AUTHORITY BOARD SUPPORT DOC TABLE OF CONTENTS

STATE PUBLIC CHARTER SCHOOL AUTHORITY

SUPPORTING DOCUMENT

<table>
<tr><td>

S U B J E C T: Approval of the January 8, 2013 SPCSA Board Meeting minutes

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

</td><td>

MEETING DATE: March 22, 2013

AGENDA ITEM: 2

NUMBER OF ENCLOSURE(S): 1

</td></tr>
</table>

PRESENTER(S): Kathleen Conaboy, Chair, State Public Charter School Authority

RECOMMENDATION: Approve the January 8, 2013 SPCSA Board Meeting minutes

FISCAL IMPACT:

BUDGET ACCOUNT (FOR PRINTING CHARGES ONLY):

LENGTH OF TIME EXPECTED FOR PRESENTATION (IN MINUTES): 5 mins

BACKGROUND:

SUBMITTED BY: _____

NEVADA STATE PUBLIC CHARTER SCHOOL AUTHORITY

January 8, 2013

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

And

Department of Education
9890 South Maryland Pkwy
Second Floor Conference Room
Las Vegas, Nevada

MINUTES OF THE REGULAR MEETING
(Video Conferenced)

AUTHORITY MEMBERS PRESENT:

In Las Vegas:
Kathleen Conaboy
Elissa Wahl
Marc Abelman
Nora Luna
Melissa Mackedon
Michael Van

In Carson City:
None

AUTHORITY MEMBERS ABSENT:
None

AUTHORITY STAFF PRESENT:

In Las Vegas:
Steve Canavero, Director, State Public Charter School Authority
Tom McCormack, Education Program Professional, 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

LEGAL STAFF PRESENT:

In Las Vegas:
Shane Chesney, Senior Deputy Attorney General

3

In Carson City:
None

AUDIENCE IN ATTENDANCE:

In Las Vegas:
Tiffani Curtis
Peggy Selma
Sylvia Allen
Jasmine Roman
Christine Kleisner
Melissa Hester
Tiffany Ferguson
Shawna Rice
Tracy Jones
Marivelle Nunez
Lauren Drachen
Evani Thomas
Cedric Ferguson Jr.
Charmaine Paliotta
Cedric Ferguson Sr.
Shari Grennan
Darren Johnson
Adrione Ashley
Nalani Paliotta
Jezaoin Garcia
Delevear Mack
Kimberly Miernik
David Brown
Michael Foster
LeAnn Lomax
Annette Green
Demeasa Heard
Jacqueline Hamilton
Stehani Loper
Kelly Miller
Nancy Hall
Linda Kiefner
Heidi Arbuckle
Robin Vitello
Ruth Parker
David Calvo
Terry Warren
Trista Pfeifer
Kathy Yates
Michelle Raney
Tracy Jones
Victoria Carreon
Angela Landers
Greg Lockeridge

Ryan Reeves
Jennifer DiMarzio
Mike Kazek
Vernon Law
Berta Norwood
Curt Carlson
Rachelle Hulet
Angie Kleven
Jon Gardner
Hadassa Lefkowitz
Connie Jordan

In Carson City:
Donna Wix
Eugene Paslov
John Eppolito
Jennifer Dukek

CALL TO ORDER; ROLL CALL; PLEDGE OF ALLEGIANCE; APPROVAL OF AGENDA
President Conaboy called the meeting to order at 9:01a.m. with attendance as reflected above.

Agenda Item 1 - Public Comment
The following public speakers testified: Tiffani Curtis, Peggy Selma, Sylvia Allen, Jasmine Roman, Christine Kleisner, Melissa Hester, Tiffany Ferguson, Shawna Rice, Tracy Jones, Marivelle Nunez, Lauren Drachen, Evani Thomas, John Eppolito, Cedric Ferguson Jr., Charmaine Paliotta, Cedric Ferguson Sr., Shari Grennan, Darren Johnson, Adrione Ashley, Nalani Paliotta, Jezaoin Garcia, Delevear Mack, Kimberly Miernik, David Brown, Michael Foster, LeAnn Lomax, Annette Green, Demeasa Heard, Jacqueline Hamilton, Stehani Loper, Kelly Miller

Agenda Item 2 – Approval of August 24, 2012 and October 18-19, 2012 Meeting Minutes
Chair Conaboy took separate motions to approve the minutes.

Member McCord moved to approve the August 24, 2012 minutes. Member Abelman seconded. The motion carried unanimously.

Member McCord moved to approve the October 18-19, 2012 minutes. Member Van seconded. The motion carried unanimously.

Agenda Item 3 – Authority Update
Chair Conaboy gave a brief account of her, Member McCord, and Director Canavero's trip to Memphis for the National Association of Charter School Authorizer's national charter school conference.

Agenda Item 4 – Director's Report
Due to time constraints Director Canavero did not give an update.

Agenda Item 5 - Approval of SPCSA Title I Parental Involvement Policy as required by section 1118 of the Elementary and Secondary Education Act (ESEA)
Angela Blair gave a brief description to the Authority regarding the Approval of the Title I Parental Involvement Policy and there were no questions from the Authority.

Member Mackedon moved to approve the SPCSA Title I Parental Involvement Policy as required by section 1118 of the Elementary and Secondary Education Act (ESEA). Member Wahl seconded. The motion carried unanimously.

Agenda Item 9 – Update on progress by Quest Academy's governing body in addressing questions raised by Quest governing board members, parents, auditors, Quest staff, and Authority staff.
Chair Conaboy called the members of Quest Academy's governing body to address questions raised by the Authority board, parent's, auditors, Quest staff and Authority staff. The information item was requested by Christina Fuentes, Quest Academy's former board president. Vernon Law, Berta Norwood, Kelli Miller, Spencer Gunnerson, and legal counsel Kimberly Rushton presented on behalf of Quest Academy. Mr. Law explained what Quest had done in recent months to address the allegations that had been made about the school's administrator, Connie Jordan, and other allegations related to testing and finances. Mr. Law detailed the contracts that had been executed to independently investigate Quest Academy's finances and work environment. He also addressed the action plan that had been sent to the Authority for their review. The Authority asked for clarification of some of the events and dates that Mr. Law had explained. Then Mr. Law went over the various actions the Quest governing board had taken with regard to letters sent to them by the SPCSA. He said they had added new board members, and conducted an independent audit of the school's finances. Ms. Rushton detailed the timeline of the independent audit to the Authority. Director Canavero then gave background regarding the SPCSA's role in the aforementioned independent audits and the letters the SPCSA had sent to Quest Academy requesting action. The Authority continued their discussion with Quest Academy.

Director Canavero then addressed the comments from Mr. Law. He requested that the Authority ask him for clarifications instead of going over each point made by Mr. Law due to time constraint. Director Canavero also noted that the future of Quest Academy was in the hands of its board and there was not much more that could be done by the SPCSA at this point.

Agenda Item 10 – Direction to Authority staff to make a recommendation to the Authority board about next steps and deadlines by which further progress must be made by the Quest Academy board. This item shall include a discussion of possible consequences for failure to make and document progress.
After a continuation of the discussion between the Authority, Director Canavero and the Quest Academy Board the Authority directed SPCSA staff to work closely with the Quest Academy board to come up with a corrective action plan that would have well-defined deliverables and a well-defined timeline.

Member Luna moved for the identification of Quest Academy's remaining issues, development of an action plan with a timeline and description of the evidence to resolve these issues. Member Wahl seconded. The motion carried unanimously with an abstention by Member Abelman.

Agenda Item 11 – Consideration regarding the Application Review Team's recommendation of Leadership Academy of Nevada's charter school application.
The Authority heard the resubmission of Leadership Academy of Nevada's (LAN) charter application. Director Canavero explained the resubmission of LAN's application and recommended approval of the resubmission to the Authority.

The Authority had questions regarding the performance record of Williamsburg Learning and recommended the applicant be very transparent with the reports focusing on Williamsburg if they were to be approved. LAN's committee to form then came to testify before the Authority.

Before the motion was made Member Wahl disclosed that she knew members of LAN's committee to form but it did not have any bearing on her vote.

Member Mackedon moved for the approval of Leadership Academy of Nevada's Subsection 7 charter. Member McCord seconded the motion. The motion carried unanimously.

Agenda Item 12 – Consideration regarding the Application Review Team's recommendation of American Preparatory Academy's charter school application

The Authority heard the resubmission of American Preparatory Academy's (APA) charter application. Director Canavero explained the resubmission of APA's application and recommended approval of the resubmission to the Authority.

The Authority then asked that the members of APA's committee to form come before them for questions. The Authority asked for clarification of the relationship between the proposed school and the EMO. Jon Gardner, committee to form liaison, detailed the relationship and explained that APA had changed the committee to form's liaison to him instead of Rachelle Hulet to end any conflicts of interest.

Member Mackedon moved for the approval of American Preparatory Academy's Subsection 7 charter. Member Abelman seconded the motion. The motion carried unanimously.

Agenda Item 13 – Consideration regarding the Application Review Team's recommendation of Imagine Centennial's charter school application

Member Abelman recused himself from any discussion or vote due to a past relationship with Imagine Schools.

Director Canavero then detailed Imagine Centennial's resubmitted application and outlined the concerns SPCSA staff had with the resubmitted application. After he completed his review he recommended denial Imagine Centennial's resubmitted application.

The Authority then asked the committee to form Imagine Centennial to address the SPCSA staff findings. The Authority expressed concern over the amount and nature of due diligence conducted by Imagine Centennial's committee to form prior to choosing Imagine as their EMO. The Authority was concerned with the large amount of data and reports that were available from many states that listed Imagine as a problematic EMO with underperforming schools and a lack of results. Imagine Centennial's committee to form felt they had conducted the required due diligence and felt that Imagine was a fine EMO. Imagine Centennial's committee to form also disagreed with SPCSA staff that because schools in other states were performing poorly they would too. They wanted to Authority to view them as a single committee and not part of a larger Imagine group that had problems in other states. The Authority appreciated this request but felt that it was too difficult to ignore the performance records, lease contracts, and other information from various states because Imagine Inc. would be the operating EMO at Imagine Centennial.

Member McCord moved for denial of Imagine Centennial's Subsection 7 charter. Member Mackedon seconded the motion. The motion carried unanimously with Member Abelman recusing.

Agenda Item 14 – Consideration regarding the Application Review Team's recommendation of Legacy International College Prep Academy's charter school application

The Authority heard the resubmission of Legacy International College Prep Academy's charter application. Director Canavero explained the resubmission of Legacy's application and recommended denial of the resubmission to the Authority.

The Authority had questions regarding why the committee to form had been absent throughout the charter application process. It concerned the Authority that only members of the EMO were present at many of the meetings that SPCSA staff conducted throughout the process. When the Authority asked for members of the committee to form to present Legacy's resubmission no members were present.

Member Mackedon moved for denial of Legacy International College Prep Academy's 7 charter. Member Van seconded the motion. The motion carried unanimously.

Agenda Item 15 – Consideration of the Application Review Team's recommendation of Sterling Charter High School North's charter school application

The Authority heard the resubmission of Sterling Charter High School North's charter application. Director Canavero explained the resubmission of Sterling North's application and recommended denial of the resubmission to the Authority.

No members of the committee to form represented Sterling Charter High School North at the hearing.

Member Van moved for denial of Sterling Charter High School North's Subsection 7 charter. Member McCord seconded the motion. The motion carried unanimously.

Agenda Item 16 – Approval of New America School's request for an extension of Subsection 7 per NAC 386.240(1)

Tom McCormack detailed a request by New America Charter School to have their Subsection 7 agreement extended due to a lack of facility and not meeting their fundraising goals for opening the school.

Member McCord disclosed that Larry Mason was the president of the Clark County School board when he was employed there, but it did not have any bearing on his vote.

Member Mackedon moved for approval of New America School's request for an extension of Subsection 7 per NAC 386.240(1). Member McCord seconded the motion. The motion carried unanimously.

Agenda Item 17 – Discussion and possible action identifying future agenda items

Member McCord asked that Director Canavero address agenda item 6, 7 and 8. Director Canavero pointed to the charts in the support document for further clarification and then he detailed the three schools currently coming up for their charter renewals.

Agenda Item 18 – Member Comment

Member McCord recognized the Quest Academy students who had come to the meeting to support their school.

Agenda Item 19 – Public Comment

Connie Jordan commented to the board regarding the allegations that had come up against Quest Academy. She defended herself and the school from the allegations that had been made.

Agenda Item 18 – Next Meeting Date

The next Authority meeting will be scheduled for March 22, 2013.

Agenda Item 21 – Adjournment

Member Van moved for adjournment. Member Mackedon seconded the motion. The motion carried unanimously.

The meeting was adjourned at 5:16 p.m.

STATE PUBLIC CHARTER SCHOOL AUTHORITY

SUPPORTING DOCUMENT

S U B J E C T: Authority Update

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

MEETING DATE: March 22, 2013

AGENDA ITEM: 3

NUMBER OF ENCLOSURE(S): 1

PRESENTER(S): Kathleen Conaboy, Chair, State Public Charter School Authority

RECOMMENDATION:

FISCAL IMPACT:

BUDGET ACCOUNT (FOR PRINTING CHARGES ONLY):

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

BACKGROUND:

SUBMITTED BY: _____

iNVest
2013

10 YEAR ANNIVERSARY

iNVest in education

CHANGING THE FACE OF EDUCATION

10 years...

AGO

LATER

FROM NOW

Ten years ago, nobody was "liking" anyone on Facebook. Ten years ago, nobody was "tweeting" on Twitter. Ten years ago, iPads didn't exist, and neither did "smart" phones. But because ten years ago someone was thinking about Facebook and Twitter and iPads and "smart" phones, today they are household names, tools readily available across the spectrum. Somebody was thinking, somebody was asking important questions, and somebody was taking action. That was ten years ago.

Ten years ago in Nevada, education leaders were asking the question: "What will it take to improve student achievement in our schools?" Ten years ago these leaders were intently focused on improving the educational achievement of every kind of student in every kind of classroom in every kind of school across the State. And ten years ago, these leaders answered their own question by providing a comprehensive plan to improve student achievement throughout the Silver State. That plan was called *iNVest*, and it was introduced to legislators, elected officials, key stakeholders, and anyone and everyone who would listen to what Nevada's education leaders knew needed to be done to improve student achievement in Nevada. That was ten years ago.

Demographics			
	Most Recent Data	Previous Period	Earliest iNVest Data
Demographics[1]			
	2011-2012	2010-2011	2002-2003
Total Number of Students	439,277	437,057	369,498
American Indian/Alaskan Native	5,025	5,365	6,323
Asian	24,796	26,324	23,519
Hispanic	174,033	169,510	106,456
Black	42,347	43,085	38,776
White	164,378	169,128	194,834
Pacific Islander	5,516	4,683	N/A
Multi-Race	23,182	18,962	N/A
Special Populations[1]			
	2011-2012	2010-2011	2003-2004
Students with Disabilities	47,261	47,195	42,543
Percent of all Students[2]	10.8%	10.8%	11.1%
Limited English Proficiency	69,800	87,240	64,181
Percent of all Students[2]	15.9%	20.0%	16.7%
Free and Reduced Lunch	226,647	209,503	132,129
Percent of all Students[2]	51.6%	47.9%	34.4%
Migrant	122	96	490
Percent of all Students[2]	0.03%	0.02%	0.13%

[1] Nevada Report Card and Department of Education
[2] Calculated
N/A- Not a category during the 2002-2003 school year

2013 marks the ten-year anniversary of *iNVest*, the blueprint for changing the face of education in the State of Nevada. Some things have changed over the past ten years, others have not. In the wake of the worst recession in Nevada's modern history, our schools continue to receive some of the lowest per pupil funding levels in the nation even while class sizes continue to rise, student demographics pose ever increasing challenges, innovative education programs have been cut, and school capital budgets have been depleted.
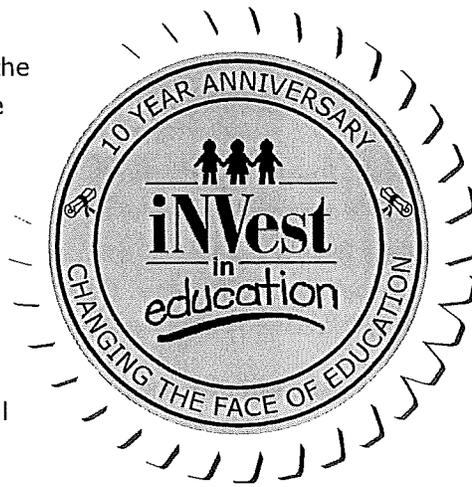
Ten years ago, in 2003, the superintendents and school board members of Nevada's 17 school districts banded together to collectively answer the question, "What is needed to improve student achievement in Nevada?" Ten years later, Nevada's school superintendents find themselves posing the same question, and – to a large degree – responding with the same answers provided a decade ago. The primary tenets of the original *iNVest* document still ring true today:

▷ **Districts must have adequate basic support and previous budget reductions should be restored;**

▷ **Districts must have the capacity to attract and retain an effective work force;**

▷ **Instructional time and educational opportunities for students must be increased.**

Ten years later, students who were entering kindergarten when *iNVest* was introduced are now preparing to exit high school. These students face more rigorous standards than ever before, they need to have more competitive skills than ever before, and they face a reality that is far more challenging than ever before. Have we done right by them? And ten years from now, will the authors of *iNVest* continue to ask the same questions, still seeking the same answers?
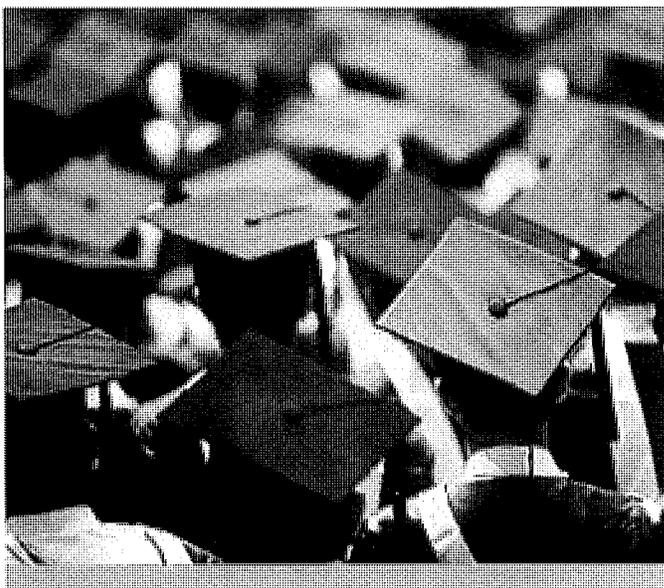
It is important that the Nevada State Legislature and other stakeholders understand, and accept responsibility for, the realities of the State's chosen path for public education. It is also important they understand that Nevada's school districts have a well-defined plan to improve the quality of instruction, increase the competitiveness of students and deliver on the promise that every Nevada child deserves a quality education.

Being that this is the tenth year for *iNVest*, 2013 provides a good opportunity to show how the educational environment has changed during the past decade. We have collected data from a number of sources including, without limitation, the Nevada Department of Education, the National Center for Education Statistics and the United States Census. The following is a general summary of our findings during this data gathering process.

▷ **Student population growth has outstripped growth in the number of teachers.** Between 2002 and 2010, Nevada's population grew by 23.5 percent. During the same period, the number of children in classrooms increased by 18.3 percent. Notably, however, the number of teachers has grown by a slower clip, expanding by only 16.1 percent. The result is higher class sizes, which have increased from 18.4 students per teacher to 20.0 students per teacher.

▷ **Nevada continues to lag the nation in terms of K-12 education funding.** The latest data available suggests Nevada spent $4.9 billion on public education programs during the 2008-2009 school year (latest comparative data available). While this amount is approximately 30 percent higher than the $3.8 total reported during the 2002-2003 school year, Nevada's per pupil spending has actually fallen from 86.3 percent of the national average to 84.6 percent of the national average during that same period. Simply stated, Nevada schools are facing larger problems with comparably fewer resources.

▷ **Among the most significant changes in Nevada's school funding is a reduction in the amount of the school budget dedicated to capital outlays.** In 2002, this figure was 53.8 percent of the national average. The latest data available indicate a figure only 8.4 percent higher than the national. Notably, in 2012, Nevada was the 6th fastest growing state in the county, reporting a growth rate roughly twice the national average.

▷ **Decreases in capital outlays per student have not resulted in a significant shift of spending into classroom operations.** Nevada schools allocated approximately $7,876 for operations in 2010-2011 (latest data available). While slightly higher than the $7,768 reported for the 2002-2003 school year, total spending remains well below national averages. Notably, Nevada's per pupil operations spending fell 12.1 percent between the 2009-2010 and 2010-2011 school
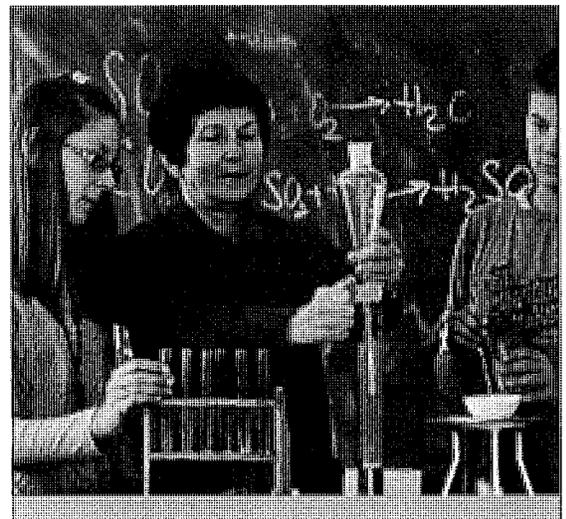
years. When comparable statistics are released nationally, it is expected that the Nevada's comparative spending ratio will have fallen even further.

▷ **The demographics of the student population have become increasingly complex.** The total number of students in the free and reduced lunch program increased, from 132,129 in 2003 to 226,647 in 2011, or from 34.4 percent of all students to 51.6 percent of all students. During the same time, the number of students with disabilities increased from 42,543 to 47,261, and the number of limited English proficiency students increased from 64,181 to 69,800.

▷ **Student achievement measures have been mixed.** In spite of the demographic challenge, National Assessment of Educational Progress (N.A.E.P.) scores steadily increased for every category and grade level during the past decade. This improvement in standardized testing notwithstanding, graduation rates decreased from 74.8 percent for the class of 2004 to 68.8 percent for the class of 2012, results that correlate to the addition of the science portion of the Nevada High School Proficiency Exam combined with increased rigor of the exam. Conversely, dropout rates from the same period decreased from 6.0 percent to 4.1 percent (dropout rates measures each year on average how many students drop out of high school from all grades, whereas graduation rates track the same class over four years). Average SAT and ACT scores for Nevada's college bound seniors remained relatively consistent during the same period.

A 10-YEAR LOOK FORWARD

It is critical that Nevada's superintendents collectively provide a plan that will produce a measurable change in school performance and student achievement. We believe that the strategies outlined below reflect the key elements of that plan.

DISTRICTS MUST HAVE ADEQUATE BASIC SUPPORT AND PREVIOUS BUDGET REDUCTIONS SHOULD BE RESTORED.

▷ **Ensure education dollars stay in education programs.**

In current state budget practice, if education revenue sources within the Distributive School Account (DSA) generate more revenue than is projected during the biennium, those additional revenues are reverted to the state's general fund. These reversions are then used for whatever purpose state legislators deem

appropriate and are often used to support programs other than education. Sadly, this practice undermines the stability of education funding and, over time, erodes public confidence in the State's commitment to its students.

We believe this current budgeting practice is outdated. Accordingly, moving forward, we recommend that these "reversion" funds remain in an education rainy day fund until such time as they accumulate to 10 percent of the annual DSA revenues. From that point forward, the DSA reversions over the 10 percent threshold should be allocated to Nevada's school districts on a per pupil basis to be used for non-recurring expenditures such as capital, professional development, and equipment purchases.

School Data

	Most Recent Data	Previous Period	Earliest iNVest Data
School Information[1]			
	2010-2011	**2009-2010**	**2002-2003**
Total Number of Districts	17	17	17
Total Number of Schools	626	620	517
High Schools	85	84	79
Junior/Middle Schools	107	106	79
Public Charter Schools-Secondary & Junior	18	19	7
Elementary Schools	367	362	318
Special Schools	27	27	28
Public Charter Schools-Elementary	14	14	6
K-12 Schools	8	8	0
Students and Teachers Information			
	2011-2012	**2010-2011**	**2002-2003**
Total Number of Students[2]	439,277	437,057	369,498[1]
	2010-2011	**2009-2010**	**2002-2003**
Total Number of FTE Teachers[3]	21,839	22,025	18,805
Student/Teacher Ratio[3]	20.02	19.41	18.40
Computers[2]			
	2010-2011	**2009-2010**	**2003-2004**
Total Number of Computers	146,820	128,688	52,195

[1] Nevada Department of Education
[2] Nevada Report Card
[3] National Center for Educational Statistics CCD Build-A-Table

As another example of the undermining and erosion that occurs in State education funding, in 2009, Initiative Petition 1 (IP 1) sought to increase room taxes in Clark and Washoe Counties by 3 percentage points not to exceed 13 percent to enhance education programs. Room taxes were increased, however, during the 2009-11 biennium, these funds were deposited directly into the State's general fund to balance the State's budget. And during the 2011-13 biennium, they were deposited in the Distributive School Account and used as a direct offset to state general fund education spending. In short, these revenues generated under the banner of education have never been used for their intended purpose. These

dollars should be separated from the DSA and other education funding, as originally intended. Also as intended, they should be used to increase teacher salaries and to enhance education programs including, without limitation, programs that would restore teaching positions where they have been eliminated due to budget cuts.

If all dollars that are presented to taxpayers as funding education are actually spent in education, Nevada would go a long way toward meeting the needs of our students and restoring the public's trust in the State's commitment to public education excellence for every student.

▷ **Restore lost teaching positions to stabilize class-sizes**

As a result of budget cuts in 2011, Nevada school districts lost hundreds of positions. In fact, over the last biennium, Nevada school districts across the State have eliminated 1,144 licensed positions due to lack of funding. Many teaching positions have been moved from school district general fund budgets to federal funding sources – a temporary "solution" that puts these positions in danger of being completely eliminated as the federal government considers sequestration cuts.

The accumulation of cuts since the Great Recession began in 2008 is taking its toll on our students. In Clark County alone, since 2008, there has been a reduction of 3,400 full time equivalents to the general operating fund – more than two-thirds of which were teachers who directly interacted with students. Class sizes have increased to the largest levels in the history of the District, further impacting the ability to ensure instruction meets the needs of every student in the classroom. Ensuring every student has the opportunity to conduct a lab experiment or providing differentiated instruction to students learning at a different pace becomes challenging – if not impossible – the larger the class size becomes. Classroom management becomes more arduous the larger the class size and the more crowded the physical space becomes. Additionally, as our nation considers student safety in the wake of recent tragedies, the number of students in a single classroom must now be considered in terms of both safety and instruction. At current class size even the best teachers can become ineffective.

▷ **Provide adequate and equitable funding for all Nevada public schools**

The Nevada Plan, adopted by the Legislature in 1967, was designed to provide an equal educational opportunity for every child regardless of where they lived in the State. The basic tenets of the Plan have remained intact for the past 45 years despite the fact the State has changed dramatically during that time. Nevada is no longer a predominately rural, homogeneous state, but one of great diversity. In 2010-2011, 20 percent of the students in the State were English language learners with over 150 languages spoken in Nevada's schools. In addition, in 2011-2012, 51.6 percent of the students were enrolled in the free and reduced lunch program, which placed them at the federal poverty level. Although some of the basic tenets of the Nevada Plan are sound, it lacks support for individual stu-

dent needs and characteristics. Educators throughout the State – and throughout the nation - recognize that it takes more resources to educate certain populations.

In 2006, the Nevada Legislature commissioned a study to look at the *adequacy* of funding for K-12 schools. The Augenblick study focused on the base cost to educate a student and weighted cost for special populations. The study showed that funding for Nevada's schools was *inadequate*. In 2012, the Legislature commissioned the American Institutes for Research to do an *equity* study which showed that the Nevada Plan has *inequities* in it that have arisen as the demographics in the State have changed.

School Funding			
	Most Recent Data	Previous Period	Earliest iNVest Data
Total Spending Information*[1]			
	2008-2009	2007-2008	2002-2003
NV Spending (Millions $)	4,870	4,777	3,759
Nevada Total Per Pupil Spending ($)	11,237	11,125	10,173
US Spending (Millions $)	653,130	637,156	567,677
US Total Per Pupil Spending ($)	13,257	12,927	11,782
Nevada Total Spending Per Pupil as a % of US Total Spending Per Pupil	84.8%	86.1%	86.3%
Operations Spending By Category Per Student*[2]			
	2010-2011	2009-2010	2002-2003
NV Total Per Student ($)	7,876	8,965	7,768
Instruction ($)	5,205	5,392	3,801
Instruction Support ($)	876	975	1,842
Operations and Maintenance ($)	1,208	1,923	1,565
Leadership ($)	588	677	560
	2008-2009	2007-2008	2002-2003
US Total Per Student[1] ($)	11,272	10,970	10,038
Nevada Ops. Spending Per Pupil as a % of US Ops. Spending Per Pupil	80.3%	75.3%	77.4%
Capital Spending Information*[1]			
	2008-2009	2007-2008	2002-2003
NV Total Capital Outlay (Millions $)	678	741	720
NV Capital Outlay Per Student ($)	1,552	1,712	1,949
US Total Capital Outlay (Millions $)	70,511	70,857	61,073
US Capital Outlay Per Student ($)	1,431	1,438	1,268
Nevada Capital Spending Per Pupil as a % of US Capital Spending Per Pupil	108.4%	119.1%	153.8%

* Inflation-adjusted to 2012 dollars
[1] National Center for Educational Statistics CCD Build-A-Table, Calculations
[2] Nevada Report Card

▷ **Develop a long-term, sustainable capital plan for all school districts.**

The physical environment in which we teach children can have a profound impact on their success as a student. Public schools are community investments paid for with taxpayer funds, and while districts use the buildings to educate students,

| Funding Per Pupil By District[*][1][†]			
	Most Recent Data	Previous Period	Earliest iNVest Data
	2010-2011	2009-2010	2003-2004
State	7,876	8,965	7,316
Carson	9,176	9,399	7,884
Churchill	8,627	9,090	8,875
Clark	7,558	8,167	6,994
Douglas	9,177	9,260	9,042
Elko	9,677	10,369	9,103
Esmeralda	30,714	26,806	0
Eureka	28,959	25,993	23,352
Humboldt	9,192	9,288	9,195
Lander	9,462	10,100	8,805
Lincoln	12,364	11,716	11,893
Lyon	9,092	9,279	8,792
Mineral	15,719	12,880	11,755
Nye	9,736	10,341	9,861
Pershing	13,629	13,390	12,468
Storey	13,397	13,751	12,338
Washoe	8,158	8,493	7,138
White Pine	10,291	10,410	9,744

[*] Inflation-adjusted to 2012 dollars
[1] Nevada Report Card, Calculated
[†] Per-Pupil expenditures before the 2009-2010 school year were calculated using a different formula. The data are provided merely to show that district-level differences have existed for many years and not for comparisons across periods

these facilities belong to everyone. Just like home ownership, public investments need to be maintained and equipped to provide a safe and effective learning environment in which children can focus on preparing for the 21st century workplace.

The community has invested millions of dollars to construct these buildings, however insufficient resources have been allocated to maintain aging school facilities in our state.

Since school districts are statutorily prohibited from raising public funds to pay for maintaining facilities, schools in need of essential repairs are in danger of creating more harm than good for the students in Nevada. Years of deferred maintenance now require the replacement of major systems in a growing number of schools throughout the State. Without adequate funding for the maintenance and modernization of school facilities, districts will be forced to raid razor-thin operating budgets in order to pay for repairs to plumbing, electrical, and HVAC systems as they arise, or be forced to close down schools and bus children to other (potentially overcrowded) buildings.
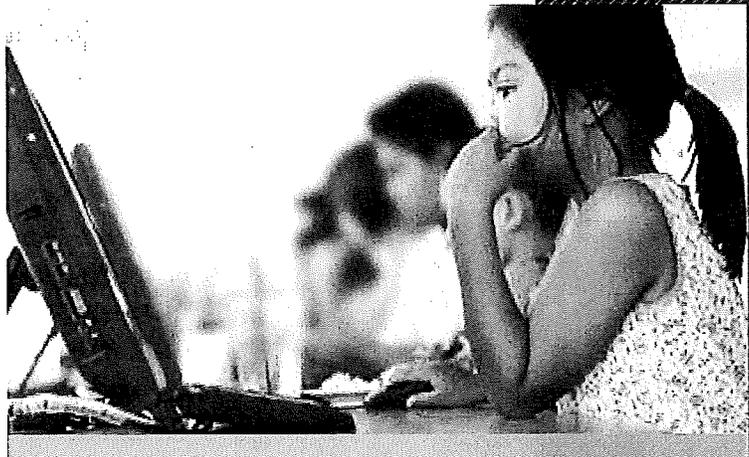
In addition to the student safety concerns related to large class sizes mentioned previously, the physical design of many Nevada schools lend themselves to an insecure environment for our students and staff. Schools that were built decades ago with stand-alone wings and classrooms that open directly to outdoor corridors provide easy access to anyone who is on the property. These designs are inherently difficult to secure, because once an intruder has jumped a fence or found other access to the property, there are no other obstacles or control points between the intruder and the children. Additionally, many of our schools have classroom doors that must be locked from the outside, an impractical arrangement in the case of an active shooter on campus, or a number of other scenarios with potential danger for our students and employees.

Additionally, the technology required to deliver today's curriculum to the digital natives now in our schools necessitates a significant investment in infrastructure. As the Common Core State Standards (CCSS) are implemented, many of the aligned assessments will be web-based and require additional wiring, bandwidth, and capacity. It is, at best, a frustrating irony that we are earnestly trying to prepare students for a 21st century workplace in a 20th century environment. As a result, far too often our students leave our buildings not college and career ready because we cannot train them in – or with - the modern tools of today's industries.

For these reasons, we recommend that legislators support legislation to implement additional funding mechanisms that are dedicated to school facilities based on individual county needs for maintenance and modernization of facilities, safety improvements, and technology upgrades. Many counties are confined by the property tax cap imposed by state law in 2005 and none of the districts have the ability to raise revenue for this necessary investment, without which these taxpayer-owned buildings will continue to deteriorate and create significant liabilities in the future.

DISTRICTS MUST HAVE THE CAPACITY TO ATTRACT AND RETAIN AN EFFECTIVE WORK FORCE

▷ **Implement educational reforms now in statute; ensure fair and effective evaluation systems by providing quality professional development for administrators**

With the effective educational reforms enacted during the 2011 legislative session, educators have the necessary tools in place to ensure every classroom has an effective educator. In order to fairly and fully implement these reforms, the work of the Teachers and Leaders Council must be fully utilized. As new evaluation systems are put in place, administrators must be trained to develop evaluation skills that are critical to ensuring quality teachers remain in the classroom.

▷ **Provide effective professional development for teachers as they fully transition to the new Common Core Standards and are evaluated under a different system.**
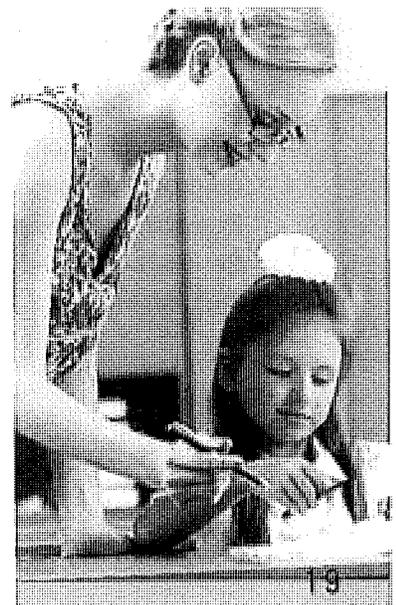
As we reach the critical juncture of implementing the new Common Core State Standards at the same time we are transitioning to high-stakes evaluations, teachers also need to receive effective and ongoing professional development. While both facets of reform are essential, we run the risk of losing effective educators if we do not ensure appropriate training takes place during the transition.

▷ **Eliminate non-essential reports and mandates to allow administrators to focus on students and the professional development of their staff**

The primary mission of educators at any level is to ensure students achieve, yet too many of our most effective educators are often overwhelmed with other duties unrelated to their primary mission. In the 2011 session, Washoe County School District sponsored SB 365, which outlined a long list of requirements and reports superintendents are required to provide on a regular basis. Many are outdated and duplicative, and all take time away from the primary mission of ensuring students achieve. While it is essential that educators are accountable and provide timely information related to student achievement and a myriad of other details related to operations, it is also important that we don't bury educators in paperwork that detracts from their true responsibilities. From requirements to report the BMI of every student to outdated reports stemming from the requirements of *No Child Left Behind*, superintendents will once again bring forth measures that ought to be eliminated to allow educators to focus on the core mission of improving student achievement.

▷ **Fund "pay-for-performance" programs based on the evaluation system developed by the Teachers and Leaders Council.**

Although pay-for-performance measures have been discussed for years, it has been difficult to find measures that all parties could agree upon when discussing how extraordinary performance could be measured and rewarded. With significant participants gathered around the table, the Teachers and Leaders Council is developing evaluation models that should be implemented and used as the basis of pay-for-performance programs. It is important to note that much attention has been paid to ensuring inadequate teachers are identified and helped – helped either to become effective or helped to find other professions – but little has been done to recognize and reward outstanding teachers who are making a difference in the lives of our students. We must ensure we keep our best and brightest teachers in the classroom by providing a professional pathway that makes it desirable for them to do so.

INSTRUCTIONAL TIME AND EDUCATIONAL OPPORTUNITIES FOR STUDENTS MUST BE INCREASED.

▷ **Directly address student demographic challenges by aggressively targeting students with limited English proficiency**

As the number of students whose first language is not English continues to rise in Nevada, we must provide resources to quickly identify the assistance they need and then provide targeted instruction to meet those objectives. Some students

simply need to learn English or improve their mastery of the language, while other students have arrived in our classrooms who not only don't speak English, but also are not at grade level in their native language. Our expectations for these students are the same as expectations for other students, but to have them read at grade level by third grade and to graduate on time will require additional time and resources to achieve. Studies show that once these students acquire English proficiency, they often out-perform their peers, making it imperative we help our English language learners reach their potential.

Performance	Most Recent Data	Previous Period	Earliest iNVest Data
Graduation and Dropout Rates[1]			
	2010-2011	2009-2010	2002-2003
Graduation Rates	68.8%	70.3%	74.8%
Dropout Rates	4.1%	4.2%	6.0%
SAT Scores[2]			
	2011-2012	2010-2011	2002-2003
Critical Reading	496	497	507
Mathematics	514	514	519
Writing	488	489	N.A.
ACT Scores[3]			
	2011-2012	2010-2011	2003-2004
Composite Score	21.3	21.4	21.2
English	20.5	20.7	20.4
Mathematics	21.4	21.4	21.1
Reading	21.6	21.8	21.8
Science	21.1	21.3	21.1
% Taking ACT	34%	31%	33%
4th Grade N.A.E.P.* Scores[4]			
	2010-2011	2008-2009	2002-2003
Math	237	235	228
Reading	213	211	207
Science	141	N.A.	N.A.
Writing	145	N.A.	N.A.
8th Grade N.A.E.P.* Scores[4]			
	2010-2011	2008-2009	2002-2003
Math	278	274	268
Reading	258	254	252
Science	144	141	N.A.
	2006-2007	2001-2002	2001-2002
Writing**	143	137	137

*†National Assessment of Educational Progress
** 8th Grade Writing Test only administered for 2006-2007 and 2001-2002 years
N.A.-Not Administered
[1] Nevada Report Card
[2] College Board
[3] ACT
[4] National Center for Educational Statistics CCD Build-A-Table

▷ **Reduce class size to optimum sizes, particularly for students who are struggling.**

Although Nevada statutes require class sizes of 1:15 in first and second grade and 1:19 in third grade, as districts have dealt with budget cuts, they have unfortunately resorted to seeking waivers and increasing class sizes simply to make ends meet. Kindergarten does not fall under statutory requirements, resulting in class sizes that often approach 25 to 30 students. Expectations of kindergarten have changed from a place where students learn to line up, take turns, and sing songs to a classroom where students learn basic reading, writing, and math skills. Class sizes in this fundamental grade must be addressed, as must the class sizes of grades 4-12. When some hear of the need to reduce class size, they may think of studies that show optimal class sizes should be fewer than 20 students. However, most of Nevada's schools are operating with class sizes significantly higher than that. In Clark County, for example, current student/teacher ratios are funded 34:1 for elementary and 38:1 for secondary schools; the highest class sizes found in the recorded history of the District. Getting class sizes back to reasonable levels must be a top priority.

▷ **Ensure student proficiency by the end of the third grade through early identification of struggling students and effective early interventions**

Students who will have difficulty in reading at grade level in the third grade can be identified as early as the first week of kindergarten. Early identification is essential so students who have begun school significantly behind their peers can receive individualized attention and additional instruction to catch up before it becomes too late. Without resources to identify and assist these students, requirements to retain students in the third grade until they are proficient will simply result in very large third grade classes with students who may have lost confidence in their ability to learn. Resources for early identification and intervention will help us ensure third grade students are proficient not just in reading, but in other core areas, as well.

▷ **Invest in early childhood development, including access to full-day kindergarten for all students**

Early childhood represents a critical developmental period that determines the future success of a student. Particularly for children living in poverty and for students facing other significant challenges, including language development, attending pre-school and kindergarten will provide long-lasting benefits that will influence the long-term success of the student. As educators strive to reach expectations such as having all students proficient by third grade, full-day kindergarten is essential. As we continue to raise academic expectations through the implementation of the Common Core State Standards, providing enough time on task is crucial, especially in the early years. Effective early childhood programs will reduce the number of students enrolled in special educa-

tion programs, reduce the number of students who have to repeat a grade or who are "socially promoted." These programs will increase student achievement, increase high school graduation rates, and provide a positive impact on labor market outcomes in the future.

▷ **Invest in technology and alternative skills training for college-bound and workforce-bound high school students**

Whether students plan to enroll in college or whether they intend to enter the job market, they must graduate with skills that equip them to succeed in today's highly technical environment. Career pathways developed in conjunction with business and industry define what students should know and be able to do as they leave high school. The expectations of a career-ready student mirror expectations of a college-ready student; they represent the fundamental skills expected of a successful adult whether they enter the workforce or continue on to higher education. Technology is a key component of preparing today's students to compete in tomorrow's global arena; appropriate funding must be provided to enhance existing career-tech programs and expand the availability of these programs to all secondary students.

▷ **Ensure high school graduates are prepared for college and career experiences by transitioning focus from NHSPE to an exam aligned to the Common Core State Standards**

The Nevada Legislature established the Nevada High School Proficiency Exam (NHSPE) in 1979 to raise student writing standards for all high school graduates. The exam was expanded to include reading and mathematics in the 1980s, at which time the tests became a requirement for graduation. A science component was added in 2010, making Nevada's exit exam requirement one of the most rigorous in the nation.

In 2010, Nevada adopted the Common Core State Standards, and joined the Smarter Balanced Assessment Consortia with the intent to develop common state assessments aligned to the new standards for implementation in 2014-2015. This nationwide initiative to strengthen academic standards is bringing changes to exit-exam policy as states implement the increased rigor and seek new ways of ensuring students are college and career ready.

The new Assessment and the existing NHSPE are very likely to be radically different. These transition years between curricula are difficult for teachers, students, and parents to be certain how to prepare our students to pass the existing NHSPE at the same time preparing for an unknown common core assessment.

The goal of educators is to ensure students are college and career ready. However, increasingly
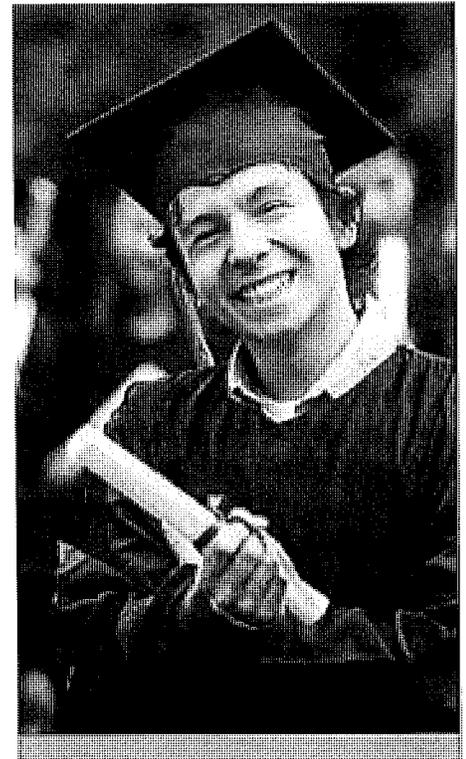
more time is spent on preparing students to pass the Nevada High School Proficiency Exams, which is substantially different than preparing students to be college and career ready. Superintendents recommend temporarily suspending the NHSPE until the new assessments, based on the Common Core State Standards are available. This will ensure that students affected in these transitional years would not have their future jeopardized by a "High Stakes" test that no longer aligns with the curriculum.

Furthermore, superintendents recommend that during the transitional years, students be required to take the ACT exam as a requirement for graduation, as is currently required in several other states.

CONCLUSION

Ten years ago Nevada education leaders asked a critically fundamental question:

"What will it take to improve student achievement?"

Ten years ago Nevada education leaders answered with *iNVest*.

Ten years ago Nevada education leaders presented this plan to the Nevada Legislature.

Ten years ago.

Ten years. A decade. Half a generation. Time for three governors and two two-term presidents. A big boom followed a bigger bust, followed by a bit of a recovery. iPads, "smart" phones, and the meteoric rise of social media. 75 percent of a student's K-12 education.

But what of *iNVest*? Of Nevada education? Of the prospects for Silver State students?

Have we kept pace with our times? Have we made good on our promises? Have we achieved the results we all know we must?

Where were we ten years ago? Where are we ten years later? Where will we be ten years from now? And ten years after that? And ten years after that?

iNVesting in a brighter future during uncertain times is a hard thing - yet we know it's the right thing. To paraphrase the Governor Sandoval: we cannot cut our way to student achievement; we cannot tax our way to student achievement; we must grow our way to student achievement. *iNVest* provides a blueprint for such growth – growth in effective programs, growth in effective policies, and, yes, even growth in effective funding.

10 YEARS AGO. TEN YEARS LATER. TEN YEARS FROM NOW.

If not now...when? If not now...why?

Nevada Department of Education

Education Programs | 2013

The following pages include information for the Nevada State Assembly and Senate during the 77th Legislative Session. Each page includes key facts and figures for selected state education programs administered by the Nevada Department of Education.

BRIAN SANDOVAL
Governor
State of Nevada

JAMES W. GUTHRIE
Superintendent of
Public Instruction

ELAINE WYNN
President
Nevada State Board of Education

RORIE FITZPATRICK
Deputy Superintendent
Teaching and Learning

DEBORAH H. CUNNINGHAM
Deputy Superintendent
Business and Support Services

The Nevada Department of Education's mission is to elevate student performance by ensuring opportunity, facilitating learning, and promoting excellence.

This mission is accomplished by focusing work on a set of key action levers:
- Standards, curriculum, assessment and accountability,
- Human capital enhancement,
- Responsible competition and choice,
- Managerial integrity and systems excellence

Table of Contents

Career and Technical Education is Working for Nevada
Nevada Department of Education
Ensuring opportunity, facilitating learning, and promoting excellence

Statement of Priorities: Strategically align Career and Technical Education (CTE) to career pathways holding the most promise for a bright future for Nevada's students. This will be accomplished through a commitment to an exemplary delivery system that includes: industry standards to drive instruction; standards-based assessments to demonstrate student acquisition of technical skills; and full integration of employability skill standards based on what industry says is needed most.

Key Facts:
- ➢ Over 49,000 students enroll in CTE courses each year
- ➢ CTE is offered in more than 100 schools, including seven academies with exemplary completion rates
- ➢ More than 4,000 students in articulated CTE courses earn postsecondary credit while in high school
- ➢ Career and technical student organizations (CTSOs) remain an integral component of CTE, with statewide membership reported at 8,932 in 2011-12
- ➢ Students who concentrate in CTE: (1) Perform higher than overall state averages on proficiency examinations; (2) graduate at higher rates; (3) drop out of school less; and (4) transition to postsecondary education and training with a focus on the future

Funding Facts:
- ➢ Federal funding provides the largest investment in CTE, with $9 million in revenues, 85 percent of which is distributed in local formula and competitive grants to secondary and postsecondary education meeting requirement of the Carl D. Perkins Career and Technical Education Act
- ➢ State funding supports CTE by providing: $2.1 million in formula funds to maintain and improve programs; $1.1 in competitive funds for program development and innovation; $300,000 in state leadership funds for state support of standards and assessment development and CTSOs
- ➢ State and federal funding support department operations, which include 14 staff dedicated to CTE program development, teacher training, and program administration.

CTE Students Outperform their Peers

CTE Graduation Rate Estimate Comparisons
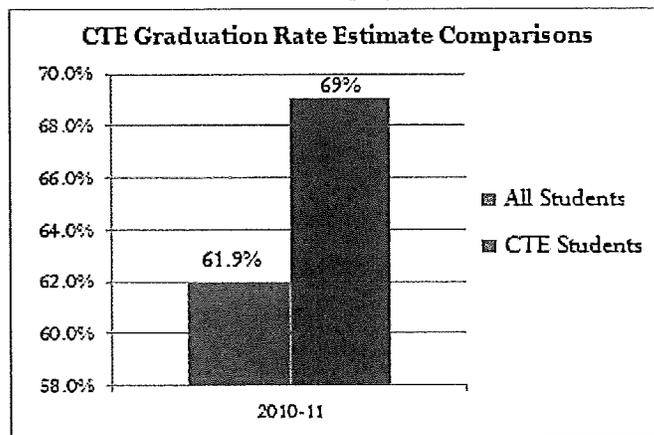
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Close the Achievement Gap with Quality Early Childhood Education
Nevada Department of Education
Ensuring opportunity, facilitating learning, and promoting excellence

Statement of Priorities: The Nevada Early Childhood Education Program builds a foundation for school readiness and success in K-12 and beyond. Early childhood education and the Nevada Early Childhood Education Program directly increases high school completions and success in school and later in life.

Key Facts:
➢ 70 percent of the achievement gap is created before the beginning of second grade and most likely between birth and kindergarten.
➢ The Nevada Early Childhood Education (ECE) program has over 10 years of longitudinal data demonstrating:
    1) <u>Significant</u> learning gains achieved in preschool
    2) Gains maintained throughout elementary years
    3) Reduction and/or elimination of the achievement gap
    4) Increased number of students proficiency in math & reading
➢ The Nevada Early Childhood Education program serves 1,288 children within 10 school districts and 1 community-based program throughout the state. (32 sites)
➢ The Early Childhood Education Advisory Council works in partnership with the Department of Health and Human Services to oversee early childhood education and care including incorporation of data into the P-12 data system.
➢ The Nevada ECE Program was cited by education researchers for high standards and well educated teachers and meeting seven out of ten national benchmarks of quality. Despite this, the state gets very low marks for accessibility to high-quality preschool.
➢ Nevada ECE Program currently serves approximately 1.6 percent of our current preschool population.

Funding Facts:
➢ The 2011 Nevada State Legislature passed Assembly Bill 579 that continued funding for the Nevada Early Childhood Education Program and appropriated $3.3 million for the 2011-12 and 2012-13 fiscal years.
➢ The Executive Budget recommendation to the Legislature for the 2014-2015 biennium includes an additional $20 million for full-day kindergarten programs.
➢ The Executive Budget recommendation to the Legislature for the 2014-2015 biennium includes an additional $14 million for programs for English language learners, some of which could be focused on strengthening PreKindergarten and/or kindergarten programs for English learners, thereby increasing their direct route to college and career readiness.

Students Who Participated in NV ECE Program Out-perform Other Students

Group	Percent Proficient	Percent Proficient
All Students	**READING**	**MATH**
Cohort 1 ECE	58.6%	70.7%
Non-ECE	52.4%	64.1%
English-Speaking Students		
Cohort 1 ECE	69.4%	78.5%
Non-ECE	63.5%	71.6%
Limited-English Proficient		
Cohort 1 ECE	23.6%	46.0%
Non-ECE	16.4%	40.2%

Results from 6th grade CRT

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Connect the Components of the Nevada Education Performance System to Improve Student Achievement
Nevada Department of Education
Ensuring opportunity, facilitating learning, and promoting excellence

Statement of Priorities: By providing transparent and actionable data on multiple indicators of student achievement, the Nevada School Performance Framework (NSPF) supports the goals of the State Improvement Plan. The NSPF will inform school performance planning to improve student achievement results in core academic subjects, improve the graduation rate including expanding the advanced diploma rate, ensure college and career readiness when students graduate from high school, and support and expand innovative instructional programs.

Key Facts:
The Nevada School Performance Framework
  - ➢ Moves accountability beyond Adequate Yearly Progress (AYP).
  - ➢ Reports on multiple, meaningful indicators, including student growth.
  - ➢ Assigns schools a point-based rating using a weighted formula
  - ➢ Enables comparisons across the State to understand and evaluate school performance and to prioritize system support.
  - ➢ Provides a more complete look at schools' and districts' success in moving students to college and career readiness
  - ➢ Recognizes and rewards high performance and differentiates resources and supports according to need

Funding Facts:
  - ➢ Districts now have greater discretion in use of Title 1 funds to align resources to needs of schools.
  - ➢ Professional development by the Nevada Department of Education will require funding to support growing understanding and effective implementation of the Nevada School Performance Framework.

The Nevada School Performance Framework: A Critical Element in the Nevada Education Performance System
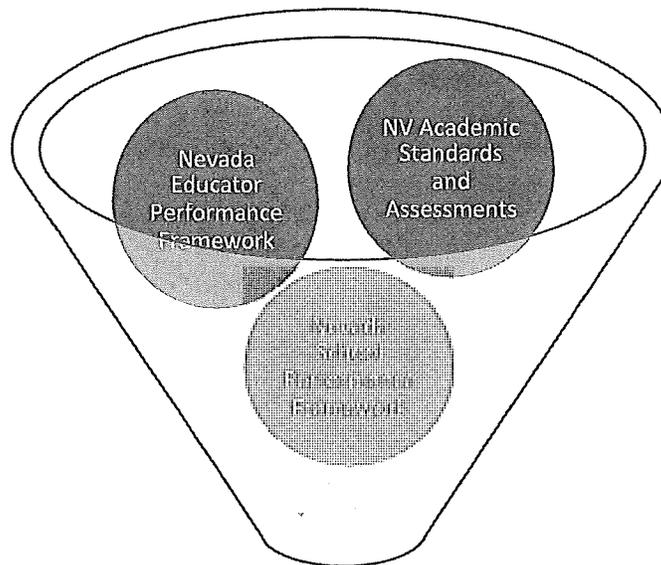
Elevated Student Achievement

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Educate Nevada out of the Recession, One Adult Student at a Time
Nevada Department of Education
Ensuring opportunity, facilitating learning, and promoting excellence

Statement of Priorities: Nevada Adult Education provides a critical second chance for the thousands of students who drop out of school every year. Nevada Adult Education's emphasis on college and career readiness helps adult students improve their basic reading, writing, math and English skills, obtain a secondary credential and make the transition to postsecondary education or training in order to obtain employment and contribute more fully to Nevada's economic recovery.

Key Facts:
- Over 29,500 qualifying students were enrolled in state- and federally-funded Adult Education programs in FY11-12
  - 4,286 GEDs were earned in Nevada in FY2011-2012
  - 1,661 Adult Standard Diplomas were granted in FY11-12
  - 24,530 total credits were earned or waived in Adult High School programs in FY11-12
- 62% of adult learners who were pre- and post-tested in federally-funded Adult Basic Education programs *advanced two or more grade level equivalents in one program year* in FY10-11*
- 72% of adult learners in federally-funded Adult Basic Education programs who sought to retain their job or improve their employment were successful in FY10-11*
  - * *Most recent data available*

Funding Facts:
- Total allocated state funding for Adult High School programs in FY11-12 was $17,011,957
  - Average cost per student in Regular Adult High School programs was $615 in FY11-12
  - Average cost per student in Corrections Adult High School programs was $1,543 in FY11-12
- Total federal funding for Adult Basic Education programs in FY11-12 was $5.6 million
  - Average cost per student in federally-funded Adult Basic Education programs was $647 in FY11-12

Who Makes the Money?
2009 Average Income by Educational Attainment
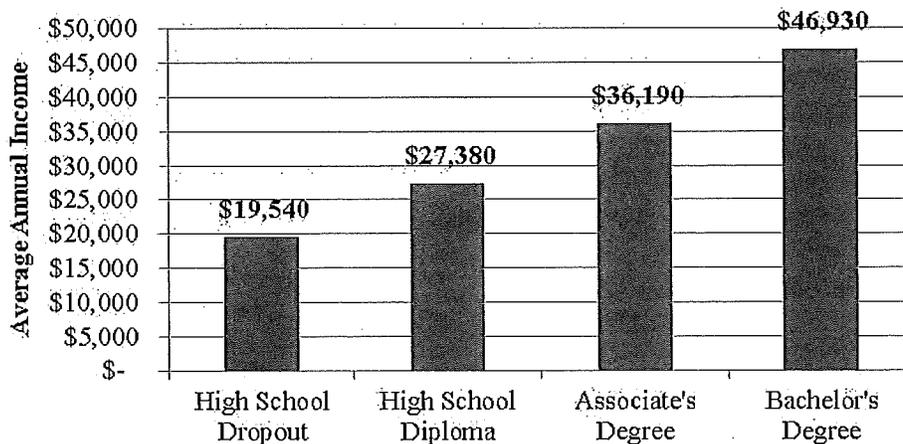
Source: U.S. Department of Education, 2011

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Statement of Priorities: Recent research and a national focus emphasize the importance of family engagement practices on student learning and the necessity of capacity building for successful implementation (U.S. Department of Education, December, 2012; Joyce L. Epstein, 2009). With the Teachers and Leaders Council creating evaluations involving family engagement, and with the Nevada School Performance Framework using family engagement in the "Other" category (in addition to federal program requirements for family engagement) the capacity-building work of the Office and Advisory Council on Parental Involvement and Family Engagement is a key factor in Nevada's focus to improve student achievement. Nevada's education initiatives cannot move forward without the help of families.

Key Facts:
> In accordance with 2011 legislation, the Office of Family Engagement reviews school district family engagement programs, identifies best practices, develops standards and guidelines for school district family engagement, and collaborates with the Advisory Council to review accountability reports, school improvement plans, and other key education reports and policies.
> The Office of Family Engagement maintains a website that offers former Nevada PIRC (Parent Information Resource Center) resources, national best practices, grant opportunities, and Advisory Council information.
> Teaming with the Advisory Council, the Office of Family Engagement created a family engagement evaluation metric for the Teachers and Leaders Council; facilitated a two-year Advisory Council work plan; launched work on a Nevada Family Engagement Toolkit; and, with the Nevada PTA, planned a biennial Summit—"Connecting the Dots: Nevada's Fourth Family Engagement in Education Summit" at UNLV, in May, 2012.
> Collaborating with the Nevada Higher Education Systems and Regional Professional Development Programs, the Office of Family Engagement is facilitating the creation of family engagement coursework in teacher education programs initiated by the Commission on Professional Standards in Education.
> The Office of Family Engagement supports Lyon County School District's piloting of school-level Parent Advisory Councils that will be used as a model for other school districts.
> As part of the Nevada School Performance Framework Committee, the Office of Family Engagement is scaffolding communication with families and stakeholders concerning school accountability.

Funding Facts:
> Although $13,000 has been allocated to provide support to the Office of Family Engagement and the Advisory Council, family engagement is a low-cost initiative for school districts.

Table 20. Effects of Title I Parent Involvement on Math and Reading Comprehension

Normal Curve Equivalent Gains in Skill Area	High-Parent Involvement Children	Low-Parent Involvement Children
Total math	18.3	10.6
Math application	12.9	9.3
Total reading	13.3	4.4
Reading comprehension	10.9	4.7

Shaver and Walls (as cited by Henderson and Mapp, 2002, p. 172) studied the positive impacts of Title I parent involvement on student achievement in math and reading.

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Enhance Human Capital in Schools to
Improve Student Learning through Regionally-Based Professional Development
Nevada Department of Education (NDE)
Ensuring opportunity, facilitating learning, and promoting excellence

Statement of Priorities: The priority of the state's three Regional Professional Development Programs (RPDPs) is focused on ensuring that teachers and administrators have the skills, knowledge, and dispositions, including content and pedagogy, to support student mastery of standards, including the Common Core.

Key Facts:
- ➢ Created through legislation in 1999 to support instruction on new state content standards
- ➢ Three independently governed regional organizations: Northeastern, Western, Southern
- ➢ Proposed changes would bring governance under senior leadership at NDE and State Board of Education
- ➢ Future planning to be directed by NDE leadership in cooperation with RPDP directors and district superintendents to focus and increase support for professional development.
- ➢ RPDPs to remain flexible and responsive to needs of both rural and urban districts
- ➢ Annual RPDP work plans to be developed with input from district superintendents, NDE leadership, and RPDP directors
- ➢ RPDP employees will retain current status and will not become state employees

Funding Facts:
- ➢ The Governor's budget recommends transferring the authority for Regional Professional Development Programs to the Department of Education
- ➢ Current funding as separate budget item with three school districts (Washoe, Elko, Clark) as fiscal agents
- ➢ Future funding to flow through NDE to district fiscal agents

Working Together to Focus on Teachers' Skills,
Dispositions and Knowledge to Support Student Mastery
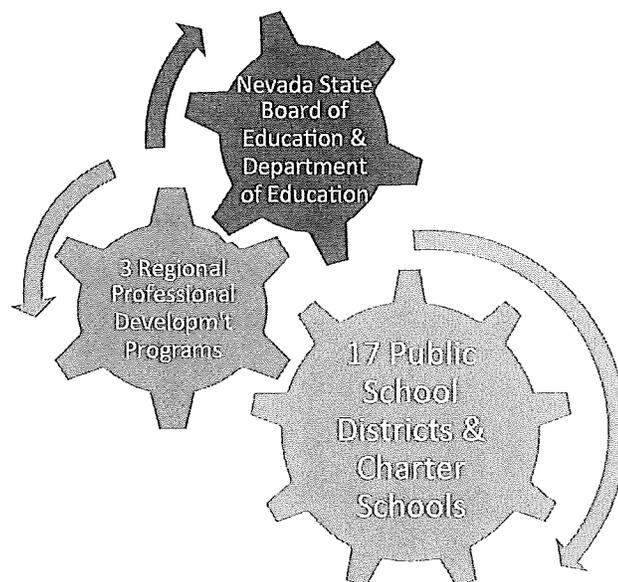
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Expand the Number of Quality Charter Schools
Nevada Charter School Authority
A quality public school for every Nevada child

Statement of Priorities: As defined in Nevada Revised Statute, the purpose of the SPCSA is to: Authorize high-quality charter schools throughout this State; Provide oversight to the charter schools and ensure schools maintain high standards, preserve autonomy, and protect the public interest; and Serve as a model of best practices.

Key Facts:
- The SPCSA employs nine staff, one of whom is funded through federal funds
- In 2012-2013, 13,810 students were enrolled in 16 SPCSA sponsored charter schools
- Five of 14 applicant proposals received for fall 2013 start-up were approved to open charter schools
- All practices of the SPCSA are aligned with the Principles and Standards for Quality Charter School Authorizing as published by the National Association of Charter School Authorizers
- Adequate yearly progress designations for 2011-2012: 23% High Achieving; 41% Adequate; 12% Watch; 23% In Need of Improvement
- SPCSA is deemed a Local Education Agency for purposes of directing a proportionate share of federal funds to charter schools
- SPCSA is a stand-alone agency within this State

Funding Facts:
- The Governor's budget includes $750,000 to fund a Charter School Revolving Loan Account to help charter schools with startup costs.
- Approximately $1 million in federal dollars were made available to SPCSA charter schools
- No impact on general fund, all revenue is based on a 1.5% fee charged to charter school gross revenue
- Charter schools have no access to start-up funds or low cost capital to finance facilities
- 65% of annual budget is dedicated to Quality Charter Authorizing activities and 35% to Technical Assistance and Support activities.

Public School Choices are Expanding for Students

State Board/SPCSA Charter School Student Population FY2005-FY2013

Percent of Charter School Students to all Public School Students

Nationally 4.2%
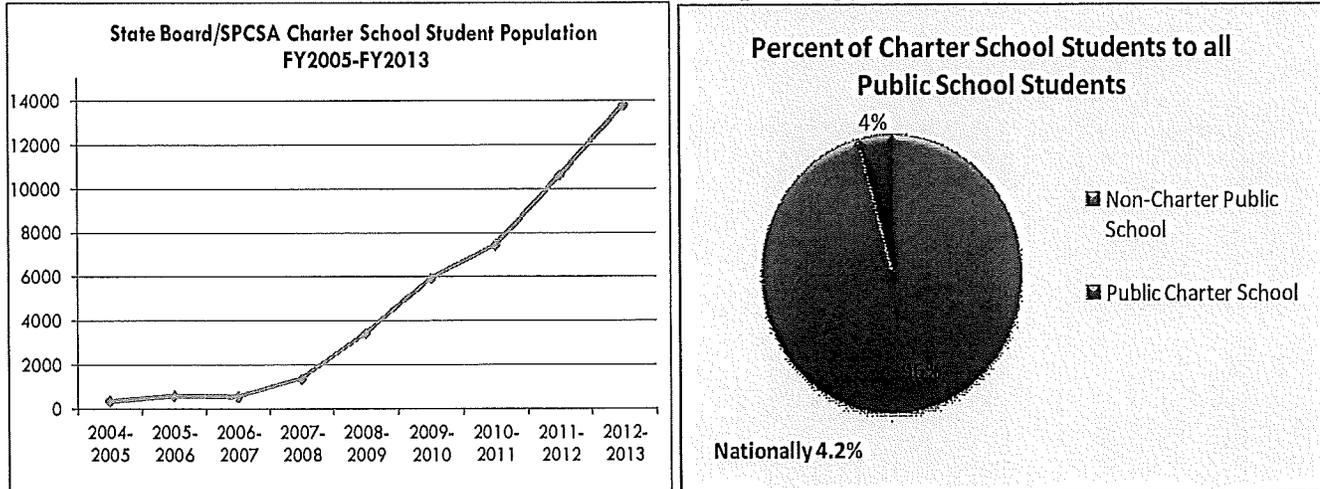
Contact:
Steve Canavero, Ph.D.
Director
State Public Charter School Authority
775.687.9160
scanavero@spcsa.nv.gov
http://charterschools.nv.gov/

Help English Language Learners Graduate Ready for College and Career Success
Nevada Department of Education
Ensuring opportunity, facilitating learning, and promoting excellence

Statement of Priorities: The Nevada English Language Learner (ELL) Program is dedicated to supporting ELLs in accomplishing content mastery concurrent with Academic English Language Proficiency through meaningful engagement with appropriate instructional processes. The Nevada ELL Program provides guidance for districts to promote student achievement. The state ELL Program also ensures District and State compliance with State ELL and Federal Title III Regulations under Nevada Statutes and federal legislation.
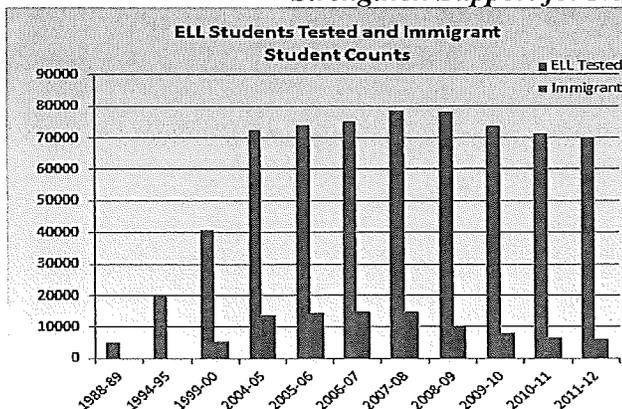
Key Facts:
➤ Compliance with Title III Regulations under NCLB does not ensure compliance with Office for Civil Rights or U.S. Justice Department requirements for equitable services for ELL students
➤ 71,254 Nevada students took the 2011-12 English Language Proficiency Assessment (ELPA)
➤ 89% of Nevada's ELLs were born in the United States
➤ High School ELLs: 29% Graduation Rate; 60% are credit deficient; 40% are Long-term ELLs – six years or more in the ELL Program without showing growth for the last two or more years;
➤ Former ELLs, less than two years since exit, perform comparably to the state average on CRTs
➤ In 2011-12, Nevada joined the World-Class Instructional Design and Assessment (WIDA) consortium of 31 states and adopted WIDA's English Language Development Standards and Assessment System.

Funding Facts:
➤ The Governor's budget has proposed $4 million in FY 2014 and $10,000,000 in FY 2015 for a new English Language Learner Program focused on K-4 grade students. The program will be focused on increasing language acquisition and academic growth and proficiency to promote long-term academic success.
➤ 2012-13 Federal Title III Grant: $8,798,885 or $116.64 per student
➤ The District cost for the English Language Proficiency Exam is $23 per ELL student; Title III funds cannot be used for the test
➤ Federal Title III funds cannot be used to satisfy federal program requirements to serve ELLs
➤ Federal Title III funds can only be used to "supplement" services to ELLs

Strengthen Support for Nevada's English Language Learners

ELL Students Tested and Immigrant Student Counts (chart with ELL Tested and Immigrant series; y-axis 0 to 90000; years 1988-89, 1994-95, 1999-00, 2004-05, 2005-06, 2006-07, 2007-08, 2008-09, 2009-10, 2010-11, 2011-12)

Accomplishment: Percent of Nevada ELL Students Passing the State CRTs

2010-2011	Math CRT	Language Arts CRT
Current ELL Students	24%	6%
Former ELL Students: Less than 2 years since exiting ESL	72.1%	58.7%
Total State	68.05%	56.95%
Hispanic	61.0%	42.1%
Black/African American	56.8%	39.5%

Nevada Report Card: NDE

Contact:
Jonathan Gibson
Educational Program Professional
Office of Educational Opportunity
(775) 687-9257
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http://www.doe.nv.gov/NDE_Offices/Special_Education/Programs/ELL/Title_III/

Inform Student Learning from Cradle to Career with a State Longitudinal Data System
Nevada Department of Education (NDE)
Ensuring opportunity, facilitating learning, and promoting excellence

Statement of Priorities: The System of Accountability in Nevada (SAIN) is a developing information database that collects and stores student records in a longitudinal nature. This database allows the Department to reconstruct a student's history at any given point in time to inform his education.

Key Facts:
- ➢ The system went operational in 2008 with several years of basic level student enrollment data.
- ➢ The system includes several mission critical applications used by the NDE and school districts:
  - o An EDEN application for Federal reporting.
  - o An application for Count Day student enrollment counts and demographic information.
  - o A Teacher Licensure application, the administration of the Gear-Up program, the Nevada Growth Model and the Nevada School Performance Framework (NSPF).
  - o In process is the integration of Career and Technical Education (CTE) data on students, course and testing.
  - o Future expansion will connect teacher, student and course data to support the Educator Performance Framework.
  - o In process is a grant funded project that will connect the K-12 system to data systems at the Nevada System of Higher Education and Department of Employment, Training and Rehabilitation over the next three years.
  - o Future integration is planned for data currently collected separately for Title I programs, eliminating legacy applications and streamlining the collection and reporting process.

Funding Facts:
- ➢ Nevada received federal grants of $5 million in 2007 to create a Data Warehouse and $4 million in 2012 to connect to higher education and the workforce.
- ➢ Requests for state funding for FY 2014-15 include:
  - o $380,000 for operation and maintenance of the SAIN system
  - o $413,000 to enhance the current K-12 Unique Student ID system (UID) and develop a teacher UID to link teachers and students together
  - o $288,000 to upgrade system software to current versions, enhance the Nevada Growth Model, develop a system to collect and monitor average daily attendance and develop a research database in Common Education Data Standards format.

Information on Learning from Cradle to Career

Longitudinal Data System
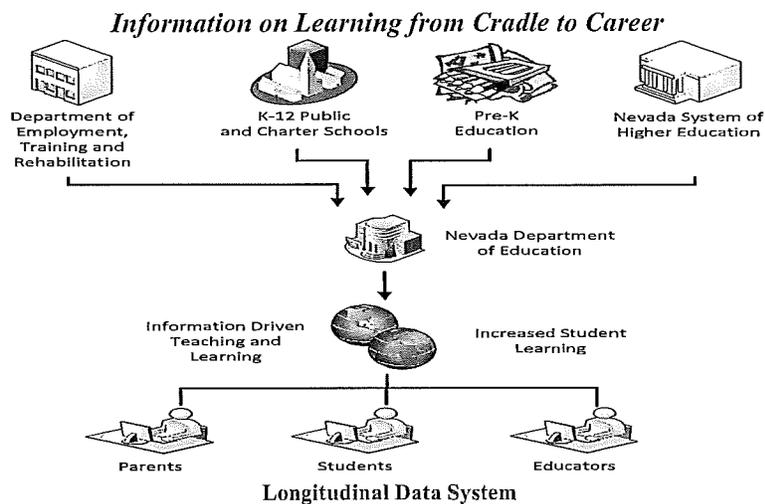
Contact:
Glenn Meyer
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775-687-9126
gmeyer@doe.nv.gov
http://www.doe.nv.gov/NDE_Offices/Information_Technology/Information_Technology/

Leading the Way with Next Generation Assessments
Nevada Department of Education
Ensuring opportunity, facilitating learning, and promoting excellence

Statement of Priorities: In 2010, Nevada became one of twenty-five states to join the Smarter Balanced Assessment Consortium (SBAC), a state led-consortium. Smarter Balanced is creating next-generation tests aligned to the Common Core Standards in English language arts/literacy and mathematics and will be implemented in the 2014-15 school year.

Key Facts:
> A college-and career-ready evaluation based on the Common Core Standards with results that are comparable nationwide and internationally benchmarked.

> Innovative item types go beyond multiple-choice questions to include constructed response and performance tasks that measure critical thinking and problem solving.

> SBAC is a balanced assessment system that includes summative and interim assessments as well as formative tools and processes.

> Nevada is a governing state and currently has members on four of the ten work groups.

> Support for Common Core implementation, including membership for Governing States in the Council of Chief State School Officers' Implementing Common Core state collaborative and a digital library of curriculum resources and instructional best practices for educators.

> The assessment system includes a rigorous computer adaptive summative test for grades 3-8 and 11 that provides accurate student performance and growth information to meet state and federal accountability requirements. In addition, optional computer adaptive interim assessments and formative resources aligned to the Common Core give teachers and principals the tools to help students meet today's college-and career-ready standards.

Funding Facts:
> Just over 48% of the funding is from state resources, with the remaining 52% from federal assessment funding
> Funding requirements for SBAC are undetermined at this time

Leading the Way with Next Generation Assessments
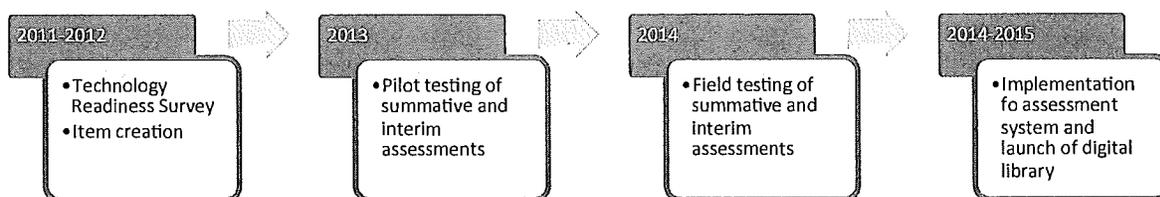
2011-2012	2013	2014	2014-2015
• Technology Readiness Survey • Item creation	• Pilot testing of summative and interim assessments	• Field testing of summative and interim assessments	• Implementation fo assessment system and launch of digital library

Contact:
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Assessment, Program Accountability and Curriculum
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csharp@doe.nv.gov
http://www.doe.nv.gov/Smarter_Balanced_Assessment_Consortium_SBAC/

Measure and Support Teacher and Administrator Effectiveness
Nevada Department of Education
Ensuring opportunity, facilitating learning, and promoting excellence

Statement of Priorities: The purpose of the Statewide System of Evaluation and Support for Teachers and School-Level Administrators is to ensure a system of educator effectiveness that yields student learning and growth, graduating students ready for 21st century competition in college and careers.

Key Facts:
- AB 222 created the Teachers and Leaders Council (TLC) to provide recommendations to the State Board of Education (SBE) to establish the Statewide System of Educator Evaluation and Support.
- The SBE will adopt the necessary regulations to implement this system by June 2013.
- The NV Educator Performance Framework is defining educator effectiveness and standardizing high leverage performance expectations based on research for what teachers and administrators should know and be able to do. This will serve as the primary mechanism for assessing variations in educator effectiveness in order to improve individual educator practice and inform human capital decisions.
- The new system must evaluate educators using multiple, fair, timely, rigorous and valid methods, which includes evaluations based on student achievement data.
- The TLC has provided a phased-in implementation timeline to create, validate, and deploy the system.

Funding Facts:
- The Governor has recommended $3.1 million over the biennium for evaluation, professional development and implementation of the Educator Performance Framework
- The State and local school districts will encumber expenses associated with training for educators and evaluators on the system and on the standards incorporated therein, as well as with regard to engagement in data system expansion and validation study efforts.
- There is federal law affecting the proposed regulations inclusive in the State's Elementary and Secondary Education flexibility request.

Enhancing Human Capital to Improve Student Achievement

Elevate Student Results → Assess Educator Performance (Practice and Results) → Identify Areas of Recognition and Growth Needs for Educators → Engage in High Quality, Focused and Sustained Professional Development → Provide Effective Instruction and Leadership → (Student Success in 21st Century Economy)
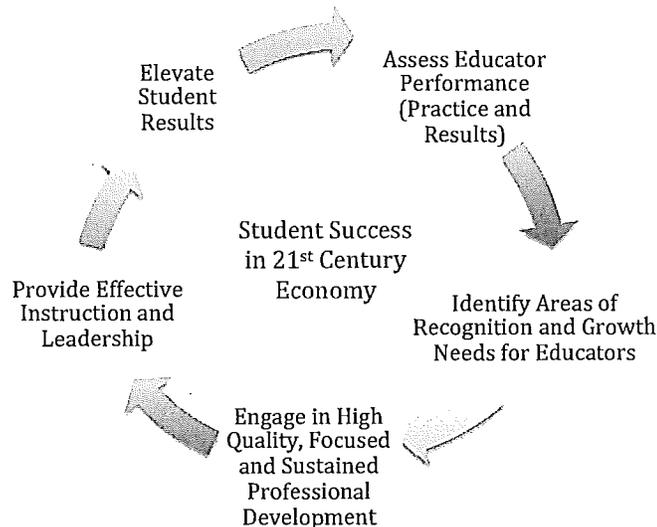
Contact:
Rorie Fitzpatrick
Deputy Superintendent, Teaching and Learning
775-687-9224
rfitzpatrick@doe.nv.gov
http://www.doe.nv.gov/Teacher_Leaders_Council/

38

Promoting Educational Success for Students with Disabilities
Nevada Department of Education
Ensuring opportunity, facilitating learning, and promoting excellence

Statement of Priorities: The special education program within the Office of Educational Opportunity is committed to ensuring that ALL students in Nevada are college and career ready upon exit from the public school system. To accomplish this, the special education program strives to build and improve on collaborative efforts with state partners and education stakeholders statewide. It is our goal to promote educational success for students with disabilities in Nevada through increased academic rigor; use of evidenced-based practices; providing sustained professional development for administrators, teachers, and staff; providing technical assistance in data-based decision making; and building meaningful partnerships with districts, schools, and parents.

A primary responsibility of this office is to provide oversight of federal and state mandated regulations such as those outlined in the Individuals with Disabilities Education Act (IDEA), the Nevada Administrative Code (NAC), and the Nevada Revised Statutes (NRS).

Key Facts:
- 49,117 students with disabilities are enrolled in Nevada schools (2011 Child Count Data)
- Nevada has a rigorous State Performance Plan (SPP) - A federally required plan that includes 20 mandated indicators as reported via the Annual Performance Report (APR) each February
- Nevada has **met requirements** of the SPP per the USDOE Office of Special Education Programs
- With appropriate supports, the NDE estimates that all students can meet established learning standards

Funding Facts:
- Districts received special education Early Childhood federal funds for 2012/13 in the amount of $1,622,074
- Districts received special education Part B federal funds for 2012/13 in the amount of $63,577,588
- Districts receive state funds through special education unit allocations: 2012-2013 3,049 units = $121,252,632

STUDENTS WITH DISABILITIES COMPARED TO ALL STUDENTS
% PROFICIENT IN STATEWIDE ASSESSMENTS (2011-2012)
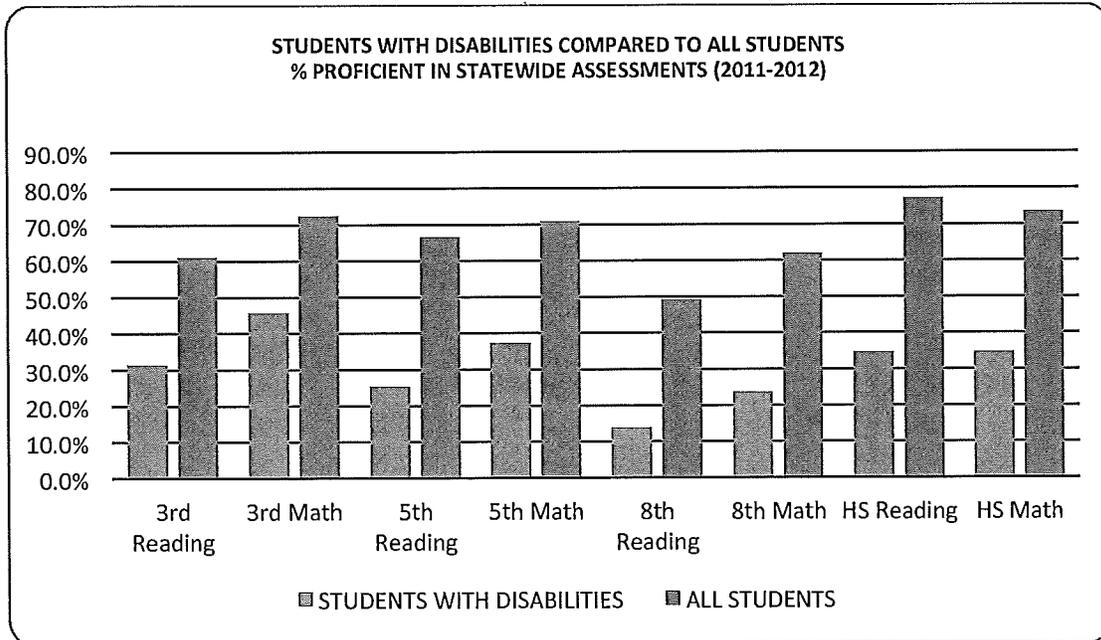
Contact:
Marva Cleven, State Special Education Director
Office of Educational Opportunity
775-687-9146
mcleven@doe.nv.gov
http://www.doe.nv.gov/Special_Education/

Strengthen Academic Standards and Achievement in Nevada's Schools
Nevada Department of Education
Ensuring opportunity, facilitating learning, and promoting excellence

Statement of Priorities: All Nevada public schools provide instruction based on Academic Content Standards adopted by the State Board of Education. Student achievement is measured by the Nevada Proficiency Examination Program (NPEP). The assessments included in the NPEP provide reliable and valid measures of student achievement for use by parents, teachers and schools in supporting all students to maximize their academic achievements. The NPEP also provides data that are used in the evaluation of schools, and that will be used for evaluation of teachers and administrators.

Key Facts:
- Nevada annually tests all students in grades 3-8 in reading and math, and in science at grades 5 and 8
- All NPEP assessments are based on Nevada Academic Content Standards
- The Nevada High School Proficiency Examination included tests in reading, math, science, and writing. Students must pass tests in all four subjects to receive a diploma
- The NPEP also includes assessments for students with significant disabilities, and English language learners
- All NPEP assessments are required by Federal and State statute

Funding Facts:
- Nevada spends just over $8,100,000 on the NPEP assessments
- Just over 48% of the funding is from state resources, with the remaining 52% from federal assessment funding
- In addition to state costs, Nevada School Districts spend more than $1,500,000 annually to support the state and district level assessment programs
- As required by statute, the NPEP assessments are developed, administered, scored, and reported by a nationally recognized testing company: Measured Progress, Inc.

Achievement is Improving
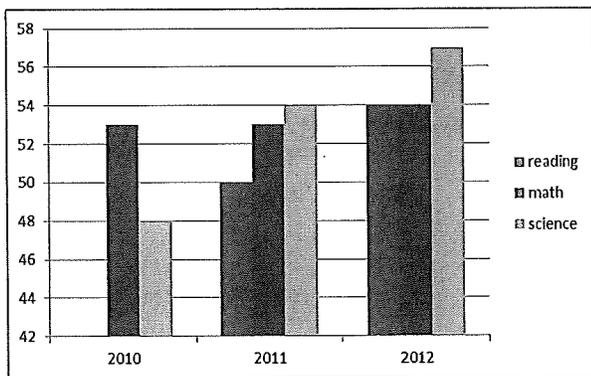
Percent of 10th graders passing on 1st attempt

- Number of graduates leaving high school having taken an AP® exam.
- Number of graduates scoring 3+ on an AP exam during high school.
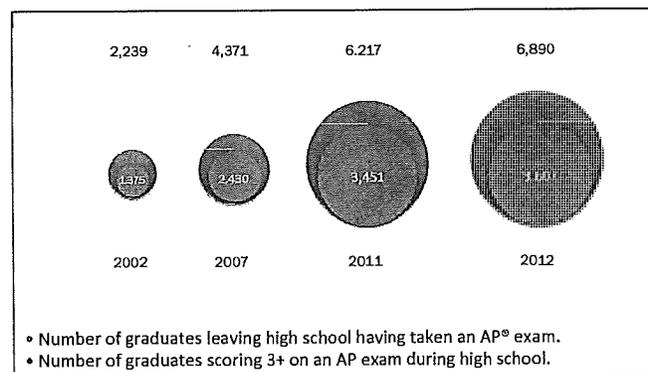
NV Growth in Advanced Placement Participation and Success

Contact:
Cindy Sharp, Director
Assessment, Program Accountability and Curriculum
775-687-9166
csharp@doe.nv.gov
http://www.doe.nv.gov/Standards_Assessments/

Strengthen Digital Education and Student Access to Classroom Technology
Nevada Department of Education
Ensuring opportunity, facilitating learning, and promoting excellence

Statement of Priorities: In November 2012, the Nevada Commission on Educational Technology approved *Digital-Age Education in Nevada: A Plan for 1:1 Computing in Nevada Schools*, a framework for transforming teaching and learning by providing a digital-age education to all students. One-to-one student computing provides students and teachers with 24 hour access to their own personal, portable, technology device connected wirelessly to the Internet. The plan aims to provide Nevada educators with ongoing professional development and the tools essential for all Nevada students to take part in an equitable, technology-rich education that supports an engaging learning environment for all students and promotes the economic development of the state.

Key Facts:
> - Full implementation of the Smarter Balanced Assessment Consortium online assessment will occur in 2014-15.
> - 99% of Nevada classrooms have at least one computer for teacher administrative use, and approximately 52% of these computers are more than 3 years old.
> - 94% of Nevada teachers who responded to a 2012 survey indicated that attending technology-related professional development was a good use of their time.

Funding Facts:
> - The Nevada Commission on Educational Technology allocated $3.8 million in grants during the 2011-2013 biennium that funded s programs in 16 school districts that reached nearly 450 schools, over 3,400 teachers, and 334,000 students across the state.
> - The federal *Title II-D Enhancing Education through Technology* program that supported digital learning initiatives in Nevada was discontinued in 2012.

Strengthen Access to Classroom Technology Resources
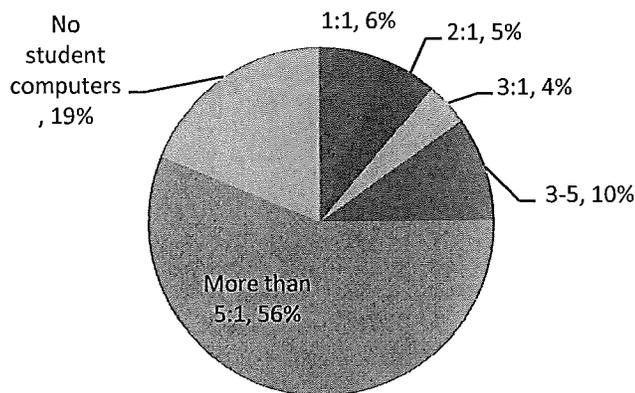
Number of Students per Computer During a Typical Class period in 2012
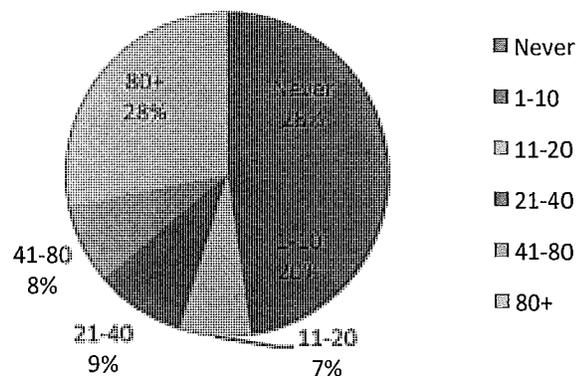
Nevada teacher responses on 2012 survey to "How many days since the beginning of school has a typical student used a computer for instructional purposes?"

Contact:
Kim Vidoni, Educational Technology Programs Professional
Assessment, Program Accountability, and Curriculum
775-687-9131
kvidoni@doe.nv.gov
http://www.doe.nv.gov/NDE_Offices/APAC/Program_Accountability/Educational_Technology_Resources/

Directory of Contacts for the Nevada Department of Education

Office/Title	Name	E-Mail	Phone
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President, Nevada State Board of Education	Elaine Wynn	kjohansen@doe.nv.gov	775-687-9225
Deputy Superintendent, Business & Support Services	Dr. Deborah H. Cunningham	dcunningham@doe.nv.gov	775-687-9175
Deputy Superintendent, Teaching & Learning	Rorie Fitzpatrick	rfitzpatrick@doe.nv.gov	775-687-9224
Director, Educational Opportunity	Marcia Calloway	mcalloway@doe.nv.gov	775-687-9161
Director, Assessments, Program Accountability and Curriculum	Cindy Sharp	csharp@doe.nv.gov	775-687-9166
Director, Career, Technical and Adult Education	Mike Raponi	mraponi@doe.nv.gov	775-687-7283
Program Officer, Teacher Licensure	Jeannette Calkins	jcalkins@doe.nv.gov	702-668-4307
Director, Child Nutrition	Donnell Barton	dbarton@doe.nv.gov	775-687-9191
Director, Information Technology Services	Glenn Meyer	gmeyer@doe.nv.gov	775-687-9126
Director, Finance & Planning	Julia Teska	jteska@doe.nv.gov	775-687-9234
Director, Audit	Susanne Etter	setter@doe.nv.gov	775-687-9121

Directory of Contacts for the Nevada Department of Education Partners

Office/Title	Name	E-Mail	Phone
Assistant to the Nevada State Board of Education	Karen Johansen	kjohansen@doe.nv.gov	775-687-9225
Director, State Public Charter School Authority	Dr. Steve Canavero	scanavero@spcsa.nv.gov	775-687-9160
Assistant to the Commission on Professional Standards	Christina Harper	charper@doe.nv.gov	775-687-9226
Education Program Profession and Staff for the Commission on Educational Technology	Kim Vidoni	kvidoni@doe.nv.gov	775-687-9131
Deputy Superintendent and Staff for the Commission to Establish Academic Standards	Rorie Fitzpatrick	rfitzpatrick@doe.nv.gov	775-687-9224
Deputy Superintendent and Staff for the Commission on Educational Excellence	Rorie Fitzpatrick	rfitzpatrick@doe.nv.gov	775-687-9224
Education Program Profession and Staff Advisory Council on Parental Involvement	Monie Byers	mbyers@doe.nv.gov	775-687-9168
State Special Education Director, Office of Educational Opportunity	Marva Cleven	mclaven@doe.nv.gov	775-687-9146
State Title I Director, Office of Educational Opportunity	Janie Lowe	jlowe@doe.nv.gov	775-687-9145
Deputy Superintendent and Staff for the Teachers and Leaders Council	Rorie Fitzpatrick	rfitzpatrick@doe.nv.gov	775-687-9224
Superintendent and Member of the P-16 Advisory Council	Dr. James W. Guthrie	jguthrie@doe.nv.gov	775-400-0553
Director for APAC and Staff for the Common Core Standards Steering Committee and Smarter Balanced State Lead	Cindy Sharp	csharp@doe.nv.gov	775-687-9166

For additional contacts and full staff listing, please visit: http://www.doe.nv.gov/Staff_Listing_NDE/

STATE PUBLIC CHARTER SCHOOL AUTHORITY

SUPPORTING DOCUMENT

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

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

MEETING DATE: March 22, 2013

AGENDA ITEM: 4

NUMBER OF ENCLOSURE(S): 1

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

RECOMMENDATION:

FISCAL IMPACT:

BUDGET ACCOUNT (FOR PRINTING CHARGES ONLY):

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

BACKGROUND:

SUBMITTED BY: _____

STATE PUBLIC CHARTER SCHOOL AUTHORITY

SUPPORTING DOCUMENT

S U B J E C T: Legislative Update		
/ /	Public Workshop	
/ /	Public Hearing	
/ /	Consent Agenda	
/ /	Regulation Adoption	
/ /	Approval	
/ /	Appointments	
/ x/	Information	
/ /	Action	

MEETING DATE: March 22, 2013

AGENDA ITEM: 5

NUMBER OF ENCLOSURE(S): 1

PRESENTER(S): Steve Canavero, PhD, Director, SPCSA; Kathleen Conaboy, Legislative Liaison, Chair SPCSA; Robert McCord, Legislative Liaison, SPCSA Member; Nora Luna, Legislative Liaison, SPCSA Member

RECOMMENDATION:

FISCAL IMPACT:

BUDGET ACCOUNT (FOR PRINTING CHARGES ONLY):

LENGTH OF TIME EXPECTED FOR PRESENTATION (IN MINUTES): 20 mins

BACKGROUND:

- SB59 (http://www.leg.state.nv.us/Session/77th2013/Bills/SB/SB59.pdf)
- AB205 (http://www.leg.state.nv.us/Session/77th2013/Bills/AB/AB205.pdf)
- Clean-up
- Facilities
- Other

SUBMITTED BY: _____

SUPPORTING DOCUMENT

S U B J E C T: Introduction of new SPCSA
Business Process Analyst II Traci House,
Management Analyst I Katie Higday, and
Update of Student Information Systems

/ /	Public Workshop	MEETING DATE: March 22, 2013
/ /	Public Hearing	AGENDA ITEM: 6
/ /	Consent Agenda	NUMBER OF ENCLOSURE(S): 1
/ /	Regulation Adoption	
/ /	Approval	
/ /	Appointments	
/ x/	Information	
/ /	Action	

PRESENTER(S): Steve Canavero, PhD, Director, SPCSA; Traci House, Business Process Analyst II, State Public Charter School Authority; Katie Higday, Management Analyst I, SPCSA

RECOMMENDATION:

FISCAL IMPACT:

BUDGET ACCOUNT (FOR PRINTING CHARGES ONLY):

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

BACKGROUND:

SUBMITTED BY: _____

STATE PUBLIC CHARTER SCHOOL AUTHORITY

SUPPORTING DOCUMENT

S U B J E C T: Approval of Willie H. Brooks
Soar Academy request for an extension of
Subsection 7 per NAC 386.240(1)

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

MEETING DATE: March 22, 2013
AGENDA ITEM: 7
NUMBER OF ENCLOSURE(S): 1

PRESENTER(S): Tom McCormack, Education Program Professional, SPCSA

RECOMMENDATION: Approve the Willie H. Brooks Soar Academy request for an extension
of Subsection 7 per NAC 386.240(1)

FISCAL IMPACT:

BUDGET ACCOUNT (FOR PRINTING CHARGES ONLY):

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

BACKGROUND:

SUBMITTED BY: _____

February 12, 2013

Tom McCormack,
Education Program Professional
State Public Charter School Authority

Mr. McCormack:

The Governing Body met on Wednesday, February 6, 2013. The vote was unanimous to request an extension of our Charter for good cause. We have secured a location and are now prepared to move forward in opening this year. We are in collaboration with the Southern Nevada Housing Authority who owns the facility. There is a stipulation that rent cannot be charged for the facility.

We believe in our school and our community. We also believe that our school will provide an answer for many young men who are struggling in the traditional classroom setting. Finally, this is the best cause for an extension and that is the void our school will fill.

Please, consider this letter as the Governing Body's official request for an extension.

Sincerely,
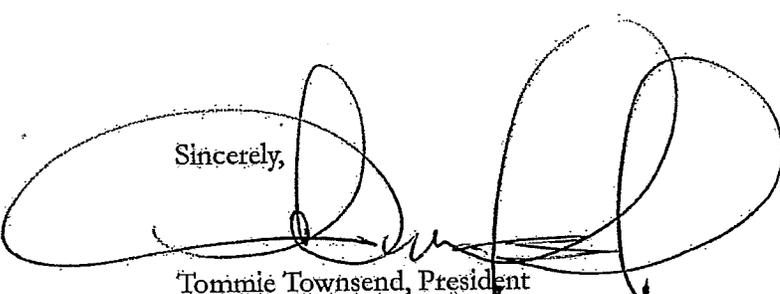
Tommie Townsend, President
Governing Body
Willie H Brooks SOAR Academy

STATE PUBLIC CHARTER SCHOOL AUTHORITY

SUPPORTING DOCUMENT

S U B J E C T: Overview of the Authority's monitoring for the 2013-2014 School year

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

MEETING DATE: March 22, 2013

AGENDA ITEM: 8

NUMBER OF ENCLOSURE(S): 1

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

RECOMMENDATION:

FISCAL IMPACT:

BUDGET ACCOUNT (FOR PRINTING CHARGES ONLY):

LENGTH OF TIME EXPECTED FOR PRESENTATION (IN MINUTES): 20 mins

BACKGROUND:

SUBMITTED BY: _____

School year 2013-2014 Proposed Monitoring Plan

Year of Charter Term	Academic Performance	Organizational / Financial Performance	Adherence to Charter	Other Compliance	SPCSA Feedback to School Public Reporting
0		Review Pre-opening requirements (compliance checklist)			Summary letter/memo to school Board on status of Pre-Opening Requirements and final authorization to open/not open the school.
1	Conduct Annual Performance Audit for new schools (check-in site visit, desk audit) • Assess progress toward meeting academic performance expectations. Approve specific school goals, as applicable.	Conduct Annual Performance Audit for new schools (check-in site visit, desk audit) • Assess progress toward meeting Operational and Financial Performance targets • Assess progress toward meeting operational and financial renewal expectations	Periodic monitoring, as necessary, to ensure compliance with material terms and conditions of the school's charter.	Compliance monitoring activities that SPCSA undertakes in its oversight role that may include: • School-specific plans as a result of corrective action • Specific monitoring related to federal programs. Compliance monitoring activities that NDE or other agencies undertake in the oversight role for all charter and other public schools in Nevada.	Year 1 Performance Audit. Summary letter / memo to school Board outlining key observations
2	Conduct Annual Performance Audit for new schools (check-in site visit as needed, desk audit) • Assess progress toward meeting academic performance	(spring) Conduct Annual Performance Audit for new schools (check-in site visit, desk audit) • Assess progress toward meeting Operational and Financial Performance	Periodic monitoring, as necessary, to ensure compliance with material terms and conditions of the school's charter.		Year 2 Performance Audit. Summary letter / memo to school Board outlining key observations

School year 2013-2014 Proposed Monitoring Plan

	• Assess progress toward meeting school specific goals, as applicable. (spring)	expectations (spring)		Year 3 Comprehensive Performance Audit Presentation to school Board, including all key findings and analysis Summary letter to school Board on progress toward meeting performance expectations and school based goals.
3	Conduct Annual Performance Audit for new schools (site visit, desk audit) • Assess progress toward meeting academic performance expectations. • Assess progress toward meeting school specific goals, as applicable. Review School's NRS 386.610 Report of Progress	Conduct Annual Performance Audit for new schools (site visit, desk audit) • Assess progress toward meeting Operational and Financial Performance expectations. • Assess progress toward meeting operational and financial school based goals.	Scheduled site visit Periodic monitoring, as necessary, to ensure compliance with material terms and conditions of the school's charter.	
4, 5 (first year after renewal and thereafter until such time when a school's performance justifies additional monitoring)	Scope of Annual Performance Audit dependent upon school performance (e.g., Year 3 Comprehensive Performance Audit or renewal decision) Conduct Annual Performance Audit • Assess progress toward meeting academic performance	Scope of Annual Performance Audit dependent upon school performance (e.g., Year 3 Comprehensive Performance Audit or renewal decision) Conduct Annual Performance Audit • Assess progress toward meeting Operational and Financial	Periodic monitoring, as necessary, to ensure compliance with material terms and conditions of the school's charter.	Year and Condition Specific Performance Audit Summary letter / memo to school Board outlining key observations and school's status as it approaches renewal.

Version 1

	expectations • Assess progress toward meeting school specific goals, as applicable.	Performance expectations • Assess progress toward meeting operational and financial school based goals.	Renewal Report to school Board Renewal Recommendation Report summarizing all data gathered throughout previous Performance audits. Report sent to SPCSA Board After renewal determination, summary letter is forwarded to school Board formally communicating renewal decision
Renewal Year (5 and 6)	Renewal site visit (fall) Complete review of renewal application • Verify and augment performance claims in renewal application • Evaluate school's evidence of success toward Academic Performance targets • Gather further evidence regarding the school's academic program	Renewal site visit (fall) Complete review of renewal application Verify and augment operational/financial claims in renewal application Evaluate school's evidence of success toward Operational and Financial Performance targets • Gather further evidence regarding school's operational viability, fiscal soundness and legal compliance	

S U B J E C T: Presentation concerning the Authority's proposed Performance Framework

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

MEETING DATE: March 22, 2013

AGENDA ITEM: 9

NUMBER OF ENCLOSURE(S): 1

PRESENTER(S): Steve Canavero, PhD, Director, SPCSA; Tom McCormack, Education Program Professional, SPCSA; Brian Flanner, Administrative Services Officer, SPCSA; 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:

SUBMITTED BY: _____

2.1 Student Progress Over Time   (Growth)

		2.1.a Are schools making adequate progress based on the school's Median Student Growth Percentiles in reading? (EL, MS, HS)	
Meets Standard	Exceptional:	≥95th percentile	
	Exceeds:	≥75th percentile and <95th percentile	
	Adequate:	≥50th percentile and <75th percentile	
Doesn't Meet Standard	Approaches:	≥25th percentile and <50th percentile	
	Unsatisfactory:	≥5th percentile and <25th percentile	
	Critical:	<5th percentile	

		2.1.b Are schools making adequate progress based on the school's Median Student Growth Percentiles in math? (EL, MS, HS)	
Meets Standard	Exceptional:	≥95th percentile	
	Exceeds:	≥75th percentile and <95th percentile	
	Adequate:	≥50th percentile and <75th percentile	
Doesn't Meet Standard	Approaches:	≥25th percentile and <50th percentile	
	Unsatisfactory:	≥5th percentile and <25th percentile	
	Critical:	<5th percentile	

2.1.c Using Adequate Growth results, are schools meeting AGP in reading when compared with the traditional schools that charter school student would otherwise attend? (EL, MS) The difference between the AGP of the charter and the weighted AGP of the traditional school is:

Meets Standard	Exceptional:	≥20	
	Exceeds:	≥10 and <20	
	Adequate:	≥0 and <10	
Doesn't Meet Standard	Approaches:	≥-10 and <0	
	Unsatisfactory:	≥-20 and <10	
	Critical:	<-20	

2.1.d Using Adequate Growth results, are schools meeting AGP in math when compared with the traditional schools that charter school student would otherwise attend? (EL, MS) The difference between the AGP of the charter and the weighted AGP of the traditional schools is:

Meets Standard	Exceptional:	≥20	
	Exceeds:	≥10 and <20	
	Adequate:	≥0 and <10	
Doesn't Meet Standard	Approaches:	≥-10 and <0	
	Unsatisfactory:	≥-20 and <10	
	Critical:	<-20	

1

2.1.e Are schools making adequate growth based on the percentage of students meeting AGP in reading? (EL, MS)			
Meets Standard	Exceptional:	$\geq95^{th}$ percentile	
	Exceeds :	$\geq75^{th}$ percentile and $<95^{th}$ percentile	
	Adequate:	$\geq50^{th}$ percentile and $<75^{th}$ percentile	
Doesn't Meet Standard	Approaches:	$\geq25^{th}$ percentile and $<50^{th}$ percentile	
	Unsatisfactory:	$\geq5^{th}$ percentile and $<25^{th}$ percentile	
	Critical:	$<5^{th}$ percentile	

2.1.f Are schools making adequate growth based on the percentage of students meeting AGP in math? (EL, MS)			
Meets Standard	Exceptional:	$\geq95^{th}$ percentile	
	Exceeds:	$\geq75^{th}$ percentile and $<95^{th}$ percentile	
	Adequate:	$\geq50^{th}$ percentile and $<75^{th}$ percentile	
Doesn't Meet Standard	Approaches:	$\geq25^{th}$ percentile and $<50^{th}$ percentile	
	Unsatisfactory:	$\geq5^{th}$ percentile and $<25^{th}$ percentile	
	Critical:	$<5^{th}$ percentile	

2.1.g Are students in sub-groups (FRL, ELL, IEP) making adequate growth based on the percentage of students meeting AGP in reading? (EL, MS)			
Meets Standard	Exceptional:	$\geq95^{th}$ percentile	
	Exceeds:	$\geq75^{th}$ percentile and $<95^{th}$ percentile	
	Adequate:	$\geq50^{th}$ percentile and $<75^{th}$ percentile	
Doesn't Meet Standard	Approaches:	$\geq25^{th}$ percentile and $<50^{th}$ percentile	
	Unsatisfactory:	$\geq5^{th}$ percentile and $<25^{th}$ percentile	
	Critical:	$<5^{th}$ percentile	

2.1.h Are students in sub-groups (FRL, ELL, IEP) making adequate growth based on the percentage of students meeting AGP in math? (EL, MS)			
Meets Standard	Exceptional:	$\geq95^{th}$ percentile	
	Exceeds:	$\geq75^{th}$ percentile and $<95^{th}$ percentile	
	Adequate:	$\geq50^{th}$ percentile and $<75^{th}$ percentile	
Doesn't Meet Standard	Approaches:	$\geq25^{th}$ percentile and $<50^{th}$ percentile	
	Unsatisfactory:	$\geq5^{th}$ percentile and $<25^{th}$ percentile	
	Critical:	$<5^{th}$ percentile	

2

2.2 Student Achievement (Status)

2.2.a Are students achieving proficiency on state examinations in reading? (EL, MS, HS)

Meets Standard	Exceptional:	$\geq 95^{th}$ percentile
	Exceeds:	$\geq 75^{th}$ percentile and $<95^{th}$ percentile
	Adequate:	$\geq 50^{th}$ percentile and $<75^{th}$ percentile
Doesn't Meet Standard	Approaches:	$\geq 25^{th}$ percentile and $<50^{th}$ percentile
	Unsatisfactory:	$\geq 5^{th}$ percentile and $<25^{th}$ percentile
	Critical:	$<5^{th}$ percentile

2.2.b Are students achieving proficiency on state examinations in math? (EL, MS, HS)

Meets Standard	Exceptional:	$\geq 95^{th}$ percentile
	Exceeds:	$\geq 75^{th}$ percentile and $<95^{th}$ percentile
	Adequate:	$\geq 50^{th}$ percentile and $<75^{th}$ percentile
Doesn't Meet Standard	Approaches:	$\geq 25^{th}$ percentile and $<50^{th}$ percentile
	Unsatisfactory:	$\geq 5^{th}$ percentile and $<25^{th}$ percentile
	Critical:	$<5^{th}$ percentile

2.2.c Using proficiency rates, are schools achieving proficiency in reading when compared with the traditional schools that charter school student would otherwise attend? (HS) The difference between the proficiency rate of the charter school and the weighted proficiency rate of the traditional schools is:

Meets Standard	Exceptional:	≥ 30
	Exceeds:	≥ 15 and <30
	Adequate:	≥ 0 and <15
Doesn't Meet Standard	Approaches:	≥ -15 and <0
	Unsatisfactory:	≥ -30 and <-15
	Critical:	<-30

2.2.d Using proficiency rates,, are schools achieving proficiency in math when compared with the traditional schools that charter school student would otherwise attend? (HS) The difference between the proficiency rate of the charter school and the weighted proficiency rate of the traditional schools is:

Meets Standard	Exceptional:	>30
	Exceeds:	≥ 15 and <30
	Adequate:	≥ 0 and <15
Doesn't Meet Standard	Approaches:	≥ -15 and <0
	Unsatisfactory:	≥ -30 and <-15
	Critical:	<-30

3

2.2.e Are students in sub-groups (FRL, ELL, IEP) achieving proficiency on state examinations in reading? **(HS)**		
Meets Standard	Exceptional:	$\geq 95^{th}$ percentile
	Exceeds:	$\geq 75^{th}$ percentile and $<95^{th}$ percentile
	Adequate:	$\geq 50^{th}$ percentile and $<75^{th}$ percentile
Doesn't Meet Standard	Approaches:	$\geq 25^{th}$ percentile and $<50^{th}$ percentile
	Unsatisfactory:	$\geq 5^{th}$ percentile and $<25^{th}$ percentile
	Critical:	$<5^{th}$ percentile

2.2.f Are students in sub-groups (FRL, ELL, IEP) achieving proficiency on state examinations in math? **(HS)**		
Meets Standard	Exceptional:	$\geq 95^{th}$ percentile
	Exceeds:	$\geq 75^{th}$ percentile and $<95^{th}$ percentile
	Adequate:	$\geq 50^{th}$ percentile and $<75^{th}$ percentile
Doesn't Meet Standard	Approaches:	$\geq 25^{th}$ percentile and $<50^{th}$ percentile
	Unsatisfactory:	$\geq 5^{th}$ percentile and $<25^{th}$ percentile
	Critical:	$<5^{th}$ percentile

2.3: Career and College Readiness

2.3.a Are schools obtaining a 95% participation rate: **(MS, HS)** • of all 8th grade students enrolled at time of administering the EXPLORE? • of all 9th grade students enrolled at time of administering the EXPLORE? (Explore will only be administered to 9th grade students who did not previously participate in an 8th grade administration) • of all 10th grade students enrolled at time of administering the PLAN? • of all 11th grade students enrolled at time of administering the PLAN? (Plan will only be administered to 11th grade students who did not previously participate in a 10th grade administration)	
Meets Standard	$\geq 95\%$ participation
Doesn't Meet Standard	$< 95\%$ participation

4

2.3.b Based on scores obtained from EXPLORE and PLAN, are students making adequate growth for being college ready by the time they graduate? **(HS)**		
Meets Standard	Exceptional:	Average growth for all students in Math would be ≥ 3 points Average growth for all students in English would be ≥ 3 points
	Exceeds:	Average growth for all students in Math would be ≥ 2.3 points and <3 points Average growth for all students in English would be ≥ 2.4 and <3 points
	Adequate:	Average growth for all students in Math would be ≥ 2points and <2.3 points Average growth for all students in English would be ≥ 2 points and < 2.4 points
Doesn't Meet Standard	Approaches:	Average growth for all students in Math would be ≥ 1.5 points and <2 points Average growth for all students in English would be ≥ 1.5 points and < 2 points
	Unsatisfactory:	Average growth for all students in Math would be ≥ 1 point and <1.5 points Average growth for all students in English would be ≥ 1 point and <1.5 points
	Critical:	Average growth for all students in Math would be <1 point Average growth for all students in English would be <1 point

2.3.c Are students on target for being college ready by the time they graduate as measured by the EXPLORE and PLAN career and college readiness bench marks in English and Math? **(MS, HS)**		
English		
Meets Standard	Exceptional:	$\geq 76\%$
	Exceeds	$\geq 66\%$ and $<76\%$
	Adequate:	$\geq 56\%$ and $<66\%$
Doesn't Meet Standard	Approaches:	$\geq 46\%$ and $<56\%$
	Unsatisfactory:	$\geq 36\%$ and $<46\%$
	Critical:	$<36\%$
Math		
Meets Standard	Exceptional:	$\geq 45\%$
	Exceeds	$\geq 35\%$ and $<45\%$
	Adequate:	$\geq 25\%$ and $<35\%$
Doesn't Meet Standard	Approaches:	$\geq 15\%$ and $<25\%$
	Unsatisfactory:	$\geq 5\%$ and $<15\%$
	Critical:	$<5\%$

5

2.3.d Are students graduating from high school? **(HS)** • Based on a four-year adjusted cohort graduation rate • Based on a five-year adjusted cohort graduation rate	
Exceptional:	$\geq$95th percentile
Exceeds:	$\geq$75th percentile and <95th percentile
Adequate:	$\geq$50th percentile and <75th percentile
Approaches:	$\geq$25th percentile and <50th percentile
Needs Improvement:	$\geq$5th percentile and <25th percentile
Critical:	<5th percentile

2.3.e Are high school graduates enrolled in post-secondary institutions in the fall following graduation? **(HS)**		
Meets Standard	Exceptional:	$\geq$95% of high school graduates gained admission to a post-secondary institution and were enrolled in the fall following graduation
	Exceeds:	$\geq$90% and <95% of high school graduates gained admission to a post-secondary institution and were enrolled in the fall following graduation.
	Adequate:	$\geq$70% and <90% of high school graduates gained admission to a post-secondary institution and were enrolled in the fall following graduation.
Doesn't Meet Standard	Approaches:	$\geq$50% and <70% of high school graduates gained admission to a post-secondary institution and were enrolled in the fall following graduation
	Unsatisfactory:	$\geq$40% and <50% of high school graduates gained admission to a post-secondary institution and were enrolled in the fall following graduation
	Critical:	<40% of high school graduates gained admission to a post-secondary institution and were enrolled in the fall following graduation.

2.3.f Are high school graduates still enrolled in post-secondary institutions 18 months following graduation? **(HS)**		
Meets Standards	Exceptional:	$\geq$60% of high school graduates who gained admission to a post-secondary institution were still enrolled 18 months after graduation
	Exceeds:	$\geq$55% and <60% of high school graduates who gained admission to a post-secondary institution were still enrolled 18 months after graduation.
	Adequate:	$\geq$45% and <55% of high school graduates who gained admission to a post-secondary institution were still enrolled 18 months after graduation..
Doesn't Meet Standards	Approaches:	$\geq$30% and <45% of high school graduates who gained admission to a post-secondary institution were still enrolled 18 months after graduation.
	Unsatisfactory:	$\geq$25% and <30% of high school graduates who gained admission to a post-secondary institution were still enrolled 18 months after graduation.
	Critical:	<25% of high school graduates who gained admission to a post-secondary institution were still enrolled 18 months after graduation.

2.3.g Are high school graduates who did not enroll in post-secondary institutions after graduation employed in January following graduation? (Include military service) **(HS)**		
Meets Standards	Exceptional:	$\geq$95% of high school graduates who did not enroll in post-secondary institutions after graduation were employed in January following graduation.
	Exceeds:	$\geq$90% and <95%of high school graduates who did not enroll in post-secondary institutions after graduation were employed in January following graduation.
	Adequate:	$\geq$70% and <90% of high school graduates who did not enroll in post-secondary institutions after graduation were employed in January following graduation.
Doesn't Meet Standards	Approaches:	$\geq$50% and <70% of high school graduates who did not enroll in post-secondary institutions after graduation were employed in January following graduation.
	Unsatisfactory:	$\geq$45% and <50% of high school graduates who did not enroll in post-secondary institutions after graduation were employed in January following graduation.
	Critical:	<45% of high school graduates who did not enroll in post-secondary institutions after graduation were employed in January following graduation.

6

2.4 Mission-Specific Academic Goals

2.4.a Is the school meeting mission-specific academic goals? **(EL, MS, HS)**

ACADEMIC PERFORMANCE FRAMEWORK

March 22, 2013

SPCSA Authority Board Meeting

WHY A DIFFERENT FRAMEWORK?

- *Need for a framework that helps to clearly define:*

  - *School performance expectations*

  - *Standard of quality*

  - *Policy for addressing consistently underperforming schools and recognizing high-performing quality schools*

  - *Non-rated schools in the NSPF*

VALUES

FRAMEWORK SHOULD BE:

- Fair
- Defensible
- Transparent
- Sensitive
- Accurate
- Stable
- Clear
- Multi-Dimensional
- Actionable
- Continuous Improvement

OVERVIEW

- Elementary Indicators and Measure
  - Growth
    - AGP
    - MGP
  - Sub-population Gaps
    - ❖ Comparison
  - Status
    - Proficiency

63

OVERVIEW

- *Middle School Indicators and Measures*
  - Growth
    - AGP
    - MGP
    - Sub-population Gaps
    - ❖ Comparison
  - Status
    - Proficiency
    - ❖ EXPLORE

OVERVIEW

- High School Indicators and Measures
  - Growth
    - MGP (10th grade)
      - ❖ EXPLORE to PLAN
  - Status
    - Proficiency (11th grade cum.)
    - Sub-population Gaps
      - ❖ EXPLORE and PLAN
      - ❖ Comparison (10th grade)
  - College/Career Readiness
    - Graduation Rates (4th and 5th year)
      - ❖ Post Secondary
      - ❖ Employment

GROWTH	COMPARISON	STATUS	GAP	CAREER & COLLEGE READY
AGP Reading (EL, MS)	Comparison--Reading (EL, MS, HS)	Reading Proficiency (EL, MS, HS)	GAP Reading AGP (EL, MS)	Graduation Rate (HS)
AGP Math (EL, MS)	Comparison--Math (EL, MS, HS)	Math Proficiency (EL, MS, HS)	GAP Math AGP (EL, MS)	Post Secondary Fall (HS)
MGP Reading (EL, MS, HS)		EXPLORE Proficiency (MS, HS)	GAP Reading Proficiency (HS)	Post Secondary 18 months (HS)
MGP Math (EL, MS, HS)		PLAN Proficiency (MS, HS)	GAP Math Proficiency (HS)	Employment (HS)
EXPLORE to PLAN Growth Reading (HS)				Mission Specific (EL, MS, HS)
EXPLORE to PLAN GROWTH Math (HS)				
Not Available		Not Available		Not Available

COMPARISON MEASURE

Home Assignment	# of Charter School "A" students in assignment area	% of Charter School "A" students in assignment area	% of students making AGP in Math at the Home Assignment School	Weighted Average
School 1	35	30%	67%	(67%*30% + 45%*67% + 72%*3%)=52%
School 2	79	67%	45%	
School 3	4	3%	72%	
Total	118	100%		

AGP in Math at Charter School "A" is 55%

Comparison Difference: 55% - 52%=3%

	Minimum score for rating	Maximum score for rating
EX	95	100
EC	75	94.9
AD	50	74.9
AP	25	49.9
U	5	24.9
C	0	4.9

	Rating	Points awarded for rating
Exceptional	EX	97.5
Exceedes	EC	85.5
Adequate	AD	62.5
Approaches	AP	37.5
Unsatifactory	U	15
Critical	C	2.5
Missing or not applicable	NA	

	GROWTH						COMPARISON		STATUS				GAP				CAREER & COLLEGE READY				
	AGP Reading (EL, M S)	AGP Math (EL, M S)	MGP Reading (EL, M S, HS)	MGP Math (EL, M S, HS)	EXPLORE to PLAN Growth Reading (HS)	EXPLORE to PLAN GROWTH Math (HS)	Comparison--Reading (EL, M S, HS)	Comparison--Math (EL, M S, HS)	Reading Proficiency (EL, M S, HS)	Math Proficiency (EL, M S, HS)	EXPLORE Proficiency (M S, HS)	PLAN Proficiency (M S, HS)	GAP Reading AGP (EL, M S)	GAP Math AGP (EL, M S)	GAP Reading Proficiency (HS)	GAP Math Proficiency (HS)	Graduation Rate (HS)	Post Secondary Fall (HS)	Post Secondary 18 months (HS)	Employment (HS)	Mission Specific (EL, M, S, HS)
Elementary	37.5	15	37.5	37.5	NA	NA	37.5	37.5	62.5	37.5	NA	NA	37.5	15	NA	NA	NA	NA	NA	NA	NA
Middle School	62.5	15	37.5	2.5	NA	NA	62.5	2.5	85.5	15	NA	NA	85.5	2.5	NA	NA	NA	NA	NA	NA	NA
High School	NA	NA	85.5	85.5	NA	NA	62.5	62.5	85.5	37.5	NA	NA	NA	NA	85.5	62.5	15	NA	NA	NA	NA

Points earned X Weighting

60/60/40	40/40/30	0/0/30	Total Pts
Growth	Status	CCR	Total Pts
19.125	20 NA		39.125
33.8125	20.1 NA		53.9125
34.2	19.8	4.5	58.5

Total Points Possible

60/60/40	40/40/30	0/0/30	Total Pts		
Growth	Status	CCR	Total Pts		
60	40 NA		100	39.125	AP
60	40 NA		100	53.9125	AD
40	30	30	100	58.5	AD

WHOLE SCHOOL SCORE

# of Pupils	% in school	Score	Weighted %	
500	.55556	.39125	.21736	
250	.27778	.539125	.14976	
150	.16667	.5850	.0975	46.4618

AP

NEXT STEPS

- Draft memo with results for each school

- Conference with schools

- Identify issues and discuss

TIMELINE

- March 22nd —Introduction of Model to Board

- April-June—Draft memo to schools and individual conferences

- June—Possible Board Action

- September—Release of 2012-2013 NSPF star rankings and 2012-2013 SPCSA performance profile

FINANCIAL PERFORMANCE FRAMEWORK

1. NEAR TERM INDICATORS

1A - Current Ratio (Working Capital Ratio): Current Assets divided by Current Liabilities
Meets Standard: ☐ Current Ratio is greater than 1.1 or ☐ Current Ratio is between 1.0 and 1.1 *and* one-year trend is positive (current year ratio is higher than last year's) Note: For schools in their first or second year of operation, the current ratio must be greater than 1.1.
Does Not Meet Standard: ☐ Current Ratio is between 0.9 and 1.1 Or ☐ Current Ratio is between 1.0 and 1.1 *and* one-year trend is negative
Falls Far Below Standard: ☐ Current ratio is less than 0.9

1B - Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses/365)
Meets Standard: ☐ 60 Days or more Cash or ☐ Between 30 and 59 Days Cash *and* one-year trend is positive Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.
Does Not Meet Standard: ☐ Days Cash is between 15 and 29 days Or ☐ Days Cash is between 30 and 59 days *and* one-year trend is negative
Falls Far Below Standard: ☐ Less than 15 Days Cash

1C - Enrollment Forecast Accuracy:

Actual Enrollment divided by Enrollment Projection in Board-Approved Budget

Meets Standard:
☐ Enrollment Forecast Accuracy equals or exceeds 95% in the most recent year *and* equals or exceeds 95% for each of the last three years
Note: For schools in their first or second year of operation, Enrollment Forecast Accuracy must be equal to or exceed 95% for each year of operation.

Does Not Meet Standard:
☐ Enrollment Forecast Accuracy is between 85% and 94% in the most recent year
or
☐ Enrollment Forecast Accuracy is 95% or greater in the most recent year *but does not* equal or exceed 95% each of the last three years

Falls Far Below Standard:
☐ Enrollment Forecast Accuracy is less than 85% in the most recent year

1D - Default

Meets Standard:
☐ School is not in default of any loan covenant and is not delinquent on any debt service payments

Does Not Meet Standard:
☐ School is in default of any loan covenant or is delinquent on any debt service payment

1

2. SUSTAINABILITY INDICATORS

2A - Total Margin: Net Income divided by Total Revenue &
Aggregated Total Margin: Total 3 Year Net Income divided by Total 3 Year Revenue

Meets Standard:
☐ Aggregated Three-Year Total Margin is positive *and* the most recent year Total Margin is positive
or
☐ Aggregated Three-Year Total Margin is greater than -1.5%, the trend is positive for the last two years, *and* the most recent year Total Margin is positive

Note: For schools in their first year of operation, Total Margin must be positive. For schools in their second year of operation, aggregated Two-Year Total Margin must be greater than -1.5% *and* the most recent year Total Margin must be positive.

Does Not Meet Standard:
☐ Aggregated Three-Year Total Margin is greater than -1.5%, but trend does not meet standard.

Note: "meet standard" means that the trend is positive for the last two years, *and* the most recent year Total Margin is positive.

Falls Far Below Standard:
☐ Aggregated Three-Year Total Margin is less than -1.5%
or
☐ Current year Total Margin is less than -10%

2B - Debt to Asset Ratio: Total Liabilities divided by Total Assets

Meets Standard:
☐ Debt to Asset Ratio is less than or equal to 0.90

Does Not Meet Standard:
☐ Debt to Asset Ratio is between 0.91 and 1.0

Falls Far Below Standard:
☐ Debt to Asset Ratio is greater than 1.0

2

2C - Cash Flow
Meets Standard ☐ Three-year cumulative cash flow is positive, cash flow is positive in at least two of three years, *and* cash flow in the most recent year is positive Note: For schools in their first or second year of operation, cumulative and current year cash flow must be positive.
Does Not Meet Standard: ☐ Three-year cumulative cash flow is positive, but trend does not meet standard. Note: "meet standard" means that the trend is positive for the last two years, *and* the most recent year Total Margin is positive.
Falls Far Below Standard: ☐ Three year cumulative cash flow is negative

2D - Debt Service Coverage Ratio:
(Net Income + Depreciation + Interest Expense)/(Principal and Interest Payments)
Meets Standard: ☐ Debt Service Coverage Ratio is equal to or exceeds 1.10
Does Not Meet Standard: ☐ Debt Service Coverage Ratio is less than 1.10

3

Organizational Performance Framework Indicators and Measures

1. **Educational Program**

   1.a   **Essential terms of the charter agreement**

   1.b   **Education requirements**

   1.c   **Students with disabilities**

   1.d   **English Language Learner Students**

2. **Financial Management and Oversight**

   2.a   **Financial Reporting and compliance**

   2.b   **Financial management and oversight**

3. **Governance and Reporting**

   3.a   **Governance and reporting**

   3.b   **Management accountability**

   3.c   **Reporting requirements**

4. **Students and Employees**

   4.a   **Rights of students**

   4.b   **Attendance goals**

   4.c   **Staff credentials**

   4.d   **Employee rights**

   4.e   **Background checks**

5. **School Environment**

   5.a   **Facilities and transportation**

   5.b   **Health and safety**

5.c   <u>Information management</u>

6. Additional Obligations

6.a   <u>Additional obligations</u>

STATE PUBLIC CHARTER SCHOOL AUTHORITY

SUPPORTING DOCUMENT

S U B J E C T: Nevada Connections Academy Charter Renewal		
/ /	Public Workshop	
/ /	Public Hearing	
/ /	Consent Agenda	
/ /	Regulation Adoption	
/ /	Approval	
/ /	Appointments	
/ x/	Information	
/ x /	Action	

MEETING DATE: March 22, 2013

AGENDA ITEM: 10

NUMBER OF ENCLOSURE(S): 1

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

RECOMMENDATION: Approve Nevada Connections Academy Charter Renewal

FISCAL IMPACT:

BUDGET ACCOUNT (FOR PRINTING CHARGES ONLY):

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

BACKGROUND:

SUBMITTED BY: _____

Nevada Connections Academy

Charter School Renewal Report and Recommendation

81

Purpose of the Report

The Renewal Report is a summary of the evidence collected by the State Public Charter School Authority (SPCSA) through its analysis of documentation, review of the school's Renewal Application along with an analysis of academic performance throughout the charter term. Additionally, Authority staff were able to meet with members of the Nevada Connections Academy Governing Board to discuss the renewal application and evidence gathered to inform the renewal decision.

The decision to renew a charter for a subsequent six-year period is based on a comprehensive review of the school's performance guided by three questions:

1. Is the academic program a success?

2. Is the school fiscally sound?

3. Is the school a viable organization?

This report is structured around three sections: Academic, Fiscal, and Organizational. Each section contains an overview of key findings based on a review of evidence and concludes with the Authority's determination on each of the three guiding questions.

Appendix A – Nevada Connections Academy Demographic Information

Appendix B – Nevada Connections Academy Academic Performance

Appendix C – Nevada Connections Academy Financial Framework

Academic Program

Appendix B presents the academic results from the 2011-2012 CRT and HSPE Nevada Proficiency Examination Program. Percentile rankings were determined using the Nevada School Performance Framework attribution tables released in January of 2013.

Elementary/Middle School Observations

Review of these data result in the following concerns: Math proficiency, Math Adequate Growth Percentiles, Math Median Growth Percentiles (middle school), and Math GAP

- Except for FY 2009, the percentage of students above the Annual Measurable Objective in Math is consistently negative. This means that students at the elementary/middle school level did not meet the Annual Measurable Objective set by NDE in Math for FY 2010, 2011, and 2012.

- Except for FY 2011, the percentage of students above the Annual Measurable Objective in ELA is positive. This means that students at the elementary/middle school level are meeting the Annual Measurable Objective set by NDE in ELA for FY 2009, 2010, and 2012. However, the percentage of students above the cut is decreasing.

- The percentage of students meeting adequate growth percentile in Math is above the 5th percentile but below the 25th percentile. At the elementary level, this means that out of 163 students tested only 66 students made adequate growth to proficiency. At the middle school level, this means that out of 195 students tested only 29 students made adequate growth to proficiency.

- The median growth percentile in Math for the middle school is below the 5th percentile. This means that these students are ranking at the lowest percentile when compared to like student scores in the rest of the state.

- Sub-populations for the middle school in Math are also preforming at the lowest percentile rank. Out of 87 students identified as FRL, IEP, or ELL, only 9 students made adequate growth to proficiency. On the positive side, these same students performed above the 75th percentile in reading.

High School Observations

Review of these data result in the following concerns: Cohort Graduation Rate, math proficiency

- Students at the high school level are performing at or above the 75th percentile in both reading and math when compared to like student scores in the state.

- Graduation rate is low. The 2011 grade cohort rate was 26.5%. The 2012 grad cohort rate was 36.08%. These rates are well below the annual measurable graduation rate objectives set by the state. The 2011-2012 objective was 63.91%. The 2012-2013 objective is 70.53%.

- Except for FY 2011, the percentage of students meeting the Annual Measurable Objective in Math is negative. This means the students at the high school level did not meet the Annual Measurable Objective in FY 2009, 2010, and 2012. However the trend line is moving the right direction.

- The percentage of students meeting the Annual Measurable Objective in ELA is consistently positive. This positive trend in ELA is also reflected in sub-group gap proficiency rates.

Is the academic program at Nevada Connections Academy a success? Qualified yes.

Nevada Connections Academy should create a clear plan to support math proficiency and growth in both elementary and middle school students. Additionally, Nevada Connections Academy should focus on improving the school's graduation rate by supporting their students to graduate from high school.

Fiscal

Observations

Nevada Connections Academy is fiscally sound in the near term as indicated by their maintenance of adequate liquid assets to pay liabilities that will mature in the next year and the maintenance of adequate cash to pay over three average months of operating expenses. Their fiscal sustainability outlook is positive as evidenced by their ability to pay debts that mature at dates farther than a year in the future, their sustained positive profit margin over time and their positive annual cash flow. Appendix C presents a longitudinal view of NCA's performance as measured by the Financial Performance Framework.

Nevada Connections Academy's independent CPA audit reports reveal for each of the first five years of their initial charter that their financial statements present fairly, in all material respects, the respective financial position of the governmental activities, the aggregate remaining fund information, and the respective changes in financial position in conformity with accounting principles generally accepted in the United States of America. The auditor's consideration of internal control over financial reporting did not identify any deficiencies in internal control considered to be material weaknesses.

Is Nevada Connections Academy financially sound? Yes.

Organizational Compliance

Observations

Longitudinal Analysis of the Annual Performance Audit for Nevada Connections Academy 2007-2012: Identification of Significant and/or Repeat Noncompliant Findings

16, 19, 2, 7, and 10, below, are subsections of NAC 386.410, Performance audits: Report of compliance.

16.   If pupils with disabilities are enrolled in the charter school, a determination whether the provision of special educational services and programs to those pupils complies with the requirements set forth in chapters 388 and 395 of NRS and NAC 388.150 to 388.450, inclusive.

- Noncompliant for both 2007-2008 and 2008-2009

Nevada Connections Academy's Individualized Education Plan's (IEP) were monitored by the Nevada Department of Education (NDE) in 2007 – 2008. The monitoring produces findings and thus NCA was on a Corrective Action Plan (CAP) for 2008 – 2009 to correct these findings. In each case of a finding, the school provided reasonable assurance of adequate corrective action plans and submitted IEP files to NDE to prove each correction. Subsequently, NCA has not had any issues, concerns, or problems arise since their last formal Special Education monitoring.

19.   A determination whether the charter school complies with NRS 386.590 regarding the employment of teachers and other educational personnel.

- Noncompliant for both 2007-2008 and 2009-2010

Nevada Connections Academy resolved prior findings and currently reports to have 100% of their teachers meeting the Highly Qualified standard as defined under No Child Left Behind.

2.   A determination whether the membership of the governing body of the charter school complies with NRS 386.549 and NAC 386.345, including, without limitation, whether:

(a) The governing body consists of the number of teachers required by NRS 386.549;

(b) A majority of the members of the governing body reside in the county in which the charter school is located; and

(c) Each member of the governing body has filed an affidavit with the Department indicating that he or she:

(1) Has not been convicted of a felony or offense involving moral turpitude; and

(2) Has read and understands material concerning the roles and responsibilities of members of governing bodies of charter schools and other material designed to assist the governing bodies of charter schools, if such material is provided to him or her by the Department, as required pursuant to NRS 386.549.

- Noncompliant for 2009-2010

Nevada Connections Academy will submit a request to amend the Governing Board By-Laws to clarify all questions below related to board member terms, classes, and board member composition.

7.   A determination whether the charter school has complied with generally accepted standards of accounting and fiscal management.

- Noncompliant for 2010-2011; deemed a "repeat finding" for the purposes of this report because it is a financial-related finding, as are those for NAC 386.410(10), below.

10.   A determination whether the charter school complies with NRS 386.573 regarding orders for payment of money.

- Noncompliant for 2010-2011 and 2011-2012.

In 2010-11, a non-compliant finding with regard to whether the school had complied with generally accepted standards of accounting and fiscal management resulted from a minor issue involving receipts for cash collected. The issue was not repeated in 2011-12, when Nevada Connections Academy was compliant with the standard. While a non-compliant finding in 2010-11 regarding orders for payment of money resulted from a misapplication of the standard in the school's Fiscal Control Manual, there was in place a viable internal controls structure to correct the minor issue. The 2011-12 non-compliant finding was very minor. In each case of a "finding", the level of materiality appeared so low as to not raise significant concern. Additionally, the school provided reasonable assurance of adequate corrective action plans for each finding.

Is Nevada Connections Academy a viable organization? Yes.

Recommendation

The staff of the State Public Charter School Authority recommends Nevada Connections Academy charter be renewed based on the school's overall academic, financial, and organizational performance.

Appendix A

2007 -2008 Demographics

Legend:
- State
- NCA

Categories: American Indian/Alaskan Native, Asian, Hispanic, Black, White, Pacific Islander, Multi-Race
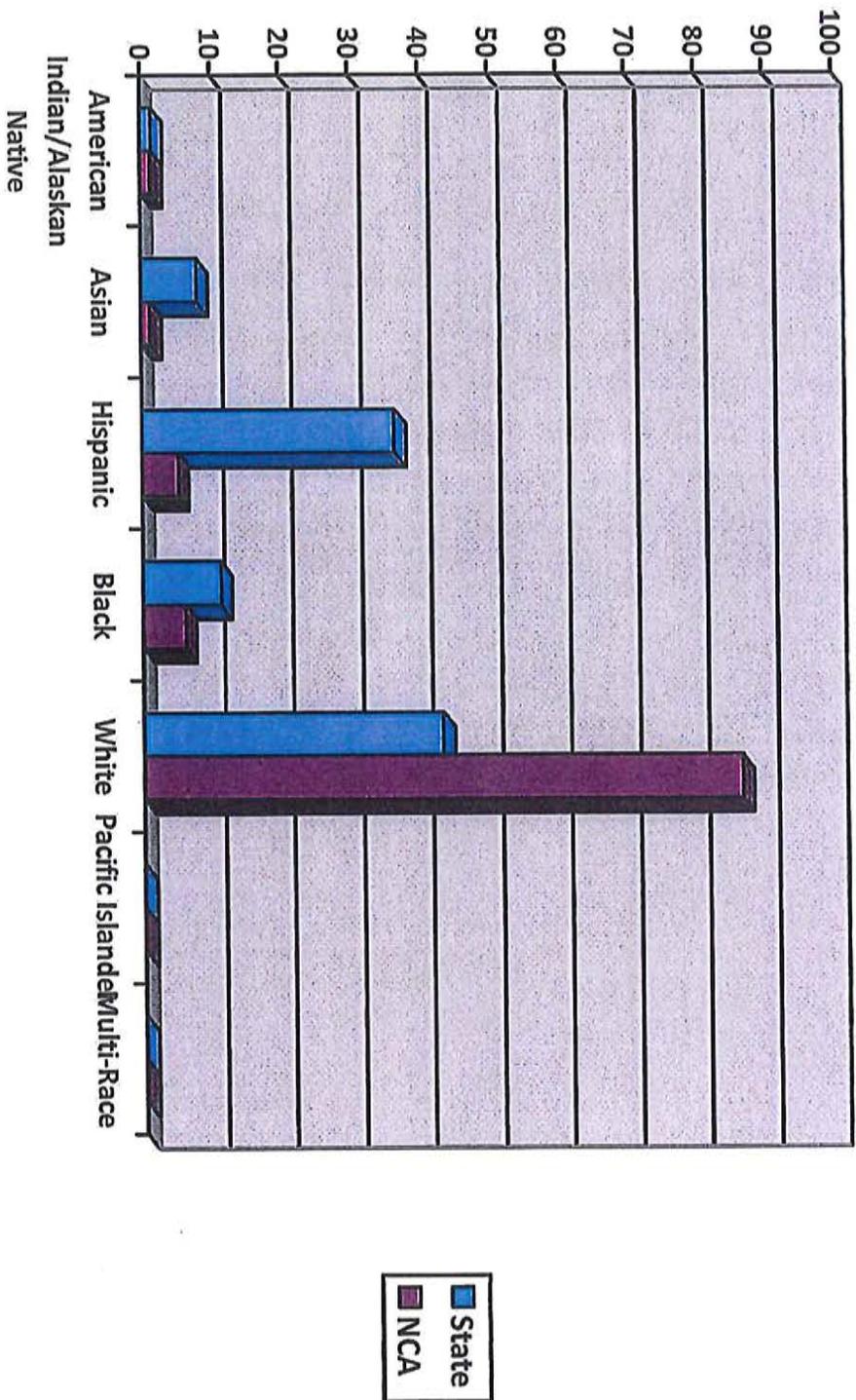
2008-2009 Demographics

Legend:
- State
- NCA
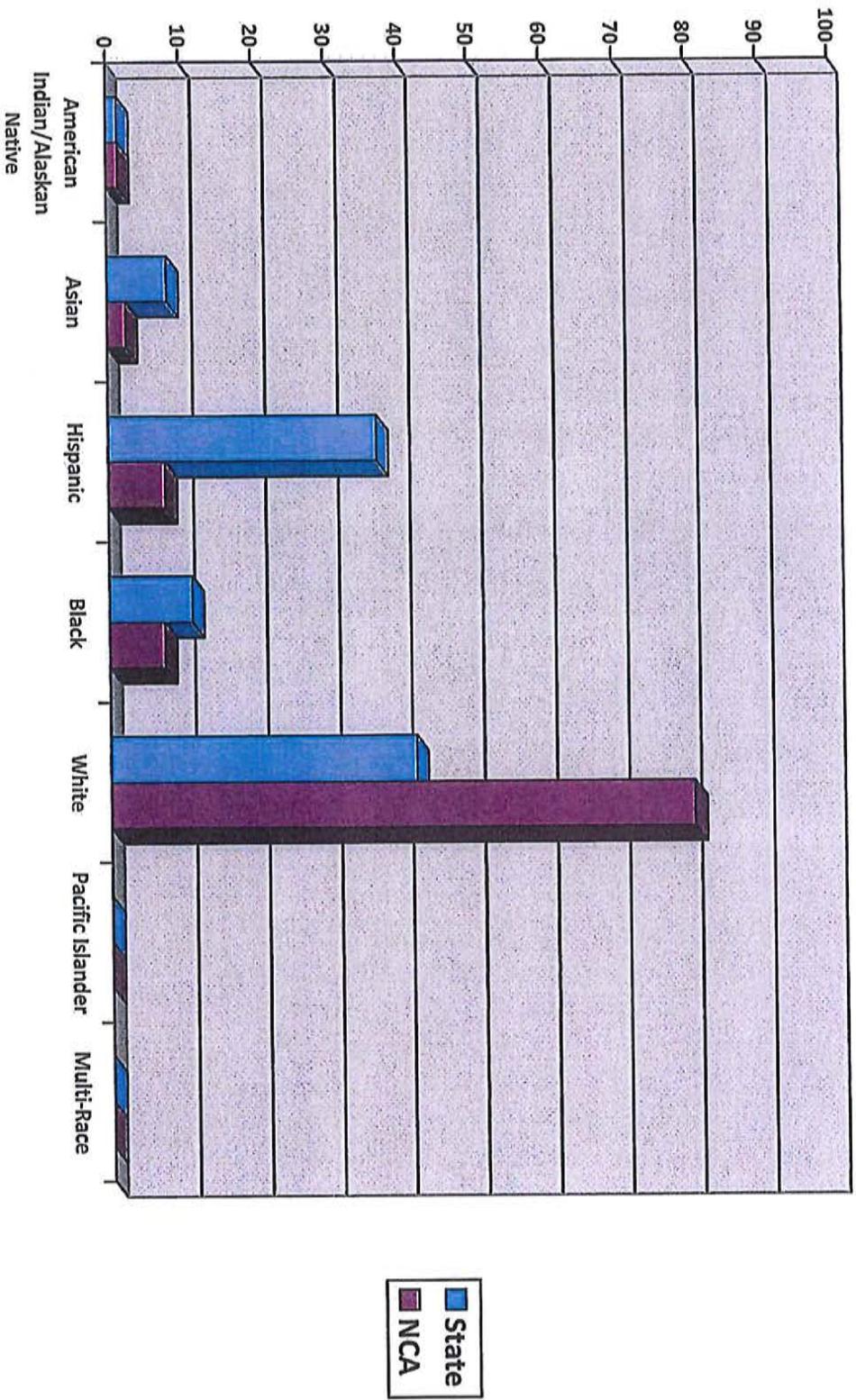
2009-2010 Demographics
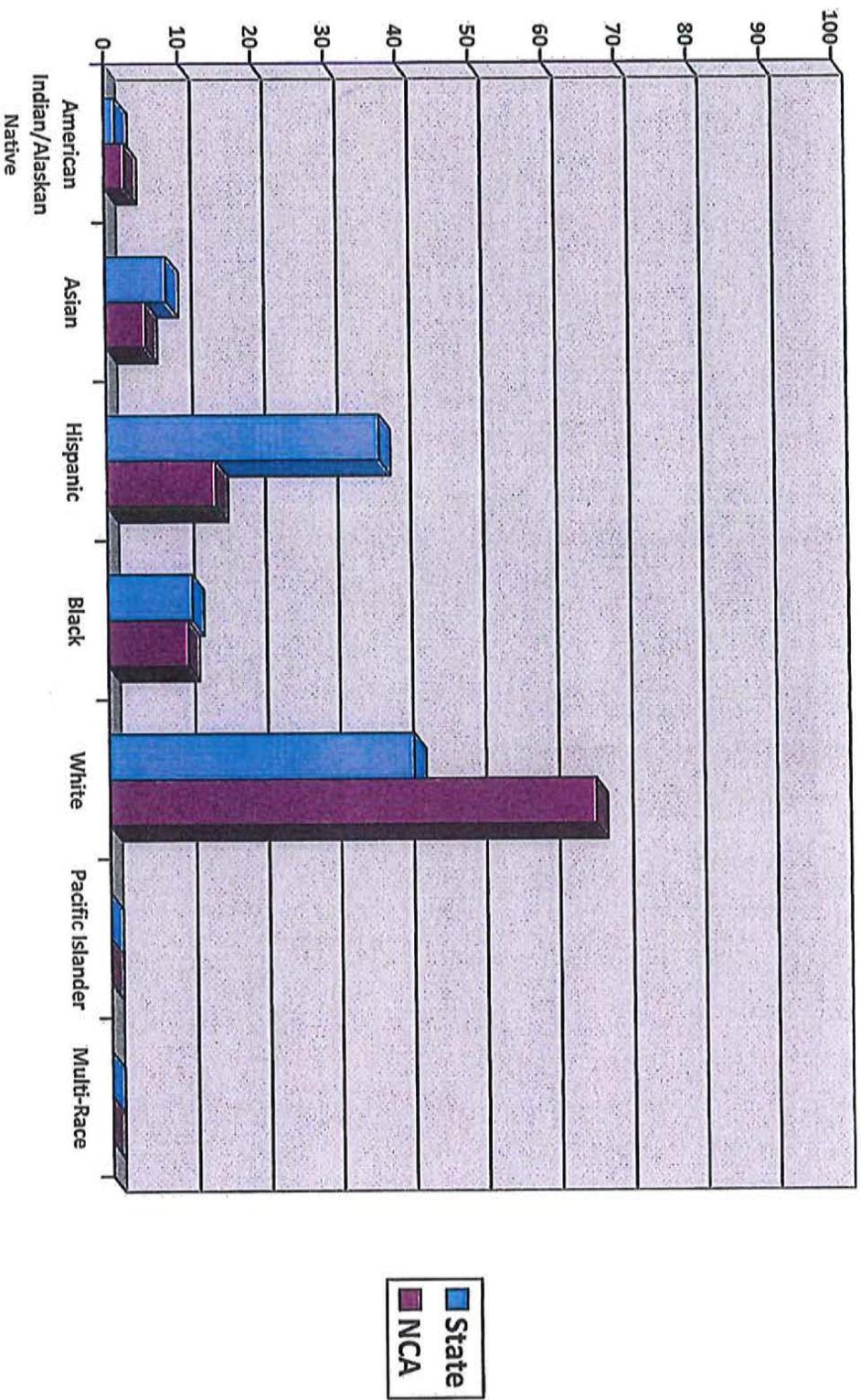
2010-2011 Demographics

Legend:
- State
- NCA

2011-2012 Demographics

Legend: State (blue), NCA (purple)

Categories: American Indian/Alaskan Native, Asian, Hispanic, Black, White, Pacific Islander, Multi-Race

Axis scale: 0, 10, 20, 30, 40, 50, 60, 70, 80, 90, 100
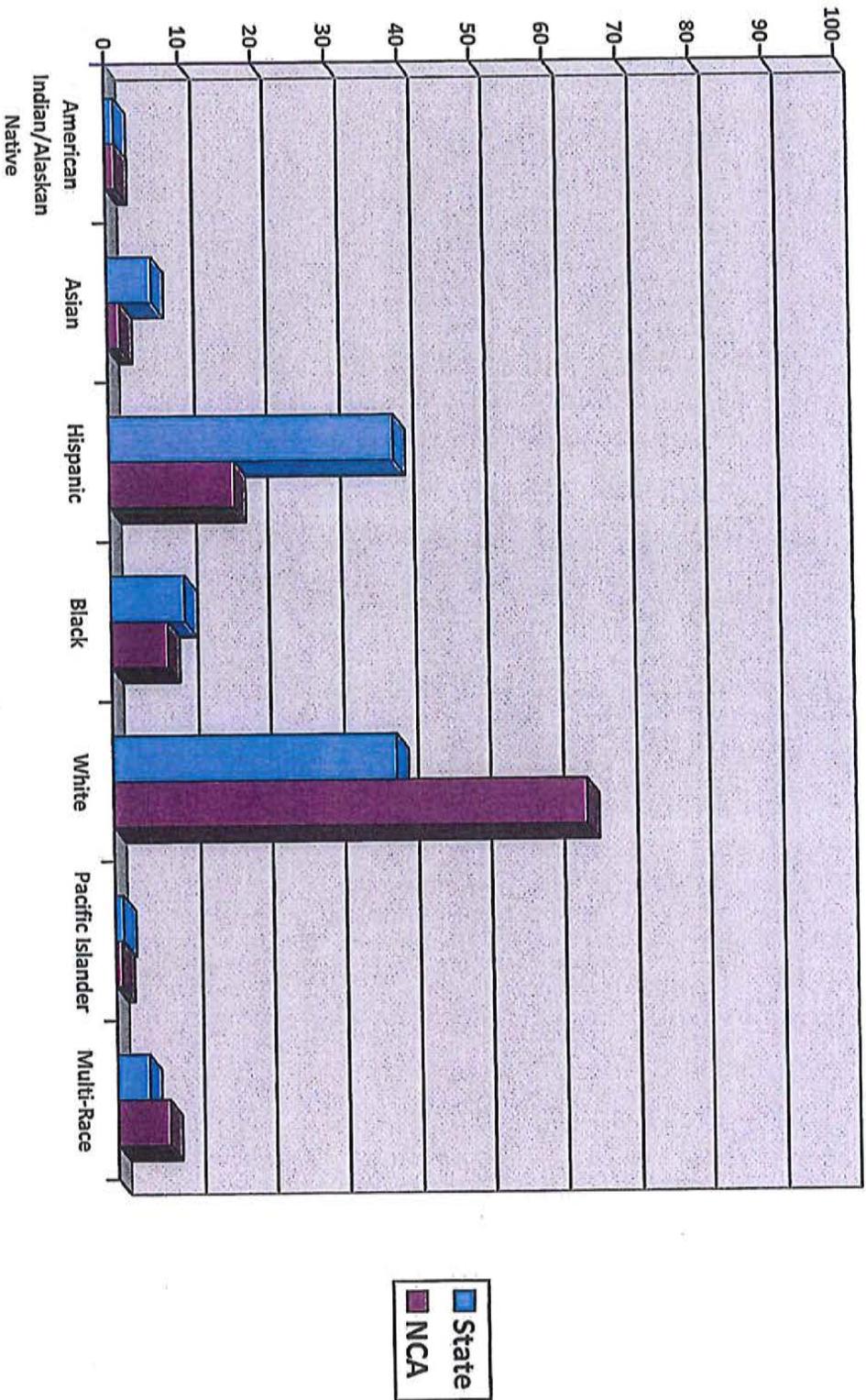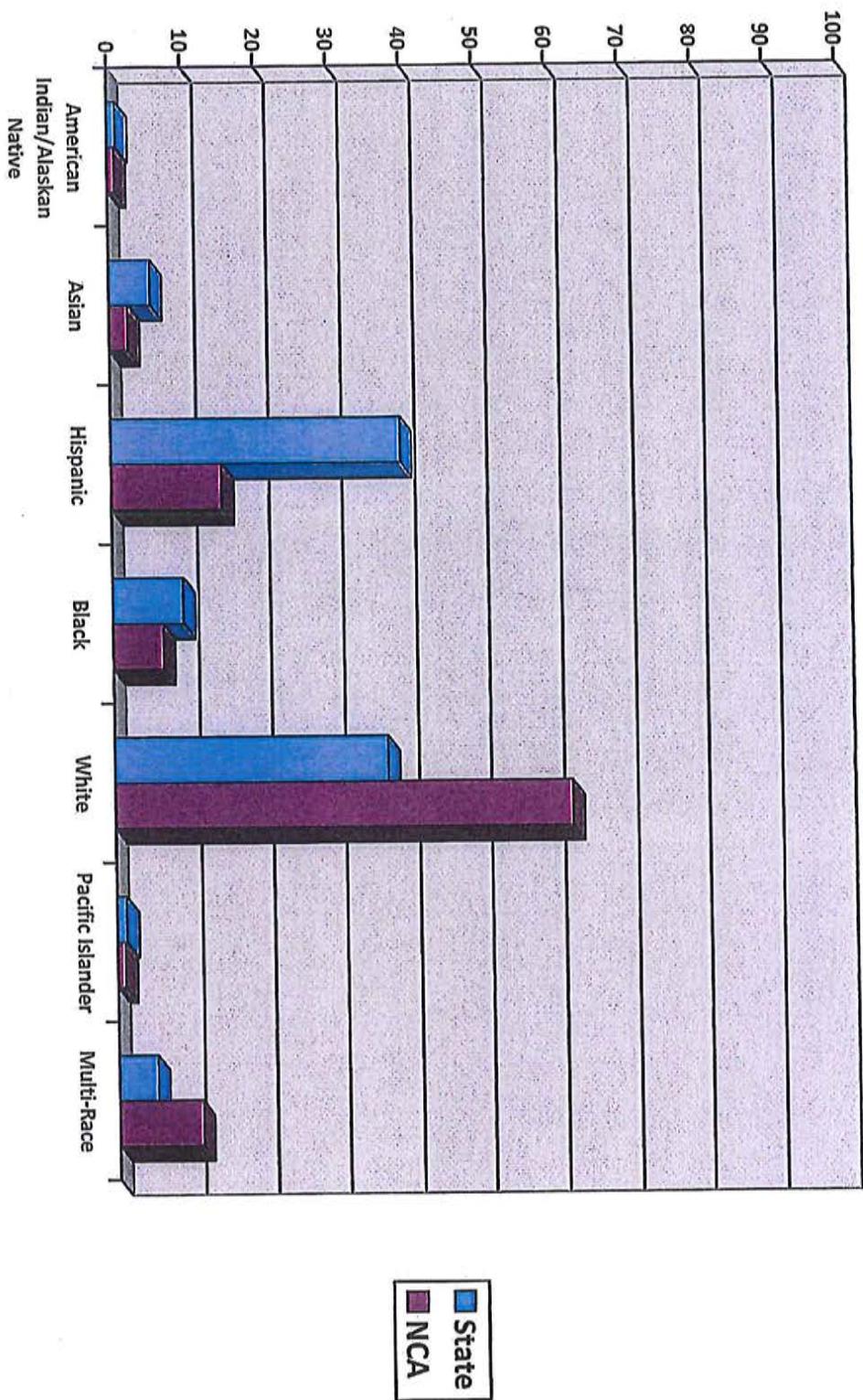
2007-2008 Special Populations

2008-2009 Special Populations
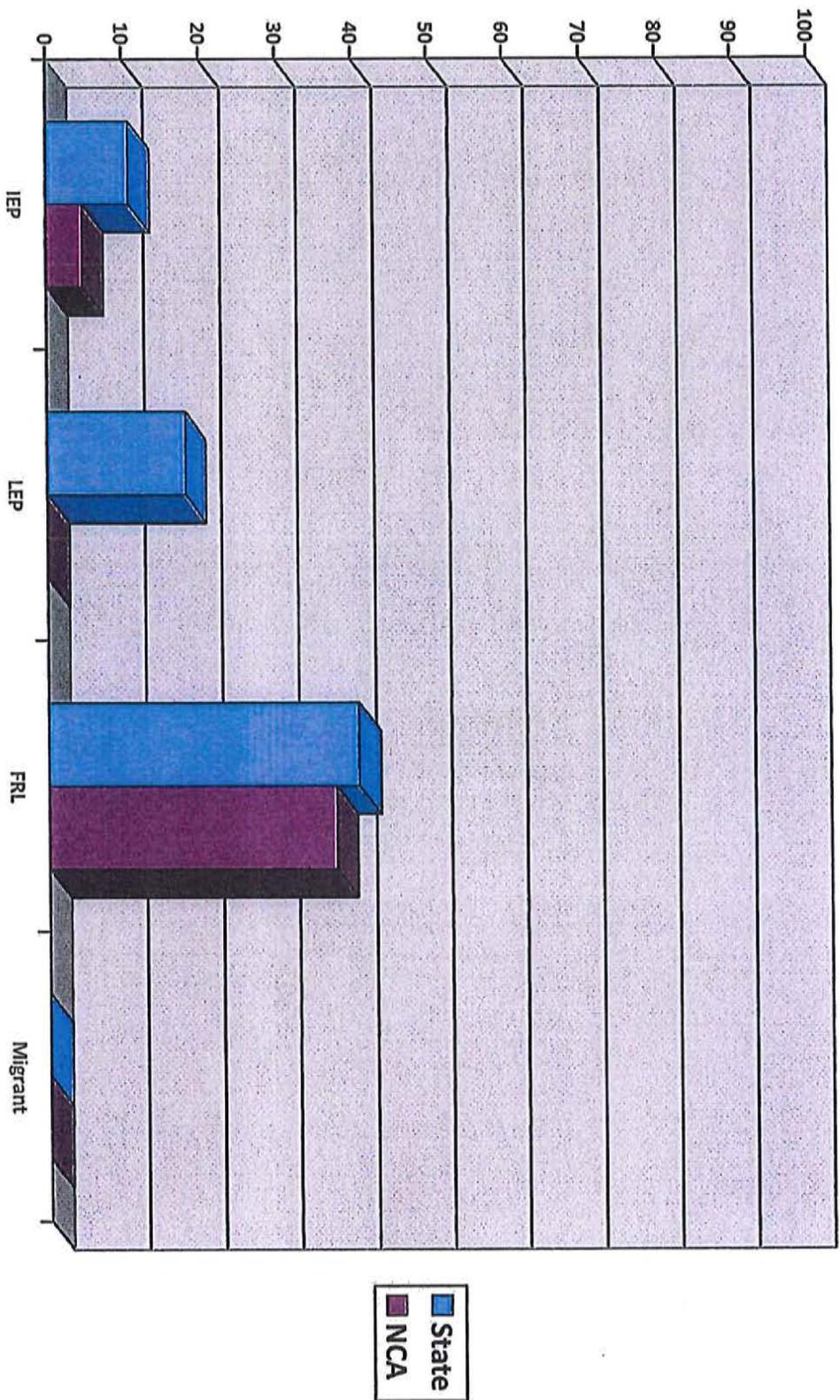
2009-2010 Special Populations

Legend:
- State
- NCA

IEP, LEP, FRL, Migrant
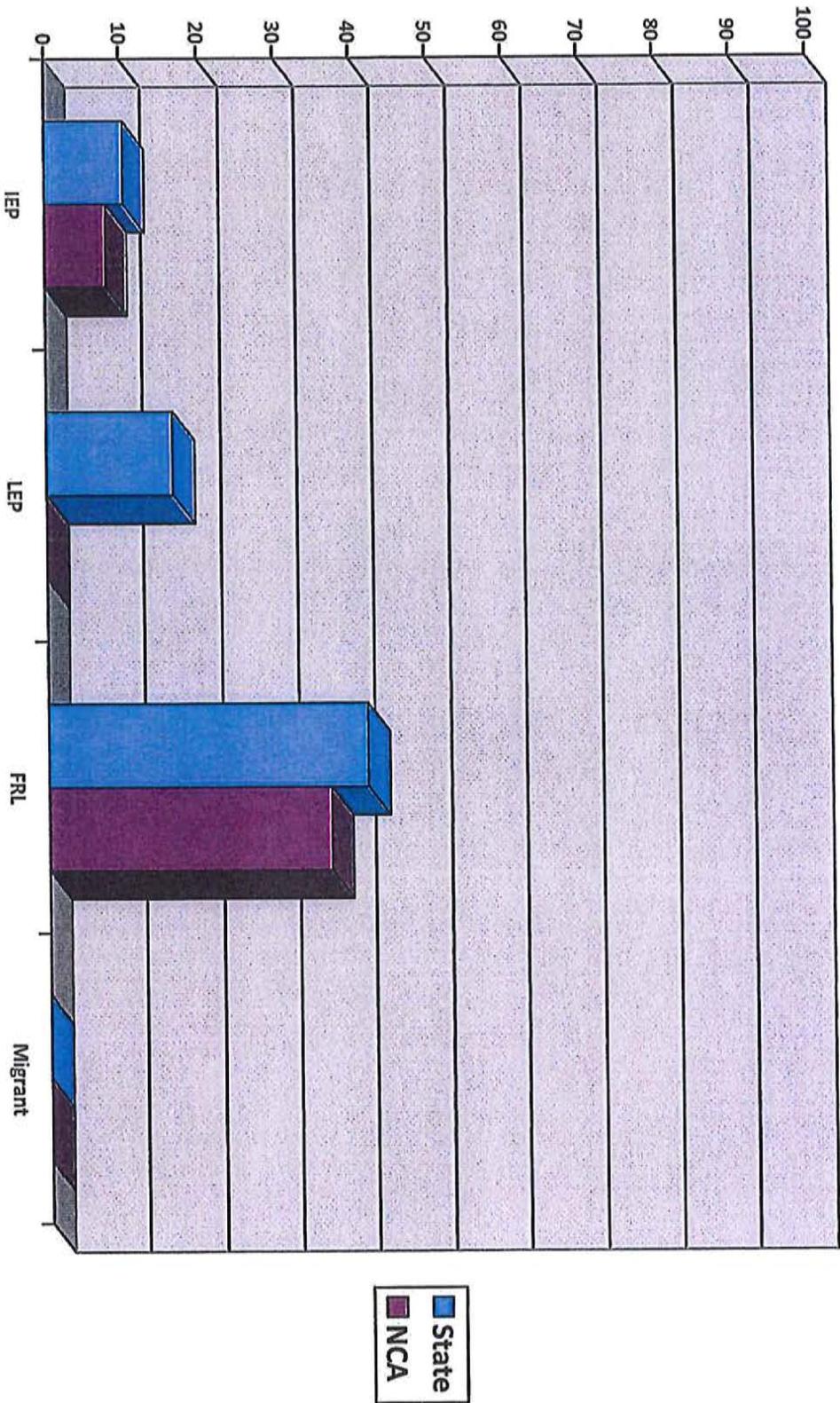
2010-2011 Special Populations

Legend:
- State (blue)
- NCA (purple)

Categories: IEP, LEP, FRL, Migrant
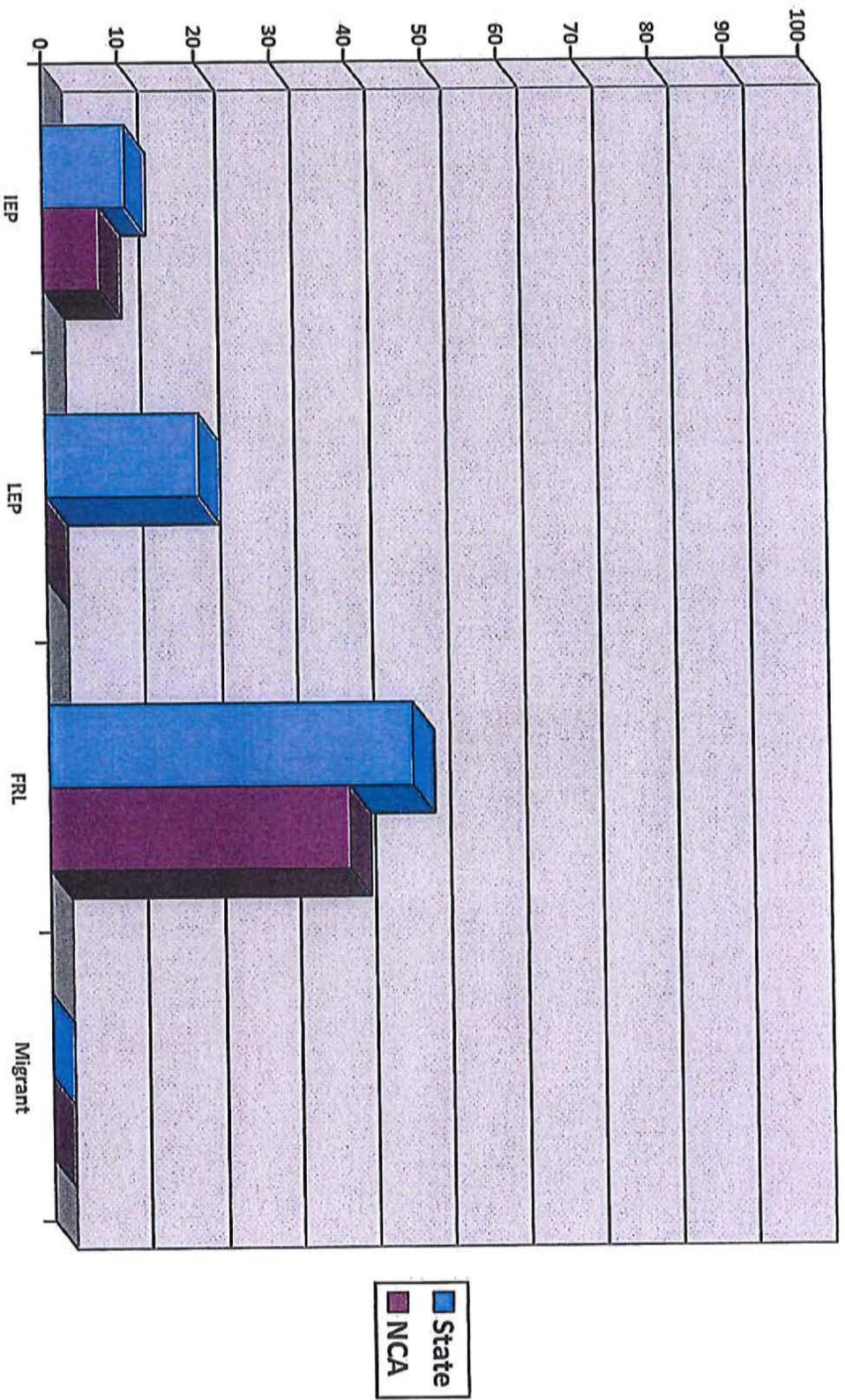
2011-2012 Special Populations

Legend:
- State (blue)
- NCA (magenta)

Categories: IEP, LEP, FRL, Migrant

Appendix B

K-12 school with a student population of 1720

Category	Indicator	405.1	405.2	405.3
GROWTH	AGP Reading (EL, MS)	AP	AD	✕
	AGP Math (EL, MS)	U	U	✕
	MGP Reading (EL, MS, HS)	AP	AP	EC
	MGP Math (EL, MS, HS)	AP	C	EC
	EXPLORE to PLAN Growth Reading (HS)	Not Available		
	EXPLORE to PLAN GROWTH Math (HS)	Not Available		
COMPARISON	Comparison--Reading (EL, MS, HS)			
	Comparison--Math (EL, MS, HS)			
STATUS	Reading Proficiency (EL, MS, HS)	AD	EC	EC
	Math Proficiency (EL, MS, HS)	AP	U	AP
	EXPLORE Proficiency (MS, HS)	AP	AP	AD
	PLAN Proficiency (MS, HS)	Not Available		
GAP	GAP Reading AGP (EL, MS)	AP	EC	✕
	GAP Math AGP (EL, MS)	U	C	✕
	GAP Reading Proficiency (HS)	EC	✕	✕
	GAP Math Proficiency (HS)	AD	✕	✕
CAREER & COLLEGE READY	Graduation Rate (HS)	U	✕	✕
	Post Secondary Fall (HS)	Not Available		
	Post Secondary 18 months (HS)	Not Available		
	Employment (HS)	Not Available		
	Mission Specific (EL, MS, HS)	Not Available		

Legend:

			405.1	405.2	405.3
EX	Exceptional	≥95			
EC	Exceeds	≥75 and <95			
AD	Adequate	≥50 and <75			59.03
AP	Approaches	≥25 and <50	38.00	40.65	
U	Unsatisfactory	≥5 and <25			
C	Critical	<5			

AP 38.00
AP 40.65
AD 59.03

School Year 2008-2009

Nevada Connections Academy

Adequate Yearly Progress Report for 2008-2009 School Year *FINAL RESULTS

Student Demographics: School ID Number: 18405.1

School District:	State
Grades Served:	Grade K - Grade 8
Principal:	Gerald Krummel
Address:	5690 Riggins Ct Reno, NV 89502
Phone:	775-826-4200

School Designation: Watch

Designation Area Status:

ELA	Adequate
Math	Watch
Other Indicator	Adequate

AYP Classification Information:

Nevada Connections Academy has been classified as a school which did not demonstrate Adequate Yearly Progress (AYP) during the 2008-2009 school year. Classification as not demonstrating AYP is due to the school's not meeting 1 of the No Child Left Behind criteria in the area of mathematics. In order for a school to demonstrate Adequate Yearly Progress, all NCLB criteria must be met.

AYP Report Information:

This report contains information regarding the performance of this school during the 2008-2009 school year under the NCLB accountability model. Worksheet tabs, along the bottom of this file, report performance of the school in all AYP criteria. Click on any of the 'Questions?' links in this report to get more information.

Eligible Population:		382 students

Race & Ethnicity Composition	
American Indian / Alaskan Native	1.6%
Asian / Pacific Islander	2.9%
Hispanic / Latino	5.5%
Black / African American	8.4%
White / Caucasian	81.7%

Students with an IEP:	1.6%
Limited English Proficient (LEP) Students:	0.0%
Students Receiving Free or Reduced Price Lunch:	0.8%
Students Continuously Enrolled:	92.7%

Title I Funded School?:	No

Nevada Connections Academy

Adequate Yearly Progress Report for 2008-2009 School Year "FINAL RESULTS

School ID Number: 18405.3

School District	State
Grades Served:	Grade 9 - Grade 12
Principal:	Gerald Krummel
Address:	5690 Riggins Ct Reno, NV 89502
Phone:	775-826-4200

School Designation: Watch

Designation Area Status:

ELA	Watch
Math	Watch
Other Indicator	Adequate

Student Demographics:

Eligible Population: 51 students

Race & Ethnicity Composition	
American Indian / Alaskan Native	0.0%
Asian / Pacific Islander	0.0%
Hispanic / Latino	5.9%
Black / African American	7.8%
White / Caucasian	86.3%

Students with an IEP:	2.0%
Limited English Proficient (LEP) Students:	0.0%
Students Receiving Free or Reduced Price Lunch:	7.8%
Students Continuously Enrolled:	90.2%

Title I Funded School? No

AYP Classification Information:

Nevada Connections Academy has been classified as a school which did not demonstrate Adequate Yearly Progress (AYP) during the 2008-2009 school year. Nevada Connections Academy as not demonstrating AYP is due to the school's not meeting 6 of the No Child Left Behind criteria in the areas of English language arts (ELA) and mathematics. In order for a school to demonstrate Adequate Yearly Progress, all NCLB criteria must be met.

AYP Report Information:

This report contains information regarding the performance of this school during the 2008-2009 school year under the NCLB accountability model. Worksheet tabs, along the bottom of this file, report performance of the school in all AYP criteria. Click on any of the 'Questions?' links in this report to get more information.

School Year 2009-2010

Nevada Connections Academy

Adequate Yearly Progress Report for 2009-2010 School Year "FINAL RESULTS

School ID Number: 18405.1

School District:	State
Grades Served:	0K-12
Principal:	Jerry Krummel
Address:	5690 Riggins Court, Ste B Reno, NV 89502
Phone:	775-826-4200

School Designation: Adequate

Designation Area Status:

ELA	Adequate
Math	Adequate
Other Indicator	Adequate

AYP Classification Information:
Nevada Connections Academy has been classified as a school which demonstrated Adequate Yearly Progress during the 2009-2010 school year. Classification as demonstrating AYP is due to the school's meeting all No Child Left Behind criteria in the areas of English language arts (ELA), mathematics, and the school-wide other indicator.

AYP Report Information:
This report contains information regarding the performance of this school during the 2009-2010 school year under the NCLB accountability model. Worksheet tabs, along the bottom of this file, report performance of the school in all AYP criteria.

Student Demographics:

Eligible Population: 530 students

Race & Ethnicity Composition	
American Indian / Alaskan Native	3.1%
Asian / Pacific Islander	5.6%
Hispanic / Latino	13.3%
Black / African American	13.0%
White / Caucasian	65.0%

Students with an IEP:	6.8%
Limited English Proficient (LEP) Students:	0.0%
Students Receiving Free or Reduced Price Lunch:	37.4%
Students Continuously Enrolled:	89.1%

Title I Funded School? No

School Year 2009-2010

Nevada Connections Academy

Adequate Yearly Progress Report for 2009-2010 School Year *FINAL RESULTS

School ID Number: 18405.3

School District:	State
Grades Served:	0K-12
Principal:	Jerry Krummel
Address:	5690 Riggins Court, Ste B Reno, NV 89502
Phone:	775-826-4200

School Designation: Adequate

Designation Area Status:

ELA	Adequate
Math	Adequate
Other Indicator	Adequate

AYP Classification Information:
Nevada Connections Academy has been classified as a school which demonstrated Adequate Yearly Progress during the 2009-2010 school year. Classification as demonstrating AYP is due to the school's meeting all No Child Left Behind criteria in the areas of English language arts (ELA), mathematics, and the school-wide other indicator.

AYP Report Information:
This report contains information regarding the performance of this school during the 2009-2010 school year under the NCLB accountability model. Worksheet tabs, along the bottom of this file, report performance of the school in all AYP criteria.

Student Demographics:

Eligible Population: 114 students

Race & Ethnicity Composition	
American Indian / Alaskan Native	1.8%
Asian / Pacific Islander	5.3%
Hispanic / Latino	17.5%
Black / African American	6.1%
White / Caucasian	69.3%

Students with an IEP:	8.8%
Limited English Proficient (LEP) Students:	0.0%
Students Receiving Free or Reduced Price Lunch:	30.7%
Students Continuously Enrolled:	92.1%

Title I Funded School? No

School Year 2010-2011

Nevada Connections Academy

Adequate Yearly Progress Report for 2010-2011 School Year-FINAL RESULTS

School ID Number: 18405.1

School District:	State
Grades Served:	0K-12
Principal:	Jennifer Dukek
Address:	175 Salomon Cir Ste 201 Sparks, NV 89434
Phone:	775-826-4200

Student Demographics:

Eligible Population:		638.5 students
Race & Ethnicity Composition		
American Indian / Alaskan Native		0.9%
Asian		1.5%
Hispanic / Latino		15.3%
Black / African American		8.2%
White / Caucasian		65.7%
Two or more Races		7.4%
Pacific Islander		0.9%

School Designation:	Watch

Designation Area Status:

ELA	Watch
Math	Watch
Other Indicator	Adequate

Students with an IEP:		9.2%
Limited English Proficient (LEP) Students:		0.0%
Students Receiving Free or Reduced Price Lunch:		38.0%
Students Continuously Enrolled:		96.5%

Title I Funded School?	No

AYP Classification Information:

Nevada Connections Academy has been classified as a school which did not demonstrate Adequate Yearly Progress (AYP) during the 2010-2011 school year. Classification as not demonstrating AYP is due to the school's not meeting 11 of the No Child Left Behind criteria in the areas of English language arts (ELA) and mathematics. In order for a school to demonstrate Adequate Yearly Progress, all NCLB criteria must be met.

AYP Report Information:

This report contains information regarding the performance of this school during the 2010-2011 school year under the NCLB accountability model. Worksheet tabs, along the bottom of this file, report performance of the school in all AYP criteria.

106

School Year 2010-2011

Nevada Connections Academy

Adequate Yearly Progress Report for 2010-2011 School Year -FINAL RESULTS

School ID Number: 18405.3

School District:	State
Grades Served:	0K-12
Principal:	Jennifer Dulcek
Address:	175 Salomon Cir Ste 201 Sparks, NV 89434
Phone:	775-826-4200

School Designation: Adequate

Designation Area Status:

ELA	Adequate
Math	Adequate
Other Indicator	Adequate

AYP Classification Information:

Nevada Connections Academy has been classified as a school which demonstrated Adequate Yearly Progress during the 2010-2011 school year. Classification as demonstrating AYP is due to the school's meeting all No Child Left Behind criteria in the areas of English language arts (ELA), mathematics, and the school-wide other indicator.

AYP Report Information:

This report contains information regarding the performance of this school during the 2010-2011 school year under the NCLB accountability model. Worksheet tabs, along the bottom of this file, report performance of the school in all AYP criteria.

Student Demographics:

Eligible Population: 98 students

Race & Ethnicity Composition	
American Indian / Alaskan Native	0.0%
Asian	5.1%
Hispanic / Latino	22.4%
Black / African American	6.1%
White / Caucasian	59.2%
Two or more Races	7.1%
Pacific Islander	0.0%

Students with an IEP:	8.2%
Limited English Proficient (LEP) Students:	0.0%
Students Receiving Free or Reduced Price Lunch:	37.8%
Students Continuously Enrolled:	98.0%

Title I Funded School? No

107

School Year 2011-2012

Nevada Connections Academy

Adequate Yearly Progress Report for 2011-2012 School Year - FINAL RESULTS

School ID Number: 18405.1

School District	State
Grades Served:	0K-12
Principal:	Jennifer Dulcek
Address:	175 Salomon Cir Ste 201 Sparks, NV 89434
Phone:	775-825-4200

School Designation: In Need of Improvement (Year 1)

Designation Area Status:

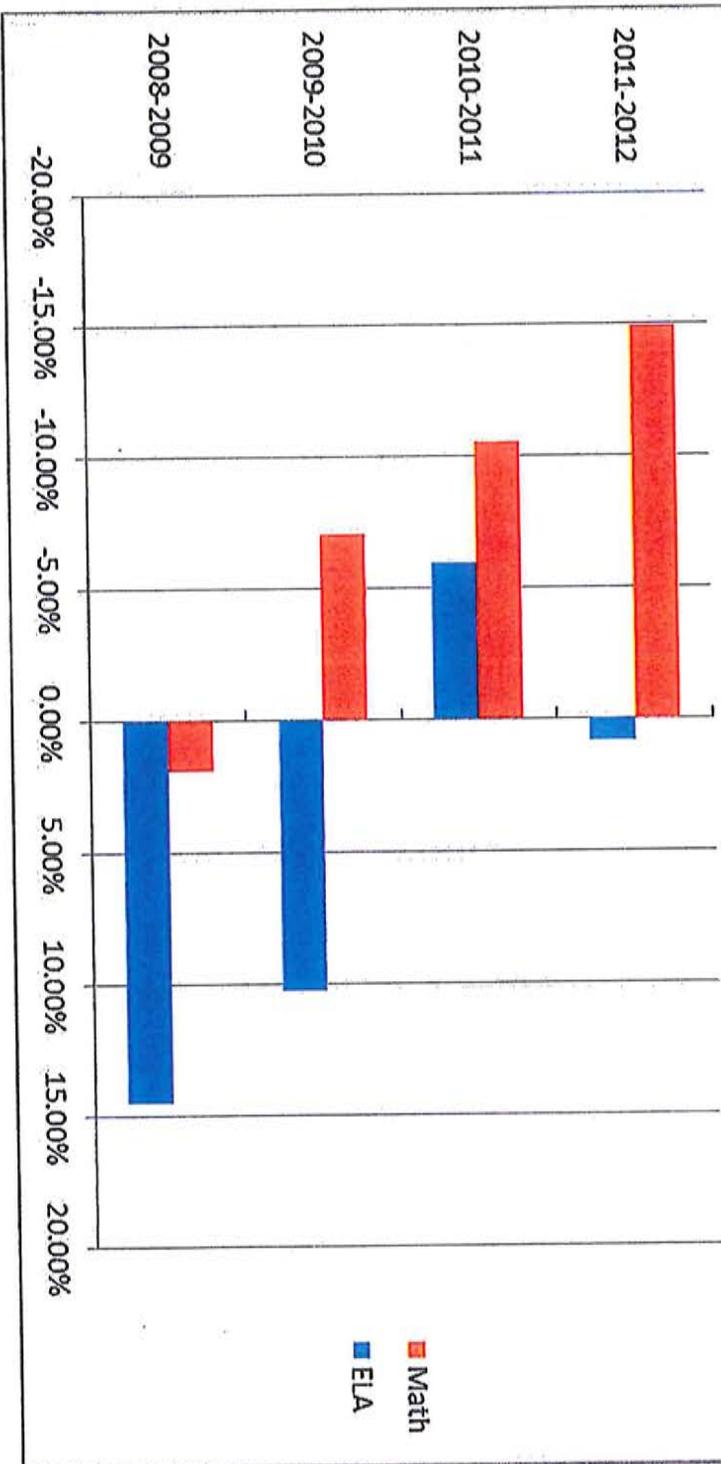|	
ELA	
Math	
Other Indicator	Watch

AYP Classification Information:

Nevada Connections Academy has been classified as a school which did not demonstrate Adequate Yearly Progress (AYP) during the 2011-2012 school year. Classification as not demonstrating AYP is due to the school's not meeting 10 of the No Child Left Behind criteria in the areas of English language arts (ELA), mathematics, and the school-wide other indicator. In order for a school to demonstrate Adequate Yearly Progress, all NCLB criteria must be met.

AYP Report Information:

This report contains information regarding the performance of this school during the 2011-2012 school year under the NCLB accountability model. Worksheet tabs, along the bottom of this file, report performance of the school in all AYP criteria.

Student Demographics:

Eligible Population: 666 students

Race & Ethnicity Composition	
American Indian / Alaskan Native	0.8%
Asian	2.9%
Hispanic / Latino	16.8%
Black / African American	7.1%
White / Caucasian	65.5%
Two or more Races	6.0%
Pacific Islander	1.1%

Students with an IEP:	10.7%
Limited English Proficient (LEP) Students:	0.0%
Students Receiving Free or Reduced Price Lunch:	39.5%
Students Continuously Enrolled:	86.0%

Title I Funded School? No

108

School Year 2011-2012

Nevada Connections Academy

Adequate Yearly Progress Report for 2011-2012 School Year "FINAL RESULTS"

School ID Number: 18405.3

School District:	State
Grades Served:	0K-12
Principal:	Jennifer Dukek
Address:	175 Salomon Cir Ste 201 Sparks, NV 89434
Phone:	775-826-4200

School Designation: Watch

Designation Area Status:

ELA	Adequate
Math	Watch
Other Indicator	Adequate

AYP Classification Information:

Nevada Connections Academy has been classified as a school which did not demonstrate Adequate Yearly Progress (AYP) during the 2011-2012 school year. Classification as not demonstrating AYP is due to the school's not meeting 1 of the No Child Left Behind criteria in the area of mathematics. In order for a school to demonstrate Adequate Yearly Progress, all NCLB criteria must be met.

AYP Report Information:

This report contains information regarding the performance of this school during the 2011-2012 school year under the NCLB accountability model. Worksheet tabs, along the bottom of this file, report performance of the school in all AYP criteria.

Student Demographics:

Eligible Population: 110 students

Race & Ethnicity Composition	
American Indian / Alaskan Native	0.0%
Asian	0.9%
Hispanic / Latino	14.5%
Black / African American	6.4%
White / Caucasian	67.3%
Two or more Races	10.0%
Pacific Islander	0.9%

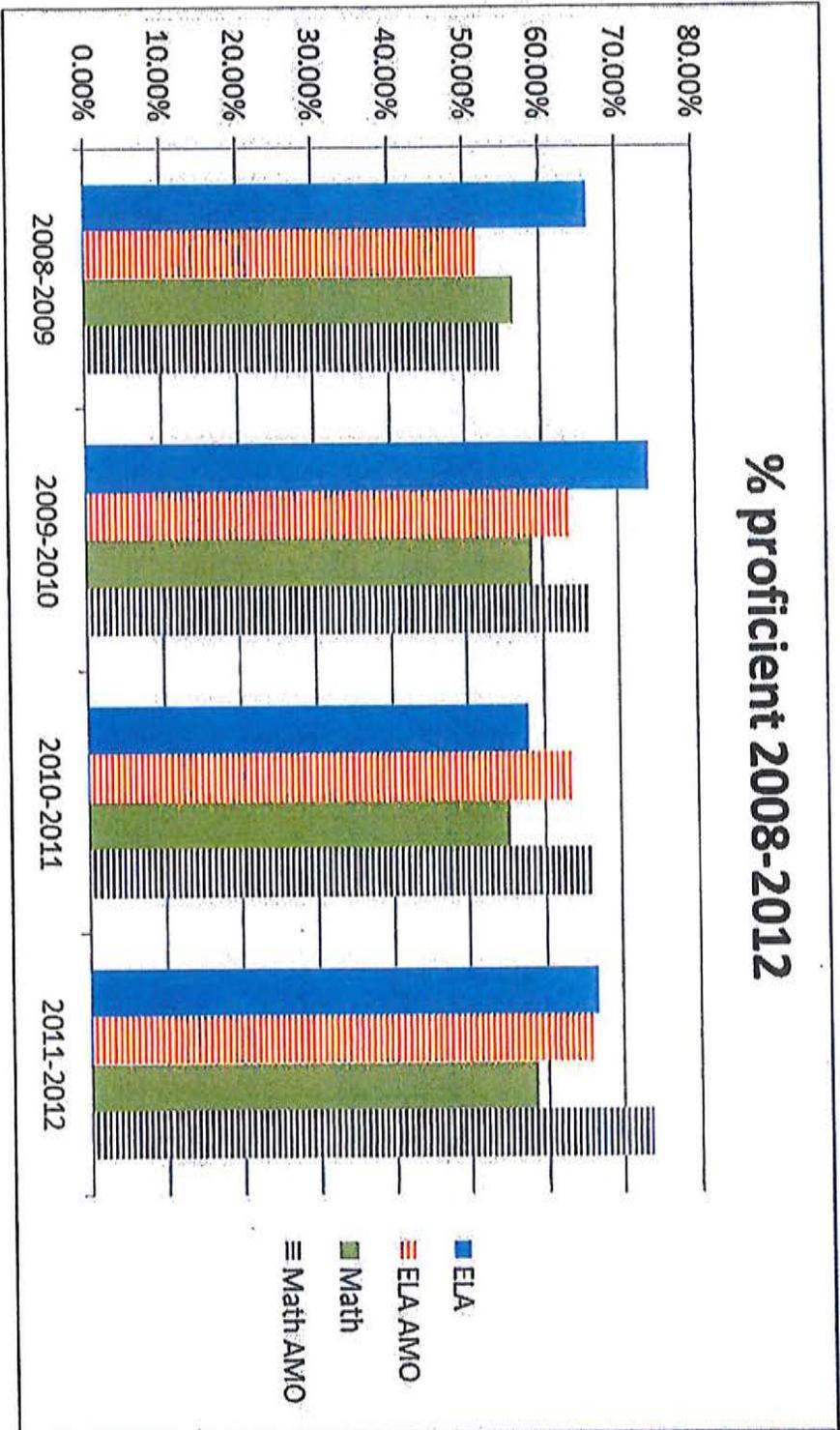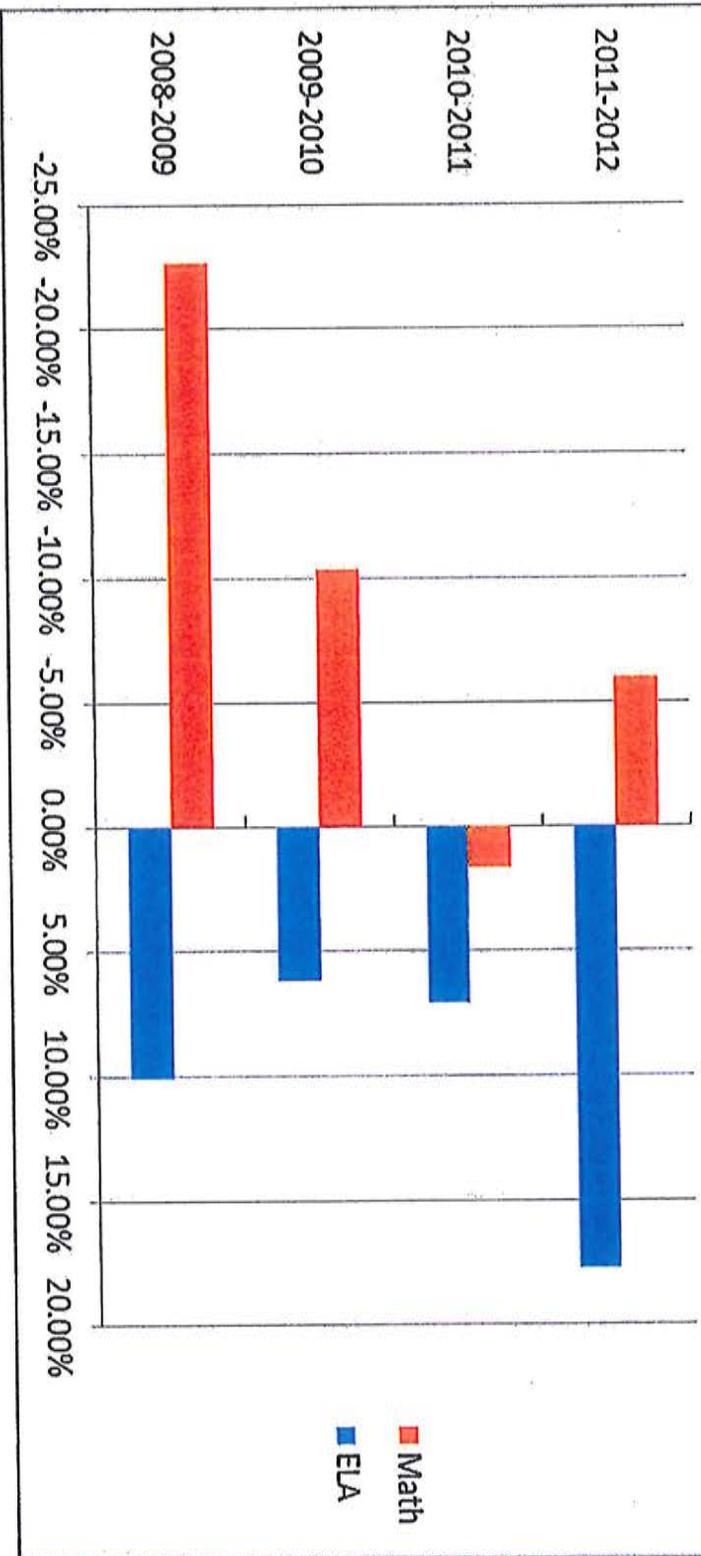|	
Students with an IEP:	4.5%
Limited English Proficient (LEP) Students:	0.9%
Students Receiving Free or Reduced Price Lunch:	34.5%
Students Continuously Enrolled:	85.5%

Title I Funded School?   No

% above the cut 2008-2012

% above the cut		
	ELA	Math
2008-2009	14.55%	1.90%
2009-2010	10.25%	-7.10%
2010-2011	-5.93%	-10.57%
2011-2012	0.84%	-14.92%

Legend: Math, ELA

% proficient 2008-2012

% Proficient	ELA	ELA AMO	Math	Math AMO
2008-2009	66.25%	51.70%	56.50%	54.60%
2009-2010	74.05%	63.80%	58.80%	65.90%
2010-2011	57.87%	63.80%	55.33%	65.90%
2011-2012	66.67%	65.83%	58.64%	73.56%

Legend:
- ELA
- ELA AMO
- Math
- Math AMO

Categories: 2008-2009, 2009-2010, 2010-2011, 2011-2012

Y-axis: 0.00%, 10.00%, 20.00%, 30.00%, 40.00%, 50.00%, 60.00%, 70.00%, 80.00%

% above the cut 2008-2012

2011-2012

2010-2011

2009-2010

2008-2009

-25.00% -20.00% -15.00% -10.00% -5.00% 0.00% 5.00% 10.00% 15.00% 20.00%

Math ■ ELA ■

% above the
cut

	ELA	Math
2008-2009	10.09%	-22.67%
2009-2010	6.16%	-10.35%
2010-2011	7.05%	1.62%
2011-2012	17.76%	-5.98%

% Proficient 2008-2012
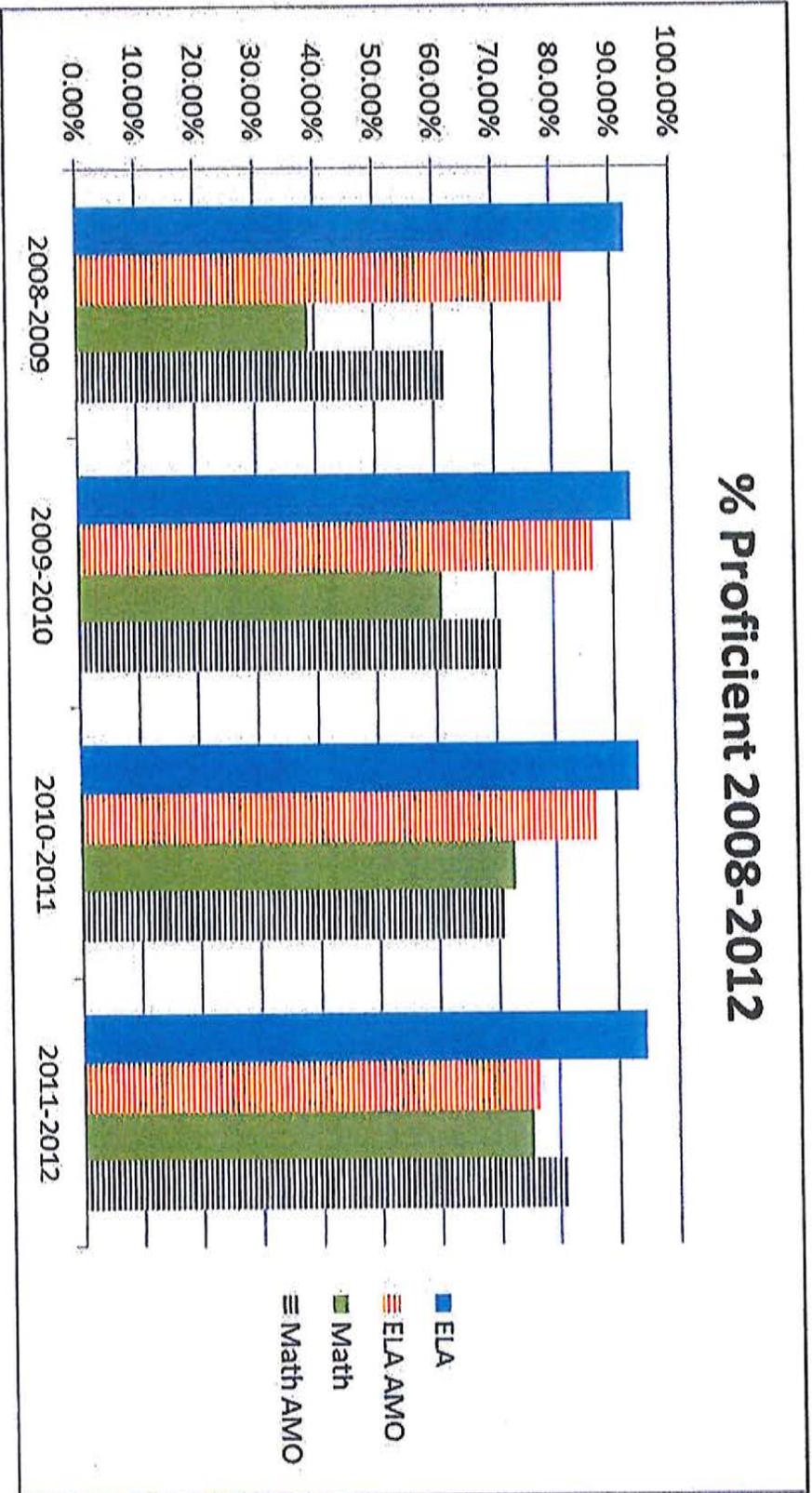
% Proficient	ELA	ELA AMO	Math	Math AMO
2008-2009	92.39%	82.30%	39.13%	61.80%
2009-2010	92.86%	86.70%	60.95%	71.30%
2010-2011	93.75%	86.70%	72.92%	71.30%
2011-2012	94.68%	76.92%	75.53%	81.51%

NV Connections
Continuous enrollment 2008-2012
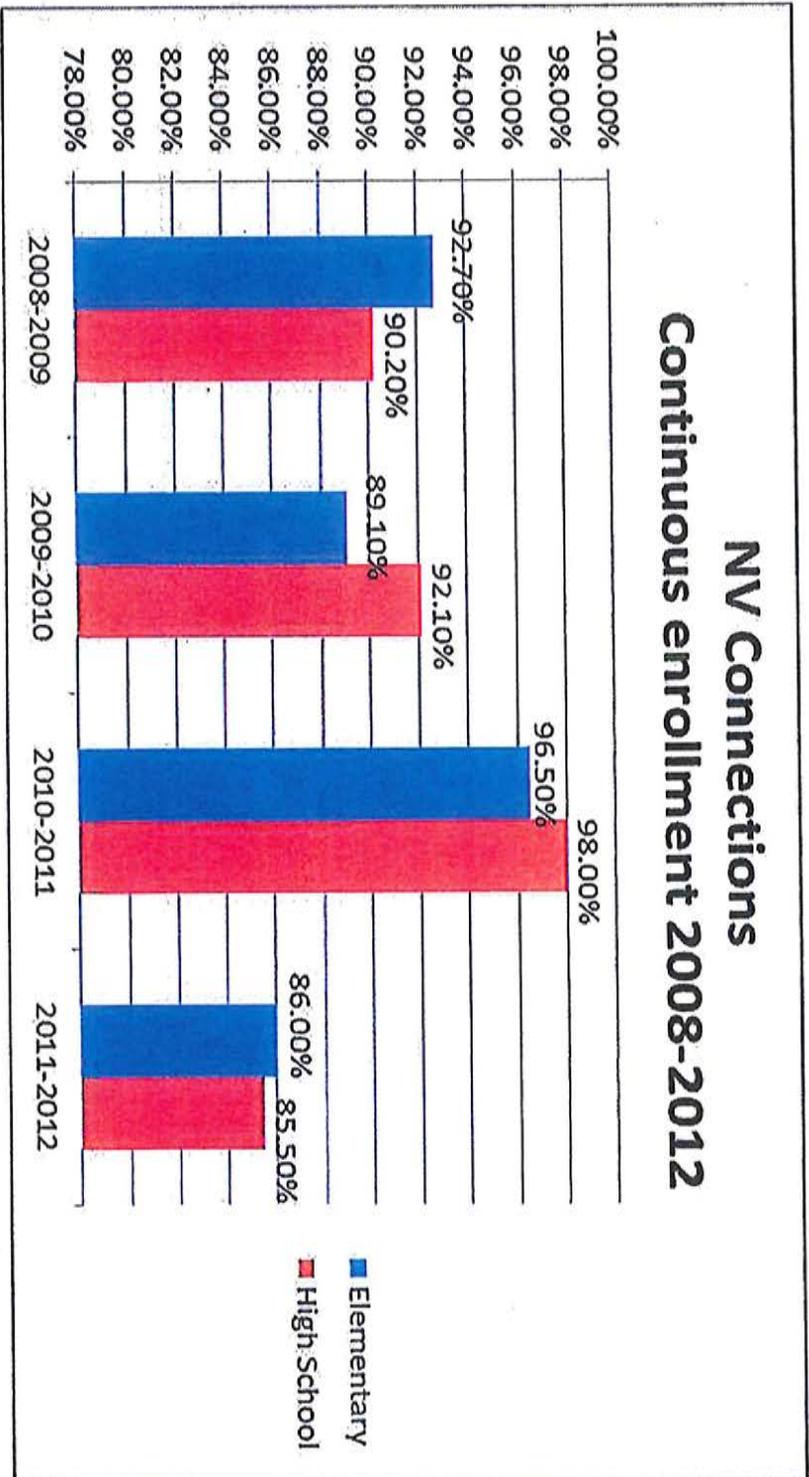
	Elementary	High School
2008-2009	92.70%	90.20%
2009-2010	89.10%	92.10%
2010-2011	96.50%	98.00%
2011-2012	86.00%	85.50%

2011-2012	Elementary	Middle School	High School
State Continuous	94.55%	94.48%	94.50%

FY 2011--26.5% Grad Rate

- Graduates
- Non-Graduates
- Transfers

FY 2012--36.08% Grad Rate
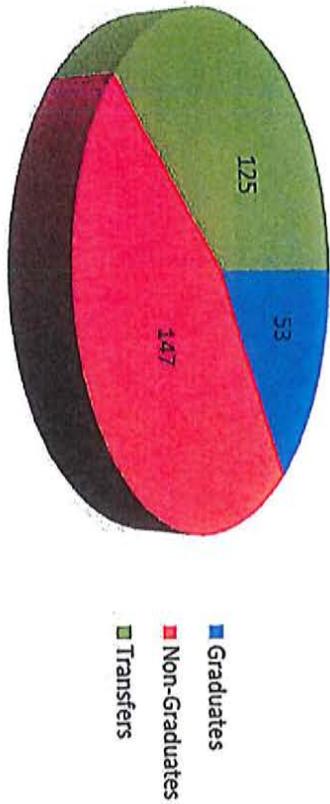
- Graduates
- Non-Graduates
- Transfers
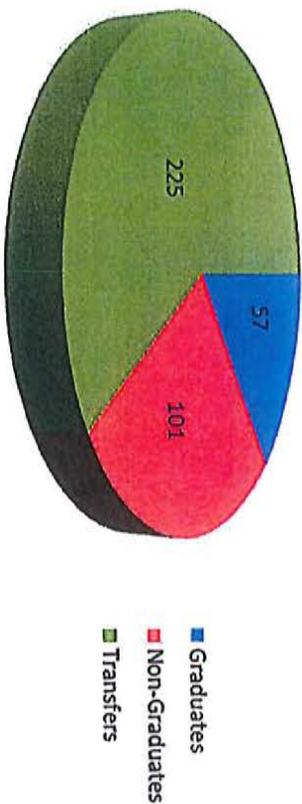
4-year Adjusted Cohort Graduation Rates

	Graduates	Non-Graduates	Transfers	N Count	Grad Rate
FY 2011	53	147	125	200	26.50%
FY 2012	57	101	225	158	36.08%

115

Appendix C

Nevada Connections Academy
FINANCIAL PERFORMANCE FRAMEWORK
AS OF 06/30/12

1. NEAR TERM INDICATORS

1A - Current Ratio (Working Capital Ratio): Current Assets divided by Current Liabilities

Meets Standard:

X Current Ratio is greater than 1.1

or

☐ Current Ratio is between 1.0 and 1.1 *and* one-year trend is positive (current year ratio is higher than last year's)

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

1B - Unrestricted Days Cash: Unrestricted Cash divided by (Total Expenses/365)

Meets Standard:

X 60 Days or more Cash

or

☐ Between 30 and 59 Days Cash *and* one-year trend is positive

Note: Schools in their first or second year of operation must have a minimum of 30 Days Cash.

2. SUSTAINABILITY INDICATORS

2A - Total Margin: Net Income divided by Total Revenue &

   Aggregated Total Margin: Total 3 Year Net Income divided by Total 3 Year Revenue

Meets Standard:

X Aggregated Three-Year Total Margin is positive *and* the most recent year Total Margin is positive

or

☐ Aggregated Three-Year Total Margin is greater than -1.5%, the trend is positive for the last two years, *and* the most recent year Total Margin is positive

Note: For schools in their first year of operation, Total Margin must be positive. For schools in their second year of operation, aggregated Two-Year Total Margin must be greater than -1.5% *and* the most recent year Total Margin must be positive.

2B - Debt to Asset Ratio: Total Liabilities divided by Total Assets

Meets Standard:

X Debt to Asset Ratio is less than or equal to 0.90

2C - Cash Flow

Meets Standard

X Three-year cumulative cash flow is positive, cash flow is positive in at least two of three years, *and* cash flow in the most recent year is positive

Nevada Connections Academy	Audited F/S 6/30/2012	FY11-FY12 Change	Audited F/S 6/30/2011	FY10-FY11 Change	Audited F/S 6/30/2010	3-Year Cumulative
Cash	2,497,936	67%	1,492,861	118%	684,179	
Current Assets	2,569,114	25%	2,053,022	20%	1,710,495	
Non Current Assets	70,143	-25%	93,489	60%	58,417	
Total Assets	2,639,257	23%	2,146,511	21%	1,768,912	
Current Liabilities	2,025,360	35%	1,500,643	67%	898,562	
Non Current Liabilities	0	0%	-	0%	-	
Total Liabilities	2,025,360	35%	1,500,643	67%	898,562	
Net Assets	613,897	-5%	645,868	-26%	870,350	
Revenue	11,303,697	9%	10,352,508	13%	9,159,639	30,815,844
Expense	8,936,622	-16%	10,576,990	19%	8,887,576	28,401,188
Change in Net Assets	2,367,075		(224,482)		272,063	2,414,656
Current Ratio	1.27	-7%	1.37	-28%	1.90	
Days Cash	102.02	98%	51.52	83%	28.10	
Debt to Asset Ratio	0.77	10%	0.70	38%	0.51	
Profit Margin	20.9%	1066%	-2.2%	-173%	3.0%	7.8%
Cash Flow	1,005,075	0	808,682	18	-46,788	1,766,987

1

SUPPORTING DOCUMENT

S U B J E C T: Quest Academy Update

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

MEETING DATE: March 22, 2013

AGENDA ITEM: 11

NUMBER OF ENCLOSURE(S): 1

PRESENTER(S): Spencer Gunnerson, Chair, Quest Academy Governing Body

RECOMMENDATION:

FISCAL IMPACT:

BUDGET ACCOUNT (FOR PRINTING CHARGES ONLY):

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

BACKGROUND:

SUBMITTED BY: _____

STATE PUBLIC CHARTER SCHOOL AUTHORITY

SUPPORTING DOCUMENT

S U B J E C T: Presentation and possible adoption of the Authority Strategic Plan

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

MEETING DATE: March 22, 2013

AGENDA ITEM: 12

NUMBER OF ENCLOSURE(S): 1

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

RECOMMENDATION: Approve the adoption of the Authority Strategic Plan

FISCAL IMPACT:

BUDGET ACCOUNT (FOR PRINTING CHARGES ONLY):

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

BACKGROUND:

SUBMITTED BY: _____

Strategic Plan

SPCSA Strategic Plan

Strategic framework

Vision: A quality public school for every Nevada child.

Mission: The SPCSA improves and influences public education in Nevada by sponsoring public charter schools that prepare all students for college and career success and by modeling best practices in charter school sponsorship.

Beliefs: Students first --High expectations-- Excellence--Autonomy/Accountability--Transparency--Leadership

Goal: By 2016, increase the number of SPCSA-sponsored quality charter schools from 4 to 12 based on the Authority's performance framework.

Strategies	Measures
Open and sustain quality new schools • Define the standard of quality using the performance framework • Refine the application process to align with new performance framework and contract • Coordinate and align SPCSA technical assistance with CSAN applicant training • Collaborate with stakeholders to encourage replication of successful schools • Provide more intensive oversight and support of schools during the first two years of operation	• % of approved applications • # of schools meeting quality criteria after 1, 2 & 3 years • # of replications of quality schools
Establish performance-based contracts for all schools • Advocate for state policy, through statutes and regulations, to facilitate contracts • Develop contract documents, adoption process and schedule for new and existing schools • Execute new contracts with the boards of all new and existing schools • Develop a robust renewal/revocation process consistent with the statute and contract • Communicate with and provide performance contract technical assistance to boards	• # of schools voluntarily adopting new contracts • # of school renewals • # of school closures
Support strong school governance • Define effective school governance • Develop a board effectiveness rubric • Assess effectiveness of all boards • Provide technical assistance to boards • Report on school performance to all boards	• % of schools with effective boards • % of boards receiving technical assistance
Improve the environment for Nevada charter schools • Develop and advance a charter school policy agenda • Support NDE in development and oversight of charter school sponsors • Develop new charter school funding • Build productive relationships with school districts • Work with all stakeholders to expand facility options for charter schools • Collaborate with stakeholder groups to develop a plan to improve the charter school environment	• Alliance rating of NV charter school laws • # of partners engaged in Charter School Stakeholder group • New funding sources for charter schools

Mission-- What the organization does and why it does it

The SPCSA improves and influences public education in Nevada by sponsoring public charter schools that prepare all students for college and career success and by modeling best practices in charter school sponsorship.

Vision--What the organization is trying to do/achieve; a picture of what success will look like.

A quality public school choice for every Nevada child.

Goals--Goals define what the organization is trying to accomplish.

By 2016, increase the number of SPCSA-sponsored quality charter schools as defined by the Authority's performance framework from four to twelve by improving the performance of existing schools and sponsoring new schools.

4

Core beliefs--Principles that guide an organization's internal conduct as well as its relationship with the external world.

We believe that our success depends on:

- Making decisions that put the interests of our students first.

- Maintaining high expectations.

- Implementing policy and practice that reflect national best practices.

- Recognizing that our schools receive autonomy in exchange for accountability.

- Conducting our business in a fair and transparent manner.

- Holding ourselves and others accountable for improved student outcomes.

- Effective leadership and governance.

5

Core functions--The organization's major activities; its major lines of work or business.

- Improve the environment for charter schools in Nevada by developing and advancing a policy agenda to support best practices, providing a voice for quality charter schools, maintaining productive relationships with schools, districts, school boards and superintendents and other stakeholders.

- Recruit quality school operators.

- Conduct a rigorous new schools application and review process.

- Execute performance contracts with each school.

- Oversee and support sponsored schools.

- Provide targeted technical assistance to key stakeholders.

- Review, renew and close schools based on the performance contract.

6

Theory of action--The organization's operating hypothesis for advancing change, expressed as a statement about cause and effect. Typically, it takes the form: "If we do X, then Y will occur."

If we establish and implement a performance contract based on ambitious goals for student growth and attainment, and

Raise expectations for charter school board governance and leadership, and

Attract high quality proposals for new schools, and

Create an environment in which charter schools can prosper,

Then, more new quality schools will open, existing schools will improve their performance, and persistently low performing schools will close,

Resulting in an increase in the number of quality SPCSA schools from four to twelve and the elimination of failing SPCSA schools.

7

Work Plan

Strategy #1: Open and sustain quality new schools

THEORY OF ACTION		
IF	SPCSA (Authority) develops and implements a new application process and contract aligned with a robust performance framework;	
AND	works with stakeholders to identify and recruit high performing school operators, both within and outside of Nevada, to replicate successful schools;	
AND	obtains funding to support replication of successful schools;	
AND	provides intensive oversight of new schools during the first two years of operation;	
THEN	the quality of proposals for new schools will improve	
AND	the number of successful new schools will increase	
	WITH THE RESULT THAT all new schools will meet SPCSA quality standards during their first two years.	

	Initiative	Scope	Benefits
1A	Define the standard of quality using the performance framework.	• Finalize the Performance Framework • Identify the performance levels of all existing schools.	• The performance framework will define success for all authority-sponsored schools.
1B	Refine the application process to align with new performance framework and contract.	• Edit the application to incorporate the performance framework. • Create an application for replicators.	• After the application is aligned with the performance framework, applicants will be clear about expectations and understand the contract prior to applying.
1C	Coordinate and align SPCSA technical assistance with CSAN applicant training.	• Develop a technical assistance program for new school applicants. • Coordinate the SPCSA TA with CSAN training.	• By providing technical assistance to applicants in addition to the CSAN training, the Authority will improve the quality of applications.
1D	Collaborate with stakeholders to encourage replication of successful schools.	• Work with stakeholder group to identify high performing schools both inside and outside Nevada. • Develop FAQs that address common concerns of potential applicants about operating a charter school in Nevada. • Provide the stakeholder group with assistance in recruiting the schools to apply.	• By leveraging the resources and connections of the charter school stakeholders group, the Authority will increase the number of quality applications it receives. • By directly addressing concerns about conditions in Nevada, the Authority may be able to resolve concerns of some quality school operators.
1E	Provide more intensive oversight and support of schools during the first two years of operation.	• Develop a new school monitoring. • Identify critical areas of success for 1st and 2nd year schools. • Define and communicate the nature and level of SPCSA support to schools. • Differentiate the nature and intensity of monitoring for 1st and 2nd year schools.	• Help new schools get off to an effective start and where schools are performing poorly, provide an opportunity to intervene immediately and fix the problem. • Where improvement does not occur, the early attention makes it possible for the Authority to terminate the contract quickly to minimize possible (or potential) harm to students.

8

Strategy #2: Establish performance-based contracts for all schools

THEORY OF ACTION		

IF	SPCSA (Authority) effectively advocates for changes to state legislation and administrative rules that enable the performance framework to be incorporated into charter school contracts;
AND	over time all contracts with the SPCSA define success based on the performance framework;
AND	SPCSA develops and implements a robust renewal/revocation process consistent with state law and the contract with schools;
AND	communicates with and provides effective technical assistance to charter school boards;
THEN	Charter school boards will be more aware of their responsibilities and the expectations for their schools,
AND	boards will provide more effective governance,
WITH THE RESULT THAT	charter school performance will improve.

	Initiative	Scope	Benefits
2A	Advocate for state policy, through statutes and regulations, to facilitate the new performance contracts.	• During the spring 2013 legislative session, successfully advocate for legislation that permits the use of a performance framework and modification of contracts upon renewal. • In the fall, work with NDE on the adoption of rules to enable use of the framework in a performance contract.	• By aligning the laws and rules with the SPCSA contract, the Authority will be able to communicate clear performance expectations and hold schools accountable. • Clarify Authority's power to modify contract terms on renewal.
2B	Develop contract documents and contract adoption process and schedule for new and existing schools.	• Develop contract documents that incorporate the performance framework. • Develop a process for schools' adoption of the new contract, either voluntarily or on contract renewal. • Develop a schedule for school adoption of the new contract based on the renewal schedule.	• Clarify expectations for both new and existing schools. • Possible for boards and school leaders to plan for the new contract and higher expectations.
2C	Execute new contracts with the boards of all new and existing schools.	• All new schools will use new contract as of July 2013. • Provide boards of existing schools with an opportunity to voluntarily adopt the new schedule. • All renewals will use new contract.	• By 2019 all schools will be on a new contract.
2D	Develop a robust renewal/revocation process consistent with the statute and contract.	• Develop the new renewal and revocation process. • Test against NRS and NAC. • Edit and revise as needed. • Implement beginning with 2014-15 renewals.	• A renewal/revocation process aligned with new contractual expectations and performance framework will clarify the basis for renewal and revocation process and decisions.
2E	Communicate with and provide performance contract technical assistance to schools.	• Develop technical assistance for 2013-14 new schools. • Refine board TA and deliver to all schools in 2014-15. • Offer schools an opportunity to voluntarily shift to new contract prior to renewal.	• Effective technical assistance will help school boards to both understand the new expectations and the new contract and make decisions in the interest of their students.

Strategy #3: Support strong school governance

THEORY OF ACTION

IF   SPCSA (Authority) develops a definition of effective school governance with a rubric that describes levels of effectiveness;

AND   reviews and rates the effectiveness of each board using the rubric;

AND   provides technical assistance to boards in the areas of need identified in the reviews;

AND   provides all boards with annual reports of school performance during the first three years of operation;

THEN   school board effectiveness will improve,

AND   the Authority will be able to hold boards accountable for school performance;

WITH THE RESULT THAT   school performance will improve and more schools will meet the quality standard.

Initiative	Scope	Benefits
Define effective school governance . **3A**	• Retain a consultant to develop a governance framework that can be used as the basis for a rubric, evaluations and technical assistance .	• Once the Authority has a clear definition of board effectiveness, it will clarify expectations and provide support aligned with the definition.
Develop a board effectiveness rubric. **3B**	• Use the same consultant to develop a rubric that describes levels of effectiveness in the key areas of governance.	• The rubric will enable the Authority to differentiate technical assistance based on individual board needs.
Assess effectiveness of all boards using the framework and rubric. **3C**	• Conduct a review of all boards using the rubric and provide boards with a report on strengths, weaknesses and sources of support.	• The review will make it possible for the Authority to differentiate its support for school governance based on identified needs.
Provide technical assistance to boards. **3D**	• The Authority will contract with a technical assistance provider(s) for boards to address the needs identified in the review. Boards that are found to be effective will not receive individualized support .	• The technical assistance for boards should help to improve their effectiveness. If dysfunctional boards fail to improve after receiving technical assistance, the Authority will be in a position to intervene.
Report on school performance to all boards during the first three years of operation. **3E**	• The Authority staff will develop and deliver an in-person report to each board during the first and second year of operation. • The report will be based on the school's performance on the key elements of the performance framework.	• The report will help boards to focus their attention on areas of need during the first and second year of the school's existence. • The goal is to identify and address problems early so that by the end of the 3rd year of operation, Authority oversight can be reduced. • Schools that fail to address problems during the 1st and 2nd years can have their contracts terminated.

10

Strategy #4: Improve the environment for Nevada charter schools

THEORY OF ACTION

IF	SPCSA (Authority) develops and works with other stakeholders to advance a charter school policy agenda;
AND	works with NDE to encourage best practice sponsorship by all sponsors;
AND	successfully works with other stakeholders to seek new charter school funding;
AND	builds successful relationships with all school districts;
AND	works with stakeholders to develop new facility options;
AND	convenes charter school stakeholders to develop a plan to improve the charter school environment;
THEN	the environment for charter schools will improve,
WITH THE RESULT THAT	charter schools will have access to increased funding and affordable facilities.

	Initiative	Scope	Benefits
4A	Develop and advance a charter school policy agenda.	• Prior to each session of the legislature, the Authority will develop an agenda for changes to laws and administrative rules to advance charter schools.	• The development process provides an opportunity to engage multiple stakeholders, including school leaders, in discussions about Authority priorities and school needs.
4B	Support NDE in development and oversight of charter school sponsors.	• Help NDE to be the "sponsor of sponsors." • Assist NDE in ensuring that all sponsors are using best sponsorship practices.	• The Authority is charged with advancing best practices in charter school sponsorship. By helping NDE to promulgate those best practices, the Authority will improve the environment for charter schools and, over time, improve the performance of all Nevada charter schools.
4C	Develop new charter school funding.	• Authority staff will collaborate with other stakeholders to seek out opportunities for charter schools to access new funding for all purposes through local, state, federal governments and philanthropy.	• In order to increase funding equity and access to quality facilities, the Authority will pursue multiple sources and work with multiple partners.
4D	Build productive relationships with school districts.	• Continue to work with all districts to facilitate enrollment and service to district students by authority schools. • Work directly with districts that sponsor charter schools on implementing best practices.	• By maintaining good relationships with all districts, the Authority helps to ensure that all students have access to quality charter schools. • By working on charter school issues with districts that sponsor charter schools, the Authority fulfills its legislative mandate of advancing best practices in charter school sponsorship
4E	Work with all stakeholders to expand facility options for charter schools.	• Continually seek opportunities to increase the number and quality of facilities available for charter schools.	• Lack of affordable, appropriate facilities in high need communities is one of the major obstacles to increasing the number of quality charter schools. The Authority will facilitate and align the work of multiple stakeholders to advance a facility strategy.
4F	Collaborate with stakeholder groups to develop a plan to improve the charter school environment	• Convene and facilitate a group of charter school stakeholders to develop a plan to improve the charter school environment in the state. (see appendix A)	• In order to improve the charter school environment, the Authority will collaborate with other groups to identify shared goals and clarify strategy, roles and responsibilities.

11

133

SPCSA 3-year strategic plan Timeline

Category	Initiative	2013	2014	2015	2016
Open new schools	1A-Finalize performance framework	Feb-May			
	1B-Align application process	June-Jan			
	1C-Coordinate TA w/CSAN training		Dec-April		
	1D-Outreach to potential replicators	Feb-July	Feb-July	Feb-July	Feb-July
	1E-Intensive oversight in yrs. 1 & 2		Ongoing		
Contracts	2A-Contract-related policy advocacy	Feb-Oct			
	2B-Contract development & rollout	Feb-Aug			
	2C-Contract execution with boards	Aug	June-Aug	Ongoing through 2019	
	2D-Renewal/revocation process	Jul-Dec	Jul-Dec	Ongoing	
	2E-TA to boards re contracts			Jul-Dec	
School governance	3A-Define effective governance	Sept-July			
	3B-Develop governance rubric	Sept-July			
	3C-Assess board effectiveness			Ongoing	
	3D-Provide TA to boards			Ongoing	
	3E-Report to boards on performance		June '14 and then ongoing		
Charter School environment	4A-Charter school policy agenda	Feb-June		Feb-June	
	4B-Support NDE work w/sponsors		Jan-June / Ongoing		
	4C-New sources of charter funding		Ongoing		
	4D-Relationships w/districts		Ongoing		
	4E-Develop facility options	May-Nov			
	4F-Facilitate charter environment planning				

Appendix A
Strategy 4F: Possible elements of a charter school environment plan

- Identification and interests of stakeholders
  - o Example:
    - Human capital development: TFA, New Leaders, University of Nevada

- Roles of stakeholders in advancing a state-wide charter school agenda

- Identification of leverage points, strategies to address each and assignment of responsibility for each
  - o Possible leverage points
    - Preparing and recruiting effective teachers and school leaders
    - Effective governance
    - Funding equity
    - Facilities
    - Recruiting successful school operators
    - Replicating successful schools

- Organizational and funding implications
  - o Feasibility of a new organization to advance a charter school agenda

Implementation Plan (to be completed by June)
Strategy#1: Open and sustain strong new schools

Activity/deliverable	Responsible	Consulted (2 way)	Informed (1 way)	Start	Complete	Funding required/ possible source(s)
1A--Define the standard of quality using the performance framework.				Feb '13	May '13	
1B--Refine the application process to align with new performance framework and contract				June '13	Jan '14	
1C--Coordinate and align SPCSA technical assistance with CSAN applicant training				Dec '13	April '14	
1D--Collaborate with stakeholders to encourage replication of successful schools				Annual Feb. to July		
1E--Provide more intensive oversight of schools during the first two years of operation					Ongoing	

Measures of success:
- # of approved applications
- # of schools meeting quality criteria after 1, 2 & 3 years
- # of replications of quality schools

Implementation Plan (to be completed by June)
Strategy #2: Establish performance-based contracts for all schools

Activity/deliverable	Responsible	Consulted (2 way)	Informed (1 way)	Start	Complete	Funding required/ possible source(s)
2A--Advocate for state policy, through statutes and regulations, to facilitate contracts				Feb '13	Oct. '13	
2B--Develop contract documents, adoption process and schedule for new and existing schools				Feb '13	Aug '13	
2C--Execute new contracts with the boards of all new and existing schools				Aug '13 for new schools Begin Oct '13 for all other schools; ongoing through renewal process		
2D--Develop a robust renewal/revocation process consistent with the statute and contract				Ongoing		
2E--Communicate with and provide performance contract technical assistance to boards				Annually July to Dec		

Measures of success:
- # of schools voluntarily adopting new contracts
- # of school renewals
- # of school closures

15

137

Implementation Plan (to be completed by June)
Strategy #3: Support strong school governance

Activity/deliverable	Responsible	Consulted (2 way)	Informed (1 way)	Start	Complete	Funding required/ possible source(s)
3A--Define effective school governance				Sept '13	July '14	
3B--Develop a board effectiveness rubric				Sept '13	July '14	
3C--Assess effectiveness of all boards				Ongoing		
3D--Provide technical assistance to boards				Ongoing		
3E--Report on school performance to all boards during the first three years of operation				Begin June '14, then ongoing annually		

Measures of success:
- % of schools with effective boards
- % of boards receiving technical assistance

Implementation Plan (to be completed by June)
Strategy #4: Improve the environment for Nevada charter schools

Activity/deliverable	Responsible	Consulted (2 way)	Informed (1 way)	Start	Complete	Funding required/ possible source(s)
4A--Develop and advance a charter school policy agenda				Feb '14 to June '15 Every other year		
4B--Support NDE in development and oversight of charter school sponsors				Annually Jan to June		
4C--Develop new charter school funding				Ongoing		
4D--Build productive relationships with school districts				Ongoing		
4E--Work with all stakeholders to expand facility options for charter schools				Ongoing		
4F--Collaborate with stakeholder groups to develop a plan to improve the charter school environment				May '13	Nov '13	

Measures of success:
- Alliance rating of NV charter school laws
- # of partners engaged in Charter School Stakeholder group
- New funding sources for charter schools

17

SUPPORTING DOCUMENT

S U B J E C T: Charter Schools Association of Nevada Update

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

MEETING DATE: March 22, 2013

AGENDA ITEM: 13

NUMBER OF ENCLOSURE(S): 1

PRESENTER(S): Dr. John Hawk, 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:

SUBMITTED BY: _____

STATE PUBLIC CHARTER SCHOOL AUTHORITY

SUPPORTING DOCUMENT

S U B J E C T: Presentation by Silver Sands
Montessori Charter School

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

MEETING DATE: March 22, 2013

AGENDA ITEM: 14

NUMBER OF ENCLOSURE(S): 1

PRESENTER(S):

RECOMMENDATION:

FISCAL IMPACT:

BUDGET ACCOUNT (FOR PRINTING CHARGES ONLY):

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

BACKGROUND:

SUBMITTED BY: _____