based on the current year's net income. Depreciation expense is added back to the net income because it is a non-cash transaction and does not actually cost the school money. The interest expense is added back to the net income because it is one of the expenses an entity is trying to pay, which is why it is included in the denominator.

Source of Data:

- Net income: audited income statement
- Depreciation expense: audited cash flow statement
- Interest expense: audited cash flow statement
- Principal and interest obligations: provided from the school

Sustainability
2.d. Debt Service Coverage Ratio: (Net Income + Depreciation + Interest Expense)/(Principal and Interest Payments)
<i>Meets Standard:</i> <input type="checkbox"/> Debt Service Coverage Ratio is equal to or exceeds 1.10
<i>Does Not Meet Standard:</i> <input type="checkbox"/> Debt Service Coverage Ratio is less than 1.10
<i>Falls Far Below Standard:</i> <input type="checkbox"/> Blank

Basis for Target Level: Debt Service Coverage Ratio is commonly used as a debt covenant measure across industries. A ratio of 1.10 or greater is industry standard for identifying organizations healthy enough to meet obligations and generate a surplus.

Organizational Framework Guidance

The purpose of the Organizational Performance Framework is to communicate to the charter school and public the already existing compliance-related expectations that the charter school is held to. *The Organizational Framework lists expectations the charter school is already required to meet through state and federal law or the charter agreement.* In this sense, it is different from the Academic and Financial Frameworks that focus on outcomes or performance goals not necessarily established in law.

The *NACSA Principles and Standards for Quality Charter School Authorizing* warns against over-reaching, but also recognizes the need to protect the public's interests. Because charter schools are public entities they must maintain the public's trust that they are implementing their education program as set out in the charter, spending public funds responsibly, practicing sound governance, and adhering to laws and charter requirements regarding employees, students, and the school environment. However, sponsors should be aware of the delicate balance between appropriate oversight and infringement on autonomy. The sponsor should ask itself, "What do I really need to know?"

NACSA Principles and Standards states that,

"A Quality Authorizer implements an accountability system that effectively streamlines federal, state, and local...compliance requirements while protecting schools' legally entitled autonomy and minimizing schools' administrative and reporting burdens".

FRAMEWORK STRUCTURE

Each framework is divided into broad categories, or indicators. Within the indicators are individual measures or questions that help to determine a school's performance on each of the indicators. The metrics are the general means by which to evaluate the measure (or the information used to answer the question), and the targets are the thresholds set to determine whether a school is meeting the standard or not. The indicators, measures, metrics, and ratings, as they pertain to the Organizational Framework, are explained in more detail below.

Indicators

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

Education Program, Financial Management and Oversight, Governance and Reporting, Students and Employees, School Environment, and Additional Obligations.

USING THE ORGANIZATIONAL FRAMEWORK

Collecting Evidence

Sponsors should determine the amount of evidence that is necessary to determine whether the school is meeting each target and assess staff capacity when deciding how to best evaluate school organizational performance. Some measures in the Organizational Framework require periodic monitoring to ensure compliance, while others can be analyzed annually during site visits or reports submitted to the authorizer. Others still may only require an assurance of compliance by the charter school board but may require follow up if concerns are raised.

Common ways that sponsors may collect data to evaluate charter schools’ organizational performance beginning with the least intensive approach.

Assurance of compliance by the charter board; Required reporting; Third-Party reviews; Observed practice; Investigations.

Evaluation

Interim review Accountability decisions

Intervention

Authorizers should have comprehensive intervention policies that guide their actions if a charter school is not meeting authorizer expectations. The interventions should complement the performance frameworks, be tied to the charter agreement, and allow the sponsor to take action if the school if it does not meet expectations or progress at a pace that is satisfactory to the sponsor upon follow-up review.

Below are some examples of interventions that sponsors could employ when they find a school is not meeting organizational expectations.

Notice of concern Corrective action

Indicator 1: Education Program

Measure 1.a.: Essential terms of the charter agreement

1.a. Is the school implementing the essential terms of the education program as defined in the current charter agreement?
<i>Meets Standard:</i> The school implemented the essential terms of the education program in all material respects. The education program in operation reflects the essential terms as defined in the charter agreement.

Sources of Data: Authorizers may verify implementation of the essential terms through site visit observations, interviews with stakeholders in the charter community, and required reports from the charter school (including annual reports and renewal applications).

Measure 1.b.: Education requirements

1.b. Is the school complying with applicable education requirements?

Meets Standard:

The school materially complies with applicable laws, rules, regulations, and provisions of the charter agreement relating to education requirements, including but not limited to:

- Instructional days or minutes requirements
- Graduation and promotion requirements
- Content standards, including Common Core
- State assessments
- Implementation of mandated programming as a result of state or federal funding

Sources of Data: The authorizer may choose to require an assurance from the charter school board of compliance and follow up if complaints or reports from the State Education Agency (SEA) indicate noncompliance. Follow up review could include request of data to verify compliance such as, school calendars, student records, or reports the school may submit to the SEA (e.g. reports to verify state assessment compliance).

Measure 1.c.: Students with disabilities

1.c. Is the school protecting the rights of students with disabilities?

Meets Standard:

Consistent with the school's status and responsibilities as either a Local Education Agency (LEA) or school in a district LEA, the school materially complies with applicable laws, rules, regulations, and provisions of the charter agreement (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:

- Identification and referral
- Operational compliance including the academic program, assessments, and all other aspects of the school's program and responsibilities
- Discipline, including due process protections, manifestation determinations, and behavioral intervention plans
- Appropriately carrying out student Individualized Education Plans and Section 504 plans
- Access to the school's facility and program to students and parents in a lawful manner and consistent with students' abilities
- Securing of all applicable funding

Sources of Data: Authorizers may evaluate this measure through required reports, site visit observations and interviews of stakeholders, or third-party reports or monitoring. SEAs will conduct periodic special education assessments that authorizers should access if they do not conduct these reviews themselves; however, SEA reports will likely not be available annually.

Measure 1.d.: English Language Learner (ELL) students

1.d. Is the school protecting the rights of English Language Learner (ELL) students?

Meets Standard:

The school materially complies with applicable laws, rules, regulations, and provisions of the charter agreement (including Title III of the Elementary and Secondary Education Act (ESEA) and US Department of Education authorities) relating to English Language Learner requirements, including but not limited to:

- Required policies related to the service of ELL students
- 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

Sources of Data: Authorizers may evaluate this measure through required reports, site visit observations and interviews of stakeholders, or third-party reports or monitoring. SEAs will conduct periodic assessments that authorizers should access if they do not conduct these reviews themselves; however, SEA reports will likely not be available annually and may only exist if a complaint has been filed against the school.

Indicator 2: Financial Management and Oversight

Measure 2.a.: Financial reporting and compliance

2.a. Is the school meeting financial reporting and compliance requirements?

Meets Standard:

The school materially complies with applicable laws, rules, regulations and provisions of the charter agreement relating to financial reporting requirements, including but not limited to:

- Complete and on-time submission of financial reports, including annual budget, revised budgets (if applicable), periodic financial reports as required by the authorizer, and any reporting requirements if the board contracts with an education service provider
- 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

Sources of Data: The authorizer should maintain a record of schools' adherence to reporting requirements, including financial reports.

Measure 2.b.: Financial management and oversight

2.b. Is the school following Generally Accepted Accounting Principles?

Meets Standard:

The school materially complies with applicable laws, rules, regulations and provisions of the charter agreement relating to financial management and oversight expectations as evidenced by an annual independent audit, including but not limited to:

- 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

Sources of Data: The authorizer should require charter schools to conduct and submit an annual financial audit. The authorizer should have documented scope of audit requirements to ensure the financial audit includes information necessary to evaluate the schools financial management practices and viability.

Indicator 3: Governance and Reporting

Measure 3.a.: Governance requirements

3.a. Is the school complying with governance requirements?

Meets Standard:

The school materially complies with applicable laws, rules, regulations and provisions of the charter agreement relating to governance by its board including but not limited to:

- Board policies, including those related to oversight of an education service provider, if applicable
- Board by laws
- 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

Sources for Data: Governance requirements enumerated in this measure are purposefully narrow, in that they are requirements to which an authorizer can legally hold the board accountable.

Measure 3.b.: Management accountability

3.b. Is the school holding management accountable?

Meets Standard:

The school materially complies with applicable laws, rules, regulations and provisions of the charter agreement relating to oversight of school management, including but not limited to:

- (For Education Service Providers) maintaining authority over management, holding it accountable for performance as agreed under a written performance agreement, and requiring annual financial reports of the education service provider
- (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

Sources of Data: The board delegates the implementation of the education program to school management and must hold management accountable for results. Expectations should be established in a written performance agreement that the authorizer should require access to.

Measure 3.c.: Reporting requirements

3.c. Is the school complying with reporting requirements?

Meets Standard:

The school materially complies with applicable laws, rules, regulations and provisions of the charter agreement relating to relevant reporting requirements to the school's authorizer, state education agency, district education department, and/or federal authorities, including but not limited to:

- Accountability tracking
- Attendance and enrollment reporting
- Compliance and oversight
- Additional information requested by the authorizer

Sources of Data: To help monitor this measure, authorizers may develop a reporting calendar to track all required reports to the authorizer and SEA; this will help both the authorizer and school keep track of when reports are due, which will minimize duplicative reporting, as well as issues that often take time to correct.

Indicator 4: Students and Employees

4.a.: Rights of students

4.a. Is the school protecting the rights of all students?

Meets Standard:

The school materially complies with applicable laws, rules, regulations, and provisions of the charter agreement relating to the rights of students, including but not limited to:

- Policies and practices related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment (including rights to enroll or maintain enrollment)
- The collection and protection of student information (that could be used in discriminatory ways or otherwise contrary to law)
- Due process protections, privacy, civil rights and student liberties requirements, including 1st 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). Note: Proper handling of discipline processes for students with disabilities is addressed more specifically in Section 1.c

Sources of Data: Authorizers should evaluate this measure through reports to the authorizer and/or the SEA; charter school board policies and examples of forms (e.g. student enrollment form); and site visit observations and interviews with charter school community stakeholders. Authorizers may also need to require that the board assures compliance with certain elements of this measure that may be difficult to verify unless through investigation (e.g. implementation of discipline policies).

4.b.: Attendance goals

4.b. Is the school meeting attendance goals?

Meets Standard:

The school materially complies with applicable laws, rules, regulations, and provisions of the charter agreement relating to attendance goals.

Does Not Meet Standard:

The school failed to meet the school wide attendance goals in the manner described above.

Falls Far Below Standard:

The school failed to meet the school wide attendance goals in the manner described above and its attendance rates were more than 10 percentage points below the state's attendance rates.

Sources of Data: Authorizers should evaluate this measure through reports to the authorizer and/or the SEA.

4.c.: Staff credentials

4.c. Is the school meeting teacher and other staff credentialing requirements?

Meets Standard:

The school materially complies with applicable laws, rules, regulations, and provisions of the charter agreement (including the federal Highly Qualified Teacher and Paraprofessional requirements within Title II of the ESEA) relating to state certification requirements.

Sources of Data: Authorizers should evaluate this measure through reports to the authorizer and/or the SEA. Through an annual report, the authorizer may require the charter school to submit a list of their staff's license numbers for review. The SEA likely already collects this information, in which case the authorizer could work with the SEA to verify compliance with this measure.

4.d: Employee rights

4.d. Is the school complying with laws regarding employee rights?

Meets Standard:

The school materially complies with applicable laws, rules, regulations and provisions of the charter agreement 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.

Sources of Data: Authorizers may evaluate this measure through board assurance of compliance and/or third-party reports like court rulings.

4.e: Background checks

4.e. Is the school completing required background checks?

Meets Standard:

The school materially complies with applicable laws, rules, regulations, and provisions of the charter agreement relating to background checks of all applicable individuals (including staff and members of the charter community, where applicable).

Sources of Data: Authorizers may evaluate this measure through assurance of compliance by the board and periodic records checks either annually or during site visits. The authorizer may elect to review a random sample of files for a variety of individuals, such as teachers, volunteers, board members, etc.

Indicator 5: School Environment

5.a.: Facilities and transportation

5.a. Is the school complying with facilities and transportation requirements?

Meets Standard:

The school materially complies with applicable laws, rules, regulations and provisions of the charter agreement relating to the school facilities, grounds, and transportation, including but not limited to:

- Fire inspections and related records
- Viable certificate of occupancy or other required building use authorization
- Documentation of requisite insurance coverage
- Student transportation

Sources of Data: Authorizers may evaluate this measure through assurance of compliance by the board and periodic verification of compliance, possibly during site visits.

5.b.: Health and safety

5.b. Is the school complying with health and safety requirements?

Meets Standard:

The school materially complies with applicable laws, rules, regulations and provisions of the charter agreement relating to safety and the provision of health related services, including but not limited to:

- Appropriate nursing services and dispensing of pharmaceuticals
- Food services requirements
- Other district resources, if applicable

Sources of Data: Authorizers may evaluate this measure through assurance of compliance by the board and periodic verification of compliance during site visits and/or third-party reviews.

5.c.: Information management

5.c. Is the school handling information appropriately?

Meets Standard:

The school materially complies with applicable laws, rules, regulations and provisions of the charter agreement relating to security, including but not limited to:

- Maintain the security of and provide access to student records under the Family Educational Rights and Privacy Act and other applicable authorities
- Access to documents maintained by the school under the state's freedom of information law and other applicable authorities
- Transfer of student records
- Proper and secure maintenance of testing materials

Sources of Data: Authorizers may evaluate this measure through board assurance of compliance; authorizer investigation, and/or review of third-party investigations.

Indicator 6: Additional Obligations

6.a.: Additional obligations

Designed to be a “catch-all,” this measure ensures that the school is held accountable to obligations not explicitly stated in the Organizational Framework, but that the school is held accountable to through some other account. Additionally, this allows the authorizer to hold the charter school accountable for any new requirements that may come after the performance agreements are agreed to by both parties. For example, if state laws change to require charter school board training, which was not required at the time of the agreement, the authorizer still has the right to hold the charter to that new requirement.

Authorizers should use this measure with caution and generally limit additional obligations to those that are established in law, required by other accountability agencies (e.g. court decisions), or are the basis for intervention set forth by an authorizer’s finding of unsatisfactory performance.

6.a. Is the school complying with all other obligations?
<p><i>Meets Standard:</i></p> <p>The school materially complies with all other material legal, statutory, regulatory, or contractual requirements contained in its charter agreement that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources:</p> <ul style="list-style-type: none">◦ Revisions to state charter law◦ Consent decrees◦ Intervention requirements by the authorizer◦ Requirements by other entities to which the charter school is accountable (e.g. state education agency)

Sources of Data: The authorizer will most likely employ this measure if laws that apply to the charter school change in the middle of the contract period. Sources to verify compliance will depend on the requirement being evaluated that is set outside this Framework.

Academic Framework Guidance

The performance framework is designed for use in renewal and other high-stakes decisions. As a result, the framework contains only *outcome* measures. Sponsors may assess such factors as parent satisfaction, curriculum decisions, and teacher turnover, but of ultimate importance is whether charter schools are providing a high-quality education to students. Charter schools are granted autonomy in carrying out their missions, but in return must be held to high standards.

FRAMEWORK STRUCTURE

Indicators

The framework includes five indicators designed to evaluate the school's overall academic performance.

1. Student Progress over Time (Growth)

Growth models measure how much students learn and improve over the course of a school year. The inclusion of growth measures acknowledges that relying solely on a snapshot of student proficiency misses progress that schools may be making over time in bringing students up to grade level, a task that may take more than a single year. Students who enter school behind their peers and students who are not meeting state standards need to make more than a year's worth of growth each year to "catch up." Equally important, students who are already at grade level, or proficient, should continue to make sufficient growth to meet and exceed proficiency standards. The framework considers aggregate growth for each charter school, as well as progress of significant subgroups within the school.

2. Student Achievement (Status)

The student achievement indicator focuses on the percentage of students meeting standards for proficiency on state assessments. Charter schools should ultimately be accountable for how well children are mastering fundamental skills and content such as literacy and mathematics. The framework includes an analysis of overall and subgroup proficiency rates in charter schools and compares these rates to the overall state and home districts, as well as schools serving demographically similar populations.

3. State and Federal Accountability

The framework includes reference to existing state and federal accountability measures and targets. All states have federal annual measurable objectives (AMOs), whether under No Child Left Behind (NCLB) or Elementary and Secondary Education Act (ESEA) waivers. Many states complete additional ratings or grading systems to evaluate schools. Authorizers have varying needs to align with these systems. State and federal accountability measures are collected under a separate indicator because they often contain an admixture of growth, performance, and post-secondary readiness and success, making it difficult to

assess school performance for any one discrete area. The Framework enables authorizers to consider these blended measures appropriately without being limited by their shortcomings.

4. Post-Secondary Readiness (for High Schools)

This indicator examines how well a school’s students are prepared for college or employment after graduation. The framework includes SAT/ACT results and graduation rates, and recommends additional data collection efforts to assess post-secondary success of graduates. For many authorizers, the relevant data have limited availability, so the measures of post-secondary success will be aspirational in nature. Many states, however, are improving coordination between K-12 and post-secondary data systems. Thus, NACSA anticipates that these data will become increasingly available to authorizers for inclusion in academic performance frameworks.

5. Mission-Specific Academic Goals

The framework allows for the inclusion of school-specific measures that are agreed upon by individual schools and the authorizer. These measures should be applied only if the goals are **measurable and quantifiable** and are not otherwise captured in the performance framework. NACSA recommends that mission-specific goals be optional, rather than mandatory, on a school-by-school basis.

Indicator: Student Progress over Time (Growth)

Growth measures assess the progress that individual students have made over time. The framework measures consider a school-wide view of student growth as well as a focused view of growth of students in demographically significant subgroups.

Growth

Measure 2.1.a. Are students making sufficient annual growth? (Ideally “sufficient growth” is defined in reference to growth-to-proficiency.)
<i>Exceeds Standard:</i>
<input type="checkbox"/> All students are proficient and making sufficient growth to maintain or exceed proficiency.
<i>Meets Standard:</i>
<input type="checkbox"/> All students are making sufficient growth to achieve or maintain proficiency.
<i>Does Not Meet Standard:</i>
<input type="checkbox"/> Students are not making sufficient growth to achieve proficiency.
<i>Falls Far Below Standard:</i>
<input type="checkbox"/> Non-proficient students are making less than a year’s worth of growth.

- Option 1** **State Growth Measure**
- Option 2** **Nationally-Normed Tests**
- Option 3** **Calculation of Growth Measure with Student-Level State Assessment Data**
 - *Growth models*
 - *Status change models*

Recommendations: Include a growth measure that addresses growth-to-proficiency. If this is not provided by the state accountability system, consider other options for assessing growth.

Subgroup Growth

Measure 2.1.b. Is the school increasing subgroup performance over time?
<p><i>Exceeds Standard:</i></p> <p><input type="checkbox"/> All students in eligible subgroups are proficient and making sufficient growth to maintain or exceed proficiency.</p>
<p><i>Meets Standard:</i></p> <p><input type="checkbox"/> All students in eligible subgroups are making sufficient growth to achieve or maintain proficiency.</p>
<p><i>Does Not Meet Standard:</i></p> <p><input type="checkbox"/> Students in eligible subgroups are not making sufficient growth to achieve proficiency.</p>
<p><i>Falls Far Below Standard:</i></p> <p><input type="checkbox"/> Non-proficient students in eligible subgroups are making less than a year's worth of growth.</p>

Closing achievement gaps between low-performing subgroups and majority groups is an issue of ongoing national concern.

Recommendations: Evaluate growth-to-proficiency of students in eligible subgroups.

Authorizer options to include subgroup growth in performance frameworks:

- Option 1** **Apply Growth Measure to Subgroups or Lowest-Performing Quartile**
- Option 2** **Calculation of Changes in Subgroup Performance Over Time**

Indicator: Student Achievement (Status)

The academic performance framework includes a number of evaluations of student proficiency rates within each charter school, including overall proficiency, comparison to average district proficiency rates, comparison to similar schools, and a focus on proficiency rates of subgroups within the school. At a minimum, performance frameworks should include assessments of reading and mathematics.

Proficiency

Measure 2.2.a. Are students achieving proficiency on state examinations?
<p><i>Exceeds Standard:</i></p> <p><input type="checkbox"/> 90 percent or more of students met or exceeded proficiency.</p>
<p><i>Meets Standard:</i></p> <p><input type="checkbox"/> Between 80 percent and 89 percent of students met or exceeded proficiency.</p>
<p><i>Does Not Meet Standard:</i></p> <p><input type="checkbox"/> Between 70 percent and 79 percent of students met or exceeded proficiency.</p>
<p><i>Falls Far Below Standard:</i></p> <p><input type="checkbox"/> Less than 70 percent of students met proficiency.</p>

Recommendations: Set targets that communicate high expectations for charter school performance. Avoid targets based on comparison where possible.

Similar Schools Comparison

Measure 2.2.b. Are students performing well on state examinations in comparison to similar schools?
<p><i>Exceeds Standard:</i></p> <p><input type="checkbox"/> School's average proficiency rate exceeds the average student performance of students in similar schools in the same grades by 15 or more percentage points.</p>
<p><i>Meets Standard:</i></p> <p><input type="checkbox"/> School's average proficiency rate meets or exceeds the average student performance of students in similar schools in the same grades by up to 15 percentage points.</p>
<p><i>Does Not Meet Standard:</i></p> <p><input type="checkbox"/> School's average proficiency rate is less than the average student performance of students in similar schools in the</p>

same grades by 1 to 14 percentage points.

Falls Far Below Standard:

School's average proficiency rate is less than the average student performance of students in similar schools in the same grades by 15 or more percentage points.

Identification of Comparable Schools

A number of states identify “match” schools or calculate a similar school index or composite for all schools. In states without such an option available from the state department of education, there are a number of methods for carrying out a comparable schools analysis, presented in order of rigor:

1. Creating “virtual” comparable schools by matching and aggregating student-level data for students with similar performance histories
2. Comparing a school’s performance to its “predicted score,” calculated using regression analysis. (Example: CA Charter School Association Similar Schools Measure (SSM))
3. Selecting comparable schools based on similar student-level performance history
4. Comparing the charter school’s performance to a weighted average of the schools that its students would otherwise be assigned to attend
5. Selecting similar schools based on demographic factors
6. Selecting schools in a baseline year based on both demographics and performance in the baseline year. Charter school and comparable school performance in subsequent years is compared.

Authorizers should select the method that is most closely aligned with their mission and available data. In the absence of student-level data and staff to perform advanced analyses, many authorizers may consider selecting similar schools based on demographic factors. A sample methodology is presented below.

Sample methodology for selecting similar schools based on demographic factors (option 4 in the list above):

Identify comparable traditional district school(s) for each charter school using the best match for the following criteria:

- Serves the same grade levels and includes the same level of grades tested on assessments
- Percentage of free or reduced-price lunch (FRL) students is within 5 percentage points of charter school
- Percentage of English Language Learners (ELL) is within 5 percentage points of charter school (where statewide ELL data is available)
- Percentage of special education students is within 5 percentage points of charter school (where statewide special education data is available)

If it is not possible to match schools based on the criteria above, expand matching criteria to 10 percentage points.

Recommendations: Use the most robust methodology available to select similar schools.

District Comparison

Measure 2.2.c. Are students performing well on state examinations in comparison to other schools in the home district?
<i>Exceeds Standard:</i> <input type="checkbox"/> School's average proficiency rate exceeds the average student performance of students in the home district in the same grades by 15 or more percentage points.
<i>Meets Standard:</i> <input type="checkbox"/> School's average proficiency rate meets or exceeds the average student performance of students in the home district in the same grades by up to 15 percentage points.
<i>Does Not Meet Standard:</i> <input type="checkbox"/> School's average proficiency rate is less than the average student performance of students in the home district in the same grades by 1 to 14 percentage points.
<i>Falls Far Below Standard:</i> <input type="checkbox"/> School's average proficiency rate is less than the average student performance of students in the home district in the same grades by 15 or more percentage points.

Recommendations: Compare charter school performance to overall district performance, making sure that the targets for district comparison are aligned with authorizer standards for quality.

Subgroup proficiency

Measure 2.2.d. Are students in demographic subgroups achieving proficiency on state examinations compared to state subgroups?
<i>Exceeds Standard:</i> <input type="checkbox"/> School's average subgroup proficiency rate exceeds the average state performance of students in the same subgroup in the same grades by 15 or more percentage points OR subgroups in the school are outperforming the average state <i>non-subgroup</i> proficiency rates.

Meets Standard:

School's average subgroup proficiency rate meets or exceeds the average state performance of students in the same subgroup in the same grades by up to 15 percentage points.

Does Not Meet Standard:

School's average subgroup proficiency rate is less than the average state performance of students in the same subgroup in the same grades by 1 to 14 percentage points.

Falls Far Below Standard:

School's average subgroup proficiency rate is less than the average state performance of students in the same subgroup in the same grades by 15 or more percentage points.

Recommendations: Evaluate charter school, district, and state subgroup performance levels in order to set the most discriminating targets possible.

Indicator: State and Federal Accountability Systems

AYP determinations, ESEA waiver targets, and school ratings in the state accountability system, if available, are included in the performance framework to provide information about how the school was evaluated by existing state and federal accountability systems.

State grading or rating systems

Measure 2.3.a. Is the school meeting acceptable standards according to existing state grading or rating system? Note: Applies only to states that have implemented a state grade or rating as part of a school accountability system.

Exceeds Standard:

School received the highest grade or rating (A or equivalent) from the state accountability system.

Meets Standard:

School received a "passing" grade according to the state accountability system.

Does Not Meet Standard:

School did not receive a "passing" grade according to the state accountability system.

Falls Far Below Standard:

School identified for intervention or considered "failing" by the state accountability system.

Annual Measurable Objectives (AMOs)

Measure 2.3.b. Is school meeting targets set forth by state and federal accountability systems?
<p><i>Exceeds Standard:</i></p> <p><input type="checkbox"/> School met 100 percent of the Annual Measurable Objectives (AMOs) set by the state OR was identified as a "Reward" school</p>
<p><i>Meets Standard:</i></p> <p><input type="checkbox"/> School met 80 percent to 99 percent of the Annual Measurable Objectives (AMOs) set by the state.</p>
<p><i>Does Not Meet Standard:</i></p> <p><input type="checkbox"/> School met 60 percent to 79 percent of the Annual Measurable Objectives (AMOs) set by the state OR was identified as a "Focus" School.</p>
<p><i>Falls Far Below Standard:</i></p> <p><input type="checkbox"/> School met less than 60 percent of the Annual Measurable Objectives (AMOs) set by the state OR was identified as a "Priority" School.</p>

Adequate Yearly Progress (AYP)

Measure 2.3.c. Did school meet Adequate Yearly Progress (AYP) requirements?
<p><i>Meets Standard:</i></p> <p><input type="checkbox"/> School met AYP.</p>
<p><i>Does Not Meet Standard:</i></p> <p><input type="checkbox"/> School did not meet AYP.</p>

By including these ratings and AMOs in a separate indicator, authorizers can create alignment with state and federal systems while maintaining freedom to set standards for performance in the rest of the framework.

Recommendations: Include state and federal accountability evaluations, but assign them less weight than other, more direct indicators and measures. Seek to word measures and targets generally enough so that they do not have to be revised whenever state and federally accountability provisions change.

Indicator: Post-Secondary Readiness

Increasing national attention has focused both on encouraging and increasing college attendance and the need to ensure that students are better prepared for college.

ACT and SAT

Measure 2.4.a.1 Does students' performance on the ACT and SAT reflect college readiness?
<i>Exceeds Standard:</i> <input type="checkbox"/> More than 60 percent of students score a composite ACT score of 21 or combined SAT score of 1550.
<i>Meets Standard:</i> <input type="checkbox"/> Between 41 and 60 percent of students score a composite ACT score of 21 or combined SAT score of 1550.
<i>Does Not Meet Standard:</i> <input type="checkbox"/> Between 21 and 40 percent of students score a composite ACT score of 21 or combined SAT score of 1550.
<i>Falls Far Below Standard:</i> <input type="checkbox"/> Less than 21 percent of students score a composite ACT score of 21 or combined SAT score of 1550.
Measure 2.4.a.2 Are students participating in the ACT or SAT?
<i>Exceeds Standard:</i> <input checked="" type="checkbox"/> More than 90 percent of students participated in the ACT or SAT.
<i>Meets Standard:</i> <input type="checkbox"/> 70 to 89 percent of students participated in the ACT or SAT.
<i>Does Not Meet Standard:</i> <input type="checkbox"/> 50 to 69 percent of students participated in the ACT or SAT.
<i>Falls Far Below Standard:</i> <input type="checkbox"/> Less than 50 percent of students participated in the ACT or SAT.

Both the College Board and ACT have conducted research to understand how ACT and SAT test scores are linked to future success in college. ACT research concluded that a target composite score of 21 is the score that is correlated with a 50% chance of earning a B or higher or a 75% chance of earning a C or higher in the first year of college. According to ACT.org, 25% of recent high school graduates met the benchmark in all four subjects. The composite benchmark is an average of all four subjects, so the

percentage of graduates that made the composite benchmark would presumably be higher. Similar research by the College Board followed a cohort of students from high school, at the time of participation in the SAT, through college. The results showed that a composite score of 1550 indicates a 65% likelihood of achieving a B average or higher in the first year of college.

Recommendations: Include the assessment with the highest participation rate and highest quality access to results. Consider tests such as EXPLORE or PSAT if ACT and SAT are not available.

High School Graduation Rates

2.4.b. Are students graduating from high school?
<i>Exceeds Standard:</i>
<input type="checkbox"/> At least 90 percent of students graduated from high school in the current school year.
<i>Meets Standard:</i>
<input type="checkbox"/> 80 percent to 89 percent of students graduated from high school in the current school year.
<i>Does Not Meet Standard:</i>
<input type="checkbox"/> 70 percent to 79 percent of students graduated from high school in the current school year.
<i>Falls Far Below Standard:</i>
<input type="checkbox"/> Less than 70 percent of students graduated from high school in the current school year.

Recommendations: Use the NGA four-year cohort method and set targets based on authorizer standards of quality, as opposed to current state or district average graduation rates.

Enrollment in Post-Secondary Institutions

Measure 2.4.c Are high school graduates enrolled in post-secondary institutions in the fall following graduation?
<i>Exceeds Standard:</i>
<input type="checkbox"/> Over 90 percent of high school graduates were enrolled in post-secondary institutions in the fall following graduation.
<i>Meets Standard:</i>
<input type="checkbox"/> 70 percent to 89 percent of high school graduates were enrolled in post-secondary institutions in the fall following graduation.

Does Not Meet Standard:

50 percent to 69 percent of high school graduates were enrolled in post-secondary institutions in the fall following graduation.

Falls Far Below Standard:

Less than 50 percent of high school graduates were enrolled in post-secondary institutions in the fall following graduation.

Recommendations: If secondary and post-secondary data are not available, rigorously pursue data sources of post-secondary enrollment.

Post-Graduation Employment

Measure 2.4.d Are high school graduates who did not enroll in post-secondary institutions after graduation employed in the fall following graduation? (Including military service.)

Exceeds Standard:

Over 90 percent of high school graduates who did not enroll in post-secondary institutions after graduation were employed in the fall following graduation.

Meets Standard:

70 percent to 89 percent of high school graduates who did not enroll in post-secondary institutions after graduation were employed in the fall following graduation.

Does Not Meet Standard:

50 percent to 69 percent of high school graduates who did not enroll in post-secondary institutions after graduation were employed in the fall following graduation.

Falls Far Below Standard:

Less than 50 percent of high school graduates who did not enroll in post-secondary institutions after graduation were employed in the fall following graduation.

Recommendations: Authorizers should pursue sources of post-graduation employment data as a strong measure of post-secondary success.

Remediation Rate

Measure 2.4.e. Are high school graduates adequately prepared for post-secondary academic success?

Exceeds Standard:

School remediation rate for graduates attending post-secondary institutions was 15 percentage points or more below the statewide remediation rate.

Meets Standard:

School remediation rate for graduates attending post-secondary institutions met or fell below the statewide remediation rate by up to 15 percentage points.

Does Not Meet Standard:

School remediation rate for graduates attending post-secondary institutions was up to 15 percentage points above the statewide remediation rate.

Falls Far Below Standard:

School remediation rate for graduates attending post-secondary institutions was 15 percentage points or more above the statewide remediation rate.

Recommendations: Pursue sources of remediation rates for charter school graduates. Consider whether methods for identifying students for remediation duplicate other measures in the framework, such as ACT scores.

Indicator: Mission-Specific Academic Goals

Mission-Specific Academic Goals

Measure 2.5.a. Is the school meeting mission-specific academic goals?

Exceeds Standard:

School surpassed its mission-specific goals.

Meets Standard:

School met its mission-specific goals.

Does Not Meet Standard:

School met at least 50 percent of its mission-specific goals.

Falls Far Below Standard:

School met less than 50 percent of its mission-specific goals.

A charter school and the authorizer may want to add further measures that capture the school's accomplishment of its specific mission, where applicable. Mission-specific goals may be considered in cases where schools have goals for student achievement that are not captured by the existing framework measures. ***Mission-specific goals should be measurable and should encompass performance outcomes.*** While authorizers may want to track such input measures as teacher retention or parent satisfaction, these types of measures should not be included in the performance framework, which is designed to evaluate quantitative indicators and measures of academic performance.

Examples of mission-specific school goals include:

- A foreign language school measuring language proficiency through a reliable assessment tool.
- A college-preparatory academy measuring growth in percentage of students passing AP/IB tests.
- A school that enrolls students for short periods of time (e.g., students transitioning to foster care) measuring weekly growth in reading and math on a school-administered assessment.

Authorizers should carefully consider the appropriateness and feasibility of assessing mission-specific measures before including them in the academic performance framework. Experience suggests that schools will face significant challenges in developing their own measures that meet common tests of reliability and validity.

STATE PUBLIC CHARTER SCHOOL AUTHORITY

SUPPORTING DOCUMENT

S U B J E C T: Discussion and possible action related to the SPCSA FY12 and FY13 budgets and the FY14/15 budget development process

<u> / / </u>	Public Workshop
<u> / / </u>	Public Hearing
<u> / / </u>	Consent Agenda
<u> / / </u>	Regulation Adoption
<u> / / </u>	Approval
<u> / / </u>	Appointments
<u> / x/ </u>	Information
<u> / x/ </u>	Action

MEETING DATE: June 29, 2012
AGENDA ITEM: 8
NUMBER OF ENCLOSURE(S):

PRESENTER(S): Steve Canavero PhD, Director, SPCSA

RECOMMENDATION:

FISCAL IMPACT:

BUDGET ACCOUNT (FOR PRINTING CHARGES ONLY):

LENGTH OF TIME EXPECTED FOR PRESENTATION (IN MINUTES): 30 mins

BACKGROUND: Director Canavero will lead discussion and possible action related to the SPCSA FY12 and FY13 budgets and the FY14/15 budget development process. The discussion will include an overview of staff work areas and services provided to SPCSA sponsored charter schools.

SUBMITTED BY: _____

State of Nevada Work Program

WP Number: C23765

FY 2013

<input type="checkbox"/> XXX	Add Original Work Program	<input type="checkbox"/>	Modify Work Program	BUDGET DIVISION USE ONLY DATE _____ APPROVED ON BEHALF OF THE GOVERNOR BY _____
DATE	FUND	AGENCY	BUDGET	DEPT/DIV/BUDGET NAME
04/30/12	101	300	2711	NDE - STATE PUBLIC CHARTER SCHOOL AUTHORITY

Funds Available

Budgetary GLs (2501 - 2599)	Description	WP Amount	Revenue GLs (3000 - 4999)	Description	WP Amount	Current Authority	Revised Authority
			3722	CHARTER SCHOOL FEES	1,102,682	0	1,102,682
Subtotal Budgetary General Ledgers		0	Subtotal Revenue General Ledgers(RB)		1,102,682		1,102,682
Total Budgetary & Revenue GLs					1,102,682		

Expenditures

CAT	Amount	CAT	Amount
01	586,937		
02	10,000		
03	30,034		
04	147,575		
12	121,089		
26	20,056		
32	12,660		
86	174,331		
Sub Total Category Expenditures			1,102,682

Remarks
 This work program requests authority to establish the FY13 budget for the State Public Charter Schools Authority (SPCSA) per SB212 of the 2011 Session. This work program also includes 2 new positions an Administrative Services Officer 2 and a Business Process Analyst 2.

Total Budgetary General Ledgers and Category Expenditures (AP) 1,102,682

 rlaron
 Authorized Signature

 04/30/12
 Date

 Controller's Office Approval

Requires Interim Finance approval since WP is equal to or exceeds \$75,000 cumulative for category

**Department of Administration
Work Program Packet Checklist**

- ✓ Work program form
- ✓ Work program packet checklist
- ✓ Cumulative modification worksheet
- ✓ Cover Page detailing the reasons for the revision, benefits to the division, department and state and consequences if not approved
- ✓ Financial/Budget Status Reports (current)
- Budget projections with corresponding detail
- ✓ Fund map reflecting amounts before and after the revision
- ✓ NPD 19 (If requesting new position) **include copy of current organizational chart w/proposed change**
- Quotes for the purchase of unbudgeted items (i.e., equipment, computers, etc.)
- ✓ Spreadsheets/detailed calculations supporting request

WORK PROGRAM REVISIONS INVOLVING GRANTS MUST ALSO INCLUDE

- Grant history/reconciliation form for grants
- Copies of all grant awards for the current year listed on the grant reconciliation form
- Copy of grant budget - if applicable
- Summary of the grant program and purpose if not included in the grant award document

IFC determination evaluation (reason work program does or does not require IFC approval indicated with an X)

Requires IFC approval because

- | | |
|---|--|
| <input checked="" type="checkbox"/> \$75,000 or more cumulative for an expenditure category | <input type="checkbox"/> Exceeds \$30,000 cumulative and is 10% or more cumulative for an expenditure category |
| <input type="checkbox"/> Involves the allocation of block grant funds and the agency is choosing to use the IFC meeting for the required public hearing per NRS 353.345 | <input type="checkbox"/> Non-governmental grant or gift in excess of \$20,000 |
| <input type="checkbox"/> Includes new positions | <input type="checkbox"/> Other: |

Does not require IFC approval because

- | | |
|--|--|
| <input type="checkbox"/> \$30,000 or less cumulative for each expenditure category | <input type="checkbox"/> Places funds in Reserves, Reserve for Reversion, or Retained Earnings categories only |
| <input type="checkbox"/> Less than \$75,000 cumulative and 10% cumulative for each expenditure category | <input type="checkbox"/> Non-executive budget |
| <input type="checkbox"/> \$5,000 or less for expenditure categories 02, 03, 05, & 30 and \$10,000 or less for any other expenditure categories | <input type="checkbox"/> Other: |
| <input type="checkbox"/> Implements general/highway fund salary adjustments approved by the BOE | Approved by:
Date: |

STATE OF NEVADA
DEPARTMENT OF EDUCATION

**Budget Account 2711 - NDE - STATE PUBLIC CHARTER SCHOOL AUTHORITY
Work Program C23765
Fiscal Year 2013**

Submitted April 30, 2012

Budget Account's Primary Purpose, Function and Statutory Authority

This budget account authorizes a budget for the State Public Charter School Authority.

Purpose of Work Program

This work program requests authority to establish the FY13 budget for the State Public Charter Schools Authority (SPCSA) per SB212 of the 2011 Session. This work program also includes 2 new positions an Administrative Services Officer 2 and a Business Process Analyst 2.

Justification

This work program is based on a combination of FY12 expenses, FY13 original budget (in 2706) and additional expenses projected. Authority for this budget account was established by the 2011 Legislature through SB212, requiring a work program to establish the FY13 budget. The SPCSA is requesting two additional positions, an ASOII to provide fiscal support for the Authority including financial oversight of the Charter schools.

Expected Benefits to be Realized

This work program provides an FY13 budget for the State Public Charter School Authority, including current staff/expenses plus ASO II and BPA II (Both at step 1) along with associated costs for new computers and travel, 1 additional staff to be trained at the Powerschool University, Increase in rent, AOIS Contract, and Charter Application Review Team Stipends of \$10,000.

Explanation of Projections and Documentation

Work Program breakdown attached with explanations for increases in certain categories.

New Positions: No

Summary of Alternatives and Why Current Proposal is Preferred

Without this work program the State Public Charter School Authority will be unable to operate because there is currently no budget approved for FY13.

STATE OF NEVADA WORK PROGRAM
DEPARTMENT OF EDUCATION
NDE - STATE PUBLIC CHARTER SCHOOL AUTHORITY
B/A 2711 SFY13

G.L.#	REVENUES Description	Original or Legislatively Approved Work Program	PENDING		----CUMULATIVE----		Total Amount
			FIRST		Dollar Change	Percent Change	
			Work Program Change				
			WP # C23765				
3722	CHARTER SCHOOL FEES	0	1,102,682	1,102,682	100.0%	1,102,682	
	Total Revenues	0	1,102,682	1,102,682	100.0%	1,102,682	
	EXPENDITURES						
Cat	Description						
01	PERSONNEL SERVICES	0	586,937	586,937	100.0%	586,937	
02	OUT-OF-STATE TRAVEL	0	10,000	10,000	100.0%	10,000	
03	IN-STATE TRAVEL	0	30,034	30,034	100.0%	30,034	
04	OPERATING	0	147,575	147,575	100.0%	147,575	
12	INDIRECT COST	0	121,089	121,089	100.0%	121,089	
26	INFORMATION SERVICES	0	20,056	20,056	100.0%	20,056	
32	CHARTER SCHOOL BOARD	0	12,660	12,660	100.0%	12,660	
86	RESERVE	0	174,331	174,331	100.0%	174,331	
	Total Expenditures	0	1,102,682	1,102,682	100.0%	1,102,682	

STATE OF NEVADA
Office of the State Controller

Budget Status Report - Obligations

Fiscal Year: 201
 2

Fund: 101 GENERAL FUND

Agency: 300 DEPARTMENT OF
 EDUCATION

Budget Account: 2711 STATE PUBLIC
 CHARTER SCHL AUTH

Organization: 0000 DEPARTMENT OF
 EDUCATION

	YTD Actual	Work Program	Difference
Total Expenditures	356,303.20		
Total Encumbrances	.00		
Total Pre-encumbrances	.00		
Total Obligations	356,303.20	1,051,471.00	695,167.80

Category	Description	Expended	Encumbered	Pre-encumbered	Obligated	Work Program	Difference
<u>01</u>	PERSONNEL SERVICES	259,835.36	.00	.00	259,835.36	398,924.00	139,088.64
<u>02</u>	OUT OF STATE TRAVEL	2,870.10	.00	.00	2,870.10	3,115.00	244.90
<u>03</u>	IN STATE TRAVEL	11,953.56	.00	.00	11,953.56	22,526.00	10,572.44
<u>04</u>	OPERATIONS	23,617.91	.00	.00	23,617.91	113,720.00	90,102.09
<u>12</u>	INDIRECT COST	51,692.86	.00	.00	51,692.86	63,542.00	11,849.14
<u>26</u>	INFORMATION SERVICES	3,710.80	.00	.00	3,710.80	26,708.00	22,997.20
<u>32</u>	CHARTER SCHOOL BOARD	2,068.32	.00	.00	2,068.32	12,660.00	10,591.68
<u>61</u>	NATL ASSOC	554.29	.00	.00	554.29	11,255.00	10,700.71

	OF CHARTR SCHL AUTH						
<u>86</u>	RESERVE	.00	.00	.00	.00	399,021.0 0	399,021.0 0

[Return to Selection Screen](#) [Download the Report](#)

STATE OF NEVADA
Office of the State Controller

Budget Status Report - Receipts/Funding

Fiscal Year: 2012

Fund: 101	GENERAL FUND	Agency: 300	DEPARTMENT OF EDUCATION
Budget Account: 2711	STATE PUBLIC CHARTER SCHL AUTH	Organization: 0000	DEPARTMENT OF EDUCATION

	YTD Actual	Work Program	Difference
Total Receipts/Funding	1,171,642.70	1,051,471.00	120,171.70

Code	Description	YTD Actual	Work Program	Difference
47	BEGINNING CASH	380,117.00	380,117.00	.00
3722	MISCELLANEOUS PROGRAM FEES	791,408.00	648,167.00	143,241.00
4254	MISCELLANEOUS REVENUE	.00	20,000.00	-20,000.00
4326	TREASURER'S INTEREST DISTRIB	117.70	3,187.00	-3,069.30

[Return to Selection Screen](#) [Download the Report](#)

STATE OF NEVADA - POSITION QUESTIONNAIRE (NPD-19) INSTRUCTIONS PAGE

(NOTE: To be completed for new positions and reclassification requests)

This form is to be submitted for **CLASSIFIED** positions only. Do not submit for unclassified positions, those on contract, or members of boards or commissions.

The classification process should be utilized when a new job is established or when an existing job experiences significant change in duties and responsibilities which alters the basic mission or purpose of the position to the degree that it no longer meets the class to which it is assigned (see NAC 284.126).

The purpose of the classification process is to ensure that jobs which are assigned like duties and responsibilities are placed in the same class. The process for reviewing a position involves the analysis of job factors that are required of the individual in order to perform in a particular position. The factors utilized in reviewing positions are: the nature and complexity of work performed; knowledge, skills, and abilities required; supervisory/managerial responsibility; independence/supervision received; scope of responsibility/consequence of error; authority to take action/decision-making; and personal contacts necessary to complete work.

As a standard rule, the classification methodology is an examination of the above criteria. Personal ability, performance, dedication, and longevity are personal characteristics and are not valid factors to be considered in the objective analysis utilized in classification. Likewise, workload and the volume of work performed are not considered.

APPOINTING AUTHORITY OR DESIGNATED REPRESENTATIVE INSTRUCTIONS

Please answer questions 1 through 14 and sign in the appropriate area on the cover sheet. The information provided for questions 1 and 2 should cover the following matters: significant changes in duties and responsibilities which have been made in the position since it was established or last reviewed by the Division of Human Resource Management; an indication of why those changes were made in the position; and an explanation regarding the impact these additional duties and responsibilities may have on other positions in the organization in terms of removing duties and responsibilities from those positions.

Per NAC 284.126, an employee may submit a classification request that does not have agency support or approval.

If an agency that is required to use the equipment or services of the Enterprise IT Services proposes the establishment of a new position or the reclassification of an existing position to a class in the Information Technology field, as identified in the Classification and Compensation Plan, the Division of Human Resource Management will submit the request to the Administrator of the Division of IT Services for approval. Agencies exempt from this requirement are provided for in NRS 242.131(2). If approved, the Division of Human Resource Management will then determine the appropriate classification for the position.

EMPLOYEE INSTRUCTIONS

This form will be used as a guide for you to describe the duties and responsibilities of your present position. The information you provide will be used to determine where the position aligns within the existing classification system. Clear and concise information must be obtained for each duty listed. Organize your duties so similar job functions are grouped together. The duties should be listed in logical sequence, that is, most complex to least complex or most time consuming to least time consuming. Detailed and exact information is critical in making a proper classification decision. Please work with the appointing authority or designated representative to answer questions 1 through 14. Please sign in the appropriate area on the cover sheet to indicate your agreement with the information provided.

If a reclassification request is being submitted without agency approval, check the box indicating "no" in response to the question "Is this request being submitted with agency approval or knowledge?" Please sign in the appropriate area on the cover sheet and answer questions 1 through 14 as they relate to your position. If space is not sufficient, you may add additional pages.

An interview may be scheduled with the employee and/or supervisor if clarification of any information is required. If the reclassification is denied without an interview, the employee may request and receive an interview.

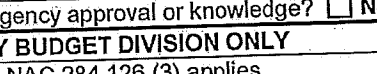
APPEALS

Classification decisions may be appealed to the Administrator of the Division of Human Resource Management within 20 working days after receipt of the classification determination (see NAC 284.152).

STATE OF NEVADA - POSITION QUESTIONNAIRE (NPD-19)

- New Position
- Vacant Position
- Filled Position

DEPARTMENT: Education		2. Division of Human Resource Management date stamp	
DIVISION: State Public Charter School Authority			
GEOGRAPHIC LOCATION OF POSITION: Carson City			
AGENCY ID# (3 digits): 101	FUND# 300 (3 digits):		
AGENCY ORG/BUDGET# (4 digits): 2711	POSITION CONTROL#:	CLASS CODE:	GRADE:
CURRENT CLASS TITLE <i>(If vacant or filled position): New</i>		CLASS CODE: 7.656	GRADE: 36
REQUESTED CLASS TITLE: Business Process Analyst II			
EMPLOYEE NAME:	PHONE#:	EMAIL:	
SUPERVISOR NAME: Steve Canavero	PHONE#: 775.687.9160	EMAIL: scanavero@spsca.nv.gov	

1. APPOINTING AUTHORITY/EMPLOYEE CERTIFICATION	
AGENCY PERSONNEL OFFICE date stamp	CERTIFICATION: I certify that I have read the instructions page and the statements provided in this NPD-19 are correct and complete. Changed responsibilities were/will be effected on: _____ Date: <u>8</u> Appointing Authority or Designated Representative signature:  Date: <u>5.11.12</u> Employee signature: _____ Date: _____ Is this request being submitted with agency approval or knowledge? <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes

3a. FOR COMPLETION BY BUDGET DIVISION ONLY	
BUDGET DIVISION date stamp	Required for new positions and when NAC 284.126 (3) applies. <input type="checkbox"/> Approved effective date (if change is approved by DHRM) Date: _____ <input type="checkbox"/> Approved - date to be determined and change to be approved by DHRM <input type="checkbox"/> Disapproved Part-time (%): _____ Expire date: _____ Date: _____ Signature: _____ Notes: _____

3b. FOR COMPLETION BY ENTERPRISE IT SERVICES ONLY	
EITS date stamp	Required when NRS 284.172 applies for positions to be classified to or changing classification within the Fiscal Management & Staff Services: Information Technology subgroup. <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Signature: _____ Date: _____

4. FOR COMPLETION BY DIVISION OF HUMAN RESOURCE MANAGEMENT ONLY			
Dept code:	Effective date:	Expire date:	
Division code:			
Class code:	Title:	Grade:	
Class option:	IFC/Legislative approval required? <input type="checkbox"/> No <input type="checkbox"/> Yes, date approved:		

INSTRUCTIONS TO APPOINTING AUTHORITY	
Incumbent meets MQ's: <input type="checkbox"/> No <input type="checkbox"/> Yes	Study#: _____
<input type="checkbox"/> Other:	Analyst: _____ Date: _____
	Supervisor: _____ Date: _____

1. **What is prompting this request? If this is an existing position, state the significant changes (as defined in NAC 284.126) in duties and responsibilities which have been made in the position since it was established or last reviewed by the Department of Personnel. If this is a new position, have there been additional responsibilities placed on the organization? If yes, please explain. Attach documentation relative to legislation, board/commission proceedings, new organizational goals, etc., if applicable.**

The State Public Charter School Authority (SPCSA) was created by action of the 2011 legislature. The SPCSA is granted the authority to "...employ such persons as it deems necessary to carry out the provisions of NRS 386.490 to 386.610, inclusive."(NRS 386.5125).

Currently the SPCSA sponsors 15 charter schools that enroll roughly 10,500 pupils. If the SPCSA were considered to be a "district" then it would be the third largest district in Nevada. The current staffing structure of the SPCSA does not include an individual with expertise in school information systems. This position will allow all charter schools under the purview of the Authority to utilize one "district" person to oversee the quality of data produced from PowerSchool (the state-required student information system).

In addition this position would be responsible for maintaining another compliance tracking software used to identify compliance issues with state mandated reporting timelines.

Evidence for the need to add this position includes:

- Data quality standardized for all schools under the purview of SPCSA.
- Graduation cohort information will improve.
- Provide ongoing technical assistance to charter schools
- Continual analysis of school data will occur.

This position will be responsible for overseeing reporting to Bighorn/SAIN (the state student information system) and AOIS (Authority Oversight Information System)

2. **What position(s), if any, previously performed these new or additional duties? List class title and position control number of position(s). (A separate NPD-19 may be required for these positions.)**

The basic duties discussed above have been performed by the Management Analyst. At present, there are 2,300 students and 5 schools in the SPCSA's PowerSchool. It is projected to have approximately 15,000 students at 20 schools in the next two years. The Management Analyst is a full time position without this added role.

This is a new full time position.

3. **Briefly describe the major purpose of this job.**

The Business Process Analyst will be responsible for overseeing all district related Student information System reporting requirements. This includes creating specialized reporting for schools, report cards, immunization information, demographics, Income verification for socio-economic status analysis. This position will also analyze data for inconsistencies on a regular basis.

This position will also review the AOIS (compliance) documents for reporting

4. **Attach a copy of the agency organizational chart to this form. Please circle this position.**

5. **List the duties performed in this job. Assign a number to each duty and estimate the percentage of time spent on each duty (percentages should add to 100%). If it is not possible to estimate the percentage of time spent in each area daily, estimate the time on a weekly, monthly, or annual basis. If this is an existing position, please put an asterisk (*) next to each duty that is new.**

DUTY#	DUTY	FREQUENCY
1	PowerSchool Administration <ul style="list-style-type: none"> • Train schools in use of PowerSchool • Serving as primary contact for all issues surrounding PowerSchool. • Participate in weekly meetings hosted by NDE discussing information uploaded nightly to the state Information System. • Provide technical assistance to various personnel such as registrars, teachers, and administrators as appropriate; • 	75%
2	AOIS Administration (charter compliance tracking software) <ul style="list-style-type: none"> • Technical support for the schools in use of AOIS 	20%
5	Other duties as required	5%

6. **What duties are performed that require the incumbent to make choices, determinations, or judgments? Please give examples.**

BPA will develop and describe processes for the back end process of PowerSchool for schools.

Serve as the "district administrator" in relationship to the use of PowerSchool.

Periodically evaluate the school's data, providing direction for improvement as necessary for state reporting.

Review AOIS related data and follow up with schools.

This position evaluates problems and determines the course of action to resolve the problem, either independently or in cooperation with other administrative staff or third-party vendors.

7a. List the class titles and position control numbers of all employees that are supervised by this position.
N/A

7b. Describe the extent of supervisory responsibility exercised over these employees.
(Check appropriate boxes.)

- | | | | |
|--|--|--|-------------------------------------|
| <input type="checkbox"/> Final selection | <input type="checkbox"/> Work assignment | <input type="checkbox"/> Performance appraisal | <input type="checkbox"/> Discipline |
| <input type="checkbox"/> Training | <input type="checkbox"/> Work review | <input type="checkbox"/> Other (specify): | |

8. List any licenses, certificates, degrees, or credentials that are required by law for this job.
N/A

NRS 386.5125....The staff employed by the State Public Charter School Authority must be qualified to carry out the daily responsibilities of sponsoring charter school in accordance with the provisions of NRS 386.490 to 386.610, inclusive

9. List equipment which is used that requires specialized training.

- Agency-specific applications (server-based)
- Microsoft Office (Access, Excel, Outlook, and Word)

10a. List the name, title, and position control number of the position's supervisor.
Steve Canavero, Director, 2711-005

10b. Describe the type and extent of supervision received.

- | | | | |
|---|---|---|--|
| <input checked="" type="checkbox"/> Final selection | <input checked="" type="checkbox"/> Work assignment | <input checked="" type="checkbox"/> Performance appraisal | <input checked="" type="checkbox"/> Discipline |
| <input checked="" type="checkbox"/> Training | <input checked="" type="checkbox"/> Work review | <input type="checkbox"/> Other (specify): | |

This position requires limited direct supervision. The incumbent must be self-directed with the ability to identify work to be done, set priorities, and initiate actions to accomplish all tasks with minimal supervision

11. **What statutes, laws, rules, procedures, or guidelines are used in performing assignments?**
NRS 386, NAC 386, and others as applicable.

- 12. What people are contacted in carrying out the duties of this position? Explain the purpose of each contact.**

Charter Schools – provide training and technical assistance, provide oversight/make determinations of compliance with data

NDE – work collaboratively with various divisions of NDE.

Third party vendors for implementation and verification of software toolsets and products

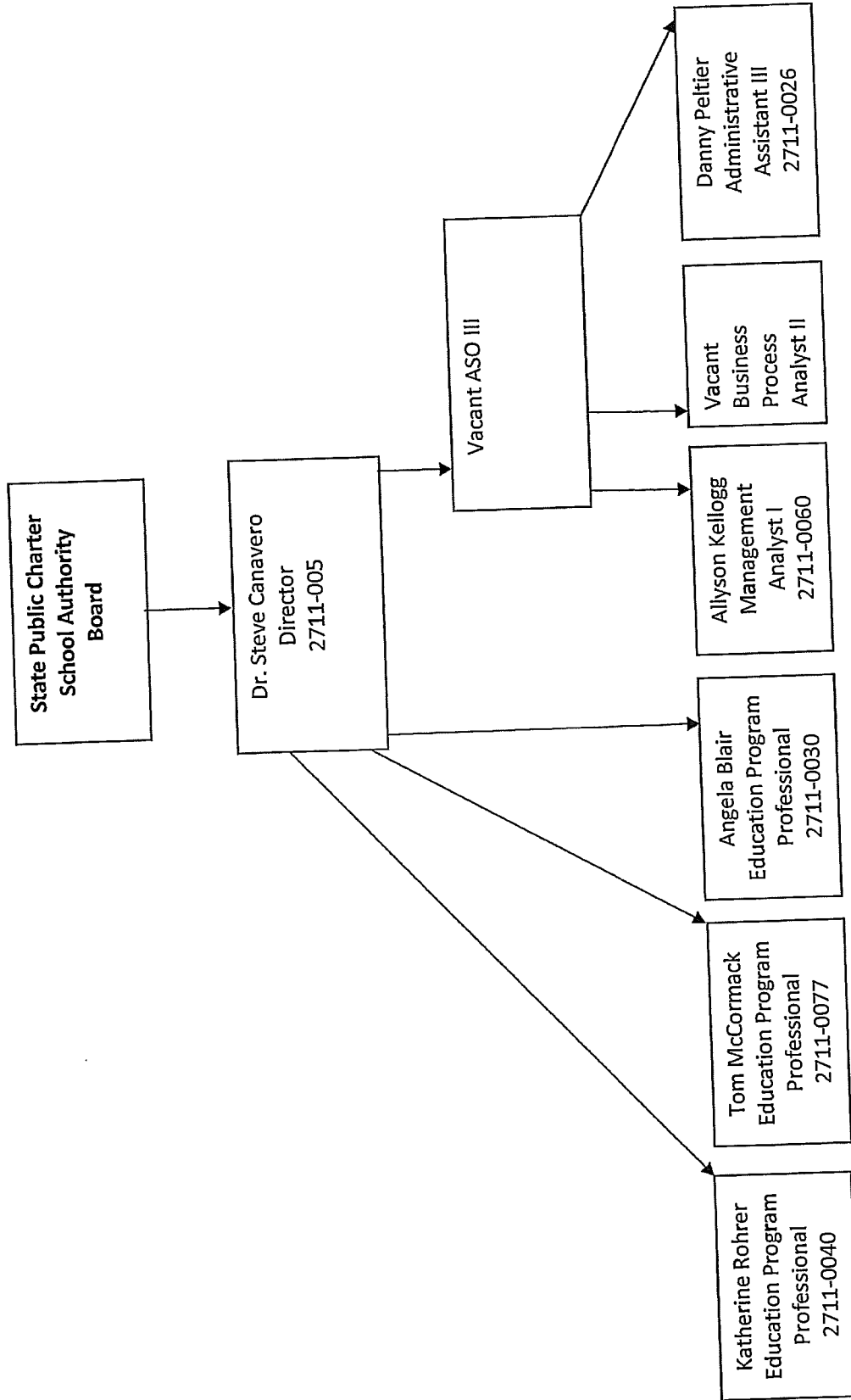
- 13. Describe any unusual physical demands or working conditions required in this job, i.e., requires frequent lifting or moving of office furniture, frequent exposure to hazardous materials, etc.**

- Travel is required (less than 25%).

- 14. Provide any additional information about the job which you consider to be important to the classification, but which has not been previously mentioned.**

- This position requires a working knowledge of Power School, SQL, ODBC.

State Public Charter School Authority Organizational Chart



STATE OF NEVADA - POSITION QUESTIONNAIRE (NPD-19)

- New Position
- Vacant Position
- Filled Position

DEPARTMENT: Education		RECEIVED NEVADA DEPT. OF PERSONNEL MAR 23 2012 COMPENSATION & CLASSIFICATION DIV. CARSON CITY, NEVADA	
DIVISION: State Public Charter School Authority			
GEOGRAPHIC LOCATION OF POSITION: Carson City			
AGENCY ID# (3 digits): 101	FUND# 300 (3 digits):		
AGENCY ORG/BUDGET# (4 digits): 2711	POSITION CONTROL#:		
CURRENT CLASS TITLE (If vacant or filled position):		CLASS CODE:	GRADE:
REQUESTED CLASS TITLE: Administrative Services Officer <u>III</u>		CLASS CODE: 7.216	GRADE: 41
EMPLOYEE NAME:	PHONE#:	EMAIL:	
SUPERVISOR NAME: Steve Canavero	PHONE#: 775.687.9160	EMAIL: scanavero@spsca.nv.gov	

1. APPOINTING AUTHORITY/EMPLOYEE CERTIFICATION	
RECEIVED MAR 23 2012 DEPARTMENT OF ADMINISTRATION OFFICE OF THE DIRECTOR BUDGET AND PLANNING DIVISION	CERTIFICATION: I certify that I have read the instructions page and the statements provided in this NPD-19 are correct and complete. Changed responsibilities were/will be effected on: _____ Date: _____ Appointing Authority or Designated Representative signature: _____ Date: _____ Employee signature: <u>[Signature]</u> Date: <u>3.22.12</u> Is this request being submitted with agency approval or knowledge? <input type="checkbox"/> No <input checked="" type="checkbox"/> Yes

3a. FOR COMPLETION BY BUDGET DIVISION ONLY	
RECEIVED MAR 23 2012 DEPARTMENT OF ADMINISTRATION OFFICE OF THE DIRECTOR BUDGET AND PLANNING DIVISION	Required for new positions and when NAC 284.126 (3) applies. <input type="checkbox"/> Approved effective date (if change is approved by DHRM) Date: _____ <input checked="" type="checkbox"/> Approved - date to be determined and change to be approved by DHRM <input type="checkbox"/> Disapproved Part-time (%): _____ Expire date: _____ Signature: <u>[Signature]</u> Date: <u>3/26/12</u> Notes: _____

3b. FOR COMPLETION BY ENTERPRISE IT SERVICES ONLY	
	Required when NRS 284.172 applies for positions to be classified to or changing classification within the Fiscal Management & Staff Services: Information Technology subgroup. <input type="checkbox"/> Approved <input type="checkbox"/> Disapproved Signature: _____ Date: _____

4. FOR COMPLETION BY DIVISION OF HUMAN RESOURCE MANAGEMENT ONLY			
Dept code:	Effective date:	Expire date:	
Division code:			
Class code:	Title:	Grade:	
Class option:	IFC/Legislative approval required? <input type="checkbox"/> No <input type="checkbox"/> Yes, date approved: _____		

INSTRUCTIONS TO APPOINTING AUTHORITY		
Incumbent meets MQ's: <input type="checkbox"/> No <input type="checkbox"/> Yes	Study#: <u>317-12</u>	Date: _____
<input type="checkbox"/> Other:	Analyst:	Date: _____
	Supervisor:	Date: _____

1. **What is prompting this request? If this is an existing position, state the significant changes (as defined in NAC 284.126) in duties and responsibilities which have been made in the position since it was established or last reviewed by the Department of Personnel. If this is a new position, have there been additional responsibilities placed on the organization? If yes, please explain. Attach documentation relative to legislation, board/commission proceedings, new organizational goals, etc., if applicable.**

The State Public Charter School Authority (SPCSA) was created by action of the 2011 legislature. The SPCSA is granted the authority to "...employ such persons as it deems necessary to carry out the provisions of NRS 386.490 to 386.610, inclusive."(NRS 386.5125). At the February 10, 2012 meeting of the SPCSA Board (Board) staff made a recommendation to hire an additional staff member to bring financial expertise to the SPCSA. It is by unanimous vote of the Board that I make this request. Please see attached agenda and minutes from the February 10, 2012 meeting of the Board where the action was taken.

Currently the SPCSA sponsors 15 charter schools that enroll roughly 10,500 pupils. If the SPCSA were considered to be a "district" then it would be the third largest district in Nevada. The current staffing structure of the SPCSA does not include an individual with expertise in school or public finance, contracts and leasing, and the collection and disbursement of funds. Evidence for the need to add this position includes:

- Competition for grant money (e.g., Striving Readers) require applicants to demonstrate a strong record or fiscal stewardship OR the capacity to effectively manage grant money;
- The SPCSA is determined to be a local education agency for purposes of directing the proportionate share of federal funds to the charter school (NRS 386.513(1));
- Research (and Nevada's experience) demonstrate that the number one reason for sponsors to revoke a charter is due to financial irregularities;
- The Annual Performance Audit as required by statute and regulation; and
- As a model sponsor, as eluded to in NRS 386.509(3), it is important to demonstrate our commitment to strong fiscal stewardship, provide ongoing technical assistance to charter schools, and create internal capacity to manage funds.

This position has a high degree of autonomy in decision making within a complex policy and operational environment with a correspondingly high level of consequences in the event of error.

- 2. What position(s), if any, previously performed these new or additional duties? List class title and position control number of position(s). (A separate NPD-19 may be required for these positions.)**

The basic duties related to the preparation of the work program and basic budget reporting has been performed by the SPCSA Director and the Management Analyst. The SPCSA Director has also engaged in generic financial oversight – primarily relying upon the end-of-year audit.

The SPCSA received gracious assistance from the NDE, Fiscal Division with the Annual Performance Audit.

The new duties related to financial oversight of the SPCSA schools, managing grant or federal money, and developing new protocols have not been previously addressed.

- 3. Briefly describe the major purpose of this job.**

The ASO will report to the Director and will function as the business manager for the SPCSA and provide leadership in the area of finance by suggesting, designing, and implementing regulatory and fiscal policies that strengthen both oversight of the SPCSA, improve charter school performance through aligned technical assistance to charter schools, and maintain compliance with all state and federal funds.

- 4. Attach a copy of the agency organizational chart to this form. Please circle this position.**

- 5. List the duties performed in this job. Assign a number to each duty and estimate the percentage of time spent on each duty (percentages should add to 100%). If it is not possible to estimate the percentage of time spent in each area daily, estimate the time on a weekly, monthly, or annual basis. If this is an existing position, please put an asterisk (*) next to each duty that is new.**

DUTY#	DUTY	FREQUENCY
1	Federal and State Grant/Funds <ul style="list-style-type: none"> • Coordinate to receive state and federal grant funds on behalf of the SPCSA, which will include the development of expenditures plans, Request for Proposals, and disbursement plans; • Oversee all disbursements to grant recipients, which will include the review of all interim and final narrative and fiscal reports to ensure the grant recipients have accurately reported all financial data, as well as the preparation of interim and final grant reports; • Deliver all state and federal reporting to ensure compliance; 	25%
2	Technical Assistance <ul style="list-style-type: none"> • Provide leadership and coordination to various technical personnel engaged in specific charter school fiscal project activities as appropriate; • Provide technical assistance to charter schools in regards to financial policies, procedures and internal controls; develop written guidance to schools concerning audits, financial management and other fiscal issues as required; • Provide leadership and assistance to schools, boards, or others in implementing strong fiscal standards; 	20%
3	Ongoing Oversight and Evaluation <ul style="list-style-type: none"> • Design, implement and monitor a comprehensive fiscal oversight program targeting high quality academic and business operations at the SPCSA's charter schools; • Monitor on an ongoing basis the fiscal stability of each charter school through the review of annual school budgets, financial reports and audit reports/recommendations and on-site reviews; determine and develop corrective/remedial action plans as necessary; • Serve as a liaison with Nevada Department of Education and other entities monitoring SPCSA charter schools 	20%

4	<p>Office/Authority Board</p> <ul style="list-style-type: none"> • Prepare and monitor the Authority budget to ensure strategic use of funds to support the mission of the Authority; • Coordinate with the Director and make recommendations on contracting and other expenditures to ensure alignment and compliance; • Serve as the finance specialist on the Application Review Team for all applications to the Authority. Review and analyze applications for proposed new charter schools in the general areas of finance, governance structure and facility planning; • Maintain the SPCSA's charter school financial performance framework, which includes the oversight and review of quarterly reports and budgets to ensure compliance with requirements in Statute and the school's charter; • Analyze charter school requests for amendment(s) to determine the extent of financial impact, if any, and monitor any required revisions of the school's budget to ensure that the school remains fiscally viable; prepare related correspondence and briefing materials regarding the changes as a result; • Serve as a liaison with representatives of each charter school, as well as with the Nevada Department of Education, other educational entities and professional societies, in issues of interest to the SPCSA; • Periodically evaluate the SPCSA's fiscal evaluation systems and protocols, providing suggestions for improvement as necessary; • Lead the development and incorporation of the SPCSA's fiscal dashboard into a comprehensive fiscal oversight strategy • Supervise and evaluate SPCSA Management Analyst and Administrative Assistant. 	30%
5	Other duties as required	5%

6. What duties are performed that require the incumbent to make choices, determinations, or judgments? Please give examples.

Determinations and judgment will be required as the ASO designs, implements and monitors a comprehensive fiscal oversight program targeting high quality academic and business operations at the SPCSA's charter schools.

ASO will be required to determine the fiscal stability of each charter school through the review of annual school budgets, financial reports and audit reports.

ASO will have to develop and describe corrective action for schools.

Periodically evaluate the SPCSA's fiscal evaluation systems and protocols, providing suggestions for improvement as necessary.

Serve as the finance specialist on the Application Review Team for all applications to the Authority. Review and analyze applications for proposed new charter schools in the general areas of finance, governance structure and facility planning.

7a. List the class titles and position control numbers of all employees that are supervised by this position.

Management Analyst I 2711-0060
Administrative Assistant III 2711-0026

**7b. Describe the extent of supervisory responsibility exercised over these employees.
(Check appropriate boxes.)**

Final selection Work assignment Performance appraisal Discipline
 Training Work review Other (specify):

8. List any licenses, certificates, degrees, or credentials that are required by law for this job.

Bachelor's degree from an accredited college or university in business administration, accounting, finance, or related field and five years of varied professional experience which included budget development and analysis, responsibility for accounting and fiscal management, and management of two or more business operations such as contract and lease administration, purchasing, and warehouse operations, buildings and grounds maintenance, food and laundry services, data processing, facilities maintenance and construction, communications equipment, or fleet maintenance, one year of which was equivalent to an Administrative Services Officer II in Nevada State service; OR an equivalent combination of education and experience on a year for year basis.

NRS 386.5125....The staff employed by the State Public Charter School Authority must be qualified to carry out the daily responsibilities of sponsoring charter school in accordance with the provisions of NRS 386.490 to 386.610, inclusive.

9. List equipment which is used that requires specialized training.

N/A

**10a. List the name, title, and position control number of the position's supervisor.
Steve Canavero, Director, 2711-005**

10b. Describe the type and extent of supervision received.

- Final selection Work assignment Performance appraisal Discipline
 Training Work review Other (specify):

**11. What statutes, laws, rules, procedures, or guidelines are used in performing assignments?
NRS 386, NAC 386, and others as applicable.**

12. What people are contacted in carrying out the duties of this position? Explain the purpose of each contact.

SPCSA Board – updates, communicating staff recommendations or providing evidence to support a staff recommendation.

Charter Schools – provide leadership and technical assistance, provide oversight/make determinations of compliance, provide formative and summative reports

Public – present seminars on charter finance to public interested in developing charter schools.

Legislature – as needed present on issues confronting charter schools and the state. Provide recommendations or responses to legislative inquiry. Present on nearly all matters before the IFC.

Auditors – state and federal. Respond in a timely and accurate manner on any audit inquiry related to state and federal funds.

NDE – work collaboratively with various divisions of NDE.

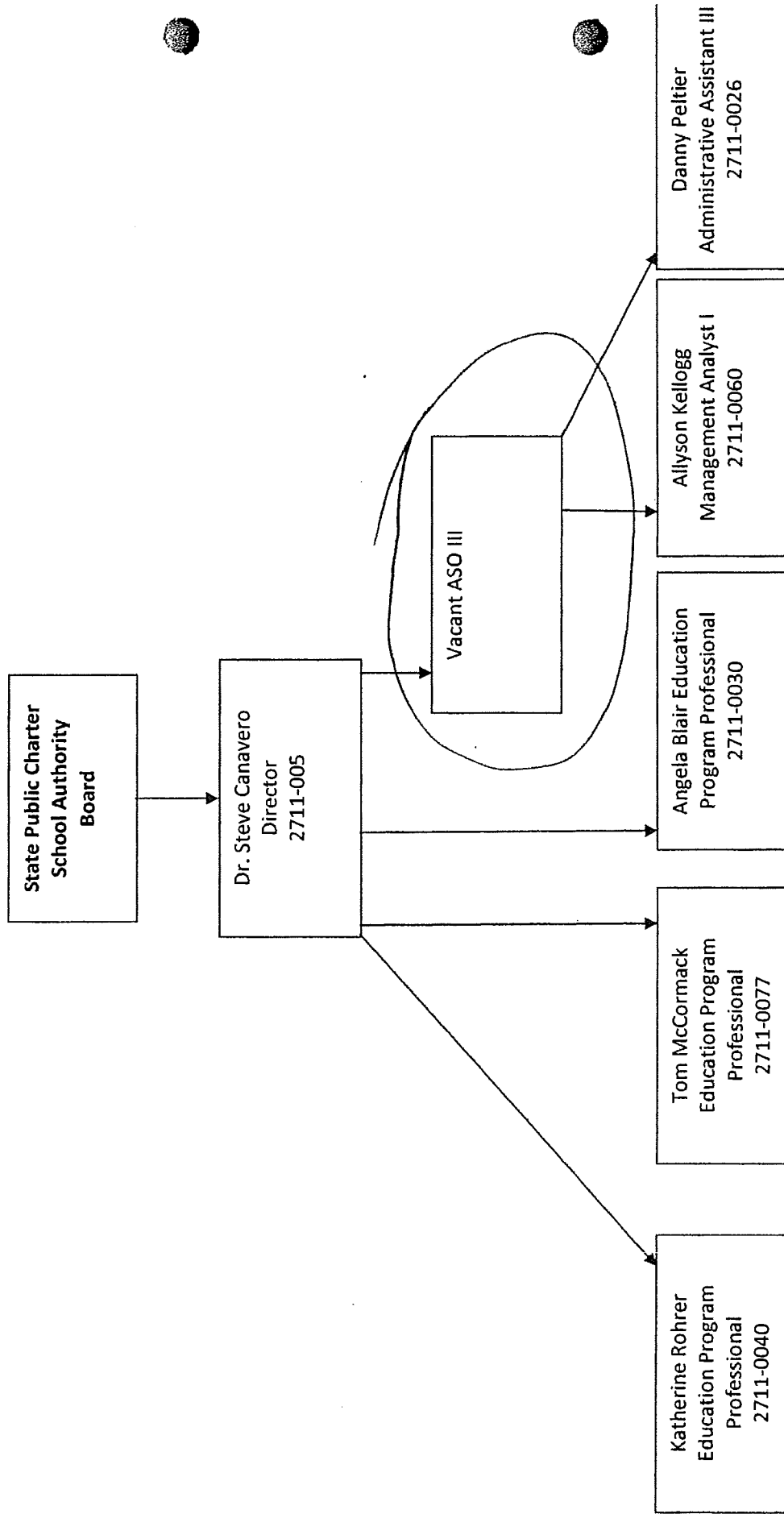
13. Describe any unusual physical demands or working conditions required in this job, i.e., requires frequent lifting or moving of office furniture, frequent exposure to hazardous materials, etc.

Travel is required.

14. Provide any additional information about the job which you consider to be important to the classification, but which has not been previously mentioned.

The SPCSA budget may not be large – roughly \$1million. However, we oversee schools that received over \$58million in FY12. This position as described above will require a wide array of skills across complex areas and will require the ability to think creatively as the SPCSA evolves in the early years.

State Public Charter School Authority Organizational Chart



Relevant Statute

State Public Charter School Authority

NRS 386.509 Creation; purpose. The State Public Charter School Authority is hereby created. The purpose of the State Public Charter School Authority is to:

1. 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.
2. 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.
3. Serve as a model of the best practices in sponsoring charter schools and foster a climate in this State in which all charter schools, regardless of sponsor, can flourish.

(Added to NRS by 2011, 2353)

NRS 386.5095 Appointment and qualifications of members; terms; vacancies; selection of Chair and Vice Chair; compensation, allowances and travel expenses.

1. The State Public Charter School Authority consists of seven members. The membership of the State Public Charter School Authority consists of:

- (a) Two members appointed by the Governor in accordance with subsection 2;
- (b) Two members, who must not be Legislators, appointed by the Majority Leader of the Senate in accordance with subsection 2;
- (c) Two members, who must not be Legislators, appointed by the Speaker of the Assembly in accordance with subsection 2; and
- (d) One member appointed by the Charter School Association of Nevada or its successor organization.

2. The Governor, the Majority Leader of the Senate and the Speaker of the Assembly shall ensure that the membership of the State Public Charter School Authority:

- (a) Includes persons with a demonstrated understanding of charter schools and a commitment to using charter schools as a way to strengthen public education in this State;
- (b) Includes a parent or legal guardian of a pupil enrolled in a charter school in this State;
- (c) Includes persons with specific knowledge of:
 - (1) Issues relating to elementary and secondary education;
 - (2) School finance or accounting, or both;
 - (3) Management practices;
 - (4) Assessments required in elementary and secondary education;
 - (5) Educational technology; and
 - (6) The laws and regulations applicable to charter schools; and
- (d) Insofar as practicable, reflects the ethnic and geographical diversity of this State.

3. Each member of the State Public Charter School Authority must be a resident of this State.

4. After the initial terms, the term of each member of the State Public Charter School Authority is 3 years, commencing on July 1 of the year in which he or she is appointed. A vacancy in the membership of the State Public Charter School Authority must be filled for the remainder of the unexpired term in the same manner as the original appointment. A member shall continue to serve on the State Public Charter School Authority until his or her successor is appointed.

5. The members of the State Public Charter School Authority shall select a Chair and Vice Chair from among its members. After the initial selection of those officers, each of those officers holds the position for a term of 2 years commencing on July 1 of each odd-numbered year. If a vacancy occurs in the Chair or Vice Chair, the vacancy must be filled in the same manner as the original selection for the remainder of the unexpired term.

6. Each member of the State Public Charter School Authority is entitled to receive:

- (a) For each day or portion of a day during which he or she attends a meeting of the State Public Charter School Authority a salary of not more than \$80, as fixed by the State Public Charter School Authority; and
- (b) For each day or portion of a day during which he or she attends a meeting of the State Public Charter School Authority or is otherwise engaged in the business of the State Public Charter School Authority the per diem allowance and travel expenses provided for state officers and employees generally.

(Added to NRS by 2011, 2354)

NRS 386.5105 Meetings; quorum.

Relevant Statute

1. The members of the State Public Charter School Authority shall meet throughout the year at the times and places specified by a call of the Chair or a majority of the members.

2. Four members of the State Public Charter School Authority constitute a quorum, and a quorum may exercise all the power and authority conferred on the State Public Charter School Authority.

(Added to NRS by 2011, 2355)

NRS 386.511 Director: Appointment; term; vacancy; unclassified service.

1. The State Public Charter School Authority shall appoint a Director of the State Public Charter School Authority for a term of 3 years. The State Public Charter School Authority shall ensure that the Director has a demonstrated understanding of charter schools and a commitment to using charter schools as a way to strengthen public education in this State.

2. A vacancy in the position of Director must be filled by the State Public Charter School Authority for the remainder of the unexpired term.

3. The Director is in the unclassified service of the State.

(Added to NRS by 2011, 2355)

NRS 386.5115 Director: Pursuing other employment or holding other office for profit prohibited without approval of State Public Charter School Authority. The Director shall not pursue any other business or occupation or hold any other office of profit without the approval of the State Public Charter School Authority.

(Added to NRS by 2011, 2355)

NRS 386.512 Director: Duties. The Director shall:

1. Execute, direct and supervise all administrative, technical and procedural activities of the State Public Charter School Authority in accordance with the policies prescribed by the State Public Charter School Authority;

2. Organize the State Public Charter School Authority in a manner which will ensure the efficient operation and service of the State Public Charter School Authority;

3. Serve as the Executive Secretary of the State Public Charter School Authority;

4. Ensure that the autonomy provided to charter schools in this State pursuant to state law and regulations is preserved; and

5. Perform such other duties as are prescribed by law or the State Public Charter School Authority.

(Added to NRS by 2011, 2355)

NRS 386.5125 Employment and qualifications of staff. The State Public Charter School Authority may employ such persons as it deems necessary to carry out the provisions of NRS 386.490 to 386.610, inclusive. The staff employed by the State Public Charter School Authority must be qualified to carry out the daily responsibilities of sponsoring charter schools in accordance with the provisions of NRS 386.490 to 386.610, inclusive.

(Added to NRS by 2011, 2355)

NRS 386.513 State Public Charter School Authority deemed local education agency for certain purposes; payment of special education program units by Department.

1. The State Public Charter School Authority is hereby deemed a local educational agency for the purpose of directing the proportionate share of any money available from federal and state categorical grant programs to charter schools which are sponsored by the State Public Charter School Authority or a college or university within the Nevada System of Higher Education that are eligible to receive such money. A charter school that receives money pursuant to such a grant program shall comply with any applicable reporting requirements to receive the grant.

2. If the charter school is eligible to receive special education program units, the Department shall pay the special education program units directly to the charter school.

3. As used in this section, "local educational agency" has the meaning ascribed to it in 20 U.S.C. § 7801(26)(A).

(Added to NRS by 2011, 2356)

NRS 386.5135 Account for the State Public Charter School Authority: Creation; interest and income; use of money in Account; acceptance of gifts, grants and bequests authorized.

1. The Account for the State Public Charter School Authority is hereby created in the State General Fund, to be administered by the Director.

2. The interest and income earned on the money in the Account must be credited to the Account.

3. The money in the Account may be used only for the establishment and maintenance of the State Public Charter School Authority.

Relevant Statute

4. Any money remaining in the Account at the end of a fiscal year does not revert to the State General Fund, and the balance in the Account must be carried forward to the next fiscal year.

5. The Director and the State Public Charter School Authority may accept gifts, grants and bequests to carry out the provisions of NRS 386.490 to 386.610, inclusive. Any money from gifts, grants and bequests must be deposited in the Account and may be expended in accordance with the terms and conditions of the gift, grant or bequest, or in accordance with this section.

(Added to NRS by 2011, 2355)

**EXCERPTS FROM THE
NEVADA STATE PUBLIC CHARTER SCHOOL AUTHORITY**

February 10, 2012

Nevada Legislature
Room 2134
401 South Carson Street
Carson City, Nevada

And

Grant Sawyer Building
Room 4412
555 East Washington Avenue
Las Vegas, Nevada

MINUTES OF THE REGULAR MEETING
(Video Conferenced)

BOARD MEMBERS PRESENT:

In Las Vegas:

Kathleen Conaboy
Elissa Wahl
Robert McCord
Marc Abelman
Melissa Mackedon
Michael Van
Nora Luna

BOARD MEMBERS ABSENT:

None

AUTHORITY STAFF PRESENT:

In Las Vegas:

Dr. Steve Canavero, Director, State Public Charter School Authority

In Carson City:

Angela Blair, Education Program Professional, State Public Charter School Authority
Katherine Rohrer, Education Program Professional, State Public Charter School Authority
Allyson Kellogg, Management Analyst, State Public Charter School Authority
Danny Peltier, Administrative Assistant, State Public Charter School Authority

LEGAL STAFF PRESENT:

In Las Vegas:

None

In Carson City:

Dr. James Edgar Irvin, Deputy Attorney General

AUDIENCE IN ATTENDANCE:

In Las Vegas:

Anita Tibbs
Ryan Reeves
Andrea Morency
Candace Friedman
Julie Krch
Karri Bath
Susan Waters
Shelli Guthrie
Mike Kazek
Marlo Tsuchiyama
Danette Olmos-Green
Feyzi Tandogan
Jennifer Van Pelt
Leroy Chase

In Carson City:

Chris Ferrari
Jeffrey Blanck
Ed Vogel
Sean Whaley

CALL TO ORDER; ROLL CALL; PLEDGE OF ALLEGIANCE; APPROVAL OF AGENDA

Director Canavero called the meeting to order at 8:53 a.m. with attendance as reflected above.

Member McCord moved to approve the agenda. Member Van seconded. The motion carried unanimously.

Member Mackedon thanked staff for the help they provide to all the charter schools in the state;

Dr. Canavero explained the state budget process to be used by the State Public Charter School Authority. He explained work programs, program funding, and financial details. Under the hierarchy of the State, the SPCSA has its own account within the State and the office is still under the Nevada Department of Education. Dr. Canavero also explained revenue and how the fees paid by the State-sponsored charter schools fund the Authority;

Dr. Canavero requested the SPCSA Board approve a fiscal position for the authority. This position would help the schools and the SPCSA with fiscal matters including applications, annual audits, technical assistance, creation of a financial dashboard, and help with transparency;

President Conaboy called for a vote for approval of a fiscal position. Member Abelman made the motion and Member McCord seconded. The motion carried unanimously.

General Format of Travel Budget Request Worksheet

FY13, Travel

Purpose: Sum of all In-State travel for BA 2711 (note: a similar worksheet is required for all planned out-of-state travel as well)																									
Attendees	Nbr of Trips	Days	nights	Travel Mode	Miles	Per diem 6200	Misc (\$5/Day) 6200	Lodging 6200	Parking 6240	Mileage (\$-.555) 6240	Air Plane 6250	Other Trans 6230	Motor Pool 6210	Total											
Summary Trip #1	49	84	31	PC,P,SC	2226	\$ 5,964.00	\$ 420.00	\$ 3,100.00	\$ 1,176.00	\$ 1,235.43	\$ 14,700.00	\$ -	\$ 3,360.00	\$ 29,955.43											
Total													49	84	31	2226	\$ 5,964.00	\$ 420.00	\$ 3,100.00	\$ 1,176.00	\$ 1,235.43	\$ 14,700.00	\$ -	\$ 3,360.00	\$ 29,955.43

Notes:
 Per Diem based on maximum allowable amounts expressed in SAM 0212
 In-State Lodging based on maximum amount allowable as expressed in SAM 0212
 Out-of-State Lodging based on maximum amount allowable as expressed in SAM 0214

Purpose: General description of travel for all trips (destination, purpose special circumstances, etc). The Public Charter Authority oversees 16 charter schools spread across Nevada concentrated in Clark County and Washoe County including Elko and Churchill. The purpose of travel is to monitor for compliance with specific statute and regulation, provide technical assistance with performance, attend charter school governing body meetings on "as needed" basis when specific circumstances dictate. Travel includes trips to provide four annual charter school training sessions (Audit, Finance Reporting, Special Education, and Charter School Developer).																									
Attendees	Nbr of Trips	Days	nights	Travel Mode	Miles	Per diem 6200	Misc (\$5/Day) 6200	Lodging 6200	Parking 6240	Mileage 6240 (\$-.555)	Air Plane 6250	Other Trans 6230	Motor Pool 6210	Total											
Attendee#1 Steve Canavero PCN# 2711-0050	6	9	4	PC,P,SC	36	\$ 639.00	\$ 45.00	\$ 400.00	\$ 126.00	\$ 19.98	\$ 1,800.00	\$ -	\$ 360.00	\$ 3,389.98											
Attendee #2 Tom McCormack PCN# 2711-0077	6	15	3	PC,P,SC	396	\$ 1,065.00	\$ 75.00	\$ 300.00	\$ 210.00	\$ 219.78	\$ 1,800.00	\$ -	\$ 600.00	\$ 4,269.78											
Attendee #3 Allyson Kellogg PCN# 2711-0060	10	15	6	PC,P,SC	660	\$ 1,065.00	\$ 75.00	\$ 600.00	\$ 210.00	\$ 366.30	\$ 3,000.00	\$ -	\$ 600.00	\$ 5,916.30											
Attendee #4 Angela Blair PCN#2711-030	9	15	6	PC,P,SC	594	\$ 1,065.00	\$ 75.00	\$ 600.00	\$ 210.00	\$ 329.67	\$ 2,700.00	\$ -	\$ 600.00	\$ 5,579.67											
Attendee #5 Vacant PCN# 2711-0040	9	15	6	PC,P,SC	270	\$ 1,065.00	\$ 75.00	\$ 600.00	\$ 210.00	\$ 149.85	\$ 2,700.00	\$ -	\$ 600.00	\$ 5,399.85											
Attendee #6 Vacant PCN# 2711-0000	9	15	6	PC,P,SC	270	\$ 1,065.00	\$ 75.00	\$ 600.00	\$ 210.00	\$ 149.85	\$ 2,700.00	\$ -	\$ 600.00	\$ 5,399.85											
Total													49	84	31	2226	\$ 5,964.00	\$ 420.00	\$ 3,100.00	\$ 1,176.00	\$ 1,235.43	\$ 14,700.00	\$ -	\$ 3,360.00	\$ 29,955.43

Notes:
 Per Diem based on maximum allowable amounts expressed in SAM 0212
 In-State Lodging based on maximum amount allowable as expressed in SAM 0212
 Out-of-State Lodging based on maximum amount allowable as expressed in SAM 0214

General Format of Travel Budget Request Worksheet FY13

Purpose: Sum of all Out-of-State travel for BA 2711													
Attendees	Nbr of Trips	Days	nights	Travel Mode	Miles	Per diem 6100	Misc (\$5/Day) 6100	Lodging 6100	Parking 6140	Mileage (\$-555) 6140	Air Plane 6150	Other Trans 6130	Total
Summary Trip #1	3	8	8	PC,P,OT	363	\$ 994.00	\$ 70.00	\$ 2,400.00	\$ 280.00	\$ 402.93	\$ 2,000.00	\$ 350.00	\$ 6,496.93
Summary Trip #2	3	8	8	PC,P,OT	363	\$ 568.00	\$ 40.00	\$ 1,200.00	\$ 140.00	\$ 201.47	\$ 1,000.00	\$ 350.00	\$ 3,499.47
Total	6	16	16		726	\$ 1,562.00	\$ 110.00	\$ 3,600.00	\$ 420.00	\$ 604.40	\$ 3,000.00	\$ 700.00	\$ 9,996.40

Notes:

Per Diem based on maximum allowable amounts expressed in SAM 0212
 In-State Lodging based on maximum amount allowable as expressed in SAM 0212
 Out-of-State Lodging based on maximum amount allowable as expressed in SAM 0214

Purpose: General description of travel 1 (destination, purpose, special circumstances, etc.) NACSA Conference (2 trips) to further the Public Charter School Authority's ability to become a leader in Charter school Authority. 1 trip for Federal entitlement grant.													
Attendees	Nbr of Trips	Days	nights	Travel Mode	Miles	Per diem 6100	Misc (\$5/Day) 6100	Lodging 6100	Parking 6140	Mileage (\$-555) 6140	Air Plane 6150	Other Trans 6130	Total
Attendee # 1 - Steve Canavero	3	8	8	PC,P,OT	363	\$ 568.00	\$ 40.00	\$ 1,200.00	\$ 140.00	\$ 201.47	\$ 1,000.00	\$ 350.00	\$ 3,499.47
Attendee # 2 - New Hire	2	6	6	PC,P,OT	363	\$ 426.00	\$ 30.00	\$ 1,200.00	\$ 140.00	\$ 201.47	\$ 1,000.00	\$ 350.00	\$ 3,347.47
Total	3	8	8		363	\$ 994.00	\$ 70.00	\$ 2,400.00	\$ 280.00	\$ 402.93	\$ 2,000.00	\$ 350.00	\$ 6,846.93

Notes:

Per Diem based on maximum allowable amounts expressed in SAM 0212
 In-State Lodging based on maximum amount allowable as expressed in SAM 0212
 Out-of-State Lodging based on maximum amount allowable as expressed in SAM 0214

Purpose: General description of travel 2 (destination, purpose, special circumstances, etc.) Technical assistance to charter schools (finance, Special Ed, charter applications, etc.													
Attendees	Nbr of Trips	Days	nights	Travel Mode	Miles	Per diem 6100	Misc (\$5/Day) 6100	Lodging 6100	Parking 6140	Mileage (\$-555) 6140	Air Plane 6150	Other Trans 6130	Total
Attendee # 1 - Steve Canavero	3	8	8	PC,P,OT	363	\$ 568.00	\$ 40.00	\$ 1,200.00	\$ 140.00	\$ 201.47	\$ 1,000.00	\$ 350.00	\$ 3,499.47
Total	3	8	8		363	\$ 568.00	\$ 40.00	\$ 1,200.00	\$ 140.00	\$ 201.47	\$ 1,000.00	\$ 350.00	\$ 3,499.47

Notes:

Per Diem based on maximum allowable amounts expressed in SAM 0212
In-State Lodging based on maximum amount allowable as expressed in SAM 0212
Out-of-State Lodging based on maximum amount allowable as expressed in SAM 0214

Revised 6/30/11

Categories 4, 12, 26

DESCRIPTION	CITY	7000	7005	7006	7007	7008	7009	7010	7011	7012	7013	7014	7015	7016	7017	7018	7019	7020	7021	7022	7023	7024	7025	7026	7027	7028	7029	7030	
2711 10/1 - 6/30																													
270660 7/1 - 9/30																													

- Cat 1 \$586,937 Includes ASO II Step One and BPA II Step One
- Cat 2 \$10,000 Includes Powerschool University Training (BPA II), 2 attendees NACSA National Conference, 4 trips for Federal Title I, IIA, and III
- Cat 3 \$30,034 Includes additional positions, Board Commitment to Provide Increased Technical assistance, and New Performance-Based charter contract monitoring schedule
- Cat 4 \$147,575 FY 12 base Operating increase of \$6200 to accommodate two new positions, Includes additional Powerschool licenses (4600 Licenses = \$30,780), Powerschool Server Maintenance (\$6650) Increase Rent due to new positions (\$11,000), AOIS contract anticipate increase of \$8,000, ACT Contract (Plan = 8500, Explore = 11250, and ACT = 51500), Clearinghouse Lic. (425*8 = 3400), Charter Application Review team Stipends (assume 10 applications with 3 stipend reviewers per application, 1 stipend = 3 application, \$1000 per stipend = \$10,000)
- Cat 12 \$121,089 15% of Categories 01, 02, 03, 04, 26, and 32
- Cat 26 \$20,056 DOIT Website Development and Hosting (\$16,000), Increase in EITS Assessments of \$165
- Cat 32 \$12,660 Using FY 12 Work Program (only 2 meetings occurred in FY12)
- Cat 86 \$150,978 Reserve
- TOTAL \$1,079,329

	Students	Anticipated DSA/pupil	Total Revenue	SPCSA Revenue 1.5%
FY 12	10944	6200	67854000	1017810
FY13	12000	6200	74400000	1116000
FY13	13000	6200	80600000	1209000
FY13	14000	62000	86800000	1302000

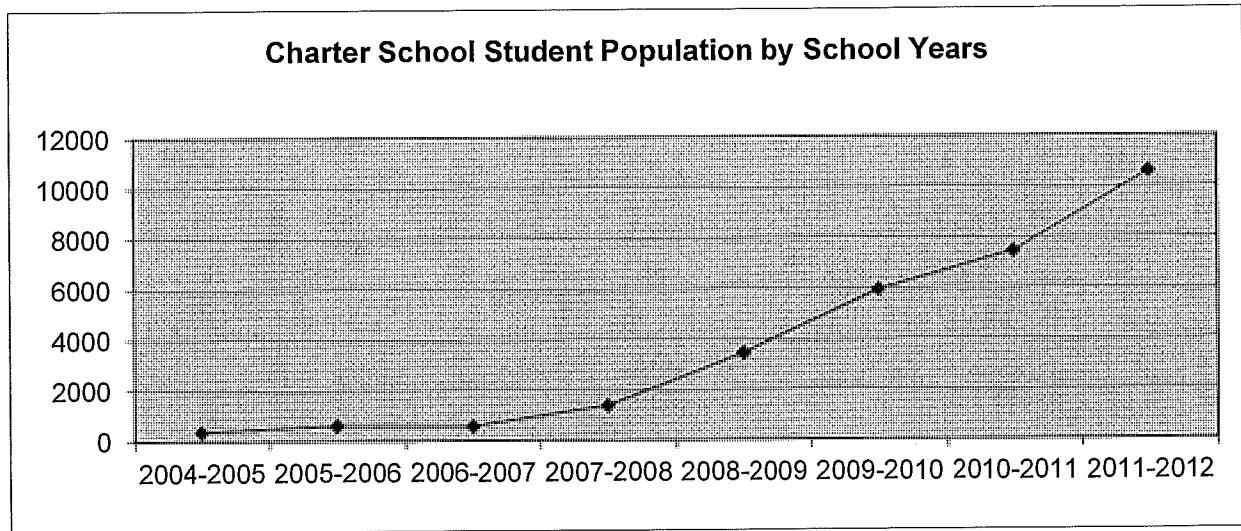
Anticipate
Projections

C23765 – BA 2711 – State Public Charter School Authority

- How was the revenue projection for Charter School Fees arrived at?

Determining Enrollment

We used the historic enrollment in our charter schools (below) and the anticipated new schools opening in FY13 (Honors Academy, Pinecrest Academy, and Willie Brooks SOAR) to arrive at three projections for total enrollment. The lower enrollment number was used in an attempt to be conservative.



Determining \$/Pupil

Using the DSA worksheet we conducted the following to determine a simple, conservative estimate of anticipated per pupil revenue.

$$\frac{\text{Total DSA Revenue FY12 (Sum of all school DSA revenue)}}{\text{Total Enrollment (10,944) in FY12}}$$

Determining Fee

Historically ongoing, operating schools were charged a 1.5% administrative fee. We used 1.5% for all schools FY13.

- Will any unspent revenue from FY 2012 be balanced forward to FY 2013? If so, why was a balance forward amount not included in this work program?

No. Any unspent revenue from FY12 will be returned to the charter schools on a proportionate basis during the August, 2012 true-up.

- What new position is the agency requesting - ASO II or ASO III? The projected expenditures in Cat. 01 appear to be based on an ASO II classification; however, the NPD-19 attached to the work program appears to be for an ASO III classification.

Apologize for the confusion. I submitted the NPD-19 for an ASO III anticipating the unique work of the Charter Authority best fit within the ASO III job duties. Mr. Frank Steinberg from Division of Human Resource Management did not concur determining an ASO II was warranted.

- Can you please provide a copy of the memo(s) from the Division of Human Resource Management stating the new positions were approved and appropriate?

Please find attached the April 4, 2012 memorandum approving the ASO II.

A memorandum approving the BPA has to be received.

- What is the anticipated start date for the two new positions?

ASO II – Initial recruitment conducted, no candidates met the selective criteria. Reissued the recruitment, absent selective criteria, 6.11.12 and will hire as soon as possible.

BPA – as soon as possible.

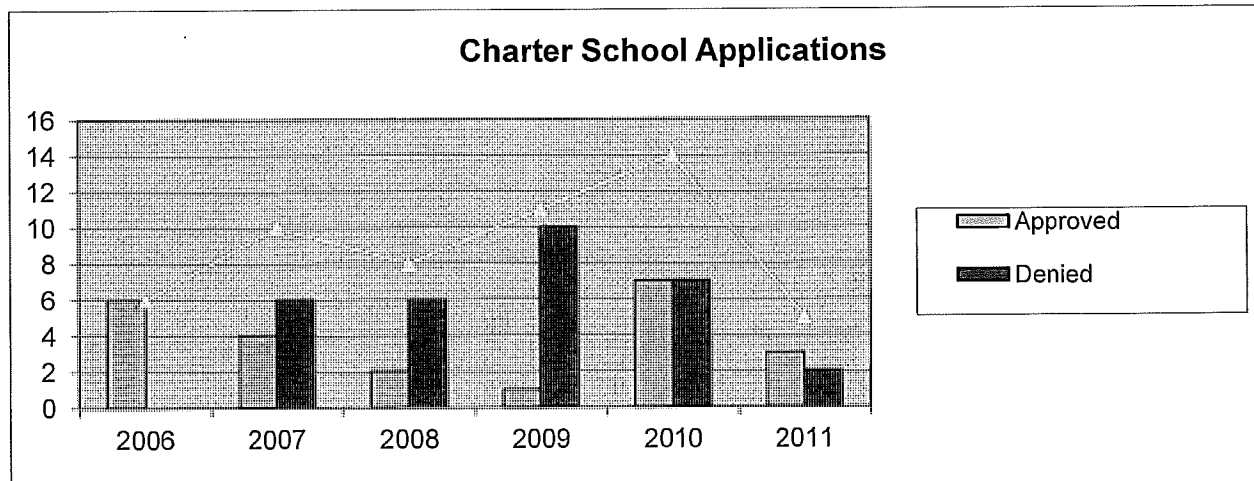
- Can you explain more about the Charter Application Review Team and the \$10,000 in stipends? Is there currently a review team and are stipends currently being paid? Shouldn't the SPCSA review and approve charter school applications in house? The need for the stipends is not clear.

The Authority has worked diligently to incorporate national principles and standards for quality authorizing. In FY12 the Authority ran its first application review cycle in a manner that is consistent with national best practices. Hallmarks of effective application review include a diverse group of internal (Authority, NDE staff) and external specialists (school district, subject experts, national experienced reviewer, other) to review the application and assist in framing the recommendation to the Authority Board. The FY12 work was supported through a grant from the National Association of Charter School Authorizers. External reviewers bring necessary expertise to determine if the educational, financial, and operational plan outlined in the application is viable and if the committee has the needed capacity to found and sustain a quality school. Specifically, on each review we include at least one external national expert to lend a national perspective. Our FY12 review included an expert and that proved to be invaluable.

The Authority will run a similar application review process in FY13. The factors in determining how many review teams and the composition of each team are all related to the number and content of the applications to form charter schools received in the last week of August, 2012. Using historical trends, we anticipate anywhere between 8 and 12 new applications. Given a reasonable diversity of applications, and 3-4 applications per review team that nets 3 full review teams. In consideration of external review members (they are the only members to receive stipends) it is anticipated that each review team will include three external review specialists at most and one at a minimum. The following represents NACSA's rates they pay for external review members:

Panel Chair: \$2250
Other Reviewers: \$1000

A staff member of the Authority will always serve as the panel chair. At \$1000 per external reviewer this yields expenditures ranging from \$3000 - \$9000.



Background

The Authorizer Evaluation conducted by the National Association of Charter School Authorizers (NACSA) identified key areas of our work for improvement. The March, 2011 report identified Application Decision Making as one of the key areas for improvement.

A second grant (Implementation Grant) was awarded by NACSA to build model practices in key areas as identified in the Evaluation Grant. The application and the application decision making process was the first project in our grant work plan. A completely revised charter school application was made available in January, 2011 and all applicants applying during the 2011 cycle used the new application. In addition to a new application, the process by which the applications are reviewed was revised to incorporate model practices. Specifically, all applications were reviewed by an evaluation review team and an interview of the applicant founding committee was performed. All costs associated with the 2011 application review cycle (specifically the external, national reviewer was paid for by the Implementation Grant). The grant concludes June 30, 2012.

The role of external reviewers

NACSA believes that external reviewers are important enough to making merit based decisions that it is called out in the Principles & Standards and as one of the 12 "Essential Practices" for sponsors.

See attached documentation for the Review Team training power point as well as the Review Team overview.

Justification for stipend

One full day, 8hrs, is assumed necessary to conduct a comprehensive review of a charter school application and complete the rubric.

Following the initial review of the application a phone conference is conducted to debrief the findings of the review team. One hour per application.

Interview conducted. Although highly desirable, it would be cost prohibitive to have an external review team member participate in the committee interview.

Recommendations drafted by team lead.

If a charter school application is initially denied, the committee for the school has an additional opportunity to resubmit a revised application. The review team is reconvened for any resubmitted applications and a review is conducted. Review of and rubric completion for a resubmitted application takes 3hrs per application.

Phone conference conducted to debrief findings. One hour per resubmitted application.

Final recommendations drafted by team lead.

A stipend of \$1000 to review 3 applications roughly equates to \$26.31 per hour

A stipend of \$1000 to review 4 applications roughly equates to \$19.60 per hour

External application review team members are experienced professionals with vast experience in charter schools, specific pedagogical models, school design, and/or finance. The hourly rate breakdown of the Authority stipend represents compensation which is below moderate professional compensation in the world of public education.

The Authority will review and weigh the anticipated costs of the external reviewer against the capacity of the external reviewer to meaningfully contribute to the merit based decisions. It is conceivable that our stipend is too low to attract the caliber of external reviewer necessary to meaningfully engage in our review process.

External Member Stipend for Three Applications

Duty	Hours
Attend training	3
Phone Conference Debrief	3
Initial Application Review and Rubric Completion	24
Resubmitted Application Review (assume 2 of 3)	6
Phone Conference Debrief	2
	38
	\$26.31 per hour

External Member Stipend for Four Applications

Duty	Hours
Attend training	3
Phone Conference Debrief	4
Initial Application Review and Rubric Completion	32
Resubmitted Application Review (assume 3 of 4)	9
Phone Conference Debrief	3
	51
	\$19.60 per hour

Priorities and Performance Based Budgeting Instructions

Overview

Priorities and Performance Based Budgeting (PPBB) was initiated during the 2011-2013 biennial budget preparation. Initially presented as the Priorities of Government (POG), the concept of utilizing performance based budgeting led to the passage of AB248 during the 2011 Legislative session, which added requirements to the proposed Executive Budget. One of these requirements was establishment of core governmental functions. As a result, a working group was established in 2012 to determine the Core Functions of state government as well as Objectives and Benchmarks for the 2013-2015 biennial budget.

The Executive Branch continues to move forward with PPBB in order to provide increased accountability of state government. Additionally, PPBB must accomplish the goal of improving transparency to decision makers and the public by identifying what services the state provides, demonstrating how the state measures its effectiveness, and providing clear results for evaluation.

The process started at the top by identifying the Strategic Priorities and Core Functions of government, and then Objectives were identified for each of the Core Functions. Objectives are high level goals the Governor seeks to achieve. Benchmarks were then identified for each of the Objectives. The next step in the process is to refine existing Activities, within each department and/or division and then determine which statewide Objective(s) within the various Core Functions the department/division's Activities support.

An Activity Budget module was created in the Nevada Executive Budget System (NEBS). Agencies are required to record basic information including the dept/division mission statement, summary of operations, strategic priorities and the activities in which the dept/division engages. For **each** Activity agencies are required to provide additional details on the population(s) served, the cost, current funding, the objectives, and outcome and efficiency measures related to each Activity. This information is required in addition to the regular NEBS Line Item budget and is due with the Agency Request Budget on August 31st, 2012. The Activity Budget information will again be a NEBS only submission and does not require any printed materials in the dept/division budget submission.

Keep these points in mind as you complete your information for the Activity Budget module.

- Keep analysis at a fairly high level.
- Analysis is at the dept/division level (3 digit code) as opposed to the budget account level (4 digit code).
- Keep in mind three target audiences – the Governor, the Legislature and the general public – when writing descriptions and explanations.
- The sum of the Activity budget must balance with the sum of the Line Item budgets for the department/division.
- *Refining existing Activities is a critical starting point in the process.*

Structure

- Strategic Priorities
- Core Functions
- Benchmarks
- Objectives
- Activities

- Performance Measures

The Strategic Priorities, Core Functions, Objectives and Benchmarks are established for the Executive Branch of state government. Each department and/or division within the state must identify the activities within the department/division and determine which statewide Objectives and Benchmarks within the various Core Functions the division's Activities support.

Strategic Priorities

The Governor has established four strategic priorities for the Executive Branch as follows:

- Sustainable and growing economy
- Educated and healthy citizenry
- Safe and livable communities
- Efficient and responsive state government

Core Functions

The description and purpose for each Core Function is listed below:

- **Business Development and Services:**
Programs and services that help to diversify and strengthen Nevada's economic foundation and future growth by ensuring appropriate and balanced regulation to cultivate industry, instill consumer confidence, and guide the responsible conduct of business activities.
- **Education and Workforce Development:**
Schools, colleges, universities, and workforce development programs that, in collaboration with the private sector, ensure access to quality education and training, provide a skilled and qualified workforce, and promote self-sufficiency for all Nevadans.
- **Health Services:**
Programs and services that help Nevadans and their communities achieve optimum lifelong health, including physical, mental, and social well-being, through prevention and access to quality, affordable healthcare.
- **Human Services:**
Essential services that promote economic growth, self-sufficiency, and the healthy development of uniquely eligible populations, including children and youth, disadvantaged individuals and families, older adults, and individuals with disabilities.
- **Infrastructure and Communications:**
The design, construction, maintenance, operation, and modernization of public works systems and networks to provide safe and effective connections necessary for the movement of people, goods, and data.
- **Public Safety:**
Programs and services to protect citizens, property, and commerce by providing a safe and secure environment and by preparing for and responding to emergencies that threaten life, property, and community well-being.

- **Resource Management:**

Effective management of Nevada's natural, cultural, and agricultural resources to ensure resource conservation and protection, economic vitality, and the overall quality of life, and to address the unique resource challenges in Nevada related to 85% federal land management.

- **State Support Services:**

Administrative support services necessary to facilitate and assist state government to operate in the most effective manner possible, and to provide management and oversight to ensure accountability for the efficient and transparent use of taxpayer funds. (Includes Governor, Lt. Governor, Constitutional Officers and centralized services)

Benchmarks

Benchmarks are high level measure of how well the state is doing at achieving or making progress on the state's Objectives. State government cannot by itself control all Benchmarks; however, it should play a key roll. Benchmark parameters tie to national and historical data, when available.

Objectives

Objectives are tied to the Core Functions of Government for the Executive Branch and have been established at the state level. Each department and/or division within the state must identify activities that support these statewide Objectives within the various Core Functions. These Objectives may or may not be measured by Benchmarks (which have also been pre-determined).

Performance Measures

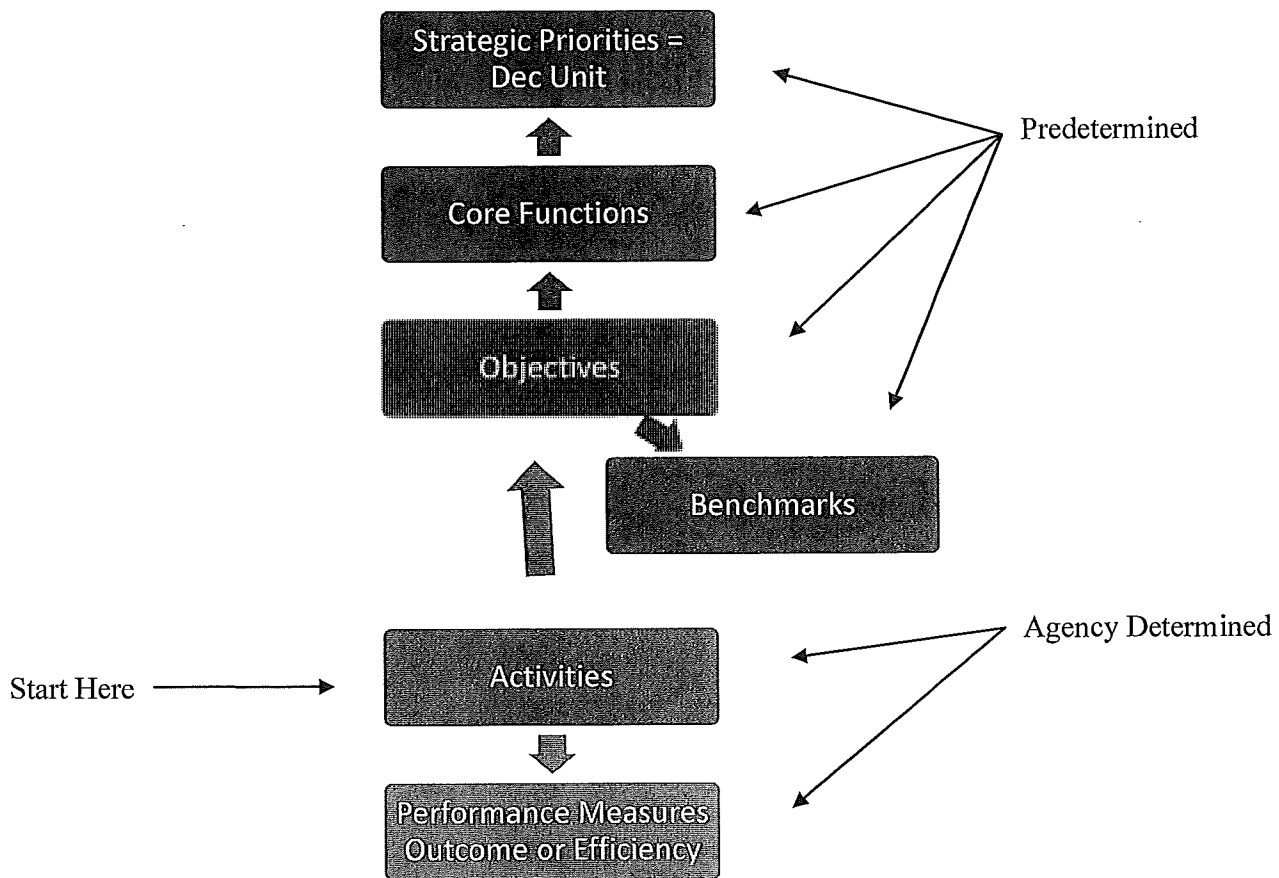
Activites are measured by using Performance Measures. Up to three measures (including Benchmarks) will print in the Executive Budget for each Activity. Focus should be on Outcome and Efficiency measures.

Performance Measures currently included in the Line Item budgets for specific budget accounts need to display the actual data for FY12. This information will be summarized in a report separate from the Executive Budget for the Legislature. The Performance Measures in the Activity Budget will be used for the Executive Budget report submitted to the Legislature.

Activities tie to Objectives

Correlating activities to established Objectives of state government is one of the primary advancements in the PPBB budgeting process and is intended to accomplish the following:

- Identify Activities across state government that are seeking to accomplish the same goal;
- Generate synergies between Activities that may exist in different departments;
- Compare efficiency and effectiveness of Activities towards advancing the Objective;
- Identify inconsistencies in performance measures for similar Activities or Activities tied to a common Objective.



Bottom Up Approach

1. Identify and prioritize activities
2. Tie Activities to Objectives, apply 25% threshold
3. The Activity may tie to a predetermined Benchmark for that Objective
4. Objective ties to Core Function
5. Identify up to three Performance Measures for each Activity; focus should be on Outcome, Efficiency and Quality. Each primary Activity should have an Outcome and an Efficiency measure.

Spreadsheets have been developed to assist in the steps of refining Activities; determining the Objective that ties to an Activity and what percentage of time is allocated to that Objective; and presenting information in a format for easy data entry. The Core Functions, Objectives, Benchmarks and Strategic Priorities have been summarized on one spreadsheet for easy access to the information. These spreadsheets can be found on the Budget Division website. Links are provided below.

[Core Functions, Objective & Benchmarks](#)

[Budgeting spreadsheets for PPBB](#)

STATE PUBLIC CHARTER SCHOOL AUTHORITY

SUPPORTING DOCUMENT

S U B J E C T: Special Education in SPCSA

sponsored charter schools

<u> / / </u>	Public Workshop
<u> / / </u>	Public Hearing
<u> / / </u>	Consent Agenda
<u> / / </u>	Regulation Adoption
<u> / / </u>	Approval
<u> / / </u>	Appointments
<u> / x/ </u>	Information
<u> / / </u>	Action

MEETING DATE: June 29, 2012

AGENDA ITEM: 9

NUMBER OF ENCLOSURE(S):

PRESENTER(S): Angela Blair, Education Program Professional, SPCSA
Representatives from SPCSA sponsored charter schools

RECOMMENDATION:

FISCAL IMPACT:

BUDGET ACCOUNT (FOR PRINTING CHARGES ONLY):

LENGTH OF TIME EXPECTED FOR PRESENTATION (IN MINUTES): 30 mins

BACKGROUND: Angela Blair, along with SPCSA sponsored Charter School representatives will discuss Special Education in SPCSA sponsored charter schools.

SUBMITTED BY: _____

STATE PUBLIC CHARTER SCHOOL AUTHORITY

SUPPORTING DOCUMENT

**SUBJECT: Presentation of the Bill Draft
Requests as submitted by the June 1, 2012**

agency deadline

<u> / / </u>	Public Workshop
<u> / / </u>	Public Hearing
<u> / / </u>	Consent Agenda
<u> / / </u>	Regulation Adoption
<u> / / </u>	Approval
<u> / / </u>	Appointments
<u> / x/ </u>	Information
<u> / / </u>	Action

MEETING DATE: June 29, 2012

AGENDA ITEM: 10

NUMBER OF ENCLOSURE(S):

PRESENTER(S): Steve Canavero PhD, Director, SPCSA

RECOMMENDATION:

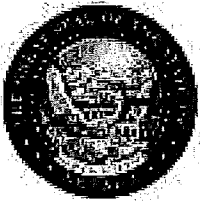
FISCAL IMPACT:

BUDGET ACCOUNT (FOR PRINTING CHARGES ONLY):

LENGTH OF TIME EXPECTED FOR PRESENTATION (IN MINUTES): 30 mins

BACKGROUND: Director Canavero will present the Bill Draft Requests that are going to be submitted for the upcoming 2013 Legislative session.

SUBMITTED BY: _____



Governor: **Brian Sandoval**
 Budget Period: **2013-2015 Biennium (FY14-15)**
 Budget Session: **77th Regular Session**
 BDR Number: **13A3001147**
 Title: **Charter School: Application/Decision Making/EMO Definition**

1. Description

Primary Department: **30 DEPARTMENT OF EDUCATION**
 Primary Division: **300 DEPARTMENT OF EDUCATION**

Description of the problem to be solved or the goal of the proposed measure, or both: **Application**
The charter school application was completely revised for charter school applicants submitting to open in fall 2012. Prior to the revision, the application was a technical document. The new application reframes many questions and includes an entirely new area which solicits evidence of the ability of the founding committee to found and sustain a charter school. In essence, the new application includes a component of assessing the capacity of the founding members.

Application Decision Making
Historically the application and subsequently the application review process were based on technical merit as found in the statutory language - completeness and compliance. Proposed revisions to statute provide a sponsor with the ability to judge the basic completeness and compliance but also delve into the substantive areas of the academic plan, organizational vision and financial plan for the proposed school. Additionally the proposed revisions enable a sponsor to measure and account for a founding committee's capacity to execute the plan as proposed in the application.

New components include a team of reviewers and an interview of the applicant.

Application Denial
The proposed revisions to statute to include components of demonstrable competence, documented evidence, and clear processes related to application approval. The proposed changes strengthen the grounding of approval/denial decisions in objective published criteria while adding the requirement that the founding committee must be likely to open and operate a successful charter school.

Required effective date for the earliest measure **Upon Approval**

2. Related Budget Accounts

2711 NDE - STATE PUBLIC CHARTER SCHOOL AUTHORITY

3. Bill Type / Dec Units

Bill Type: **Policy-HouseKeeping**

4. Contacts

a. Person to be consulted if more information is needed:

Name: **Steve Canavero**
 Title: **Director**
 Mailing Address: **1749 N. Stewart Street, Suite 40
 Carson City, NV 89706**
 Phone: **(775) 687-9160**
 Extension:
 Email: **scanavero@spsca.nv.gov**

b. Person to whom a copy of the completed draft should be mailed for review:

Name: **Steve Canavero**
 Title: **Director**
 Mailing Address: **1749 N. Stewart Street, Suite 40
 Carson City, NV 89706**
 Phone: **(775) 687-9160**
 Extension:
 Email: **scanavero@spsca.nv.gov**

c. Person to be contacted to provide testimony regarding the measure during the legislative session:

Name: **Steve Canavero**
Title: **Director**
Mailing Address: **1749 N. Stewart Street, Suite 40
Carson City, NV 89706**
Phone: **(775) 687-9160**
Extension:
Email: **scanavero@spsca.nv.gov**

5. Fiscal Notes

State

a. Would this measure, if enacted, create or increase any fiscal liability of state government or decrease any revenue of state government which appears to be in excess of \$2,000? (If Yes, must submit request as a Budget Bill)

No

b. Would this measure, if enacted, increase or newly provide for a term of imprisonment in the state prison or make release on parole or probation from the state prison less likely? (If Yes, must contact the relevant state agencies (i.e. Dept. of Corrections, Dept. of Public Safety, etc.) to determine if this should be submitted as a Budget Bill)

No

Local

c. Would this measure, if enacted, reduce revenues or increase expenditures of a local government?

No

d. Would this measure, if enacted, increase or newly provide for a term of imprisonment in county or city jail or detention facility or make release on probation therefrom less likely?

No

Unfunded Mandate

e. Would this measure, if enacted, have the effect of requiring one or more local governments to establish, provide or increase a program or service which is estimated to cost more than \$5,000 per local government and a specified source for the additional revenue to pay the expense is not authorized by this measure or another specific statute?

No

6. Supplemental Notes

a. Suggested language or proposed solution to the problem:

Suggested Language Attached

b. Special instructions (e.g. disfavored wording):

N/A

c. NRS title, chapter and sections, Nevada Constitutional provisions, administrative regulations (NAC) affected:

**NRS 386.520
NRS 386.525
NRS 386.562**

d. Similar measures from current or previous sessions:

Some changes in this area were addressed in the 2011 Legislative Session (SB212). This carries much of that work forward and applies best practices to all sponsors.

e. Federal law, court cases, or attorney general opinions involved:

None that I'm aware of

f. Similar statutes in other states:

Application Decision Making

**6 states contain most or all provisions of the model law;
10 states contain none or one provision of the model law; and
Nevada's law (like the majority of the states) contains a few provisions of the model law.**

EMO Definition

The definition proposed is directly from the NAPCS. It will reduce or eliminate the extraneous contractors that are currently included in the definition of an EMO while continuing to identify EMOs currently operating in the state.

8. Approvals

Approval Level	User	Date
Agency Administrator Approval	scanaver	05/30/2012 14:45:40 PM
Agency Director Approval	scanaver	05/30/2012 14:45:43 PM
Budget Analyst Approval	Pending	
List Approval	Pending	
Governor Approval	Pending	

CHARTER SCHOOLS

NRS 386.520 Membership of committee to form charter school; contents of application to form charter school; request by proposed sponsor for review of application by Department; written notice and opportunity to correct deficiencies.

1. A committee to form a charter school must consist of:
 - (a) One member who is a teacher or other person licensed pursuant to chapter 391 of NRS or who previously held such a license and is retired, as long as his or her license was held in good standing;
 - (b) One member who:
 - (1) Satisfies the qualifications of paragraph (a); or
 - (2) Is a school administrator with a license issued by another state or who previously held such a license and is retired, as long as his or her license was held in good standing;
 - (c) One parent or legal guardian who is not a teacher or employee of the proposed charter school; and
 - (d) Two members who possess knowledge and expertise in one or more of the following areas:
 - (1) Accounting;
 - (2) Financial services;
 - (3) Law; or
 - (4) Human resources.
2. In addition to the members who serve pursuant to subsection 1, the committee to form a charter school may include, without limitation, not more than four additional members as follows:
 - (a) Members of the general public;
 - (b) Representatives of nonprofit organizations and businesses; or
 - (c) Representatives of a college or university within the Nevada System of Higher Education.
3. A majority of the persons who serve on the committee to form a charter school must be residents of this State at the time that the application to form the charter school is submitted to the Department.
4. *The purposes of the application are to present the proposed charter school's academic, financial, and operational vision and plans, demonstrate the applicant's capacities to execute the proposed academic, financial, and operational vision and plans and provide the sponsor a clear basis for assessing the applicant's plans and capacities.*
- 5.-4. An application to form a charter school must include all information prescribed by the Department by regulation and:
 - (a) A written description of how the charter school will carry out the provisions of NRS 386.490 to 386.610, inclusive.
 - (b) A written description of the mission and goals for the charter school. A charter school must have as its stated purpose at least one of the following goals:
 - (1) Improving the academic achievement of pupils;
 - (2) Encouraging the use of effective and innovative methods of teaching;
 - (3) Providing an accurate measurement of the educational achievement of pupils;
 - (4) Establishing accountability and transparency of public schools;
 - (5) Providing a method for public schools to measure achievement based upon the performance of the schools; or
 - (6) Creating new professional opportunities for teachers.
 - (c) The projected enrollment of pupils in the charter school.
 - (d) The proposed dates for accepting applications for enrollment in the initial year of operation of the charter school.
 - (e) The proposed system of governance for the charter school, including, without limitation, the number of persons who will govern, the method for nominating and electing the persons who will govern and the term of office for each person.
 - (f) The method by which disputes will be resolved between the governing body of the charter school and the sponsor of the charter school.
 - (g) The proposed curriculum for the charter school and, if applicable to the grade level of pupils who are enrolled in the charter school, the requirements for the pupils to receive a high school diploma, including, without limitation, whether those pupils will satisfy the requirements of the school district in which the charter school is located for receipt of a high school diploma.
 - (h) The textbooks that will be used at the charter school.
 - (i) The qualifications of the persons who will provide instruction at the charter school.
 - (j) Except as otherwise required by NRS 386.595, the process by which the governing body of the charter school will negotiate employment contracts with the employees of the charter school.

(k) A financial plan for the operation of the charter school. The plan must include, without limitation, procedures for the audit of the programs and finances of the charter school and guidelines for determining the financial liability if the charter school is unsuccessful.

(l) A statement of whether the charter school will provide for the transportation of pupils to and from the charter school. If the charter school will provide transportation, the application must include the proposed plan for the transportation of pupils. If the charter school will not provide transportation, the application must include a statement that the charter school will work with the parents and guardians of pupils enrolled in the charter school to develop a plan for transportation to ensure that pupils have access to transportation to and from the charter school.

(m) The procedure for the evaluation of teachers of the charter school, if different from the procedure prescribed in NRS 391.3125 and 391.3128. If the procedure is different from the procedure prescribed in NRS 391.3125 and 391.3128, the procedure for the evaluation of teachers of the charter school must provide the same level of protection and otherwise comply with the standards for evaluation set forth in NRS 391.3125 and 391.3128.

(n) The time by which certain academic or educational results will be achieved.

(o) The kind of school, as defined in subsections 1 to 4, inclusive, of NRS 388.020, for which the charter school intends to operate.

(p) A statement of whether the charter school will enroll pupils who are in a particular category of at-risk pupils before enrolling other children who are eligible to attend the charter school pursuant to NRS 386.580 and the method for determining eligibility for enrollment in each such category of at-risk pupils served by the charter school.

~~6-5.~~ The proposed sponsor of a charter school may request that the Department review an application before review by the proposed sponsor to determine whether the application is substantially complete and compliant *pursuant to NRS 386.525 (3)c(1)(2)*. Upon such a request, the Department shall review an application to form a charter school to determine whether it is substantially complete and compliant. If an application proposes to convert an existing public school, homeschool or other program of home study into a charter school, the Department shall provide written notice to the applicant that the application is ineligible for consideration by the proposed sponsor.

7-6. The Department shall provide written notice to the applicant and the proposed sponsor of the charter school of its determination whether the application is substantially complete and compliant. If the Department determines that an application is not substantially complete and compliant, the Department shall include in the written notice the basis for that determination and the deficiencies in the application. The staff designated by the Department shall meet with the applicant to confer on the method to correct the identified deficiencies. The applicant must be granted 30 days after receipt of the written notice to correct any deficiencies identified in the written notice and resubmit the application. If the Department determines an application is substantially complete and compliant, the Department shall transmit the application to the proposed sponsor for review pursuant to NRS 386.525.

8 7. As used in subsection 1, "teacher" means a person who:

(a) Holds a current license to teach issued pursuant to chapter 391 of NRS or who previously held such a license and is retired, as long as his or her license was held in good standing; and

(b) Has at least 2 years of experience as an employed teacher.

↪ The term does not include a person who is employed as a substitute teacher.

(Added to NRS by 1997, 1844; A 1999, 3292; 2001, 3125; 2007, 2568; 2009, 257; 2011, 2279, 2359, 3044)

NRS 386.525 Submission of application to form charter school to proposed sponsor; review of application; assistance of Department; opportunity to correct deficiencies; appeal of denial; biennial report by Superintendent of Public Instruction concerning status of applications.

1. In reviewing and evaluating charter applications, sponsors shall employ procedures, practices, and criteria consistent with nationally recognized principles and standards for quality charter school sponsorship.

(a) The application review process must include, at a minimum, substantive participation by a team of reviewers who collectively possess appropriate academic expertise and operational experience with charter schools.

(b) The application review process shall include a thorough evaluation of each application, an in-person interview with the committee to form, and a public hearing.

~~2. 4-~~ Except as otherwise provided in this subsection, a committee to form a charter school may submit the application to the proposed sponsor of the charter school. If the proposed sponsor of a charter school requested that the Department review the application pursuant to NRS 386.520 and the Department determined that the application was not substantially complete and compliant pursuant to that section, the application may not be submitted to the

proposed sponsor for review pursuant to this section. If an application proposes to convert an existing public school, homeschool or other program of home study into a charter school, the proposed sponsor shall deny the application.

3. 2. If the board of trustees of a school district or a college or a university within the Nevada System of Higher Education, as applicable, receives an application to form a charter school, the board of trustees or the institution, as applicable, shall consider the application at a meeting that must be held not later than 45 days after the receipt of the application, or a period mutually agreed upon by the committee to form the charter school and the board of trustees of the school district or the institution, as applicable, and ensure that notice of the meeting has been provided pursuant to chapter 241 of NRS. If the proposed sponsor requested that the Department review the application pursuant to NRS 386.520, the proposed sponsor shall be deemed to receive the application pursuant to this subsection upon transmittal of the application from the Department. *In deciding whether to approve charter applications, the proposed sponsor* ~~board of trustees, the college or the university, as applicable, shall review an application to determine whether the application:~~

(a) *Grant charters only to applicants that have demonstrated competence in each element of the sponsor's published approval criteria and are likely to open and operate a successful charter school;*
(b) *Base decisions on documented evidence collected through the application review process;*
(c) *Follow charter-granting policies and practices that are transparent, based on merit, and avoid conflicts of interest or any appearance thereof.*

(c) Determine whether the application

(1) Complies with NRS 386.490 to 386.610, inclusive, and the regulations applicable to charter schools; and

(2) Is complete in accordance with the regulations of the Department.

4. 3. The Department shall assist the board of trustees of a school district, the college or the university, as applicable, in the review of an application. The board of trustees, the college or the university, as applicable, may approve an application if it satisfies the requirements of paragraphs 3 (a) and (b) ~~of subsection 2~~. The board of trustees, the college or the university, as applicable, shall provide written notice to the applicant of its approval or denial of the application.

5. 4. If the board of trustees, the college or the university, as applicable, denies an application, it shall include in the written notice the reasons for the denial and the deficiencies in the application. The applicant must be granted 30 days after receipt of the written notice to correct any deficiencies identified in the written notice and resubmit the application.

6. 5. If the board of trustees, the college or the university, as applicable, denies an application after it has been resubmitted pursuant to subsection 4, the applicant may submit a written request for sponsorship by the State Public Charter School Authority not more than 30 days after receipt of the written notice of denial. Any request that is submitted pursuant to this subsection must be accompanied by the application to form the charter school.

7. 6. If the State Public Charter School Authority receives an application pursuant to subsection 1 or 5, it shall consider the application at a meeting which must be held not later than 45 days after receipt of the application. If the State Public Charter School Authority requested that the Department review the application pursuant to NRS 386.520, the State Public Charter School Authority shall be deemed to receive the application pursuant to this subsection upon transmittal of the application from the Department. Notice of the meeting must be posted in accordance with chapter 241 of NRS. The State Public Charter School Authority shall review the application in accordance with the factors set forth in paragraphs (a) and (b) ~~3 of subsection 2~~. The Department shall assist the State Public Charter School Authority in the review of an application. The State Public Charter School Authority may approve an application if it satisfies the requirements of *paragraphs (a) and (b) 3 of subsection 2*. Not more than 30 days after the meeting, the State Public Charter School Authority shall provide written notice of its determination to the applicant.

8. 7. If the State Public Charter School Authority denies or fails to act upon an application, the denial or failure to act must be based upon a finding that the applicant failed to adequately address objective criteria *pursuant to paragraph 3* ~~established by regulation of the Department or the State Board~~. The State Public Charter School Authority shall include in the written notice the reasons for the denial or the failure to act and the deficiencies in the application. The staff designated by the State Public Charter School Authority shall meet with the applicant to confer on the method to correct the identified deficiencies. The applicant must be granted 30 days after receipt of the written notice to correct any deficiencies identified in the written notice and resubmit the application.

9. 8. If the State Public Charter School Authority denies an application after it has been resubmitted pursuant to subsection 7, the applicant may, not more than 30 days after the receipt of the written notice from the State Public Charter School Authority, appeal the final determination to the district court of the county in which the proposed charter school will be located.

10. 9. On or before January 1 of each odd-numbered year, the Superintendent of Public Instruction shall submit a written report to the Director of the Legislative Counsel Bureau for transmission to the next regular session of the Legislature. The report must include:

- (a) A list of each application to form a charter school that was submitted to the board of trustees of a school district, the State Public Charter School Authority, a college or a university during the immediately preceding biennium;
- (b) The educational focus of each charter school for which an application was submitted;
- (c) The current status of the application; and
- (d) If the application was denied, the reasons for the denial.

(Added to NRS by 1997, 1846; A 1999, 3295; 2001, 3127; 2005, 1098, 2399, 2537; 2007, 2569; 2011, 2361, 3047)

NRS 386.562 Prohibited provisions of contracts with contractors or educational management organizations.

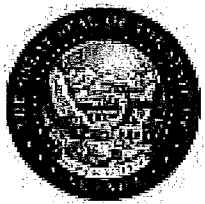
1. A contract or a proposed contract between a charter school or a proposed charter school and a contractor or an educational management organization must not:

- (a) Give to the contractor or educational management organization direct control of educational services, financial decisions, the appointment of members of the governing body, or the hiring and dismissal of an administrator or financial officer of the charter school or proposed charter school;
- (b) Authorize the payment of loans, advances or other monetary charges from the contractor or educational management organization which are greater than 15 percent of the total expected funding received by the charter school or proposed charter school from the State Distributive School Account;
- (c) Require the charter school or proposed charter school to prepay any fees to the contractor or educational management organization;
- (d) Require the charter school or proposed charter school to pay the contractor or educational management organization before the payment of other obligations of the charter school or proposed charter school during a period of financial distress;
- (e) Allow a contractor or educational management organization to cause a delay in the repayment of a loan or other money advanced by the contractor or educational management organization to the charter school or proposed charter school, which delay would increase the cost to the charter school or proposed charter school of repaying the loan or advance;
- (f) Require the charter school or proposed charter school to enroll a minimum number of pupils for the continuation of the contract between the charter school or proposed charter school and the contractor or educational management organization;
- (g) Require the charter school or proposed charter school to request or borrow money from this State to pay the contractor or educational management organization if the contractor or educational management organization will provide financial management to the charter school or proposed charter school;
- (h) Contain a provision which restricts the ability of the charter school or proposed charter school to borrow money from a person or entity other than the contractor or educational management organization;
- (i) Provide for the allocation to the charter school or proposed charter school of any indirect cost incurred by the contractor or educational management organization;
- (j) Authorize the payment of fees to the contractor or educational management organization which are not attributable to the actual services provided by the contractor or educational management organization;
- (k) Allow any money received by the charter school or proposed charter school from this State or from the board of trustees of a school district to be transferred to or deposited in a bank, credit union or other financial institution outside this State, including money controlled by the contractor or educational management organization; or
- (l) Except as otherwise provided in this paragraph, provide incentive fees to the contractor or educational management organization. A contract or a proposed contract may provide to the contractor or educational management organization incentive fees that are based on the academic improvement of pupils enrolled in the charter school.

2. As used in this section, "educational management organization" means a ~~corporation, business, organization or other entity, whether or not conducted for profit, with whom a committee to form a charter school or the governing body of a charter school, as applicable, contracts to assist with the operation, management or provision and implementation of educational services and programs of the charter school or proposed charter school. The term includes a corporation, business, organization or other entity that directly employs and provides personnel to a charter school or proposed charter school.~~ *for-profit education management organization, non-profit charter management organization, school design provider, or any other partner entity with which a public charter school intends to contract for educational design, implementation, or comprehensive management.*

Proposed Clean-Up: Application; Application Decision Making; Application Denial; EMO Definition

(Added to NRS by 2011, 2356)



Governor: **Brian Sandoval**
 Budget Period: **2013-2015 Biennium (FY14-15)**
 Budget Session: **77th Regular Session**
 BDR Number: **13A3001029**
 Title: **Renewing the Promise: Autonomy and Accountability for NV Charter Schools**

1. Description

Primary Department: **30 DEPARTMENT OF EDUCATION**

Primary Division: **300 DEPARTMENT OF EDUCATION**

Description of the problem to be solved or the goal of the proposed measure, or both: **The performance-based charter school contract is the embodiment of the autonomy-for-accountability bargain and the commitments of both parties. The sponsor commits to entrusting public dollars and public school students to the independent governing body of the school. It also commits to giving the governing body more flexibility in how it operates the school than is afforded traditional public schools. In return, the school's governing body commits to handling the funds responsibly, complying with its legal obligations, and educating students well. The contract is what makes school-based autonomy and accountability real and thus is critical for making the charter school concept work.**

Nevada defines the school's "written charter" as the charter application and written agreement. The application contains a blueprint for the school as conceived by the committee to form the school; however, not every part of the application need be part of the contract. In fact, nationally recognized best practices in charter school sponsorship maintain that the application not be considered the charter contract. As a component of the National Alliance for Public Charter Schools model law, performance-based charter contracts receives the highest weighting (4) indicating its importance. Based on the model law, Nevada's current statute meets 2 of 4 criteria.

The lack of a performance-based contract in Nevada has a number of implications for charter schools and their sponsors. First, incorporating the application, in its entirety, fails to define materiality. Without a definition of the material terms and conditions under which the charter school operates, true accountability and autonomy is compromised. In a technical sense, a school that adjusts curriculum to meet the needs of students in a way that differs from the proposed format as presented in the application would need to submit for an amendment to the charter. Second, due to the nature of the agreement charter school sponsors in Nevada tend to focus accountability efforts on process or compliance rather than performance. Although goals and objectives are a component of the charter application, meaningful and measurable goals and objectives are often absent. A performance-contract would require a period of negotiation between school and sponsor where meaningful goals, specific to the school, may be incorporated and the school monitored on progress. Finally, the required performance-contract is simply one component of model charter sponsorship.

Revising statute to provide for the execution of performance-based charter contracts is only one component of realizing both accountability and autonomy.. This Bill Draft Request includes language to: (1) Provide for the execution of performance-based charter contracts; (2) Requires sponsors to develop performance frameworks to objectively and fairly measure charter school performance in operational compliance, fiscal health, and academic outcomes; and (3) Define clear processes for renewal, non-renewal and revocation of charter contracts.

Required effective date for the earliest measure **Upon Approval**

2. Related Budget Accounts

2711 NDE - STATE PUBLIC CHARTER SCHOOL AUTHORITY

3. Bill Type / Dec Units

Bill Type: **Policy-Substantive**

4. Contacts

a. Person to be consulted if more information is needed:

Name: **Steve Canavero**
Title: **Director**
Mailing Address: **1749 N. Stewart Street, Suite 40
Carson City, NV 89706**
Phone: **(775) 687-9160**
Extension:
Email: **scanavero@spsca.nv.gov**

b. Person to whom a copy of the completed draft should be mailed for review:

Name: **Steve Canavero**
Title: **Director**
Mailing Address: **1749 N. Stewart Street, Suite 40
Carson City, NV 89706**
Phone: **(775) 687-9160**
Extension:
Email: **scanavero@spsca.nv.gov**

c. Person to be contacted to provide testimony regarding the measure during the legislative session:

Name: **Steve Canavero**
Title: **Director**
Mailing Address: **1749 N. Stewart Street, Suite 40
Carson City, NV 89706**
Phone: **(775) 687-9160**
Extension:
Email: **scanavero@spsca.nv.gov**

5. Fiscal Notes

State

a. Would this measure, if enacted, create or increase any fiscal liability of state government or decrease any revenue of state government which appears to be in excess of \$2,000? (If Yes, must submit request as a Budget Bill)

No

b. Would this measure, if enacted, increase or newly provide for a term of imprisonment in the state prison or make release on parole or probation from the state prison less likely? (If Yes, must contact the relevant state agencies (i.e. Dept. of Corrections, Dept. of Public Safety, etc.) to determine if this should be submitted as a Budget Bill)

No

Local

c. Would this measure, if enacted, reduce revenues or increase expenditures of a local government?

No

d. Would this measure, if enacted, increase or newly provide for a term of imprisonment in county or city jail or detention facility or make release on probation therefrom less likely?

No

Unfunded Mandate

e. Would this measure, if enacted, have the effect of requiring one or more local governments to establish, provide or increase a program or service which is estimated to cost more than \$5,000 per local government and a specified source for the additional revenue to pay the expense is not authorized by this measure or another specific statute?

No

6. Supplemental Notes

a. Suggested language or proposed solution to the problem:

Suggested language attached.

Proposed solution: Adopt and adapt the National Alliance for Public Charter Schools model law to provide for the:

- 1) Development of performance-based charter contract;**
- 2) Integration of performance frameworks; and**
- 3) Clear process for renewal, non-renewal and revocation.**

b. Special instructions (e.g. disfavored wording):

None

c. NRS title, chapter and sections, Nevada Constitutional provisions, administrative regulations (NAC) affected:

**NRS 386.490 through NRS 386.610.
NAC 386**

d. Similar measures from current or previous sessions:

I'm not aware of any.

e. Federal law, court cases, or attorney general opinions involved:

I'm not aware of any.

f. Similar statutes in other states:

According to the National Alliance annual ranking of state charter law:

**Performance-Based Charter Contract (includes the development of Performance Frameworks)
7 states receive a minimum rating of 3 indicating most of the model law is reflected and 34 states are rated 2 or less indicating the state's law does not contain model law language.**

**Clear processes for renewal, non-renewal and revocation
13 states receive a minimum rating of 3 indicating most of the model law is reflected and 28 states are rated 2 or less indicating the state's law does not contain model law language.**

8. Approvals

Approval Level	User	Date
Agency Administrator Approval	scanaver	05/30/2012 14:46:18 PM
Agency Director Approval	scanaver	05/30/2012 14:46:22 PM
Budget Analyst Approval	jburry	06/04/2012 10:32:47 AM
List Approval	Pending	
Governor Approval	Pending	

CHARTER SCHOOLS

General Provisions

NRS 386.490 Definitions. As used in NRS 386.490 to 386.610, inclusive, the words and terms defined in NRS 386.495, 386.500 and 386.503 have the meanings ascribed to them in those sections.

(Added to NRS by 2011, 2353)

NRS 386.495 “Director” defined. “Director” means the Director of the State Public Charter School Authority appointed pursuant to NRS 386.511.

(Added to NRS by 2011, 2353)

NRS 386.500 “Pupil ‘at risk’ ” defined. A pupil is “at risk” if the pupil has an economic or academic disadvantage such that he or she requires special services and assistance to enable him or her to succeed in educational programs. The term includes, without limitation, pupils who are members of economically disadvantaged families, pupils who are limited English proficient, pupils who are at risk of dropping out of high school and pupils who do not meet minimum standards of academic proficiency. The term does not include a pupil with a disability.

(Added to NRS by 1997, 1843; A 2001, 3125; 2003, 19th Special Session, 44; 2005, 1656, 1662, 2398; 2007, 1256, 2567; 2011, 2358)

NRS 386.503 “State Public Charter School Authority” defined. “State Public Charter School Authority” means the State Public Charter School Authority created by NRS 386.509.

(Added to NRS by 2011, 2353)

NOTES:

An “application” means a proposal from an applicant to a sponsor to enter into a charter contract whereby the proposed school obtains charter school status.

A “charter contract” means a fixed-term, renewable contract between a charter school and a sponsor that outlines the roles, powers, responsibilities, and performance expectations for each party to the contract.

Written charter = charter contract

A “distance education charter school” means a charter school that offers education services predominantly through an online program.

Sponsorship of Charter Schools; Review and Approval of Applications to Form Charter Schools; Renewal and Revocation of Charters

NRS 386.515 Sponsorship of charter schools by board of trustees, State Public Charter School Authority and Nevada System of Higher Education; duties and powers of sponsor; development of policies and practices by sponsor; grounds for revocation of sponsorship.

1. The board of trustees of a school district may apply to the Department for authorization to sponsor charter schools within the school district. An application must be approved by the Department before the board of trustees may sponsor a charter school. Not more than 180 days after receiving approval to sponsor charter schools, the board of trustees shall provide public notice of its ability to sponsor charter schools and solicit applications for charter schools.

2. The State Public Charter School Authority shall sponsor charter schools whose applications have been approved by the State Public Charter School Authority pursuant to NRS 386.525. Except as otherwise provided by specific statute, if the State Public Charter School Authority sponsors a charter school, the State Public Charter School Authority is responsible for the evaluation, monitoring and oversight of the charter school.

3. A college or university within the Nevada System of Higher Education may sponsor charter schools.

4. Each sponsor of a charter school shall carry out the following duties and powers:

(a) Evaluating applications to form charter schools as prescribed by NRS 386.525;

- (b) Approving applications to form charter schools that the sponsor determines are high quality, meet the identified educational needs of pupils and will serve to promote the diversity of public educational choices in this State;
 - (c) Declining to approve applications to form charter schools that do not satisfy the requirements of NRS 386.525;
 - (d) Negotiating and executing *charter contracts* ~~written charters~~ pursuant to NRS 386.527;
 - (e) Monitoring, in accordance with NRS 386.490 to 386.610, inclusive, and in accordance with the terms and conditions of the applicable *charter contract* ~~written charter~~, the performance and compliance of each charter school sponsored by the entity; and
 - (f) Determining whether each *charter contract* ~~written charter~~ of a charter school that the entity sponsors merits renewal or whether the renewal of the ~~written~~ charter should be denied or the ~~written~~ charter should be revoked in accordance with NRS 386.530 or 386.535, as applicable.
5. Each sponsor of a charter school shall develop policies and practices that are consistent with state laws and regulations governing charter schools. In developing the policies and practices, the sponsor shall review and evaluate nationally recognized policies and practices for sponsoring organizations of charter schools. The policies and practices must include, without limitation:
- (a) The organizational capacity and infrastructure of the sponsor for sponsorship of charter schools, which must not be described as a limit on the number of charter schools the sponsor will approve;
 - (b) The procedure for evaluating charter school applications in accordance with NRS 386.525;
 - (c) A description of how the sponsor will maintain oversight of the charter schools it sponsors; and
 - (d) A description of the process of evaluation for charter schools it sponsors in accordance with NRS 386.610.
6. Evidence of material or persistent failure to carry out the powers and duties of a sponsor prescribed by this section constitutes grounds for revocation of the entity's authority to sponsor charter schools.
(Added to NRS by 1997, 1844; A 2001, 3125; 2005, 2398; 2007, 2567; 2011, 2358)

NRS 386.527 Approval of application; contents and term of *charter contract* ~~written charter~~; request for change in sponsorship; term of ~~written~~ *charter contract*; request for amendment to ~~written~~ *charter contract*; issuance of ~~written~~ charter to applicant who is not prepared to commence operation.

1. If *a proposed sponsor* ~~the State Public Charter School Authority, the board of trustees of a school district or a college or university within the Nevada System of Higher Education~~ approves an application to form a charter school, it shall *execute a charter contract in accordance with this section*. ~~grant a written charter to the applicant. The State Public Charter School Authority, the board of trustees, the college or the university, as applicable, shall, not later than 10 days after the approval of the application, provide written notice to the Department of the approval and the date of the approval. If the board of trustees approves the application, the board of trustees shall be deemed the sponsor of the charter school.~~

- a. *After approval of a charter application and no later than 60 days prior to the opening date of the charter school, the sponsor and the governing body of the approved charter school shall execute a charter contract that sets forth:*
 - 1. *the academic, financial and operational performance expectations and measures by which the charter school will be judged;*
 - 2. *the administrative relationship between the sponsor and charter school, including each party's rights and duties; and*
 - 3. *Any pre-opening requirements that must be accomplished prior to the school's opening and receipt of state funds.*
- b. *The performance provisions set forth in the charter contract under paragraph (a) shall include but need not be limited to applicable federal and state accountability requirements.*
- c. *The performance provisions set forth in the charter contract under paragraph (a) may be refined or amended by mutual agreement of the school and sponsor after the charter school is operating and has collected baseline achievement data for its enrolled students.*
- d. *The charter contract shall be signed by the president of the sponsor's governing body and the president of the charter school's governing body. Within 10 days of executing a charter contract, the sponsor shall submit to the Nevada Department of Education written notification of the charter contract execution, including a copy of the executed charter contract and any attachment.*
- e. *Satisfactory completion of the pre-opening requirements as set forth in the charter contract.*
- f. *A charter school may not commence operations and may not receive state funding without a charter contract executed in accordance with this section and approved by the school's sponsor in a meeting open to the public.*

2. Pre-Opening Requirements or Conditions

a. Sponsors may establish reasonable pre-opening requirements or conditions for the start-up of newly approved charter schools to ensure that they are prepared to open smoothly and commence operations on the date agreed, and to ensure that each school meets all building, health, safety, insurance, and other legal requirements for school opening.

2. If the State Public Charter School Authority *executes a charter contract* approves the application:

(a) The State Public Charter School Authority shall be deemed the sponsor of the charter school.

(b) Neither the State of Nevada, the State Board, the State Public Charter School Authority nor the Department is an employer of the members of the governing body of the charter school or any of the employees of the charter school.

3. If a college or university within the Nevada System of Higher Education *executes a charter contract* approves the application:

(a) That institution shall be deemed the sponsor of the charter school.

(b) Neither the State of Nevada, the State Board nor the Department is an employer of the members of the governing body of the charter school or any of the employees of the charter school.

4. The governing body of a charter school may request, at any time, a change in the sponsorship of the charter school to an entity that is authorized to sponsor charter schools pursuant to NRS 386.515. The State Board shall adopt:

(a) A process for a charter school that requests a change in the sponsorship of the charter school, which must not require the charter school to undergo all the requirements of an initial application to form a charter school; and

(b) Objective criteria for the conditions under which such a request may be granted.

5. ~~Except as otherwise provided in subsection 7, a *charter contract* written charter must be for a term of 6 years unless the governing body of a charter school renews its initial charter after 3 years of operation pursuant to subsection 2 of NRS 386.530. *The term of the charter contract shall commence on the charter school's first day of operation. An approved charter school may, upon mutual agreement by sponsor, delay its opening for one year in order to plan and prepare for the school's opening. If the school requires an opening delay of more than one school year, the school must request extension from its sponsor. The sponsor may grant or deny the extension depending on the particular school's circumstances.* A ~~*charter contract* written charter~~ must include all conditions of operation set forth in subsection 4 of NRS 386.520 and include the kind of school, as defined in subsections 1 to 4, inclusive, of NRS 388.020 for which the charter school is authorized to operate. If the State Public Charter School Authority or a college or university within the Nevada System of Higher Education is the sponsor of the charter school, the written charter must set forth the responsibilities of the sponsor and the charter school with regard to the provision of services and programs to pupils with disabilities who are enrolled in the charter school in accordance with the Individuals with Disabilities Education Act, 20 U.S.C. §§ 1400 et seq., and NRS 388.440 to 388.520, inclusive. As a condition of the issuance of a written charter pursuant to this subsection, the charter school must agree to comply with all conditions of operation set forth in NRS 386.550.~~

6. The governing body of a charter school may submit to the sponsor of the charter school a written request for an amendment of the *charter contract* ~~written charter~~ of the charter school. Such an amendment *will be required by the material terms pursuant to the charter contract and* may include, without limitation, the expansion of instruction and other educational services to pupils who are enrolled in grade levels other than the grade levels of pupils currently approved for enrollment in the charter school. If the proposed amendment complies with the provisions of NRS 386.490 to 386.610, inclusive, and any other statute or regulation applicable to charter schools, the sponsor may amend the *charter contract* ~~written charter~~ in accordance with the proposed amendment. If the sponsor denies the request for an amendment, the sponsor shall provide written notice to the governing body of the charter school setting forth the reasons for the denial.

7. ~~The State Board shall adopt objective criteria for the issuance of a written charter to an applicant who is not prepared to commence operation on the date of issuance of the written charter. The criteria must include, without limitation, the:~~

~~(a) Period for which such a written charter is valid; and~~

~~(b) Timelines by which the applicant must satisfy certain requirements demonstrating its progress in preparing to commence operation.~~

~~(a) Period for which such a written charter is valid; and~~

~~(b) Timelines by which the applicant must satisfy certain requirements demonstrating its progress in preparing to commence operation.~~

~~↪ A holder of such a written charter may apply for grants of money to prepare the charter school for operation. A written charter issued pursuant to this subsection must not be designated as a conditional charter or a provisional charter or otherwise contain any other designation that would indicate the charter is issued for a temporary period.~~

8. The holder of a *charter contract* ~~written charter~~ that is issued pursuant to subsection *1 7* shall not commence operation of the charter school and is not eligible to receive apportionments pursuant to NRS 387.124 until the sponsor has determined that the *charter school has satisfied all requirements set forth in subsections 1 and 2* adopted by the State Board pursuant to subsection *7* have been satisfied and that the facility the charter school will occupy has been inspected and meets the requirements of any applicable building codes, codes for the prevention of fire, and codes pertaining to safety, health and sanitation. Except as otherwise provided in this subsection, the sponsor shall make such a determination 30 days before the first day of school for the:

(a) Schools of the school district in which the charter school is located that operate on a traditional school schedule and not a year-round school schedule; or

(b) Charter school,

↳ whichever date the sponsor selects. The sponsor shall not require a charter school to demonstrate compliance with the requirements of this subsection more than 30 days before the date selected. However, it may authorize a charter school to demonstrate compliance less than 30 days before the date selected.

(Added to NRS by 1999, 3289; A 2001, 3129; 2005, 1662, 2400, 2538; 2007, 1256, 2571; 2009, 259; 2011, 2363, 3049)

NRS 386.5xx Charter school performance framework.

1. *The performance provisions within the charter contract shall be based on a performance framework developed by the sponsor that clearly sets forth the academic, financial and operational performance indicators, measures and metrics that will guide the sponsor's evaluations of each charter school.*
2. *The performance framework shall include indicators, measures and metrics for, at a minimum:*
 - a. *Student academic proficiency;*
 - b. *Student academic growth;*
 - c. *Achievement gaps in both proficiency and growth between major student subgroups;*
 - d. *Attendance;*
 - e. *Recurrent enrollment from year to year;*
 - f. *Career and college readiness (for high schools);*
 - g. *Financial performance and sustainability; and*
 - h. *Governing body performance and stewardship, including compliance with applicable laws; regulations; and terms of the charter contract.*
3. *Annual performance targets shall be set by each charter school in conjunction with its sponsor, and shall be designed to help each school meet applicable federal, state, and authorizer expectations.*
4. *The performance framework shall allow the inclusion of additional rigorous, valid, and reliable indicators proposed by a charter school to augment external evaluations of its performance, provided that the sponsor approves the quality and rigor of such school-proposed indicators, and they are consistent with NRS 386.490 through .610.*
5. *The performance framework shall require the disaggregation of all student performance data by major student subgroups (gender, race, poverty status, special education status, English Learner status, and gifted status).*
6. *For each charter school it oversees, the sponsor shall be responsible for collecting, analyzing, and reporting all data from state assessments in accordance with the performance framework.*

NRS 386.530 Renewal of charter: Application; intensive review by sponsor; opportunity to correct deficiencies.

1. *A charter contract may be renewed for successive 6-year terms of duration, although the sponsor may vary the term based on the performance, demonstrated capacities, and particular circumstances of each charter school. A sponsor may grant renewal with specific conditions for necessary improvements to a charter school.*

2. *No later than June 30 of a charter school's 5th year of operation under each 6-year term of a charter contract, the sponsor shall issue a charter school performance report and charter renewal application guidance to any charter school whose contract will expire the following year.*

a. *The performance report required in this subsection must summarize the charter school's performance record to date, based on the data required by NRS 386.490 - .610 and the charter contract, and shall provide notice of any weaknesses or concerns perceived by the sponsor concerning the school that may jeopardize its*

position in seeking renewal if not timely rectified. The school shall have the opportunity to respond to the performance report and submit any corrections or clarifications for the report.

b. The renewal application guidance required by this subsection shall include or refer explicitly to the criteria and/or standards that will guide the sponsor's renewal decisions, which must be based on the performance framework under NRS 386.??? set forth in the charter contract and consistent with NRS 386.490 - .610. The renewal application guidance must, at a minimum, provide an opportunity for the charter school to:

1. Present additional evidence, beyond the data contained in the performance report, supporting its case for charter renewal;

2. Describe improvements undertaken or planned for the school; and

3. Detail the school's plans for the next charter term.

3. No later than October 15 of the charter school's 6th year of operation under a term of a charter contract or October 15 of a charter school's final authorized year of operation under a term of a charter contract, the governing body of a charter school seeking renewal shall submit a renewal application to the charter sponsor pursuant to the renewal application guidance issued by the sponsor. The sponsor shall make a determination on the renewal application no later than 45 days after the filing of the renewal application. In making charter renewal decisions, every sponsor shall:

1. Ground its decisions in evidence of the school's performance over the term of the charter contract in accordance with the performance framework set forth in the charter contract;

2. Ensure that data used in making renewal decisions are available to the school and the public;

and

3. Provide a public report summarizing the evidence basis for each decision.

1. Except as otherwise provided in subsection 2, an application for renewal of a written charter may be submitted to the sponsor of the charter school not less than 120 days before the expiration of the charter. The application must include the information prescribed by the regulations of the Department. The sponsor shall conduct an intensive review and evaluation of the charter school in accordance with the regulations of the Department. The sponsor shall renew the charter unless it finds the existence of any ground for revocation set forth in NRS 386.535. The sponsor shall provide written notice of its determination not fewer than 30 days before the expiration of the charter. If the sponsor intends not to renew the charter, the written notice must:

(a) Include a statement of the deficiencies or reasons upon which the action of the sponsor is based; and

(b) Prescribe a period of not less than 30 days during which the charter school may correct any such deficiencies.

If the charter school corrects the deficiencies to the satisfaction of the sponsor within the time prescribed in paragraph (b), the sponsor shall renew the charter of the charter school.

2. A charter school may submit an application for renewal of its initial charter after 3 years of operation of the charter school. The application must include the information prescribed by the regulations of the Department. The sponsor shall conduct an intensive review and evaluation of the charter school in accordance with the regulations of the Department. The sponsor shall renew the charter unless it finds the existence of any ground for revocation set forth in NRS 386.535. The sponsor shall provide written notice of its determination. If the sponsor intends not to renew the charter, the written notice must:

(a) Include a statement of the deficiencies or reasons upon which the action of the sponsor is based; and

(b) Prescribe a period of not less than 30 days during which the charter school may correct any such deficiencies.

If the charter school corrects the deficiencies to the satisfaction of the sponsor within the time prescribed in paragraph (b), the sponsor shall renew the charter of the charter school.

(Added to NRS by 1997, 1849; A 2009, 914)

NRS 386.535 Revocation of charter by sponsor; non renewal of a charter by sponsor; grounds; written notice; opportunity to correct deficiencies; public hearing.

1. The sponsor of a charter school may revoke *at any time or not renew the charter contract* written charter of the charter school before the expiration of the charter if the sponsor determines that:

(a) The charter school, its officers or its employees have failed to comply with:

(1) *Commit a material violation of* The material terms and conditions of the *charter contract* written charter;

(2) *Fail to meet* Generally accepted standards of accounting and fiscal management; or

(3) *Fail to comply with* The provisions of NRS 386.490 to 386.610, inclusive, or any other statute or regulation applicable to charter schools; or

(4) *Fail to meet the performance expectations set forth in the charter contract.*

- (b) The charter school has filed a voluntary petition of bankruptcy, is adjudicated bankrupt or insolvent, or is otherwise financially impaired such that the charter school cannot continue to operate; or
- (c) There is reasonable cause to believe that revocation is necessary to protect the health and safety of the pupils who are enrolled in the charter school or persons who are employed by the charter school from jeopardy, or to prevent damage to or loss of the property of the school district or the community in which the charter school is located.
2. Before the sponsor revokes *or does not renew a charter contract* ~~written charter~~, the sponsor shall provide *timely* written notice of its intention to the governing body of the charter school. The written notice must:
- (a) Include a statement of the deficiencies or reasons upon which the action of the sponsor is based;
- (b) Except as otherwise provided in subsection 4, prescribe a period, not less than 30 days, during which the charter school may correct the deficiencies, including, without limitation, the date on which the period to correct the deficiencies begins and the date on which that period ends;
- (c) Prescribe the date on which the sponsor will make a determination regarding whether the charter school has corrected the deficiencies, which determination may be made during the public hearing held pursuant to subsection 3; and
- (d) Prescribe the date on which the sponsor will hold a public hearing to consider whether to revoke *or not renew* the charter.
3. Except as otherwise provided in subsection 4, not more than 90 days after the notice is provided pursuant to subsection 2, the sponsor shall hold a public hearing to make a determination regarding whether to revoke *or not renew* the ~~written charter~~. If the charter school corrects the deficiencies to the satisfaction of the sponsor within the time prescribed in paragraph (b) of subsection 2, the sponsor shall not revoke the ~~written charter~~ of the charter school. The sponsor may not include in a written notice pursuant to subsection 2 any deficiency which was included in a previous written notice and which was corrected by the charter school, unless the deficiency recurred after being corrected.
4. The sponsor of a charter school and the governing body of the charter school may enter into a written agreement that prescribes different time periods than those set forth in subsections 2 and 3.
- 5. *Within 10 days of taking action to renew, not renew or revoke a charter under this section, the sponsor shall provide a written report to the Department of the action taken and shall provide a copy of the report to the charter school at the same time that the report is submitted to the Department. The report must include a copy of the governing body of the sponsor's decision setting forth the action taken and the reasons for the decision.***
- (Added to NRS by 1997, 1848; A 1999, 3296; 2005, 2401; 2011, 3051)

NRS 386.536 Appointment of trustee upon closure of charter school; financial compensation for trustee.

1. Except as otherwise provided in subsections 2 and 3, if a charter school ceases to operate voluntarily or upon revocation *or non renewal* of its ~~written~~ charter, the governing body of the charter school shall appoint an administrator of the charter school, subject to the approval of the sponsor of the charter school, to act as a trustee during the process of the closure of the charter school and for 1 year after the date of closure. The administrator shall assume the responsibility for the records of the:
- (a) Charter school;
- (b) Employees of the charter school; and
- (c) Pupils enrolled in the charter school.
2. If an administrator for the charter school is no longer available to carry out the duties set forth in subsection 1, the governing body of the charter school shall appoint a qualified person to assume those duties.
3. If the governing body of the charter school ceases to exist or is otherwise unable to appoint an administrator pursuant to subsection 1 or a qualified person pursuant to subsection 2, the sponsor of the charter school shall appoint an administrator or a qualified person to carry out the duties set forth in subsection 1.
4. The governing body of the charter school or the sponsor of the charter school may, to the extent practicable, provide financial compensation to the administrator or person appointed to carry out the provisions of this section. If the sponsor of the charter school provides such financial compensation, the sponsor is entitled to receive reimbursement from the charter school for the costs incurred by the sponsor in providing the financial compensation. Such reimbursement must not exceed costs incurred for a period longer than 6 months.

(Added to NRS by 2007, 1255; A 2009, 933)

NRS 386.540 Regulations.

1. The Department shall adopt regulations that prescribe:

- (a) The process for submission of an application by the board of trustees of a school district to the Department for authorization to sponsor charter schools and the contents of the application;
 - (b) The process for submission of an application to form a charter school to the board of trustees of a school district, the State Public Charter School Authority and a college or university within the Nevada System of Higher Education, and the contents of the application;
 - (c) The process for submission of an application to renew a ~~written~~ charter;
 - (d) The criteria and type of investigation that must be applied by the board of trustees, the State Public Charter School Authority and a college or university within the Nevada System of Higher Education in determining whether to approve an application to form a charter school, an application to renew a ~~written~~ charter or a request for an amendment of a ~~written~~ charter; and
 - (e) The process for submission of an amendment of a ~~written~~ charter pursuant to NRS 386.527 and the contents of the application.
2. The Department may adopt regulations as it determines are necessary to carry out the provisions of NRS 386.490 to 386.610, inclusive, including, without limitation, regulations that prescribe the:
- (a) Procedures for accounting and budgeting;
 - (b) Requirements for performance audits and financial audits of charter schools on an annual basis for charter schools that do not satisfy the requirements of subsection 1 of NRS 386.5515; and
 - (c) Requirements for performance audits every 3 years and financial audits on an annual basis for charter schools that satisfy the requirements of subsection 1 of NRS 386.5515.
- (Added to NRS by 1997, 1856; A 2001, 3131; 2007, 2573; 2011, 2365, 3051)

NRS 386.551 Operation: Limitation on additional terms and conditions. The provisions of NRS 386.490 to 386.610, inclusive, and any other statute or regulation applicable to a charter school or its officers or employees govern the formation and operation of charter schools in this State. ~~Upon the first renewal of a written charter and each renewal thereafter, the sponsor of a charter school shall not prescribe additional requirements or otherwise require a charter school to comply with additional terms or conditions unless the sponsor is specifically authorized by statute, regulation or the written charter.~~

(Added to NRS by 2005, 1662)

NRS 386.561 Authorization to contract with sponsor of charter school for certain services; annual service agreement; sponsor required to provide itemized accounting; annual reconciliation of difference; request for independent review by Department.

1. The governing body of a charter school may contract with the sponsor of the charter school for the purchase of services, excluding those services which are covered by the sponsorship fee paid to the sponsor pursuant to NRS 386.570. If the governing body of a charter school elects to purchase such services, the governing body and the sponsor shall enter into an annual service agreement which is separate from the ~~written~~ charter of the charter school.
 2. If a service agreement is entered into pursuant to this section, the sponsor of the charter school shall, not later than August 1 after the completion of the school year, provide to the governing body of the charter school an itemized accounting of the actual costs of those services purchased by the charter school. Any difference between the amount paid by the charter school pursuant to the service agreement and the actual cost for those services must be reconciled and paid to the party to whom it is due. If the governing body or the sponsor disputes the amount due, the party making the dispute may request an independent review by the Department, whose determination is final.
 3. The governing body of a charter school may not be required to enter into a service agreement pursuant to this section as a condition to approval of its ~~written~~ charter by the sponsor of the charter school or as a condition to renewal of the ~~written~~ charter.
- (Added to NRS by 2011, 2356)

NRS 386.565 Board of trustees prohibited from interfering with operation. The board of trustees of a school district in which a charter school is located shall not:

1. Assign any pupil who is enrolled in a public school in the school district or any employee who is employed in a public school in the school district to a charter school.
2. Interfere with the operation and management of the charter school except as authorized by the ~~written~~ charter, NRS 386.490 to 386.610, inclusive, and any other statute or regulation applicable to charter schools or its officers or employees.

(Added to NRS by 1997, 1848; A 1999, 3300)

NRS 386.578 Application for loan; requirements of contract for loan; regulations.

1. If the governing body of a charter school has a written charter issued pursuant to NRS 386.527, the governing body may submit an application to the Department for a loan from the Account for Charter Schools. An application must include a written description of the manner in which the loan will be used to prepare the charter school for its first year of operation or to improve a charter school that has been in operation.

2. The Department shall, within the limits of money available for use in the Account, make loans to charter schools whose applications have been approved. If the Department makes a loan from the Account, the Department shall ensure that the contract for the loan includes all terms and conditions for repayment of the loan.

3. The State Board:

(a) Shall adopt regulations that prescribe the:

(1) Annual deadline for submission of an application to the Department by a charter school that desires to receive a loan from the Account; and

(2) Period for repayment and the rate of interest for loans made from the Account.

(b) May adopt such other regulations as it deems necessary to carry out the provisions of this section and NRS 386.576 and 386.577.

(Added to NRS by 2001, 3124)

Reports Required of Governing Body and Sponsor

NRS 386.610 Annual report by sponsor of charter school; ~~report of progress by governing body.~~

1. *Sponsors shall be held accountable for effectively performing their obligations in overseeing and evaluating the charter schools they sponsor and holding them accountable for outcomes.* On or before August 15 of each year, the sponsor of a charter school shall submit a written report to the Department. The written report must *summarize include:*

(a) *The academic, operational, and financial performance of all operating charter school overseen by the sponsor, according to the performance expectations as set forth in the charter contract;* ~~An evaluation of the progress of each charter school that it sponsors in achieving the educational goals and objectives of the charter school.~~

(b) A description of all administrative support and services provided by the sponsor to the charter school, including, without limitation, an itemized accounting for the costs of the support and services.

(c) *The status of the sponsor's charter school portfolio, indicating* ~~An identification of each charter school approved by the sponsor:~~

(1) Which has not opened and the scheduled time for opening, if any;

(2) Which is open and in operation;

(3) Which has transferred sponsorship;

(4) Whose written charter has been revoked by the sponsor;

(5) Whose written charter has not been renewed by the sponsor; and

(6) Which has voluntarily ceased operation.

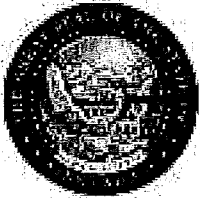
(d) A description of the strategic vision of the sponsor for the charter schools that it sponsors and the progress of the sponsor in achieving that vision.

(e) A description of the services provided by the sponsor pursuant to a service agreement entered into with the governing body of the charter school pursuant to NRS 386.561, including an itemized accounting of the actual costs of those services.

(f) *A breakdown of the federal funds received by the Department and distributed by the sponsor to charter schools and any concerns regarding equity and recommendations to improve access to and distribution of federal funds to charter school.*

2. ~~The governing body of a charter school shall, after 3 years of operation under its initial charter, submit a written report to the sponsor of the charter school. The written report must include a description of the progress of the charter school in achieving its educational goals and objectives. If the charter school submits an application for renewal in accordance with the regulations of the Department, the sponsor may renew the written charter of the school pursuant to subsection 2 of NRS 386.530.~~

(Added to NRS by 1997, 1847; A 2001, 3141; 2005, 2410, 2546; 2007, 2577; 2009, 916, 938; 2011, 2371)



Governor: **Brian Sandoval**
 Budget Period: **2013-2015 Biennium (FY14-15)**
 Budget Session: **77th Regular Session**
 BDR Number: **13A3001028**
 Title: **Charter School Enrollment: Policy-Housekeeping**

1. Description

Primary Department: **30 DEPARTMENT OF EDUCATION**
 Primary Division: **300 DEPARTMENT OF EDUCATION**
 Description of the problem to be solved or the goal of the proposed measure, or both: **As public schools, charter schools must enroll all eligible pupils seeking enrollment. A charter school that has reached its enrollment capacity must establish an enrollment waiting list, and use a lottery to choose pupils to enroll from the list when an opening at the school occurs. Existing law (NRS 386.580) extends enrollment preferences (lottery exemptions) to certain students at a charter school that is dedicated to providing educational programs and opportunities to pupils who are at-risk. The goal of the revisions proposed herein aligns Nevada's enrollment preferences with the National Alliance for Public Charter Schools "Model Law" and USED Non-regulatory Guidance issued April, 2011. The proposed revisions allow all charter schools access to the enrollment preferences while maintaining safeguards already provided for in statute.**
 Required effective date for the earliest measure: **Upon Approval**

2. Related Budget Accounts

2711 NDE - STATE PUBLIC CHARTER SCHOOL AUTHORITY

3. Bill Type / Dec Units

Bill Type: **Policy-HouseKeeping**

4. Contacts

a. Person to be consulted if more information is needed:

Name: **Steve Canavero**
 Title: **Director**
 Mailing Address: **1749 N. Stewart Street, Suite 40
 Carson City, NV 89706**
 Phone: **(775) 687-9160**
 Extension:
 Email: **scanavero@spsca.nv.gov**

b. Person to whom a copy of the completed draft should be mailed for review:

Name: **Steve Canavero**
 Title: **Director**
 Mailing Address: **1749 N. Stewart Street, Suite 40
 Carson City, NV 89706**
 Phone: **(775) 687-9160**
 Extension:
 Email: **scanavero@spsca.nv.gov**

c. Person to be contacted to provide testimony regarding the measure during the legislative session:

Name: **Steve Canavero**
 Title: **Director**
 Mailing Address: **1749 N. Stewart Street, Suite 40
 Carson City, NV 89706**
 Phone: **(775) 687-9160**
 Extension:
 Email: **scanavero@spsca.nv.gov**

5. Fiscal Notes

State

a. Would this measure, if enacted, create or increase any fiscal liability of state government or decrease any revenue of state government which appears to be in excess of \$2,000? (If Yes, must submit request as a Budget Bill)

No

b. Would this measure, if enacted, increase or newly provide for a term of imprisonment in the state prison or make release on parole or probation from the state prison less likely? (If Yes, must contact the relevant state agencies (i.e. Dept. of Corrections, Dept. of Public Safety, etc.) to determine if this should be submitted as a Budget Bill)

No

Local

c. Would this measure, if enacted, reduce revenues or increase expenditures of a local government?

No

d. Would this measure, if enacted, increase or newly provide for a term of imprisonment in county or city jail or detention facility or make release on probation therefrom less likely?

No

Unfunded Mandate

e. Would this measure, if enacted, have the effect of requiring one or more local governments to establish, provide or increase a program or service which is estimated to cost more than \$5,000 per local government and a specified source for the additional revenue to pay the expense is not authorized by this measure or another specific statute?

No

6. Supplemental Notes

a. Suggested language or proposed solution to the problem:

Proposed revisions to NRS 386.580 attached.

NRS 386.580 Application for admission; determination of enrollment; discrimination prohibited; exception for charter school that provides education for certain pupils; participation in class or extracurricular activity by pupil enrolled in another school or homeschooled child.

b. Special instructions (e.g. disfavored wording):

If statute is revised to allow for the conversion of a non-charter public school to a charter school then the following language is proffered:

Any non-charter public school converting partially or entirely to a public charter school shall adopt and maintain a policy giving enrollment preference to students who reside within the former attendance area of that public school.

c. NRS title, chapter and sections, Nevada Constitutional provisions, administrative regulations (NAC) affected:

NRS 386.580

NRS 386.500 - definition of at-risk pupil

NRS 386.520(4)(p) - will the school enroll pupils who are in a particular class of at-risk pupils before enrolling other eligible pupils?

d. Similar measures from current or previous sessions:

Unknown. Legislative testimony makes clear that the enrollment preferences currently provided for in statute only apply to charter schools dedicated to serving at-risk pupils.

e. Federal law, court cases, or attorney general opinions involved:

Not aware of any.

f. Similar statutes in other states:

A review of the National Alliance for Public Charter Schools 2012 State Ranking reveals 14% of states with charter school law provide for no enrollment preferences; 50% of states provide for some but not all enrollment preferences; and 36% of states provide for all or all but one enrollment preference.

Excerpted Model Law language specific to enrollment preferences:

(2) Enrollment Preferences

(a) Any non-charter public school converting partially or entirely to a public charter school shall adopt and maintain a policy giving enrollment preference to students who reside within the former attendance area of that public school.

(b) A public charter school shall give enrollment preference to students enrolled in the public charter school the previous school year and to siblings of students already enrolled in the public charter school. An enrollment preference for returning students excludes those students from entering into a lottery.

(c) A public charter school may give enrollment preference to children of a public charter school's founders, governing board members, and full-time employees, so long as they constitute no more than 10% of the school's total student population.

(d) This section does not preclude the formation of a public charter school whose mission is focused on serving students with disabilities, students of the same gender, students who pose such severe disciplinary problems that they warrant a specific educational program, or students who are at risk of academic failure. If capacity is insufficient to enroll all students who wish to attend such school, the public charter school shall select students through a lottery.

8. Approvals

Approval Level	User	Date
Agency Administrator Approval	scanaver	05/15/2012 15:34:00 PM
Agency Director Approval	scanaver	05/21/2012 12:45:34 PM
Budget Analyst Approval	jburry	06/04/2012 10:32:23 AM
List Approval	Pending	
Governor Approval	Pending	

Enrollment Lottery NRS 386.580

Proposed Changes

NRS 386.580 Application for admission; determination of enrollment; discrimination prohibited; ~~exception for charter school that provides education for certain pupils~~ enrollment preferences; participation in class or extracurricular activity by pupil enrolled in another school or homeschooled child.

1. An application for enrollment in a charter school may be submitted to the governing body of the charter school by the parent or legal guardian of any child who resides in this State. Except as otherwise provided in this subsection and subsection 2, a charter school shall enroll pupils who are eligible for enrollment in the order in which the applications are received. If the board of trustees of the school district in which the charter school is located has established zones of attendance pursuant to NRS 388.040, the charter school shall, if practicable, ensure that the racial composition of pupils enrolled in the charter school does not differ by more than 10 percent from the racial composition of pupils who attend public schools in the zone in which the charter school is located. If a charter school is sponsored by the board of trustees of a school district located in a county whose population is 100,000 or more, except for a program of distance education provided by the charter school, the charter school shall enroll pupils who are eligible for enrollment who reside in the school district in which the charter school is located before enrolling pupils who reside outside the school district. ~~Except as otherwise provided in subsection 2, if~~ more pupils who are eligible for enrollment apply for enrollment in the charter school than the number of spaces which are available, the charter school shall determine which applicants to enroll pursuant to this subsection on the basis of a lottery system.

2. Before a charter school enrolls pupils who are eligible for enrollment, a charter school ~~that is dedicated to providing educational programs and opportunities to pupils who are at risk~~ may enroll a child who:

- (a) Is a sibling of a pupil who is currently enrolled in the charter school;
- (b) Was enrolled, on the basis of a lottery system, in a prekindergarten program at the charter school or any other early childhood educational program affiliated with the charter school;
- (c) Is a child of a person employed in a full-time position by the charter school, *or the child of a member of the committee to form the school or the child of a member of the school's governing body*;
- (d) Is in a particular category of at-risk pupils and the child meets the eligibility for enrollment prescribed by the charter school for that particular category; or
- (e) Resides within the school district and within 2 miles of the charter school if the charter school is located in an area that the sponsor of the charter school determines includes a high percentage of children who are at risk. If space is available after the charter school enrolls pupils pursuant to this paragraph, the charter school may enroll children who reside outside the school district but within 2 miles of the charter school if the charter school is located within an area that the sponsor determines includes a high percentage of children who are at risk.

↪ If more pupils described in this subsection who are eligible apply for enrollment than the number of spaces available, the charter school shall determine which applicants to enroll pursuant to this subsection on the basis of a lottery system.

3. Except as otherwise provided in subsection 8, a charter school shall not accept applications for enrollment in the charter school or otherwise discriminate based on the:

- (a) Race;
- (b) Gender;
- (c) Religion;
- (d) Ethnicity; or
- (e) Disability,
↪ of a pupil.

4. If the governing body of a charter school determines that the charter school is unable to provide an appropriate special education program and related services for a particular disability of a pupil who is enrolled in the charter school, the governing body may request that the board of trustees of the school district of the county in which the pupil resides transfer that pupil to an appropriate school.

5. Except as otherwise provided in this subsection, upon the request of a parent or legal guardian of a child who is enrolled in a public school of a school district or a private school, or a parent or legal guardian of a homeschooled child, the governing body of the charter school shall authorize the child to participate in a class that is not otherwise

available to the child at his or her school or homeschool or participate in an extracurricular activity at the charter school if:

- (a) Space for the child in the class or extracurricular activity is available;
- (b) The parent or legal guardian demonstrates to the satisfaction of the governing body that the child is qualified to participate in the class or extracurricular activity; and
- (c) The child is a homeschooled child and a notice of intent of a homeschooled child to participate in programs and activities is filed for the child with the school district in which the child resides for the current school year pursuant to NRS 392.705.

↪ If the governing body of a charter school authorizes a child to participate in a class or extracurricular activity pursuant to this subsection, the governing body is not required to provide transportation for the child to attend the class or activity. A charter school shall not authorize such a child to participate in a class or activity through a program of distance education provided by the charter school pursuant to NRS 388.820 to 388.874, inclusive.

6. The governing body of a charter school may revoke its approval for a child to participate in a class or extracurricular activity at a charter school pursuant to subsection 5 if the governing body determines that the child has failed to comply with applicable statutes, or applicable rules and regulations. If the governing body so revokes its approval, neither the governing body nor the charter school is liable for any damages relating to the denial of services to the child.

7. The governing body of a charter school may, before authorizing a homeschooled child to participate in a class or extracurricular activity pursuant to subsection 5, require proof of the identity of the child, including, without limitation, the birth certificate of the child or other documentation sufficient to establish the identity of the child.

8. This section does not preclude the formation of a charter school that is dedicated to provide educational services exclusively to pupils:

- (a) With disabilities;
- (b) Who pose such severe disciplinary problems that they warrant a specific educational program, including, without limitation, a charter school specifically designed to serve a single gender that emphasizes personal responsibility and rehabilitation; or
- (c) Who are at risk.

↪ If more eligible pupils apply for enrollment in such a charter school than the number of spaces which are available, the charter school shall determine which applicants to enroll pursuant to this subsection on the basis of a lottery system.

(Added to NRS by 1997, 1850; A 1999, 3301; 2001, 3135; 2003, 2960; 2005, 1537, 1664, 2404, 2540; 2007, 3029; 2009, 261, 580)

STATE PUBLIC CHARTER SCHOOL AUTHORITY

SUPPORTING DOCUMENT

S U B J E C T: Recommendation(s) for possible consideration by the Legislative Committee on Education during the Work Session to be held Thursday, August 16, 2012

 / / Public Workshop
 / / Public Hearing
 / / Consent Agenda
 / / Regulation Adoption
 / / Approval
 / / Appointments
 / x/ Information
 / x/ Action

MEETING DATE: June 29, 2012

AGENDA ITEM: 11

NUMBER OF ENCLOSURE(S):

PRESENTER(S): Steve Canavero PhD, Director, SPCSA

RECOMMENDATION: Submit recommendations to LCE regarding the enrollment lottery and performance-based charter contracts.

FISCAL IMPACT:

BUDGET ACCOUNT (FOR PRINTING CHARGES ONLY):

LENGTH OF TIME EXPECTED FOR PRESENTATION (IN MINUTES): 30 mins

BACKGROUND: Director Canavero will present the Recommendation(s) for possible consideration by the Legislative Committee on Education during the Work Session to be held Thursday, August 16, 2012.

SUBMITTED BY: _____

STATE OF NEVADA
LEGISLATIVE COUNSEL BUREAU

LEGISLATIVE BUILDING
401 S. CARSON STREET
CARSON CITY, NEVADA 89701-4747
Fax No.: (775) 684-6600



LEGISLATIVE COMMISSION (775) 684-6800
STEVEN A. HORSFORD, *Senator, Chairman*
Tammy Grace, *Acting Director, Secretary*

INTERIM FINANCE COMMITTEE (775) 684-6821
DEBBIE SMITH, *Assemblywoman, Chair*
Rick Combs, *Fiscal Analyst*
Mark Krmipotic, *Fiscal Analyst*

TAMMY GRACE, *Acting Director*
(775) 684-6800

BRENDA J. ERDOES, *Legislative Counsel* (775) 684-6830
PAUL V. TOWNSEND, *Legislative Auditor* (775) 684-6815
DONALD O. WILLIAMS, *Research Director* (775) 684-6825

MEMORANDUM

DATE: June 5, 2012
TO: All Interested Parties
FROM: Assemblyman David Bobzien, Chair, Legislative Committee on Education
SUBJECT: **Solicitation of Recommendations for Possible Consideration by the Legislative Committee on Education (Nevada Revised Statutes 218E.605)**

The final meeting of the Legislative Committee on Education for the 2011-2012 Interim will be held on Thursday, August 16, 2012. In preparation for this meeting, staff for the Committee reviews all meeting materials and testimony received and heard during the interim period and develops a list of potential recommendations for possible consideration by the Committee during the Work Session phase of the final meeting. This list is used to assist in the preparation of the final Work Session document.

I am inviting all interested parties to provide recommendations, in writing, for possible consideration by the Committee during the Work Session. Written suggestions for recommendations, along with appropriate background information, must be received by Committee staff no later than **Friday, June 29, 2012, at 5 p.m.** Please refer to the attached form for submitting recommendations.

Please be advised that the Committee has a limited number of bill draft requests that may be submitted for consideration by the 2013 Legislature. In addition to requesting the drafting of legislation, the Committee may write letters to key individuals and organizations and vote to place position statements in the final report. Finally, it should be noted that **submission of a recommendation to the Committee does not guarantee its placement on the final Work Session document.**

Thank you for your interest in the Legislative Committee on Education. As always, please feel free to contact Committee staff or me if we may be of assistance to you.

DB/ncb;W121609
Attachment

RECOMMENDATION FOR POSSIBLE CONSIDERATION BY THE
LEGISLATIVE COMMITTEE ON EDUCATION

DUE: FRIDAY, JUNE 29, 2012, BY 5:00 P.M.

What is the recommendation? Please provide a detailed description of the recommendation and provide copies of any background information, as necessary. Sufficient detail will assist staff to better understand the purpose of the recommendation. _____

Does the recommendation revise one or more current *Nevada Revised Statutes* (NRS)? If "Yes," please provide the reference to the NRS citation(s) affected by the recommendation.

What group or person is making the recommendation? _____

What is the name and contact information of the person who should be contacted to obtain additional information for the recommendation, if necessary? _____

The recommendation may be sent to staff at the following address:

Attention: Mindy Martini
Principal Research Analyst
Research Division
Legislative Counsel Bureau
401 South Carson Street
Carson City, Nevada 89701-4747

The recommendation may also be sent via e-mail to: mmartini@lcb.state.nv.us.

If you have any questions concerning the submission of the recommendation, please contact Ms. Martini at (775) 684-6825.

STATE PUBLIC CHARTER SCHOOL AUTHORITY

SUPPORTING DOCUMENT

S U B J E C T: Update on the preliminary Title I allocations and service plan for FY13

- / / Public Workshop
- / / Public Hearing
- / / Consent Agenda
- / / Regulation Adoption
- / / Approval
- / / Appointments
- / x/ Information
- / / Action

MEETING DATE: June 29, 2012

AGENDA ITEM: 12

NUMBER OF ENCLOSURE(S):

PRESENTER(S): Angela Blair, Education Program Professional, SPCSA

RECOMMENDATION:

FISCAL IMPACT:

BUDGET ACCOUNT (FOR PRINTING CHARGES ONLY):

LENGTH OF TIME EXPECTED FOR PRESENTATION (IN MINUTES): 30 mins

BACKGROUND: Angela Blair will update on the preliminary Title I allocations and service plan for FY13.

SUBMITTED BY: _____

(DRAFT)
STATE PUBLIC CHARTER SCHOOL AUTHORITY

1749 Stewart St., Suite 40
CARSIB CITY, NEVADA 89706
775-687-9174
Dr. Steve Canavero, Director

DISTRICT PLAN

For Implementation during the following years: 2012 - 2013

Members of District Planning Team	
Dr. Steve Canavero	Director
Katherine Rohrer	Education Programs Professional
Angela Blair	Education Programs Professional
Jill Petersen	Principal
Dr. David Price	Administrator
Tiffani Gilmore	Principal
Dr. John Hawk	Executive Director
Mike Kazek	Head of School
Connie Jordan	Principal
Jennifer Dukek	Principal

District Logo

(Note: District plans must be developed in consultation with parents, teachers, administrators & other appropriate school personnel §1112(d)(1))

Last Date Reviewed/Revised by District Planning Team: _____

EVIDENCE OF PLAN DEVELOPMENT

COMPREHENSIVE NEEDS ASSESSMENT

1. Provide School District's Accountability Report website link here:

<http://www.nevadareportcard.com>

2. Provide AYP Report website link here:

<http://www.nevadareportcard.com>

DRAFT

REVIEW AND ANALYSIS OF DATA

DATA REVIEWED & ANALYZED:

In addition to statewide assessments, check all district data reviewed and analyzed in preparation and development of the district plan.

- Statewide Assessments CRT's (Reading and Math), Writing, HSPE
- Formative Assessments. List: _____
- Interim Assessments. List: _____
- Summative Assessments. List: _____
- Nevada Alternate Assessment (NAA)
- SAT/ACT Assessments
- Graduation Rates
- Attendance Data
- Fiscal Resources
- Teacher/Administrator Observation Data
- Stakeholder Focus Group Information
- Nevada Comprehensive Curriculum Audit Tool for Districts (NCCAT-D)
- Nevada Comprehensive Curriculum Audit Tool for Schools (NCCAT-S)
- Student Demographic Data
- Stakeholder Survey Information
- Other – Identify: _____

RESULTS FROM DATA ANALYSIS Identify the data sources or evidence that supports the statements made in the brief narratives under Areas of Strength and Areas of Concern.

Areas of Strength

Pulling from the HSPE 2010-2011 proficiency rates, reading proficiency appears to be a strength for most of the district 18 schools. At the district level, the percentage of students above the AMO is 5%. For the targeted Title 1 schools the average percentage of students above the AMO is 10%
 Pulling from the CRT 2010-2011 proficiency rates, the 6th grade math proficiency appears to be a strength for most of the district 18 schools. At the district level, the percentage of students above the AMO is .6%. For the targeted Title 1 schools, the average percentage of students above the AMO is 2%.

Areas of Concern

The following areas are of concern:

- Graduations rates—The 2011 graduation rate for district 18 is 27.8%. For the targeted Title 1 schools, the average graduation rate is 52.25%.
- Dropout rates and credit deficiency percentages—The 2011 dropout rate for district 18 is 56%. For the targeted Title 1 schools, the average dropout rate is 37%. At the district level, the 2011 credit deficiency for 9th grade students for the schools that reported was 43%.
- Proficiency—Percentage of students failing to achieve proficiency in math and writing. (Please see attached tables)
- Achievement Gaps for FRL and IEP sub-populations in math, reading, and writing (Please see attached tables)

PRIORITY NEEDS (GOALS): Based on the review and analysis of the school district's data (including the NCCAT-D for Districts INOJ Year 3 and beyond), identify at least 1 and no more than 3 **priorities (goals) for improvement** that are linked to the categories of Curriculum & Instruction, Assessment & Accountability, and/or Leadership.

PRIORITY NEED/GOAL 1 **INCREASE GRADUATION RATES**

PRIORITY NEED/GOAL 2 **INCREASE PROFICIENCY RATES**

PRIORITY NEED/GOAL 3 **CLOSE ACHIEVEMENT GAPS**

Inquiry Process

What are the causes/factors in the areas of Curriculum & Instruction, Assessment & Accountability, and/or Leadership that may impact or impede student achievement for each priority need, and what are the solutions/strategies that will address each priority need and the underlying causes/factors?

PRIORITY NEEDS/GOALS (Districts INOJ Year 3 and beyond must use the results of the NCCAT-D)

Causes (Factors): List as many causes as necessary for each priority need (Example: no common district-wide curriculum or assessment system, ineffective teaching strategies)

Solutions (Strategies)

PRIORITY NEED/GOAL 1

(e.g. Lack of detailed in-depth intervention plan such as a Response to Intervention, Rtl, plan.)

(e.g. Develop an early intervention plan with specific resources listed at each tier level in the Rtl plan.)

PRIORITY NEED/GOAL 2

PRIORITY NEED/GOAL 3

ACTION, MONITORING & EVALUATION PLAN DESIGN

PRIORITY NEED/GOAL 1: List the action steps to implement the solutions/strategies for each priority need, as well as the timeline, resources, and the entity responsible for the action steps. Also identify the monitoring plan implementation evidence, the timeline for collecting the data, and the person or position responsible for ensuring the action steps occur. For the evaluation, provide the results of the implemented action step.

Identify an Area of Focus: Curriculum & Instruction, Assessment & Accountability or Leadership			
PRIORITY NEED/GOAL 1: [Restate]			
Measurable Objective 1:			
PN/Goal 1	Action Plan	Monitoring Plan	Evaluation Plan
Action Steps to implement the solutions/strategies	Resources Needed for Implementation (people, materials, professional development, funding source)	Evidence of Implementation: Information (Data) that will verify the action step has occurred.	Results of action step implementation.
	Timeline & Person or Position Responsible for implementing action steps.	Timeline or Position Responsible (Who in your district will ensure these action steps happen?)	
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

ACTION, MONITORING & EVALUATION PLAN DESIGN

<p>Identify an Area of Focus: Curriculum & Instruction, Assessment & Accountability, or Leadership</p>					
<p>PRIORITY NEED/GOAL 2: [Restate]</p>					
<p>Measurable Objective 1:</p>					
PN/Goal 2	Action Plan		Monitoring Plan		Evaluation Plan
	Resources Needed for Implementation (people, materials, professional development, funding source)	Timeline & Person or Position Responsible for implementing action steps	Evidence of Implementation: Information (Data) that will verify the action step has occurred.	Timeline & Person or Position Responsible (Who in your district will ensure these action steps happen?)	
1.					Results of action step implementation.
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

ACTION, MONITORING & EVALUATION PLAN DESIGN

Identify an Area of Focus: Curriculum & Instruction, Assessment & Accountability, or Leadership					
PRIORITY NEED/GOAL 3: [Restate]					
Measurable Objective 1:					
PN/Goal 3	Action Plan		Monitoring Plan		Evaluation Plan
	Resources Needed for Implementation (people, materials, professional development, funding source)	Timeline & Person or Position Responsible for implementing action steps.	Evidence of Implementation: Information (Data) that will verify the action step has occurred.	Timeline & Person or Position Responsible (Who in your district will ensure these action steps happen?)	
1.					Results of action step implementation.
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

SUMMARY of DISTRICT TITLE I SERVICES:

Provide an overview of how the district will provide additional educational assistance to struggling students (e.g., RTI, Interventions, Supports, etc.):

Provide a general description of services to be provided to PK-12 students in each Title I served school:

Other Required Elements: All Title I districts MUST complete items 1 - 10.

Title I District Requirements:	Identify location or page within the District Plan where this item is addressed, if applicable:	If requirement is not embedded or fully addressed within the district plan, identify the policies, practices and/or strategies the district employs to implement the Title I requirements.
1. Effective parental involvement and support		
2. District-wide coordination of professional development with programs under Title II		
3. Assisting the district's lowest achieving schools		
4. Services provided to Homeless children		
5. Coordination with other Pre-K programs, and, if applicable, description of Title I funded Pre-K program	N/A for 2012-13 school year	
6. Title I funded before, after &/or summer school program(s) description, if applicable		
7. Description of poverty criteria used to select participating school attendance areas		

8. Description of Title I-A services eligible migratory children will receive on same basis as all other students in the school		
9. Implementation of public school choice and SES		
10. All core content teachers are highly qualified		

155

BUDGET: All Title I districts **MUST** complete this page.

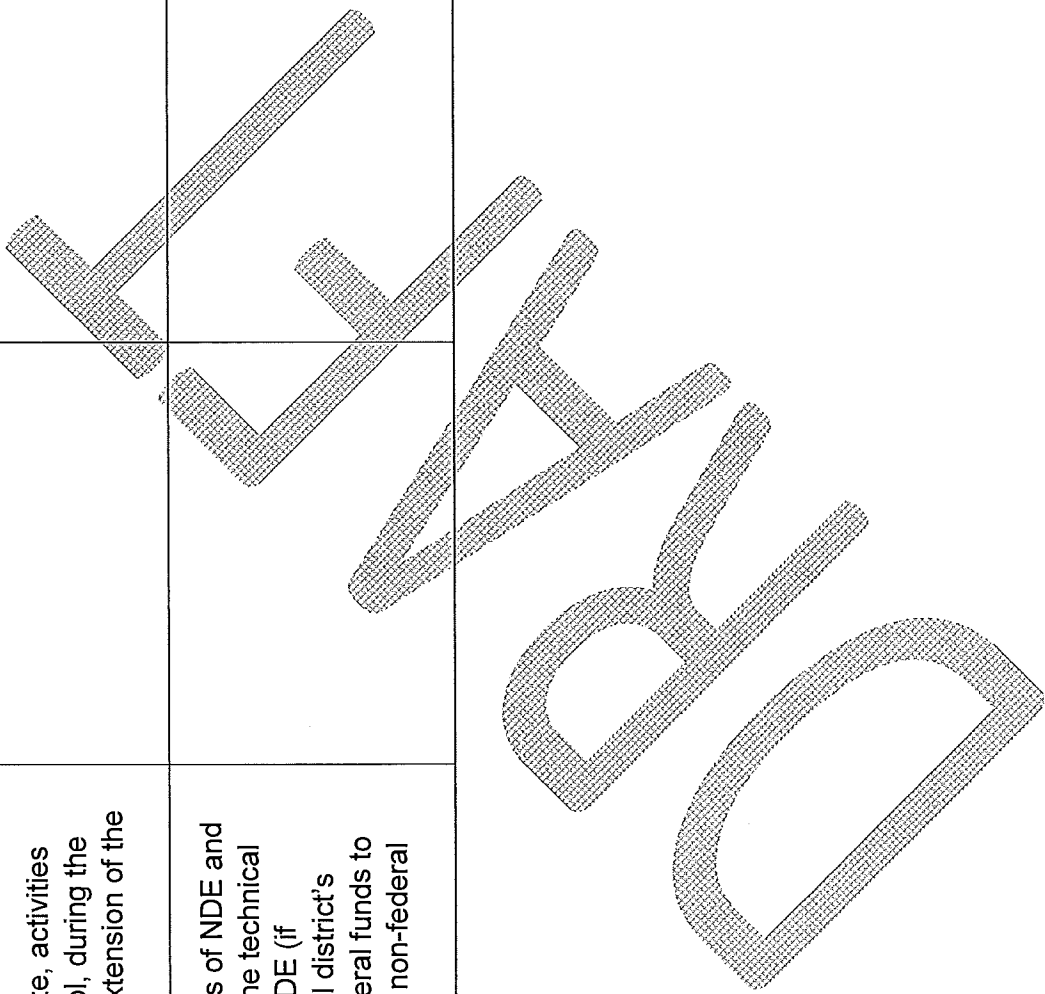
COORDINATION OF TITLE I SERVICES WITH OTHER PROGRAMS: Provide the sources of funds your district is currently receiving and identify the purposes for which those funds are spent. Sources of funds include Title I, as well as other programs that the district coordinates and collaborates with such as Title II, Title III, Migrant, Immigrant, Neglected & Delinquent, 21st Century Afterschool Programs, Gear Up, IDEA, McKinney-Vento/Homeless, Head Start, state-funded Pre-Kindergarten, and other state-funded programs, etc.

Source of Funds	Amount Received for 2012-2013 School Year	Purposes for which funds are used (include targeted audience, specific activities, intended outcomes, etc.)

District Improvement Plan Required Elements: Title I Districts Identified as "Needs Improvement" MUST complete items 1 - 7.

<p>Title I School District Improvement Plans must be developed or revised in consultation with parents, school staff, and others. Please identify where and/or how this plan is addressing the following required plan components:</p>		
<p>Title I Districts Identified as In Need of Improvement Requirements:</p>	<p>Location or page within the District Improvement Plan that this item can be found:</p>	<p>If requirement is not embedded or fully addressed within the district plan, identify the policies, practices and/or strategies the district employs to implement the Title I requirements.</p>
<p>1. Incorporate scientifically based research strategies to strengthen core academic program.</p>		
<p>2. Address the professional development needs of the instructional staff serving the district, including the commitment of at least 10% Title I, Part A funds towards professional development (the 10% may include the amount the Title I schools are reserving towards professional development).</p>		
<p>3. Identify actions that have the greatest likelihood of improving the achievement of participating children in meeting the State's student academic achievement standards.</p>		
<p>4. Address the teaching and learning needs of district schools and specific academic problems of low-achieving students (including reason why the district's prior plan failed to bring about increased student achievement).</p>		

		<p>5. Include specific measurable achievement goals and targets for all groups of students.</p>
		<p>6. Incorporate, as appropriate, activities before school, after school, during the summer, and during an extension of the school year.</p>
		<p>7. Specify the responsibilities of NDE and school district, including the technical assistance provided by NDE (if requested) and the school district's responsibilities to use federal funds to supplement, not supplant non-federal funds.</p>



STATE PUBLIC CHARTER SCHOOL AUTHORITY

SUPPORTING DOCUMENT

S U B J E C T: Progress Report on Quest Academy's proposed purchase of real property

- / / Public Workshop
- / / Public Hearing
- / / Consent Agenda
- / / Regulation Adoption
- / / Approval
- / / Appointments
- / x/ Information
- / / Action

MEETING DATE: June 29, 2012
AGENDA ITEM: 13
NUMBER OF ENCLOSURE(S):

PRESENTER(S): Connie Jordan, Principal, Quest Academy

RECOMMENDATION:

FISCAL IMPACT:

BUDGET ACCOUNT (FOR PRINTING CHARGES ONLY):

LENGTH OF TIME EXPECTED FOR PRESENTATION (IN MINUTES): 15 mins

BACKGROUND: Connie Jordan will update the progress on Quest Academy's proposed purchase of real property

SUBMITTED BY: _____

STATE PUBLIC CHARTER SCHOOL AUTHORITY

SUPPORTING DOCUMENT

S U B J E C T: Discussion and possible action related to the development of a Request for Proposal to hire an appropriate contractor to facilitate the strategic plan and mission statement

- / / Public Workshop
- / / Public Hearing
- / / Consent Agenda
- / / Regulation Adoption
- / / Approval
- / / Appointments
- / x/ Information
- / x/ Action

MEETING DATE: June 29, 2012

AGENDA ITEM: 14

NUMBER OF ENCLOSURE(S):

PRESENTER(S): Steve Canavero PhD, Director, SPCSA

RECOMMENDATION:

FISCAL IMPACT:

BUDGET ACCOUNT (FOR PRINTING CHARGES ONLY):

LENGTH OF TIME EXPECTED FOR PRESENTATION (IN MINUTES): 10 mins

BACKGROUND: Director Canavero will discuss action related to the development of a Request for Proposal to hire an appropriate contractor to facilitate the strategic plan and mission statement

SUBMITTED BY: _____

STATE PUBLIC CHARTER SCHOOL AUTHORITY

SUPPORTING DOCUMENT

S U B J E C T: Discussion and possible action

identifying future agenda items

- / / Public Workshop
- / / Public Hearing
- / / Consent Agenda
- / / Regulation Adoption
- / / Approval
- / / Appointments
- / x/ Information
- / x/ Action

MEETING DATE: June 29, 2012

AGENDA ITEM: 15

NUMBER OF ENCLOSURE(S):

PRESENTER(S): Kathleen Conaboy, Chair, SPCSA

RECOMMENDATION:

FISCAL IMPACT:

BUDGET ACCOUNT (FOR PRINTING CHARGES ONLY):

LENGTH OF TIME EXPECTED FOR PRESENTATION (IN MINUTES): 15 mins

BACKGROUND: Chair Conaboy will lead discussion and possible action on upcoming SPCSA agenda items.

SUBMITTED BY: _____